



Summary

This assembly should take approximately 20 minutes. It is aimed at KS3 students, though may also be appropriate for KS4 students. It explores the influence of role models in the lives of 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 the important role models in the lives of young people
- To understand that not all role models are positive; to be aware of the influence of negative role models
- 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

This assembly aims to significantly involve students. The outcome will therefore be largely determined by the students selected to take part and how well they are prepared beforehand.

Before the assembly, a number of students will need to think about what we look for in a role model and why we choose particular role models. They should then select one person they consider to be an important role model in their lives from one or more of the following categories: music star, actor or actress, sports man or woman, writer or author, artist, family member, a friend or mentor, spiritual or religious leader, political activist or leader, teacher or someone in the local community.

For their chosen role models each student should complete the following to be read out during the assembly:

An important role model for me is... He/she is someone I respect because...

Try to ensure that a good range of categories is covered.

A group of students will also be needed for the positive or negative role model activity. They should be issued with A4 size cards before the assembly with a large 1 on one side and a 2 on the other. They will be asked to hold up a 1 or 2 during a particular part of the assembly (see below). You may choose for students to be prepared with the list of celebrities beforehand or for the activity to be more spontaneous.

A further group of students will be needed for the role play if this is chosen in preference to showing a BBC Children in Need Appeal film.

You will need:

- To have briefed and prepared students to read out their important role models.
- Students in the assembly with A4 cards to hold up
- If applicable, students for the role play
- If applicable, one of the BBC Children in Need Appeal films: Corner House Youth Project or Peacemakers available at: bbc.co.uk/pudsey/aboutus/whoyouvehelped.shtml



Assembly Part 1

Narrator: *In today's assembly we are going to examine the issue of role models. For the purpose of this assembly we will consider a role model to be any person who serves as an example and is looked up to and admired; someone who we see as having qualities we would like to have, and are in positions we would like to reach.*

We will look at why particular people become role models and the characteristics that make a person a role model. Some students have helped with this task and we are going to begin by learning about some of the important role models in their lives and why they have chosen them.

Each student reads out: *An important role model for me is... He/she is someone I respect because...*

Narrator: *We heard a range of attributes there that are seen as important for someone to be considered a role model.*

Summarise some of the attitudes, values, actions, skills, talents etc that students mentioned when describing why they respect their chosen role models.

At this point other students in the assembly could be asked for their important role models and why they respect them (optional)

Narrator: *Role models are clearly very important people because of the influence they have on us. But role models can be both positive and negative. Famous people and celebrities for example may show amazing skill and talent in sport, music, art, or film but may not show such a good example when it comes to other areas of their lives. So, let's examine some of those more controversial role models now. Some students have with them a card with a 1 and a 2 on it. I am going to read out a series of celebrities or famous people. Those students with cards should hold up a 1 if they think the person is a positive role model – someone who is overall a good example, and 2 if they think that they are a negative role model – someone who is overall a bad example.*

At this point a few topical and controversial names should be read out. Examples in sport might include Steven Gerrard or David Beckham; examples in music might include Amy Winehouse or Britney Spears; examples in politics might include Silvio Berlusconi or Jacob Zuma; examples in business might include any from the Dragons Den or Richard Branson or Bill Gates etc. Ask some of the students why they have selected a 1 (positive) or 2 (negative) verdict.

It is probably fair to say that some of the richest and most famous people do not always make the best role models! In fact, some of the most positive role models often have no claim to fame at all. They are just people who have valuable experience of life; who set a good example by the way they live and offer help, support and guidance to others. That is why we are looking at role models today in this special BBC Children in Need assembly, because BBC Children in Need supports many projects across the UK where positive role models have a really important part to play in improving the lives of disadvantaged children and young people. Particularly children and young people who have suffered neglect or abuse or live in situations of poverty where there are few facilities for them and they are surrounded by gangs, drugs and crime.

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 role play.

**Option 1:**

Narrator: *We are now going to view a BBC Children in Need appeal film to see the kind of role models who make a real positive difference to the lives of young people in the UK.*

Show the Corner House Youth Project film which features a Youth worker who the children regard as an important positive role model in their lives or the Peacemakers film featuring a young man who is helping to bring together young people from different backgrounds in his neighbourhood. You can download these films at: bbc.co.uk/pudsey/aboutus/whoyouvehelped.shtml

Option 2:

Narrator: *Let's meet some of the young people whose lives have been changed by people they have encountered through BBC Children in Need supported projects*.*

Pupil 1: One of my role models is someone who has helped me learn more about the community I live in and how people from different backgrounds can live, work and play together. Without her guidance I would still be ignorant about how other traditions and cultures in my neighbourhood live their lives. I really aspire to be as broad minded and caring as she is.

Student 2: One of my role models is the Youth worker at the Youth Centre I go to. He grew up around here too and so has faced the same difficulties and challenges that I face. 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: One of my role models is an adult mentor. He organises sporting activities for teenagers on my estate which gives us something fun to do. But more importantly, he has helped me come to term with some of the bad feelings I have and has shown me how I can tackle negative emotions in a more positive way. I don't get so angry or aggressive anymore. He has helped me turn my life around. Hopefully one day I can follow his example and help others in the same way.

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

Conclusion

Narrator: *So, these are role models that have really touched the lives of young people living in difficult situations in the UK. They are not distant figures in magazines or on screen; they are actually there for the young people concerned and able to communicate directly with them. 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 and young people.*

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

**Optional reflection**

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

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

Mahatma Gandhi: "You must be the change you want to see in the world".

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

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

Nelson Mandela: "There can be no keener revelation of a society's soul than the way in which it treats its children".

How this assembly links to the curriculum:**PSHE: Personal wellbeing:**

- use case [studies](#), [simulations](#), [scenarios](#) and [drama](#) to explore personal and social issues and have time to reflect on them in relation to their own lives and behaviour

Citizenship:

- understand actions that individuals, groups and organisations can take to influence decisions affecting communities and the [environment](#)
- participate in both school-based and [community-based citizenship activities](#)

English: speaking and listening

- present information and points of view clearly and appropriately in different contexts (prepared, formal presentations)