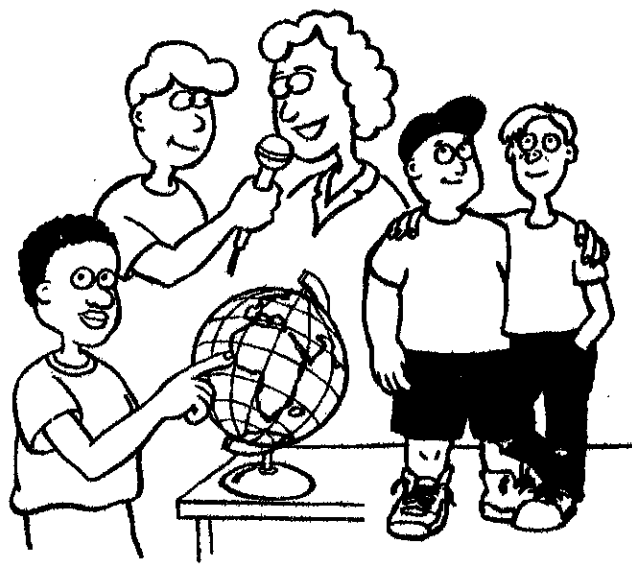

Interpersonal Skills



Interpersonal Relationship Skills

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Introduction

Interpersonal Skills

Interpersonal is the act of interacting with other people. We begin to do this from the moment that we are born. As we grow up; we get more skilled at communicating our wants, needs, feelings, and thoughts, as well as interpreting other people's in turn, so that in adulthood we are aware of how our behavior impacts others.

People with good interpersonal skills are easy and more pleasant to be around. They connect with other people easily and seem to know the right things to say. They also make communication in general an easy process. In fact, the more comfortable someone is with themselves, the more comfortable others are in being with them. Strangely, interpersonal skills are one of those things that you will notice when someone **does not** have them. You will certainly notice it when yours have deserted you: when you get wrong-footed, tongue-tied, embarrassed.

Many people feel awkward and insecure in meeting or introducing themselves to others in a social setting. Sadly morals and proper social skills have declined and the Golden Rule "Do to others as you would have them do to you." This expresses the key to social etiquettes and the key to how we should act in life in every situation. Good social skills show respect and consideration for others.

Really effective interpersonal skills can be developed. It is possible to learn how to deal with the feelings that arise in difficult situations instead of being overwhelmed by them. By identifying which feelings get in the way of connecting with others, and practicing new behaviors. Thru identification of feelings that get in the way of connecting with others, and practicing new behaviors, it is possible to work well in any communication area.

Social Skills for children and adolescents usually involve instruction, modeling, role-practicing, and feedback in a safe setting such as skills groups. Arranging the environment to provide reminders has proven essential to using the correct Social behavior at the opportune moment. Anyone wishing to work on Social Skills should consider the following elements when seeking an effective intervention.

- *Knowledge*- Social Skills can be significantly improved when there is understanding of areas that need improvement.
- *Attitude*- Individuals may pick and work on one goal at a time based on self assessment and assessment of others. Tackling the Social Skills area one at a time allows the individual to master each skill before moving on to the next.

- *Echoing*- Those who struggle with missing pieces of information due to attention disorders during conversation may benefit from developing a system of checking with others what they heard. "I heard you say that... Did I get it right?" Or the individual may ask others to check with them after providing important information. "Please tell me what you heard me say." In this manner, social errors due to attention disorders can be avoided.
- *Observation of others*- Individuals learn a great deal by watching others do what they need to learn to do. They may want to try selecting models at school, community, work, and in their personal lives to help them grow in this area
- *Role Practice*- Practicing the skills they need with others is a good way for individuals to receive feedback and improve their skills
- *Visualization*- Visualization can be used to gain additional practice and improve one's ability to apply the skill in other settings. Individuals can rehearse it in their minds, imagining actually using the skills in the setting they will be in with people when actually interacting. Repeating this several times will help "over learn" the skill and gain experience in the "real" world which will greatly increase the likelihood of their success.
- *Prompts*- Individuals will use prompts to help them stay focused on their goals. The prompts can be visual, verbal, or a physical gesture to assist in reminding the individual to work on their social skills.
- *Increase Likeability*- Characteristics of highly likeable people are: Sincerity, honesty, understanding, loyal, truthful, trustworthy, dependable, thoughtful, considerate, reliable, kind, friendly, happy, unselfish, humorous, responsible, and cheerful. Developing or improving any of these characteristics should help ones social standing.

Lesson 2

Proper Social Self Presentation

Purpose

Learn the importance of personal appearance and hygiene and how it influences a first impression.

Skill Development

The student will learn importance of:

1. Healthy Living
2. Personal Hygiene
3. Appropriate Dress
4. Posture

Material

- Handout "Looking and Feeling your best"
- Worksheet "Step up to a better you"
- Handout "When in Doubt"

Introduction (2 minutes)

The leader will introduce the activities:

- Explain that today students will learn that taking care of your body inside and out conveys you're conscientious, responsible and take pride in your self presentation.

Procedure (45 minutes)

The leader will conduct the activities as follows.

1. Gather students into a circle around table.
2. Distribute a copy of "Looking and Feeling your best."
3. Have the students participate by taking turns in reading the material presented. If the group consists of younger children the leader will read the material aloud.
4. Have group discuss each topic in handout "Looking and Feeling your best."
5. Leader should encourage use of topics for student to gain social confidence in presenting themselves.
6. Have students practice proper posture by attempting to walk around room while balancing a mid-sized book on their head. This can be made to be a lot of fun, helping to break the ice for a good discussion time.

Lesson 2 (continued)

7. Have students complete worksheet "Step up to a better you!" Leader should let students know that their worksheet is personal and others will not read it unless the student volunteers. In doing so the student will feel more likely to answer questions honestly.
8. Reinforce importance of Proper Social Self presentation.
9. Present students with a copy of "When In Doubt" to bring home for reinforcement.

Discussion (if time permits, conduct a conversation)

Leader to facilitate discussion by asking the following questions:

1. Ask students if there are any topics that they would like to discuss further or have questions about.

Instructional Tips

1. Ask other students not to critique another students input or questions as the material presented can be sensitive to some.
2. Encourage students to discuss additional issues they may have or questions to their parents, trusted adult, respected peer, etc.

Anticipated Results

To learn that just as it is important to be presentable on the inside, it is also very important to be presentable on the outside. Student should also understand concept that "You never get a second chance to make a first impression."

Challenge

Develop a routine for personal hygiene etc. / Review "When In Doubt" handout.

Lesson 2

“LOOKING AND FEELING YOUR BEST”

Healthy Living

Eating a balanced diet, exercising to keep fit, and getting enough sleep will help you always be at your best. Healthy food, healthy body—or as they say “You are what you eat.” People who don’t smoke or abuse drugs or alcohol are much healthier than those who do. People feel and look much healthier when they choose a balanced diet of:

- Fresh fruits and vegetables; low-fat dairy products; whole grains; fish, poultry, and lean meats and very importantly plenty of water
- Limit soft drinks, caffeine, sweets, desserts, snack foods, pastries, and foods high in cholesterol and fat.

Personal Hygiene

In face to face meetings, the first impression that you give is heavily influenced by your personal hygiene. Your charm, wit, intelligence, education, experience, and potential will not be heavily recognized if people you meet cannot look past your bad breath, body odor, or dirty tattered clothes. These all put people off quickly.

Four tips to remember:

- Remove your hat whenever you meet someone and when you’re indoors—it will convey respect instantly.
- If possible, remove nonprescription sunglasses when you meet or greet someone so you can make effective eye contact.
- Being properly groomed conveys a sense of self-respect and that you are worthy of other’s respect.
- Practice proper personal hygiene to be certain your first impressions will always be your best.

Every day there is a chance you will be making your first impression on someone who may be very important to you someday.

Bathing/Hair Care

Shower or bathe daily with a good soap, dry off with a clean towel and always put on clean clothes. A good, ten-minute shower involves shampooing your hair, thoroughly soaping up your body, and rinsing well. Select the type of shampoo and soap appropriate for your skin type: oily, normal, or dry. When selecting a deodorant select one with appropriate strength for your activity level and skin type. Cologne or perfume should add a light scent, overpowering scents can be nauseating in close quarters and may irritate others allergies. Always touch up your hairstyle, cosmetics, and so on in a restroom, never in public.

Lesson 2 (cont'd)

Tooth and Mouth Care

Brush your teeth at least twice daily, first thing in the morning and last thing in the evening. It is also important to gently brush the upper surface of your tongue to remove residue and bacteria. Carry a travel toothbrush and brush your teeth after meals with plain water if you don't have access to toothpaste. Flossing daily will help keep food particles and bacteria from collecting where toothbrush bristles cannot reach.

Clothing

Wear clean clothes that are in good condition. What you wear speaks volumes about you. Dressing appropriately merely means choosing attire that is suitable for the situation and for you, fits properly, and shows good taste.

Proper dress should display modesty, so choose clothes that fit well enough that they do not reveal your undergarments or too much skin, are not skintight, or appear loose enough to fall off. Choose wisely what your attire "says" you.

While it's true that "you can't judge a book by its cover," most people equate style extremes with rebellion and disrespect for others and for oneself. Justified or not, body piercing, tattoos, neon hair colors, wild hairstyles and cosmetics, gaudy jewelry, immodest clothing, will usually undermine the wearer's credibility. On the other hand, don't be too hasty to judge others who express themselves through unusual styles. Plenty of decent, mannerly individuals wear bold styles to be seen as unique. And perfectly groomed individuals could be villains in disguise. Whatever you do, consider the consequences carefully. Tattoos and body piercing leave permanent marks and scars you may someday regret. Fashion is a personal choice. Using good "fashion" choices will help open the door to important opportunities.

Posture

Have you ever noticed that you sit and stand taller when you feel good than when you feel bad? There is more zip in your movements when you feel good; your attitude is better, and there's more confidence in your voice. Weak posture suggests weakness, fosters disrespect, impairs speaking ability, and turns people off. It decreases stature, weakens self-esteem, and invites failure. Strong posture requires discipline but suggests you have it all together, displays strength, and influences a better mental outlook. It also increases your stature, enhances your personal appeal, and helps your clothes fit better.

Lesson2

WHEN IN DOUBT.....

FOLLOW THE GOLDEN RULE:"DO TO OTHERS AS YOU WOULD HAVE THEM DO TO YOU."

ESTABLISH HIGH STANDARDS FOR YOURSELF.

ASK, "WOULD I WANT MY FAMILY OR SOMEONE I RESPECT TO SEE ME DOING THIS?"

BE WILLING TO SAY "NO," EVEN IF EVERYONE ELSE IS DOING IT.

DISCUSS THINGS YOU FIND QUESTIONABLE WITH PEOPLE WHOSE VALUE YOU RESPECT.

TELL THE TRUTH.

Personal Values

As important as it is to be presentable on the outside, it's more important to have "presentable" values. Everything a person says and does literally presents their internal value system to others.



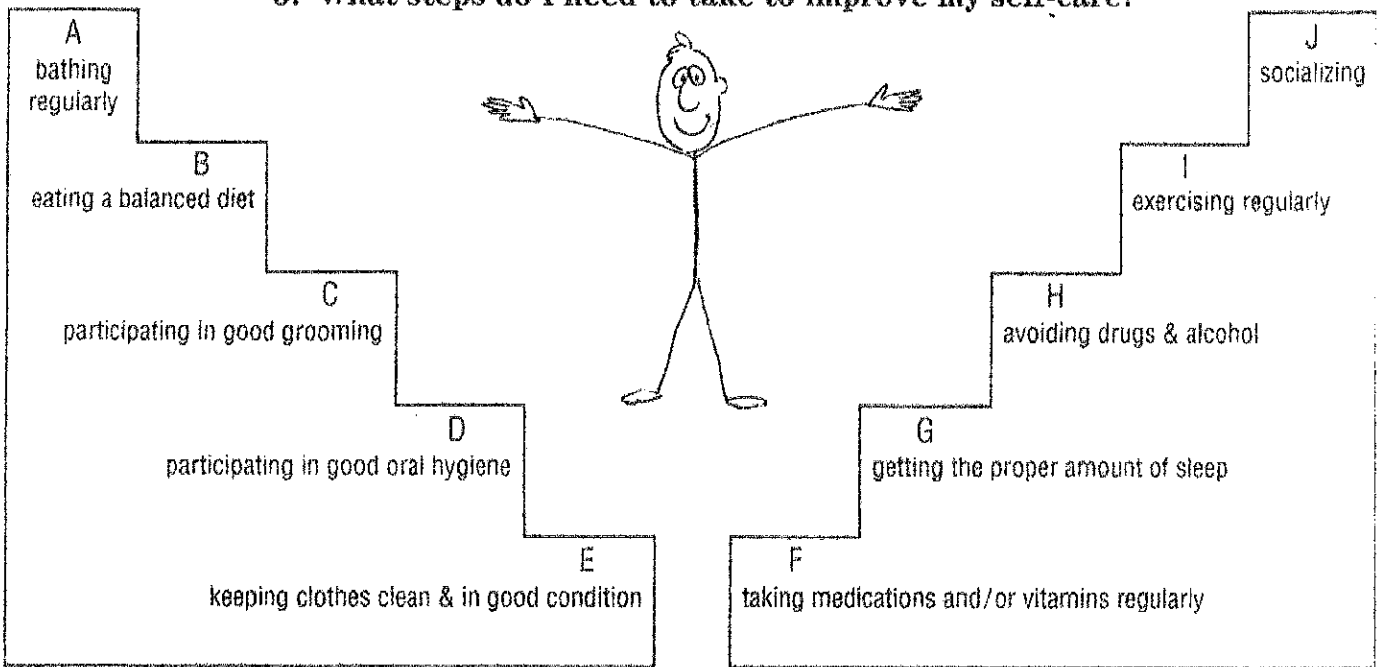
STEP UP to a better you!

1. How well am I taking care of myself?

poor	0	1	2	3	4	5	6	7	8	9	10	good
------	---	---	---	---	---	---	---	---	---	---	----	------

2. What influences how well I take care of myself?

3. What steps do I need to take to improve my self-care?



4. Which steps are most important to you? Rate them!

← most least →

--	--	--	--	--	--	--	--	--	--

5. Write 2 goals to ensure follow through with the above identified self-care activities.

I will _____

I will _____

6. Who can I share these goals with to achieve success?

Lesson 3

Proper Table and Restaurant Etiquette

Purpose

To gain an understanding of proper table etiquette and social interaction while dining at home or elsewhere.

Skill Development

The student will learn:

1. General table etiquette.
2. Etiquette when dining out.
3. Table setting/informal dinner.

Material

- Handout "Table Etiquette And Dining Rules"
- Paper, pencil
- Paper plates, Plastic or regular utensils, napkins (Use these items if available)

Introduction (2 minutes)

Leader will introduce the activities as follows:

1. Inform the students they will learn rules to proper table etiquette.
2. Explain to the students they will be role-practicing proper etiquette and behavior while dining out.
3. Tell students they will learn and practice informal table setting.

Procedure (45 minutes)

The leader will conduct the activities as follows:

1. Have students sit at table with no more than 4 per table (This will allow room for role-practicing)
2. Encourage students to practice proper posture throughout activities.
3. Give the students the handout "Table Etiquette And Dining Rules."
4. Review and discuss handout, taking time for students to comment or ask questions.
5. Ask one student to volunteer to assist in role-practice. Have all students role-practice they are dining in a nice restaurant, use volunteer to act as a waiter/waitress serving the students a meal. As the students go thru their mock meal correct poor table etiquette such as elbows on table, poor posture, rocking or tipping chair etc.

Lesson 3 (cont'd)

6. Have student's refer to Table Setting section on Handout, give each student paper and pencil.
7. Discuss proper way to set and utilize an informal place setting.
8. Have students put away their handout, utilizing paper have student draw a proper informal table setting, placing utensils on correct sides of plate etc.
9. Take a moment with each student checking their drawn table setting, providing feedback and praise.

Discussion

Encourage students to verbalize their experience today by asking following questions:

1. Do you believe what you learned today is important? Important as to how people perceive you?
2. How many of you practice proper table etiquette at home? In a restaurant?
3. Will you take what you learned and apply it to your life?

Anticipated Results

To obtain proper table etiquette and rules to reinforce self-confidence in social situations.

Challenge

During mealtime use proper etiquette and observe others.

Lesson 3

“Table Etiquette And Dining Rules”

Did you ever stop to think how much of our social interaction revolves around food?

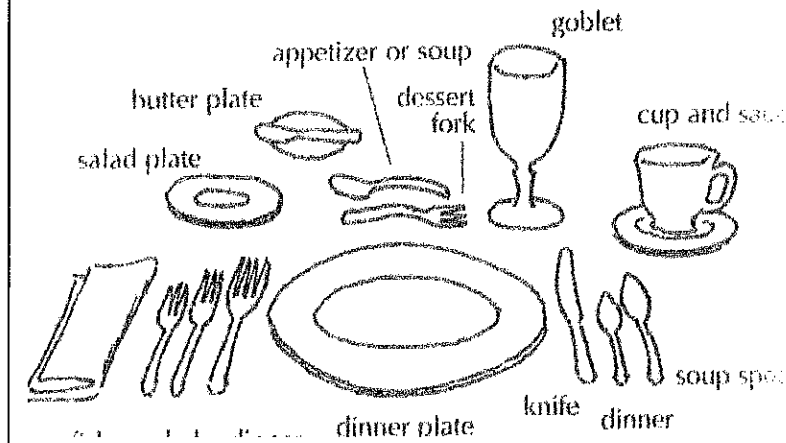
It only makes sense to be sure of “the rules” as they apply to such occasions - from the time an invitation arrives to the moment dessert is over.

General Table Manners:

- Sit up straight and bring your food to your mouth, not your mouth to your food.
- Open the napkin and as you place it on your lap, don't flap it like a flag.
- Remember, a napkin isn't meant to be a bib, towel, or handkerchief. Never blow your nose in a napkin. Use napkins to blot or wipe your mouth.
- Sit up straight with your hands on your lap, not on the table.
- Keep your feet to yourself, flat on the floor under your chair or cross them at the ankles.
- Rest one hand in your lap and the other wrist at the table edge when not eating; don't put your elbows on or lean on the table at any time.
- No matter how they beg, don't feed pets at the table.
- Never chew with your mouth open. Chew quietly. Please, don't chew ice.
- Never talk with food in your mouth.
- If something is too hot, never spit it out. The best remedy is a quick sip of water.
- Never gesture with food in your hands or on your utensils.
- If you need to leave the table ask to be excused; you need not announce the reason such as “I have to use the bathroom.” Simply state “May I be excused for a moment, please?” Place your napkin on your chair, not on the table.

table SETTINGS

formal dinner SETTING



The way forks, knives, spoons, glasses, and cups are placed on the table is a place setting. The one shown here is a Formal Place Setting for a full course dinner. Most people don't use all of this each day at home. However, should the need arise you will have a basic understanding of how to dine. Use the silver from the outside in. For example, the soup spoon on the right would be used before the teaspoon, because soup is served first. Use the glass to the right of your plate. Large stemmed glasses are called goblets. Hold by the bowl, not the stem to avoid spills. A spoon or fork placed above the dinner plate is used for dessert. Your bread-and-butter plate is located on your left, slightly above your plate. Use this plate for rolls, butter, olive pits, and so forth. Your butter knife will be on this plate and should be left there after you use it. Your salad plate is also to the left of your dinner plate, slightly below the bread-and-butter plate. Generally salad is eaten first so the salad fork is to the left of the dinner fork. If the setting is confusing, just watch another guest and use what they use. If you begin to use the wrong utensil, don't worry just continue to use it for that course.

Lesson 4 *Making Friends*

Purpose

To learn ways to initiate a friendship.

Comments:

Some students have difficulty making friends. Perhaps they are shy, too loud, or simply try too hard. In this lesson, several ways to initiate a friendship are discussed.

Material

- Worksheet "Making Friends".

Introduction (2minutes)

Leader will introduce the activity as follows:

1. Explain to the students they will be utilizing a worksheet to assist them in evaluating appropriate/inappropriate ways to initiate a friendship.
2. Students will be asked to participate in sharing their answers and provide input as to general ideas for making friends.

Procedure (45 minutes)

The leader will conduct the activity as follows:

1. Have students examine the ten cartoon situations on the worksheet "Making Friends" and evaluate how good of a way it is to initiate making friends with someone else.
2. Explain to students that in some cases, maybe is an appropriate answer.
Answers: (examples) 1. No-may be too aggressive. 2. Yes-acting first. 3. Yes-go where people are. 4. No-isolating self. 5. Yes-acting friendly 6. Yes-being helpful. 7. Yes-acting first. 8. No-critical comment **or** Maybe-teasing in a friendly way. 9. Yes-acting first. 10. Yes-being resourceful.

Discussion

Students should be prepared to explain their answers and try to come up with some general ideas for making friends such as: look and act friendly towards others, include others, be available, go where other people are, and make the first move.

Lesson 4 (cont'd)

Discussion Questions:

1. Which of the ways on the worksheet would you try?
2. Which of the students on the worksheet would you find irritating or offensive?
3. When is the last time you picked out someone whom you would like for a friend? How did you become friends?
4. Is it harder to initiate friendships with someone of the opposite sex?
5. If you are basically a shy person, what are some quiet ways you could initiate talking or contact with someone else?

Anticipated Results:

To obtain skills necessary to initiate friendships according to students individual personality.

Challenge:

Think of additional ways to initiate a friendship with someone.

Making Friends

Directions: Read each situation and decide if it is or is not a good way to approach someone initiate a friendship. Write **yes**, **no**, or **maybe** on the line next to each item. Be prepared to explain your answers!

<p>1.  Hi! Let's be friends.</p>	<p>2.  I need a study buddy for the test. Want to work together?</p>
<p>3.  I think I'll join the volleyball team. It looks like it might be fun.</p>	<p>4.  I'll just eat lunch by myself and work on my homework.</p>
<p>5.  May I join you?</p>	<p>6.  You look like you could use a hand. Would you like some help?</p>
<p>7.  I'm having a party at my house after the game. Want to come?</p>	<p>8.  You sure wear weird clothes.</p>
<p>9.  Let's include the new kid.</p>	<p>10.  Would you introduce me to your cousin? WOW!</p>

Lesson 5

Qualities Of A Good Friend

Purpose:

Learn to analyze qualities they feel are important in a friendship.

Skill Development:

The student will learn to:

1. Prioritize qualities that student thinks is important in a friend.
2. Be as good a friend to others as they expect others to be to them.

Material

- Worksheet "Qualities of a good friend."

Introduction (2 minutes)

The leader will introduce this activity as follows:

1. Tell students they will be learning what are important to them in a friend.
2. Inform students they will complete a worksheet to assist them in personal quality identification.
3. Explain to students their participation in Group discussion is important.

Procedure (45 minutes)

The leader will conduct the activity as follows:

1. Have students volunteer to tell about a particularly good experience they had with a friend.
2. Have students volunteer to tell about how a friend helped them through a difficult time.
3. Students are to read over the list of suggested qualities on the worksheet "Qualities of a Good Friend" and rank from 1 to 5 (1 is the highest) those they feel are most important. Encourage students to add qualities to the list.
4. Encourage students to participate in discussion portion of lesson.

Lesson 5 (cont'd)

Discussion

Leader to facilitate a discussion by asking the following questions:

1. Why did you select the qualities that you did? Did you have a particular reason?
2. Which did you think was the single most important quality?
3. Do you think you also possess that single most important quality in being a friend toward others?
4. Are you as good a friend to others as you expect others to be to you?
5. How long do you think someone possesses these qualities (exp., is really loyal, remains trustworthy)?

Anticipated results:

Realize qualities they find important for a friend to possess and examine themselves for the same qualities so they may also be a good friend.

Challenge

Target a friend and do something special to thank that friend for his or her special quality.

Qualities of a Good Friend

is: Which of these qualities do you think is important in a friendship? Rank each
5 (1 = most important). Feel free to add your own ideas.

is popular

has money

is a good listener

can be trusted with secrets

has creative ideas

doesn't talk behind your back

is usually happy

is a good student

gets lots of attention

is funny

has good ideas for things to do

is interesting

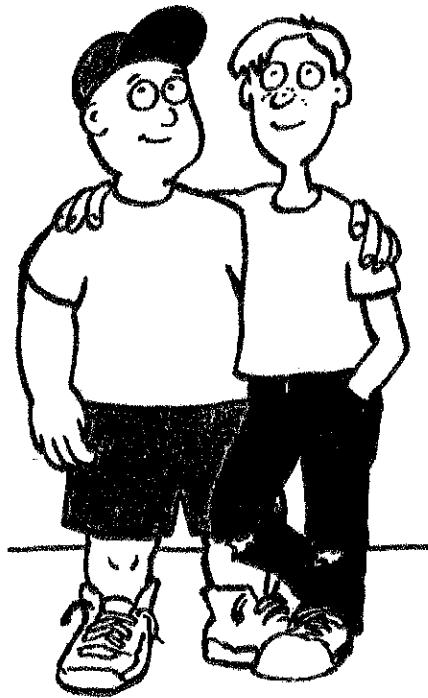
understands how you feel

is respected by other people

is good at sports

comes through in a crisis

loyal, keeps on being your friend even when you're not around





Lesson 6

Members Of A Family

Purpose:

Encourage appreciation for family by describing its members and the relationships within that family.

Special Comments:

The people with whom we live have a huge impact on our day-to-day lives. While some of this information may be quite personal or embarrassing for some students to reveal, they should be given the opportunity to reflect or be familiar with their own family structure. This lesson **is not** intended to “pry” into someone’s private life, but rather to acknowledge that there are many types of families.

Material

- Worksheet “Members of a family”.

Introduction:

1. Talk to students about respecting others privacy as well as boundary recognition throughout lesson due to content of lesson being potentially personal or embarrassing.

Procedure: (45 minutes)

Leader will introduce the activity as follows:

1. Have students list the members of their family (or the people who live in their home).
2. Have students add one word after each name to indicate the relationship of that person to him or her (exp., mother, sister).
3. Leader may wish to have students complete the worksheet anonymously and then compile the results. Use information obtained from completed worksheets to draw conclusions where there are many different family types and many different members that comprise a family unit.

Discussion:

Leader to encourage students to participate in discussion by asking the following questions.

1. What are some advantages to having a large number of people in your family?
2. What are some disadvantages to having a large number of people?
3. What are some things that are harder for a single-parent family to do?
4. What are some reasons that grandparents might live with their children?

Lesson 6 (Discussion cont'd)

5. What are some problems that merging or blending of two families (remarriage of divorced adults) might run into.
6. Do you think when you are an adult your family life will be similar or different to the family style you are growing up in?
7. In what ways do you wish your family life were different?
8. What are some things you really like about your family?

Anticipated Results:

Students to recognize that there are many family types and each one of them are unique and special.

Challenge:

Think about a special family member and think about what makes that person special or particularly special to you.

Lesson 6

Members of a Family

Directions: Below are some terms or words that describe different members of a family. Circle those that apply to your own family.

traditional family (husband, wife, their children)

single-parent family

grandmother

grandfather

stepfather

stepmother

brother

sister

stepbrother

stepsister

half-brother

half-sister

widow

widower

cousin

uncle

aunt

boyfriend

girlfriend



Lesson 7

Respecting Authority

Purpose

Learn why it is necessary to respect and obey parental authority.

Skill Development

Students will learn:

1. Legal responsibilities of parents for their children.
2. How everyone has a set of rules they must follow, and authority they must answer to, including parents.

Material

- Handout "Respecting Authority".

Introduction (2 minutes)

1. Speak to students about how older students may find it difficult to follow rules that seem to restrictive or protective. Nevertheless, parents are responsible for the children's actions while they are minors. Rules are necessary for safety, efficiency, and discipline. Rules may change with the age of the child and the amount of responsibility that he or she can handle.

Procedure (40 minutes)

The leader will conduct the activity as follows:

1. Have students raise their hands to indicate who they view as the primary source of parental authority in their house: father, mother, other adult, etc.
2. Have student's list specific rules that apply in their families or households.
3. Leader read aloud situations on worksheet and decide exactly what rule or request was given and whether or not it was followed.

Answers for worksheet: 1. no, 2. yes, 3. no, 4. no, 5. yes, 6. no.

Discussion

1. At what age should parents begin to give a child more authority? When should it be 50-55?
2. Are parents responsible to higher authority systems themselves for care of their children?
3. In which of the examples were parents motivated by concerns for the children's safety?

Lesson 7 Cont'd
Respecting Authority

4. What things could the people in the example have done to try to change what they considered to be unfair rules?

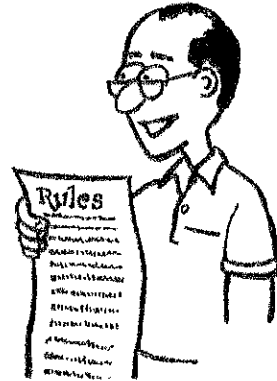
Challenge

Students review their home rules with their parents.

Respecting Authority

Directions: Read each of the situations. Decide whether or not the main person in the story is showing respect for parental authority or not. Write YES or NO on the lines.

1. Tommy is 5 years old. His dad tells him not to play with matches. Tommy puts the matches away and gets his dad's cigarette lighter instead and begins to play with that.
- _____



2. Amy is in high school. She borrows her mother's car to go to work at the local dry cleaning store on weekends. Her mother needs the car at midnight on weekends to go to her job. Amy is supposed to fill up the car with gas each weekend and have it in by 10 P.M. Amy goes out to a party on Friday night with friends and has the car back at the house by 9:30. She then returns to the party by getting a ride with another friend.
- _____

3. Steve is 15. He has a curfew of 11 P.M. on weekends and 10 P.M. on school nights. He has been getting C's and D's on his report card, so his parents change the curfew to 9 P.M. every night until his grades improve. Steve thinks the curfew is too early and unfair so he has been coming in at 10 P.M. on weekends.
- _____

4. There have been several robberies and other crimes in Marla's neighborhood over the past few months. Marla's dad decides he is going to pick her up at school and wants her to stay there to wait for him until he can get her. Marla finds this extremely embarrassing so she tells him that she has a ride with friends and walks home instead.
- _____

5. Sally's older sister just found out she is pregnant. Their parents are extremely upset about this. Now Sally's parents refuse to let Sally even go out on a date at all. Sally is angry at her parents and thinks this is unfair. After all, she doesn't even have a serious boyfriend! She sees her friends at school and talks to them on the phone.
- _____

6. Robert Smith has been skipping school. The probation department is going to prosecute his father if he doesn't make sure that Robert gets to school every day. Mr. Smith leaves for work at 5 A.M. each morning but wants Robert to call him at work right before he leaves for school at 7:30 A.M. Robert calls, then goes to his friend's house to play video games.
- _____

Lesson 8

A Positive Role Model

Purpose

Students to learn how they can become a positive role model for others by utilizing the positive characteristics they possess.

Skill Development

The student will learn how to:

1. Determine what positive characteristics they find important in a role model.
2. Learn if the characteristics they admire are attainable for them.

Material

- Handout "A Positive Role Model"

Procedure (45 minutes)

The leader will introduce the activity as follows:

On the worksheet "A Positive Role Model," students are to pretend they are one of the people they selected as a role model and describe what a typical day would be like for them as this person. Some students may insist on selecting someone who you may not think of as a "positive" person; however, encourage students to pick someone who in some way has a redeeming quality! Allow students to overexaggerate the details in their writing. This may help them use their imagination and have some fun with the project. (You may want to provide guidelines on the role model-fictional or real life person, living/dead, etc.)

Discussion

Leader to facilitate a discussion by asking the following questions.

1. Who did you select for your role model?
2. What positive characteristic about this role model did you focus on?
3. Do you think you could really be like this person in some way? Is the characteristic you like really attainable for you?
4. Do you admire this person because he or she is somewhat like you or because he or she is different in some way from you?

Lesson 8 (cont'd)

Challenge:

Write a letter to a famous role model. What would you like to find out about him or her? Write to them and tell them they are your role model; you might be surprised and get a response.

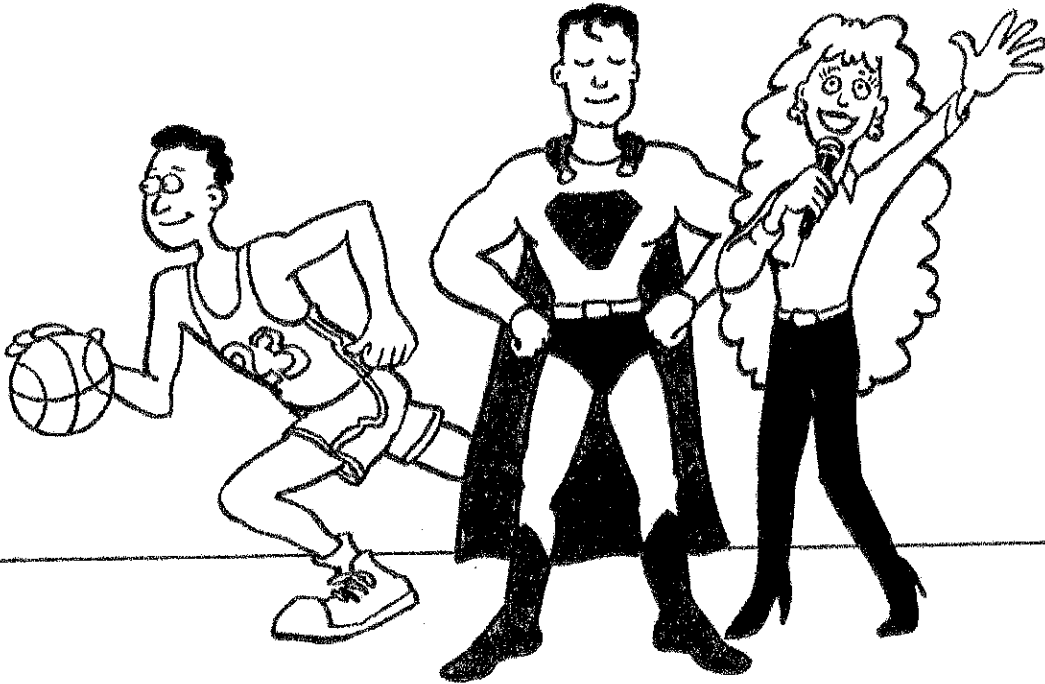
Name _____

Date _____

A Positive Role Model

Directions: You have just turned into

(your positive role model). Describe a typical day in your life. *Ideas* – What will you wear? What will you do today? Who will you talk to? How will people respond to you? Will you do anything surprising? (Use the back of this sheet if you need more space to write.)



A large rectangular box containing ten horizontal lines for writing.