



# STREET WISE

## TEACHING RESOURCE

### LESSON 4

#### Resources:

- PowerPoint presentation
- Large sheets of paper
- Blu-tak/cellotape

#### Curriculum links

##### ■ Citizenship:

4c

##### ■ PSHE:

1.3b  
1.4b  
2.3c  
4c

##### ■ English:

1.2d  
1.4c  
2.1g & h  
3.1b  
4.1f

## Role models?

This session should follow Lesson 3: Sean as a role model?

### Learning objectives

To evaluate the qualities you admire in others.

To assess the definition of a role model and what it means to you.

To collate admirable and attractive qualities in others in order to develop a framework for the ideal role model.

### Learning outcomes

By the end of this session:

- All students will have evaluated qualities they admire in others in order to produce their ideal role model.
- Most students will have effectively evaluated qualities they admire in order to design an ideal framework for a teen role model.
- Some students will have effectively evaluated qualities they admire and developed an ideal framework for a teen role model.

### Teaching sequence

Starter	In groups of four, ask students to brainstorm the people they admire on a large piece of paper.	10 mins
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Ask students to categorise why they admire these people by drawing a large symbol next to their name ie:

- If they admire someone because they are good at football, then they could draw a football.
- If they admire someone because they are really attractive and very fashionable, then they could draw a pair of shoes.
- If they admire someone because they have lots of money, then they could draw a £ sign etc...

Ask students to stick their paper on the wall as a display and discuss the types of people that your students admire.

*Continued on next sheet ...*



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Main activities

Slide 2 gives us a visual framework for students to use, although you could draw your own role model as an example.

10 mins

Ask students to re-cap the definition of 'role model' they discussed last lesson. Ask students if they can elaborate on this and put it into their own words.

In a brief class discussion, ask students to consider and discuss if any of the people they have discussed as people they admire are actually role models. You could pick one of the icons or type of icons who appears on the majority of each brainstorm, ie, a rapper or a WAG.

20 mins

In groups of four, ask students to co-operate in order to complete a role-on-the-wall activity (drawing an outline of a person on a very large piece of paper in order to write characteristics inside the outline) for an ideal teen role model (someone who they will genuinely admire and try to emulate rather than believing they should).

On a large sheet of paper, they must draw a very large outline of a person and list details under at least four of the following headings:

**Personal details**

over the top of their head

**Personality traits**

ie, honesty, sense of humour in the middle of their body

**Appearance**

in the middle of their head

**Education**

in their left leg

**Hobbies**

in their right leg

**Job**

in their left arm

*Continued on next sheet ...*



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**Typical behaviour**  
in their right arm

**How other people see them**  
underneath their whole body

If students feel that something doesn't matter (for example, appearance), then they should write 'doesn't matter' in the appropriate place.

If they wish to add any information which does not fit under any of these headings, then they should list it to the left or right side of the body.

Plenary	Ask students to stick their drawings on the wall and ask one representative from each group to present their ideas.	20 mins
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### Possible homework activity

Students could describe their first meeting with their ideal role model.

### Suggestions for further activities

Students could be given research projects on a range of celebrity role models.