



## Summary

This assembly should take approximately 20 minutes and is suitable for KS2 pupils. It explores the influence of role models in the lives of children and young people and the important part played by positive role models in many projects supported by BBC Children in Need.

## Assembly aims

- To examine why particular people become role models.
- To explore the characteristics that make a person a role model.
- To explore who are important role models in the lives of children and young people.
- To understand that anyone can be a positive role model.
- To examine the importance of positive role models in the lives of disadvantaged and deprived children and young people in the UK.

For the purpose of this assembly a **role model** will be considered as:

“Any person who serves as an example and is looked up to and admired; someone who we want to follow and imitate.”

## Preparation

You will need a selection of children to role play the famous role models identified and a further set of children to role play the ‘Pudsey role models’ if used instead of the suggested Appeal film. Other children could also be involved in reading out the end quotes in the reflection section if used.

## You will need:

- To have briefed and prepared children for role play as suggested.
- A Pudsey Bear, available at [bbcshop.com/childreninneed](http://bbcshop.com/childreninneed).
- If applicable, the BBC Children in Need Appeal film: Corner House Youth Project available at: [bbc.co.uk/pudsey/aboutus/whoyouvehelped.shtml](http://bbc.co.uk/pudsey/aboutus/whoyouvehelped.shtml)

## Assembly Part 1

**Narrator:** *Today’s assembly is very special. It is going to be the most star-studded, celebrity filled, hero packed assembly ever! That’s because today we are going to think about some of the famous people who we see as role models in our lives. Yes, you know: the people we most look up to and admire; those people we want to follow and imitate.”*

*Let’s meet some of these famous role models. But your challenge is to see if you can identify who they are.*

After each pupil reads out their statement ask the children in the assembly to guess who the famous person is.

**Pupil 1:** *Mine is a rags to riches story: in just five years I moved from being a very poor single mum to one of the country’s richest women. But it was my fiction stories about a boy wizard rather than my own life story that led me to fame and fortune. (J K Rowling, author of the Harry Potter books)*

**Pupil 2:** *I am told that I am one of the most stylish men in the world with a large set of expensive clothes. I also have a fine set of tattoos and my different hairstyles have been talked about almost as much as my football skills! (David Beckham, footballer)*

**Pupil 3:** *I am really into getting children to understand how important it is to eat healthy food. I am passionate about food and cooking. Oh, and I also want pigs and chickens to have better lives. You’ve probably seen me rustling up a few pukka dishes on the telly! (Jamie Oliver, celebrity chef)*



**Pupil 4:** *I am a very rich businessman who owns an airline, a trainline and my own brand of cola among many other enterprises. I also like a challenge! In 1986 I broke the record for the fastest sea crossing of the Atlantic Ocean in my boat Virgin Atlantic Challenger II. (Richard Branson, Chairman of Virgin Group, successful businessman and entrepreneur)*

**Pupil 5:** *I won X factor in 2006 and my first single broke a world record when it was downloaded 50,000 times in 30 minutes. My love for music is my main motivation and I've found that you can help so many people with your songs. (Leona Lewis, singer-songwriter)*

**Narrator:** *Some very famous role models. Who are your top role models?*

Ask pupils in the assembly to name some of their role models.

*Now, as you probably know it is BBC Children in Need time again. So, I think we better ask the mascot of BBC Children in Need to have his say on role models. Here he is! It's Pudsey Bear! Now I know that Pudsey has a few role models that he looks up to. Can you guess some of the people that are Pudsey's role models?*

Take some guesses from children in the assembly. After a few suggestions, Pudsey should whisper something in the narrator's ear...

*Oh, Pudsey says that the role models he most admires aren't celebrities, they aren't rich and they aren't famous. In fact, he says, few people have ever heard of them. Pudsey how can this be? Who are your role models then?*

Have Pudsey whisper something again...

## Assembly Part 2

There are two options for the next part of the assembly, one involving the viewing of a BBC Children in Need Appeal film and one involving a further role play.

### Option 1:

**Narrator:** *Ah, Pudsey says he wants us to look at this film to find out about the sort of people who are his true role models.*

Show the Corner House Youth Project Appeal film which features a Youth worker, Nicky, who the children regard as an important positive role model in their lives. You can download this film at: [bbc.co.uk/pudsey/aboutus/whoyouvehelped.shtml](http://bbc.co.uk/pudsey/aboutus/whoyouvehelped.shtml)

So, Pudsey's role model in this film is rather different to the role models we were looking at earlier. Nicky is seen as an important positive role model to the many children who attend a Youth centre in Stockton-on-Tees. He isn't rich or famous but has used his own life experiences to help young people who are growing up in difficult situations.

### Option 2:

**Narrator:** *Ah, Pudsey would like us to understand a bit better what he means by a role model and has found some children to talk about their role models\*:*

**Pupil 1:** My top role model is a person who has grown up in the same area as me. He has faced the same difficulties and challenges that I face growing up around here. He is a Youth worker at the Youth Centre I go to. He really helps me; he listens to my problems and supports me. I really look up to him. I want to be like him.

**Pupil 2:** My top role model is my adult mentor. She takes me places; we go on some really fun outings together. We have the chance to chat about some of the bad feelings I have and how I can behave in different ways that don't get me into trouble. My friendship with my mentor has made my life at school and relationships with my friends so much better.



**Pupil 3:** My top role model is someone who has never been on telly or the pages of a magazine. I don't have to look past my own front door to find my true role model. They are there every morning and evening. My role model is (a family member: my mum, dad, nan, sister, brother etc)

*\*Although the examples are fictional summaries, they are all based on real life stories.*

**Narrator:** *Hmmm, that certainly is quite a different idea of a role model! But they all seem very important even though they are not celebrities or sports stars, or rich or famous. They are just people who have valuable experience of life; who set a good example by the way they live and through the help and support they offer. I suppose that means anyone can be a role model really.*

### Conclusion

**Narrator:** *Role models are very important people because of the influence they have on us. Not all role models set a good example. We tend to think that rich and famous people are the people we would most like to be. But often it is the people who have no claim to fame that make the best role models; people who provide a good example by the lives they live and who show us how to love, care and support others. BBC Children in Need supports many projects across the UK where there are just such role models working hard to improve the lives of disadvantaged children.*

At this point the assembly individual or collaborative efforts being made by the school community to raise funds for BBC Children in Need could be encouraged and celebrated. The theme of this year's BBC Children in Need is 'Do Something Different' so particularly unusual, creative and whacky ideas could be highlighted. Children could also be encouraged and invited to take part in sponsored activities that are planned within their community. See the BBC Children in Need fundraising pack for ideas: [bbc.co.uk/pudsey/fundraising/fundraisingpack.shtml](http://bbc.co.uk/pudsey/fundraising/fundraisingpack.shtml)

### Optional reflection

**Narrator:** *Finally, let's listen carefully to the following quotes from some very famous role models; role models that we might look to for their positive example::*

Some children could be asked to read out the following quotes:

**Martin Luther King:** "Life's most persistent and urgent question is, 'What are you doing for others?'"

**Nelson Mandela:** "We must use time wisely and forever realise that the time is always ripe to do right".

**Anne Frank:** "How wonderful it is that nobody need wait a single moment before starting to improve the world".

### How this assembly links to the curriculum:

#### PSHE:

- To recognise their worth as individuals by identifying positive things about themselves and their achievements.
- To recognise the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future.
- What makes a healthy lifestyle...what affects mental health and how to make informed choices.
- To recognise the role of voluntary, community and pressure groups.

#### SEAL:

- Self awareness: knowing myself and understanding my feelings.
- Empathy: understanding others' thoughts and feelings; valuing and supporting others.
- Social skills: making wise choices.

#### English

Speaking: speak audibly and clearly, using spoken standard English in formal contexts