

# 7

## Identify Traits You Admire in Others

### TRANSITION OBJECTIVE

Students will identify their personal heroes and analyze the impact of these people on their lives.

### RELEVANCE TO SUCCESSFUL TRANSITION

It is important for young people to have heroes to look up to as models. The people we admire usually have traits we would like to model such as kindness, enthusiasm, honesty, decisiveness, self-discipline or generosity. This lesson focuses on "heroes" and their influence on each of us.

## INSTRUCTIONAL SEQUENCE

### ❑ STEP 1: Update Journal

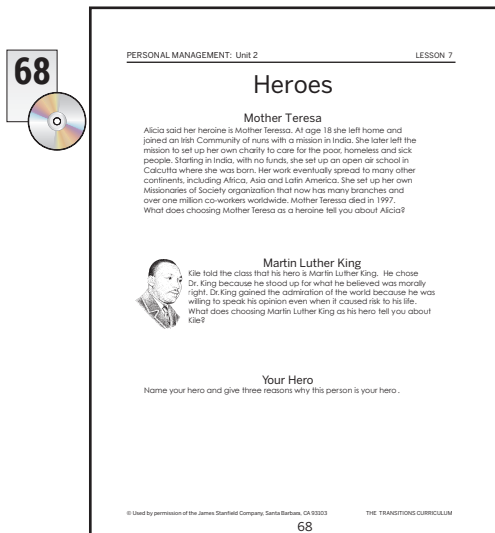
What is a hero?

### ❑ STEP 2: Convene Roundtable

"One person I admire is \_\_\_\_\_."

### ❑ STEP 3: Advance Organizer

"Today we will discuss how we can learn about ourselves from the people we admire."



### ❑ STEP 4: Activity - 20 Minutes

Guide a class discussion about heroes. Tell the students: "A hero is someone you admire, even though you may not know this person. For example your hero could be a relative,

friend, teacher or someone you know about through books, TV, movies or newspaper articles." Ask students to think quietly for two minutes about three people they would choose as heroes.

Tell students: "One way to find out what is important in your own life is to think about the people who are your heroes." Have students work in pairs to read the information about Mother Teresa and Martin Luther King on the **Heroes** handout.

Now, give the students an example of one of your heroes and offer at least three reasons you chose this hero. Explain to the students what your hero shows about you. Ask for two volunteers to name their hero and give two or three reasons why they chose this person. Encourage each student's answer by making a positive comment about what they have shared. Summarize the discussion and lead students into understanding that we can learn a lot about ourselves from the heroes we choose.

### ❑ STEP 5: Activity - 25 Minutes

Introduce the activity by telling students they will discuss three of their heroes in small groups. Divide students into groups of three, sitting in a triangle facing each other. Have students number from one to three. Starting with number two, ask the students to name their hero and give two or three reasons

why they chose this person. Students with numbers one and three will tell what they have learned about student number two. Repeat this activity until all students have shared their hero. Circulate among groups continually providing encouragement and prompting where necessary.

Have students turn back toward the large group and ask for volunteers who will share what they learned about themselves from the others in their groups. If students are hesitant to share in the large group, call on

one or two students who had interesting discussions in the small group activity.

☐ **STEP 6: Evaluate Outcomes**

One thing my hero taught me about myself is "\_\_\_\_\_."

☐ **STEP 7: Connecting Activity**

Have students go online to find and bring in a picture or written description of a hero. Examples can also include a hand drawn picture, snapshot, magazine, newspaper, book, CD or DVD cover.

## KEY WORDS

hero	admiration	opinion	profile
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### MATERIALS AND PREPARATION

- Student Handout: **Heroes**, page 68.
- Prepare discussion about heroes. Become familiar with the handout and prepare your example of a hero.
- Prepare for the sharing activity.

### SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Listening, Speaking
- Thinking Skills: Creative Thinking
- Personal Qualities: Sociability, Self-Management