



## Session 2: What are my values?

Exploring what is important to you through the concept of values

Learning Objectives:

1. To help students understand what values are
2. To help students explore different values and perspectives
3. To encourage students to think about what their own values might be

Learning Outcomes:

1. Learners can describe what a value is
2. Learners can acknowledge and appreciate different values and perspectives
3. Learners can identify several values they hold

**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:**

Sugar paper, Pens, Exploring Values Worksheet, Value Cards (up to five copies), My Strengths and Values Worksheet

**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
<b>ENGAGE</b> <i>To establish the purpose of the sessions</i>	<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>	1 min
	<p>Explain that the aim of this session is to help students understand what values are, that different people have different values and to begin to explore what some of their values are.</p>	1 min
	<p>Explain the importance of creating a comfortable learning environment for meaningful discussions so that everyone will benefit.</p>	1 min
	<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>	2 mins
<b>ENQUIRE</b> <i>To help students understand what values are</i>	<p>Ask students to get into groups of 4 to 5 and <u>hand out a piece of sugar paper and pens</u> to each group. Ask students to write out the question 'What are values?' in the centre of the sugar paper and leave it in the middle of their table with the pens.</p>	1 min
	<p>Now comes the silent discussion. Students are given three minutes to move among the tables and write an answer to the question 'What are values?', or add to someone else's comment on the different pieces of sugar paper, in total silence.</p>	4 mins
	<p>Ask students return to their original groups and reflect on the contributions written on their original paper. Ask students to come to a group consensus on the answer to the question 'What are values?'.</p>	3 mins
	<p>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 'values'.</p>	2 mins
	<p><u>Support:</u> Remind students of the safe learning environment rules, and that their answers are anonymous. One definition of values could be: values represent what is important to you and can help guide you in your life choices. Consider writing primers such as 'what is important to you' or 'guiding choices' 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 students to cirde the three comments</p>	

they most agree with and then use this as a starting point.

Challenge: Students can discuss the relationship between values and beliefs, why values are important in different areas of life and whether there is only one definition of a 'value'.

<p><b>EXPLAIN</b> To <i>help</i> students understand different values and perspectives</p>	<p><b>Ask students to remain in their groups and <u>hand out the Exploring Values worksheet</u>. Ask the students to work together in their groups to come up with a word or phrase that best describes the value that each set of statements is describing.</b></p>	<p>5 mins</p>
	<p><b>Once completed, as each group to feed back their thoughts on one value, and encourage a teacher facilitated discussion about the names for each value. Highlight differences in opinion between individuals or groups, and encourage the students to listen, understand and respect each other's' views.</b></p>	<p>2 mins</p>
	<p><b><u>Hand out Post-it notes</u> and ask students to individually write a sentence or two about each value, thinking about why this value might be important in different areas of life.</b></p>	<p>3 mins</p>
	<p><u>Support:</u> If students struggle finding a word or phrase to describe the value, suggest writing down ideas for a common theme throughout the statements, then find ways that this theme can be articulated as a value. Or, leave it as a theme and use the class discussion to develop the thoughts further collectively. Remind students in the facilitated group discussion about the safe learning environment rules. When asked to write about each value individually, thought questions can include:</p> <ul style="list-style-type: none"> <li>• Who might find this value important? (e.g. a parent might find the value of 'family' important)</li> <li>• Why could this value be important? (e.g. honesty might be important for a judge or between good friends)</li> </ul>	
	<p><u>Challenge:</u> Students can begin to discuss the concepts of value priorities, do people have different values depending on the situation and how people can use or show values, which will all be covered in more depth in future exercises.</p>	
<p><b>EXTEND</b> To <i>encourage</i> students to think about what their own</p>	<p><b><u>Arrange the Value Cards on a table at the front of the class. Ask students to each take four different values and stand in a circle in the middle of the room.</u></b></p>	<p>1 min</p>

<i>values might be</i>	<p><b>Tell students to imagine they are in a hot air balloon, but it is sinking because it's too heavy! Each of their values weighs 10kg and so we need to get rid of one to avoid a crash landing. Ask the students to choose the least important value out of their four values, and throw it away.</b></p>	1 min
	<p><b>Throwing one value away didn't work and we are now in an emergency situation. Now ask the students to throw the two less important values out of their three remaining values overboard, to avoid a crash landing!</b></p>	1 min
	<p><b>OK we are safe! Ask the students to take their seats and take a mental note of the value they have left. In a teacher facilitated class discussion, ask students if they are happy with the value they have left, did they find it hard to choose which value to throw away and if they had more time would they have liked to keep a different value.</b></p>	2 mins
	<p><u>Support:</u> Remind students of the safe learning environment rules and if anyone does not want to take part they do not have to. Any values can be used, the value cards are purely a primer. Consider consulting websites such as values.com for more inspiration.</p>	
	<p><u>Challenge:</u> Students can consider other values they might wish to have seen among the value cards.</p>	
<p><b>EVALUATE</b> <i>To encourage students to think about what their own values might be</i></p>	<p><b><u>Hand out several Post-It notes to each student. Ask students to list all of the things that are important to them. Try to put only one interest on each Post-it note.</u></b></p>	3 mins
	<p><b>Once complete, ask students to lay out all of their Post-its in front of them, then begin to categorise them into groups.</b></p>	2 mins
	<p><b>Ask students to give a name to each of their categories, then rank each category from the most important to least important.</b></p>	2 mins
	<p><b><u>Hand out the My Strengths and Values Worksheet. Ask students to write down their values in order of importance on the first sheet under 'My Personal Values are'. Ask students to remember to bring this worksheet with them to the next session.</u></b></p>	2 mins
	<p><b>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.</b></p>	1 min



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Support: Students can list a range of things that are important to them including general interests, hobbies, school subjects, family, friends, news, music etc. When categorizing them, subjects such as family and friends might go together, while school subjects and news subjects might go in another category. Remind students that their categories rankings are personal and do not need to be compared or shared with others.

Challenge: Students can consider themselves in different situations and consider whether their value rankings would change whether they are in a family situation, a career situation or social situation.

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