



# Session 3: How can I show my values?

## Using strengths as a way to show your values through action

### Learning Objectives:

1. To help students understand that they can show their values through their behaviour and why this is important
2. To help students understand what strengths are
3. To encourage students to think about their own strengths
4. To show students that strengths can be formed and adapted

### Learning Outcomes:

1. Learners can describe ways in which values can be shown through behaviour and explain why this is important
2. Learners can describe what strengths are
3. Learners can identify some of their own strengths
4. Learners have an idea of the strengths they wish to improve and how they plan to do this

### Timing:

40 minutes

### Group size:

Up to 30 students but smaller groups allow for more personalised discussion

### Age range:

11-18 (using the support and challenge options as required)

### Resources:

Post-it notes, Pens, Sugar paper, students to bring their My Strengths and Values Worksheets

### Guide to using this Lesson Plan:

**Bold** text outlines steps

Underlined text provides safety and support information

**Underlined** text indicates resources are required for this activity

AIM	DESCRIPTION	TIME
<p><b>ENGAGE</b> <i>To establish the purpose of the sessions</i></p> <p><i>To establish a safe learning environment for students</i></p>	<p>Explain that these sessions are about helping students understand what is important to them as a precursor to making more informed choices and decisions about their future.</p> <p>Explain that the aim of this session is to help students understand that they can show their values through their behavior and how they can identify and cultivate behaviours that reflect their values.</p> <p>Explain the importance of creating a comfortable learning environment for meaningful discussions so that everyone will benefit.</p> <p>Ask students to think back to the first session where they established rules for a safe learning environment. Ask students to put their hands up and share as many of these rules as possible. Using the rules recorded at the start of the first session, review them as a class.</p>	<p>1 min</p> <p>1 min</p> <p>1 min</p> <p>2 mins</p>
<p><b>ENQUIRE</b> <i>To help students understand that they can show their values through their behaviour and why this is important</i></p>	<p>Ask students to get into groups of 4 to 5. <u>Hand out several Post-it notes to each group.</u> At the front of the class write down the name of a well-known person and ask students to write down five things that this person was most known for on different Post-its.</p> <p>Once completed, ask each group to consider some specific actions that person undertook which made, or makes them, well-known. Ask each group to write these down on the Post-it that contains the most relevant thing that person is known for.</p> <p>When ready, ask each group to consider some of the qualities associated with this person, based on their actions, and write them down on the most relevant Post-it.</p> <p>Once complete, ask each group to report back on one of the qualities they identified for that person. In a teacher facilitated class discussion, discuss the different qualities identified and whether these qualities resemble values.</p> <p><u>Support:</u> Examples of well-known people to use are: Malala Yousafzai: She is best known for her work in standing up for female education. The actions she took to becoming well known involved standing up for what she believed in against significant adversity. She believed strongly in equality and education.</p>	<p>3 mins</p> <p>2 mins</p> <p>3 mins</p> <p>2 mins</p>

Nelson Mandela: He was most known for being a politician, against racism and a leader. The actions he undertook to become well known were standing up for what he believed in and never giving up. The qualities he had included equality and freedom. The qualities that both of these individuals show can be easily compared to values.

Challenge: Students can begin to consider the link between values and actions.

<b>EXPLAIN</b> <i>To help students understand what strengths are</i>	<b>Ask students to stay in their groups and <u>hand out a piece of sugar paper to each group.</u> students are instructed to write down on a piece of sugar paper as many values as they can think of on one half of the paper. On the other half of the paper ask them to write ‘What are strengths?’.</b>	3 mins
	<b>Now comes the silent discussion. Students are given three minutes to move among the tables and write an answer to the question ‘What are strengths?’, or add to someone else’s comment on the different pieces of sugar paper, in total silence.</b>	4 mins
	<b>Ask students return to their original groups and reflect on the contributions written on their original paper. Ask students to draw lines between strengths and values that might be similar.</b>	3 mins
	<b>When ready, ask students to come to a group consensus on the answer to the question ‘What are strengths?’.</b>	2 mins
	<b>Ask each group to share their definition with the whole class. Ask each of the other groups if they agree or disagree with the definitions in a teacher facilitated group discussion. As a result of this discussion, come to a whole class consensus on the definition of ‘strengths’.</b>	3 mins
	<u>Support:</u> Remind students of the safe learning environment rules, and that their answers are anonymous. One definition of strengths might be: strengths are a way of showing your values through behavior. Consider writing primers such as ‘showing values’ or ‘actions’ at the front of the class to help students get started writing their own thoughts. When asked to write their own definition a useful tip is asking them to circle the three comments they most agree with and then use this as a starting point.	
	<u>Challenge:</u> Students can list the strengths associated with their	



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personal values. Do they possess these strengths? How can they improve on them?

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**EXTEND**

*To encourage students to think about their own strengths*

**Ask students to leave their groups and sit individually, then take out their My Strengths and Values Worksheet from the previous session. Reflecting back on their personal values, ask them to list a number of strengths in the Strengths box of the SWOT Analysis.**

2 mins

**After considering their current strengths, ask students to complete the Weaknesses box, listing the strengths they would like to have that complement their values.**

2 mins

**Ask students to turn to their peer and discuss their current strengths and the strengths they would like to work on. Are there any strengths their peer believes they have that they have not included? Are there some weaknesses that should be strengths?**

1 min

Support: Remind students of the safe learning environment rules, and that this exercise is entirely personal and does not need to be shared with the class if they do not wish to do so.

Challenge: How can students maintain their strengths? Consider ways in which to act on them every day as a way of integrating them into all aspects of their lives.

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**EVALUATE**

*To show students that strengths can be formed and adapted*

**Ask students to sit individually once more, and reflecting on their peer discussions, write down some practical ways that they can improve on their weaknesses in the Opportunities box.**

1 min

**Ask students to think of any circumstances that might hinder them from working on these weaknesses in the Threats box.**

1 min

**When complete, ask students to go back to their peer and share the Opportunities and Threats with each other. Ask students to come up with ways in which they can each overcome the threats to achieving their desired strengths and write them down. Ask students to remember to bring their worksheets with them to the next session.**

2 mins

**Conclude the session with a reminder of the aim of the sessions and the specific goals of this session. Ask students to keep in mind what they want to achieve from these sessions.**

1 min

Support: Remind students of the safe learning environment rules, and

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that this exercise is entirely personal and does not need to be shared with the class if they do not wish to do so.

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