



My Role Models Practitioner Overview



My Role Models

Workbook titles in this series include:

My Dream Career
Examining My Online Identity and Digital Media Use
How I Communicate in Different Places
My Role Models



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My Role Models

Practitioner Overview

This module focuses on helping learners discuss good role models. All of the activities have been developed to be delivered in a group setting but can be modified easily to use in a one-on-one environment. This module contains 11 task-based activities and is divided into five sections:

1. Overview and Introduction to My Role Models
2. Qualities of a Good Role Model
3. You as the Role Model
4. Famous Role Model Research
5. Wrap-Up

Prior to attempting this module, the learner will need to have the following skills and knowledge

- basic keyboarding
- basic Internet search skills
- word processing software skills
- presentation software skills
(extension activity only)



Learning Objectives

- The learning objectives are to
- learn about role models and mentors
 - understand the difference between being a public figure and being a role model
 - understand the qualities of a good role model
 - learn how you can be a role model

Materials Needed

The learning materials needed, are

- Learner Workbooks for each learner
- local newspaper
- Internet access
- word processing software
- presentation software
- class blog or wiki



The activities and practitioner instructions are summarized in the following chart.

After each group of activities, you will have the opportunity to discuss the employment link with the learners. At the end of the modules, learners should engage in a reflection activity and post their reflections electronically on a blog or wiki. You will need to set up a forum for this activity. For ideas, refer to the Practitioner Introduction.

The total amount of time required to complete all of the activities in this module will vary depending on whether you are delivering instruction to an individual or to a group. The estimated amount of time required is 2-3 hours.





Task-Based Activity Summary	Practitioner Instructions	OALCF Connection and Level
<p>1 Complete the “Before” section of the self-assessment to determine your current skill level</p>	<p>a. Explain to the learners that in this module, they will be thinking and talking about role models. b. Review the learning outcomes with them. c. Explain that the module will start and end with a self-assessment. d. Have the learners complete the “Before” section of the self-assessment.</p>	<p>B3.1a Make straightforward entries to complete very simple documents E.2 Monitor own learning Level: Beginner-Intermediate</p>
<p>2 Share an example of a role model and mentor with the group</p>	<p>a. Explain to the learners that role models are everywhere. Mentors are more hands-on and are actually involved in helping you in some way. Role models are people who you look up to. Mentors can also be role models. b. Have the learners share examples of people who have been mentors and role models in their lives.</p>	<p>A1.1 Read brief texts to locate specific details B1.1 Participate in brief interactions to exchange information with one other person Level: Beginner</p>
<p>3 Complete a word search</p>	<p>This is an optional activity for learners to complete. If you use the activity, you could have the learners compete to finish it and offer a small prize as an incentive.</p>	<p>A2.1 Interpret very simple documents to locate specific details Level: Beginner</p>



“EL” refers to employment link.

“LR” refers to learner reflection.

4	Identify media-based role models	<p>a. Discuss the qualities of a good role model with the learners.</p> <p>b. Read the statements about good role models. For each statement, ask the learners to share examples of how a good role model would do this.</p> <p>c. Discuss the difference between being a public figure and a good role model.</p> <p>d. Ask the learners to think about examples of role models for each category of media and have them complete the table.</p>	<p>A1.1 Read brief texts to locate specific details</p> <p>B2.1 Write brief texts to convey simple ideas and factual information</p> <p>B3.2a Use layout to determine where to make entries in simple documents</p> <p>Level: Beginner-Intermediate</p>
5	Identify my role models	<p>Ask the learners to think about who their role models are and why these people are good role models.</p>	<p>B2.1 Write brief texts to convey simple ideas and factual information</p> <p>B3.1a Make straightforward entries to complete very simple documents</p> <p>Level: Beginner</p>
6	Identifying local role models	<p>a. Discuss the fact that there are role models right in our own communities.</p> <p>b. Have the learners look through a local newspaper to try and find some examples of local role models. If you don't have a copy of a local newspaper, use an online one on the Internet.</p>	<p>A1.2 Read brief texts to locate and connect ideas and information</p> <p>B2.2 Write texts to explain and describe information and ideas</p> <p>D.2 Perform well-defined, multi-step digital tasks (if using the Internet for the activity)</p> <p>Level: Intermediate</p>



7	Invite a local role model to speak	This is an optional group activity. If there is a local role model who would be a good candidate and if time permits, have the learners invite the role model to come and speak. This activity will require different members to do different tasks and will provide many learning opportunities.	B1.2 Initiate and maintain interactions with one or more persons to discuss, explain or exchange information and opinions B2.2 Write texts to explain and describe information and ideas C2. Measure time and make simple comparisons and calculations Level: Intermediate
EL		Discuss how the completed activities are linked to employment.	
8	Identify and record ways to support you being a role model	<ul style="list-style-type: none"> a. Discuss with the learners that anyone can be a good role model and that we should all strive to be good role models. b. Review the statements about good role models used in Activity 4. c. Have the learners brainstorm different examples of when they think they have shown qualities of a good role model and ways that they can improve. 	B2.1 Write brief texts to convey simple ideas and factual information B3.1a Make straightforward entries into very simple documents E.1 Set short-term goals Level: Beginner



9	Role play interview	<p>a. Ask the learners to prepare at least 5 questions that they would ask a role model.</p> <p>b. Pair the learners up and have them interview each other.</p> <p>c. Have them take turns answering as the role model.</p>	<p>B1.2 Initiate and maintain interactions with one or more persons to discuss, explain or exchange information and opinions</p> <p>B2.1 Write brief texts to convey simple ideas and factual information</p> <p>Level: Beginner- Intermediate</p>
EL		Discuss how the completed activities are linked to employment.	
10	Research, prepare and present report on a famous role model	Depending on the current ability of the learners, this activity can be introduced. For learners who are unable to conduct an Internet search of this scope on their own, the task can be modified as required. For example, the activity could also be done in pairs, matching a learner who can complete the task independently with one who requires support.	<p>A1.2 Read texts to locate and connect ideas and information</p> <p>B2.2 Write texts to explain and describe information and ideas</p> <p>B4 Express oneself creatively</p> <p>D.2 Perform well-defined, multi-step digital tasks</p> <p>Level: Intermediate</p>
LR	Reflect on your learning	<p>a. Choose a method for learners to reflect on what they have learned in the module.</p> <p>b. Set up a class-based wiki, blog, etc. for use. See the Practitioner Introduction for guidance.</p> <p>c. Encourage learners to answer the provided reflection questions.</p>	<p>B4 Express oneself creatively</p> <p>D.2 Perform well-defined, multi-step digital tasks</p> <p>Level: Intermediate</p>



11	Wrap-up discussion and completion of post self-assessment	<p>a. After the learners have completed their reflection, bring them back together as a group.</p> <p>b. Discuss what they have learned throughout the process.</p> <p>c. Remind them of the employment connection for all of the task-based activities they completed during the module.</p> <p>d. Have the learners complete the “After” section of the self-assessment.</p> <p>e. Discuss whether they feel their skills have improved.</p>	<p>B3.1a Make straightforward entries to complete very simple documents</p> <p>E.2 Monitor own learning</p> <p>Level: Beginner-Intermediate</p>
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