

<p><b>Date: October 27, 2021</b>  <b>Grade Level: 9<sup>th</sup></b></p>	<p align="center"><b>GHS Seminar</b></p>
<p align="center"><b>Recommended Sequence</b></p>	<p align="center"><b>Seminar Meeting</b></p>
<p><b>Objective(s) / Learning Target(s):</b></p>	<ol style="list-style-type: none"> <li>1. Students are going to identify the various roles they play and the boundaries and expectations that are associated with them.</li> <li>2. Students will understand that expectations and boundaries sometimes come into conflict with each other and we have to make choices in terms of how we best fulfill those roles.</li> </ol>
<p><b>Materials Needed:</b></p>	<p><b>Materials</b></p> <ol style="list-style-type: none"> <li>1. Whiteboard or something to write on that everyone can see.</li> </ol>
<p><b>Suggested Process:</b></p>	<ol style="list-style-type: none"> <li>1. Start off by asking students if they understand what a “role” is and if they can give you some examples of some different roles they play.  Examples might be: Family member, student, member of the soccer team, community resident, neighbor, friend, employee, member of a church or youth group (4-H, etc.).</li> <li>2. Have students make a list of all of the kinds of roles they fulfill (but have them leave space in between them).</li> <li>3. After students have done this, have them choose three of those roles that they feel they have the hardest time fulfilling and have them share why.</li> <li>4. Next, introduce students to the terms “Expectations” and “Obstacles.” Ask them what they think each of these mean and how they relate to the roles they play.  <u>Expectations:</u> What others expect from you in that particular role (example: as a “student” you are expected to come to class, to do your best, turn in all work, be attentive in class, and take your learning seriously).  <u>Obstacles:</u> What makes it difficult to fulfill that particular role (example: as a “student” you are expected to do your best, but if you have 5 tough classes, it’s hard for you to make time for other things; so an obstacle you might address is that you need to limit playing video games to an hour each week so you can keep up on your school work).</li> <li>5. For the three roles they identified, have them list the various expectations and obstacles associated with each role. Have each person share out one of their examples (<b>can’t be the role of “student”</b>).</li> </ol>
<p><b>OTHER CONSIDERATIONS:</b></p>	<p><b>Discussion Questions:</b></p> <ul style="list-style-type: none"> <li>* What did you discover about the expectations &amp; obstacles associated with the roles you play?</li> <li>* Did you identify any mixed messages that you receive from others about roles and expectations?</li> <li>* Who do you think needs to understand this about you?</li> <li>* How can you communicate this to them?</li> </ul>