

Role Models

Directions People often form values by observing those they admire, called role models. A role model can be a family member, someone else you interact with personally, or somebody famous you might never meet. In the boxes below, identify six people who are role models for you. Under each name, list three values or character traits this individual models for you. These are the values or traits the role model has helped you learn or you hope will help you learn. Then on the next page, explain what lesson or character trait each child is learning from the teen role model.

Learning from Role Models

Role model: _____

Values or traits this person models:

1. _____
2. _____
3. _____

Role model: _____

Values or traits this person models:

1. _____
2. _____
3. _____

Role model: _____

Values or traits this person models:

1. _____
2. _____
3. _____

Role model: _____

Values or traits this person models:

1. _____
2. _____
3. _____

Role model: _____

Values or traits this person models:

1. _____
2. _____
3. _____

Role model: _____

Values or traits this person models:

1. _____
2. _____
3. _____

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Role Models (Continued)

Activity 6

1. **Tennis Match** Seth and Dave are volunteer assistant teachers for a children’s tennis class. They play a quick game against each other for the children to watch. After Dave wins, Seth congratulates Dave in a loud voice. *What will the children learn from Seth?*

2. **Craft Project** Sheila helps in an after-kindergarten program. One day when she is helping the children with a craft project, she accidentally spills glitter on the floor. She immediately gets a broom and dustpan and sweeps up the glitter. *What will the children learn from Sheila?*

3. **Crossing the Street** Kiwana takes her younger sister to school. At an intersection, many people cross the street even though the “Do not Walk” light is flashing. Kiwana waits until the light changes before walking her sister across the street. *What will her sister learn from Kiwana?*

4. **About an Injury** Kevin is babysitting for a neighbor, five-year-old Jamie. Laughing, Jamie tells Kevin about a playmate who fell out of a tree and broke a leg. Kevin says seriously, “Oh, that must have really hurt.” *What will Jamie learn from Kevin?*

5. **Too Much Change** Patricia and her young sister are buying groceries. Patricia pays with cash, and the clerk accidentally gives her too much change. Patricia points out the mistake and gives back the extra money. *What will the child learn from watching Patricia?*

6. **Who is Next?** Diego and his six-year-old cousin are standing at a store counter to make a purchase. The clerk, who does not realize that a woman arrived first at the counter, offers to help Diego. Diego tells the clerk, “She was here before me.” *What might his cousin learn from Diego?*

How Values Affect Relationships

Directions How people behave in comparison to widely accepted values can affect relationships. Some values are considered universal because most people believe in them. Universal values include caring, respect, fairness, responsibility, honesty, self-discipline, integrity, and trustworthiness. Read the paragraph below. Then answer the questions to explore how values can affect relationships.

Dividing the Group

Imagine that the coach has asked you to divide the group into two teams for volleyball. Some people in the group are strong volleyball players, while others are new to the game. Some people are your close friends. You know that they want to be on the team with the best players.

1. How could you respond *fairly*? _____

2. How might the fair response affect your relationships with your friends, others in the group, and the coach?

3. What would an *unfair* response be? _____

4. How might the unfair response affect your relationships with your friends, others in the group, and the coach?

5. Think of a time when you made decision that affected a relationship. Using a separate piece of paper, answer the following questions:

A. Describe the situation (no names).	D. How was the relationship affected?
B. What did you decide to do?	E. How did you feel later?
C. What value or values were involved?	F. Would you do the same again? Explain.

Interviewing a Volunteer

Directions Interview someone who does volunteer service in your school or community to explore how volunteering impacts a person and his or her relationships. Take notes in response to the questions below. Then complete “Reflecting on What You Learned.”

Interview Questions

- | | |
|---|--|
| 1. Where do you volunteer? | 7. What are you learning as you interact with the people who supervise you as a volunteer? |
| 2. What kind of work is involved? | 8. What leadership skills have you developed? |
| 3. Who is helped by your service? | 9. Does volunteer service impact other parts of your life? If so, how? |
| 4. How did values influence your choice of volunteer activity? | 10. In what ways have you benefited from doing volunteer service? |
| 5. What are you learning from interacting with the people you help? | |
| 6. What are you learning as you interact with other volunteers? | |

Reflecting on What You Learned

After the interview, write your thoughts about these questions: How can volunteer service help build character? How does volunteer service affect relationships? Illustrate your ideas with examples from the interview. Use additional paper if needed.

Decisions About Relationships

Directions Some decisions you make can affect your relationships with others. Making such decisions wisely can help you keep relationships strong. Read the review of the decision-making process below. Then practice decision making in relationships by reading the story that follows and answering the questions on the next page.

The Decision-Making Process

1. **Identify the decision to be made.** Write the decision on a piece of paper or state it aloud to someone you trust. According to a popular saying, “A problem well defined is half solved.”
2. **List options and resources.** You need to know the possibilities before you can choose wisely from them. Try to think of several options. There may be more possibilities than you realize at first glance.
3. **Analyze your options.** Think of the possible results from each option. What are the advantages and disadvantages of each?
4. **Choose the best option.** You may have to accept some disadvantages for the sake of the advantages, or to avoid a bigger disadvantage.
5. **Act on your decision.** Once you have chosen the best option, act on it. Do your best, knowing that your decision was based on information and careful thought.
6. **Evaluate the results.** You cannot always predict correctly how things will work out. Whether things go right or wrong, you can learn from the experience.

A Strained Friendship

Will and his sister Lisa have always spent a lot of time with their friend and neighbor Amber. They play board games, ride bikes, work on homework, and much more. The three have grown up together and are very close.

Recently Amber has been troubled because of family problems. Her parents argue often and are talking about getting a divorce. Amber has no brothers or sisters. She drops in to see Will and Lisa every day in order to avoid the atmosphere at home. Amber has lost interest in the activities they used to do together. Instead of doing homework together or exercising with a bike ride, Amber just wants to talk about what is going on in her family and how miserable she is. Amber tells her friends how much she values their friendship, saying they are the only people she can talk to.

This situation is becoming a problem for Will and Lisa. They spend more time with Amber than ever, but it is never fun anymore. By the time Amber leaves after a visit, Will and Lisa feel worn out and discouraged. Although they care about Amber and want to help her through this difficult time, they are starting to feel resentful.

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Decisions About Relationships (Continued)

Activity 9

1. What basic question do Will and Lisa need to decide? _____

2. On a separate piece of paper, create a chart like this one and list at least three options Will and Lisa have. Then enter at least one advantage and one disadvantage of choosing each option.

Options	Advantages	Disadvantages

3. Which option would you recommend that Will and Lisa should choose? Why?

4. What actions should they take to carry out the decision? _____

5. What questions should they ask to evaluate the results? _____

Decision-Making in Your Life

What relationship situation in your life calls for you to make a decision? (This could involve friends, family, teachers, or other people in your life.) Think of one such situation and apply the decision-making process to it. Write your analysis on separate paper. Take time to work through the first four steps carefully before going on to steps 5 and 6.

Learning to Lead

Directions Leadership can be shown at many levels. Guiding a nation is one type of leadership, but guiding a younger sibling is leadership as well. Effective leaders have many of the qualities and skills listed in the chart. Analyze your own leadership qualities and skills by placing check marks (✓) in the appropriate columns. Then answer the questions on the next page on separate paper.

An effective leader...		I need to improve in this area.	I have some strength in this area.	I am strong in this area.
1	shows character.			
2	has clear values.			
3	is trustworthy and reliable.			
4	is honest.			
5	is ethical in actions and decisions.			
6	treats people fairly.			
7	shows empathy.			
8	has a positive attitude.			
9	shows enthusiasm.			
10	has confidence.			
11	listens attentively to what others say.			
12	can speak before a group.			
13	gives helpful feedback to others.			
14	can work with different personalities.			
15	uses appropriate manners.			
16	shows diplomacy.			
17	has a sense of humor.			
18	is able to inspire and motivate others.			
19	can delegate tasks.			
20	trusts others to do their assigned jobs.			
21	is goal-oriented.			

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Learning to Lead (Continued)

Activity 10

An effective leader...		I need to improve in this area.	I have some strength in this area.	I am strong in this area.
22	can analyze situations.			
23	has problem-solving ability.			
24	likes to learn more.			
25	knows when to decide and when to wait to learn more.			
26	is committed to excellence.			
27	has a sense of order.			
28	can break large tasks into small ones.			
29	can think creatively.			
30	will take reasonable risks when necessary.			
31	handles similar situations in a consistent manner.			
32	can be flexible when necessary.			
33	is calm in a crisis.			
34	is a hard worker.			
35	considers mistakes as opportunities to learn.			

Analyzing Leadership

1. Summarize what the chart indicates about your leadership skills and qualities.
2. List three of your weakest leadership skills and describe what actions you could take to improve them.
3. How do such presentation skills as making eye contact, speaking extemporaneously, and varying voice pitch help a leader?
4. If a person has many leadership skills but lacks strong character and ethics, what can happen?
5. Think of someone who has shown leadership (famous or not). Describe what makes (or made) that person a leader.