

SOUTH CAROLINA CAREER GUIDANCE EFFECTIVE EXERCISES

TITLE: ROLE MODELS

SUBJECT: Guidance Activity

GRADE LEVEL(S): 9-12

SC Career Guidance Standard/Competency

- Learning to Work: Standard 1. Students will understand the relationship among personal qualities, education and training, and the world of work.
 - Competency 1.5. Be aware that work can help one achieve personal success

National Career Development Guidelines Goal/Indicator

- Personal Social Development: GOAL PS1. Develop understanding of yourself to build and maintain a positive self-concept.
 - Indicator PS1.K1. Identify your interests, likes, and dislikes.
 - Indicator PS1.K2. Identify your abilities, strengths, skills, and talents.
 - Indicator PS1.K3. Identify your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).

Lesson Objectives

1. Students will identify positive character traits in role models they admire.
2. Students will make connections between their own traits and those of their role models.
3. Students will describe how positive personal qualities can help them achieve a variety of life goals.

Assessment

1. Students will identify at least five positive role models and their positive character traits.
2. Students will complete the *Exploring Role Models* worksheet.
3. Students will write a brief essay explaining how their own positive personal qualities will help them attain a specific goal.
4. Optional: Students will record their reactions in their career portfolio.

Preparation

- Prior Learning—Interest assessment and introduction to employability skills
- Handouts/Worksheets—*Exploring Role Models* worksheet
- Resources—Optional: career portfolios
- Time Required—45 minutes plus home assignment

Procedures

Part One

- Ask students what the term “role model” means to them. Are there both positive and negative role models?

- Brainstorm some examples of people in the media they feel are positive role models.
- Brainstorm some examples of people in the media they feel are negative role models.
- Give students a copy of the *Exploring Role Models* worksheet and have them list five of their own role models. They can be people in the media, famous people in history, or people from their every day lives. They should also include the person's occupation.
- Have students share some examples from their role model list.
- Points for discussion:
 - What are some of the themes that run through the lists—are there athletes, actors, politicians, scientists, community leaders, religious leaders, family members, etc.?
 - Discuss some of the career choices the role models have made.
 - Discuss how the students' own career choices might be influenced by their role models' career choices.

Part Two

- Have students brainstorm a list of some positive personal qualities and characteristics (remind them of their previous work on employability skills).
- Have students identify the positive personal qualities and characteristics of their role models and then their own positive personal qualities and characteristics. They should complete Part 2 of the *Exploring Role Models* worksheet.
- Engage students in a discussion of what they admire most about their role models.
- Points for discussion:
 - Do their role models reflect the type of person they are themselves (athletic, artistic, religious, civic-minded, musically-talented, academically-gifted)?
 - What positive personal qualities and characteristics do they have in common with their role models?

Part Three

- Make the connection between having positive personal qualities and characteristics and achieving personal, social, education, and career goals.
- Tell students they are to complete Part 3 of the *Exploring Role Models* worksheet by writing a brief essay that explains how their own positive personal qualities will help them attain a specific goal. They will write the essay as a homework assignment.
- Optional: Have students record their reactions in the career portfolio.
- Optional: Coordinate with the Language Arts teacher to further develop this activity into an assignment of a research paper, a speech, or a PowerPoint presentation.
- Optional: Traditional role models are usually of the same gender and race as the student. Have students research role models who are not of their own gender or race. This adds the topic of diversity to your teachings.

Exploring Role Models

Name: _____

Date: _____

Directions: Part 1—List the names and occupations of five of your role models. They can be famous people, people from your community, or family members.

Role Model Name	Occupation
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- 1.
- 2.
- 3.
- 4.
- 5.

Directions: Part 2—List below at least six positive personal qualities and characteristics of your role models. List your own positive personal qualities and characteristics.

Role Models' Qualities	My Personal Qualities
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- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Directions Part 3—Your own positive personal qualities and characteristics can help you achieve your goals. On a separate sheet of paper, write down one of your personal, social, education, or career goals. Then write a short essay explaining how your positive personal qualities and characteristics can help you achieve that goal.

