

4-H Grab and Go: *Who is My Role Model?*

Concept:

Positive role models as well as their characteristics and values affect choices.

Age/Grade Level:

Middle school: Ages 12-15

Education Standard: National Health Education Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Life Skill:

Decision Making, Healthy Life Choices, Self-Discipline, Self-Responsibility

Success Indicator:

Youth will identify a positive role model, their traits and characteristics, and how they influence them.

National 4-H Curriculum:

**Health
Rocks!**

4-H ■ HEALTHY LIFE SERIES

PREPARATION

Time: 30 – 45 minutes

Space:

Large open classroom

Materials:

- Paper
- Pencils/pens
- Chalkboard/chalk or flip-chart/markers

Background Information:

Role models provide a way of helping youth identify who they are. A role model can be someone youth know personally, such as a family member, friend, or someone else close to them. A role model might be a professional in the community such as a doctor, lawyer, clergy, teacher, or someone who has professional connections. Others that might be selected as role models could include sports figures, singers, actors, or someone in the spotlight.

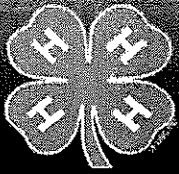
The influence of a role model depends on the role model themselves, and his/her traits and characteristics. Youth who identify a positive role model known to them have higher grades, higher self-esteem, and a lower likelihood of engaging in risky behaviors such as tobacco, alcohol, or other drugs.

It is important that youth identify and engage with appropriate family, as well as non-family, role models within their community. Helping youth identify positive role models is key to insuring constructive influence.

Instructions:

One way youth can be positively influenced is through role models. In order to be a positive influence, a role model should be someone who can be imitated; and who is an example of good behavior and characteristics.

1. Give each participant a sheet of paper and a pencil/pen. Ask them to write the name of their role model at the top. Remind youth that when selecting a role model it should be someone who has traits, characteristics, and a life they respect.
2. Have the youth write at least five positive traits or characteristics that role model has. How does the role model influence them?
3. One at a time, have participants act out the role model in a charade while the others try to guess who the role model is. (If they choose a grandparent, they might act like they are walking with a cane or rocking in a rocker. Remind youth



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Youth Development Tip:

Youth start to develop concepts of fair and unfair, and evaluate characteristics of others.

Open Ended Questions:

- Was it hard to pick a role model? Why or why not?
- Could some people not be good role models? Why?
- In what areas of your life do you imitate the characteristics and traits of your role model?
- Why might it be important to have a role model who is a family member or community member, instead of (or in addition to) a famous person in sports, music, or acting?
- How can a role model help someone avoid using tobacco, alcohol, and other drugs?

that some of the actions they might use are stereotypes and that the characteristics and traits do not depict every person in the category.) They will have three minutes for the group to guess their role model. When the three minutes are up, have youth share who the role model is and the five traits and characteristics they admire and why. (Have someone record the traits and characteristics on the chalkboard/flipchart.) Continue until everyone has the opportunity to act out their role model.

4. Have participants review the traits and characteristics listed and ask for additional traits/characteristics of possible role models. Discuss the traits and characteristics and ask youth why these are important.
5. Review the **Open Ended Questions**.

Additional Notes/Extension/Glossary

Values – items of importance

Belief – what a person accepts as true or real

Trait – a personal quality

Characteristics – a prominent trait or quality

Learn More

The following website provides additional information:

[http://www.coachingandmentoring.com/
CharacteristicsOfMostEffectiveMentor.htm](http://www.coachingandmentoring.com/CharacteristicsOfMostEffectiveMentor.htm)