Name                                          Date

# MY ROLES

Directions: On the left side list the different roles that you have. On the right note how big of a role that is for you right now.

| My Many Roles | How big does this role feel right now? Huge – Big – Medium – Small – Tiny |
|---|---|
|  |  |

# MY ROLES

Name: _____

Directions: On the left side list the different roles that you have. On the right note how big of a role that is for you right now.
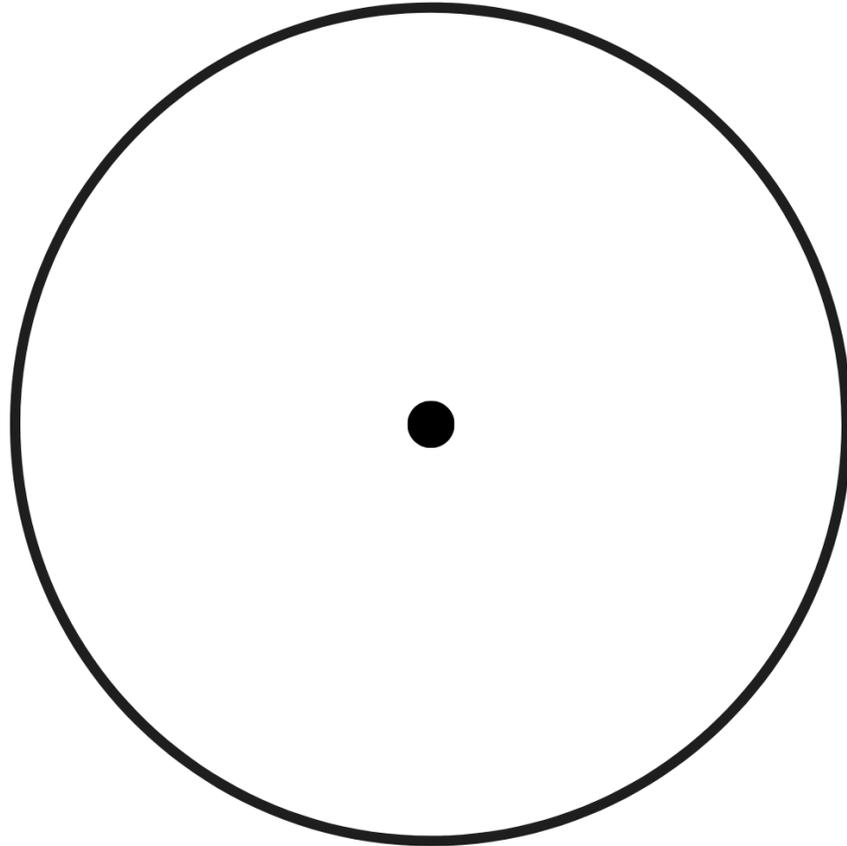
| My Many Roles | How big does this role feel right now? Use words like: Huge – Big – Medium – Small – Tiny or use Percentages. |
|---|---|
|  |  |

There are many roles that people can have. Roles change over time. Roles might feel different from one day to the next.

Here is a list of some roles. There are many more. Which ones are a part of your life? How many more can you think of?
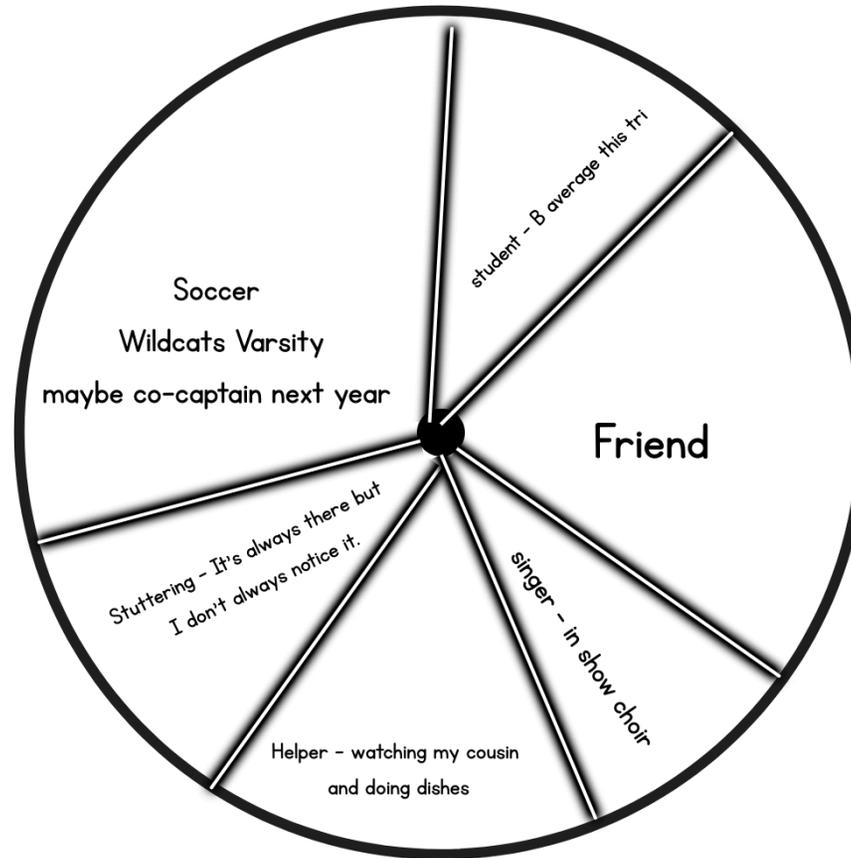
actor – advisor – aunt – bandmate – bff – brother – chef – chess player – cheerleader – child – comedian – competitor – employee – friend – guardian – helper – hero – neighbor – parent – role model – sibling – singer – sister – speech therapist – stutterer – teacher – tteammate – uncle – upstander – volunteer

# Pie Chart - My Roles

# Pie Chart - My Roles

Soccer

Wildcats Varsity

maybe co-captain next year

student - B average this tri

Friend

Stuttering - It's always there but
I don't always notice it.

singer - in show choir

Helper - watching my cousin
and doing dishes

SLP Note: Your students' circles may have many or just a few sections. You may find that framing this activity as a working draft makes it easier to adapt and make changes as new roles are remembered or discovered. Starting with the t-chart activity can help prepare for how big to make the slices on the pie chart.

Rationale:

Conversations around this activity provide opportunities to discuss how big a role stuttering plays in your students' lives. Is it part of their identity? Did it even end up in their list? Do they wish it was a bigger or a smaller part of who they are? Additional open-ended questions about identity and the role of stuttering may help your student as they contemplate their own view of stuttering, how it affects them now, and how they'd like to view in the future.

Sheila Cina MA ,CCC-SLP, CFLC

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