My values

Duration: 45 minutes

Learning objective:

To understand what my core values are and the importance of having them

Learning outcomes:

- I can identify my core values
- I can analyse how other people express their values
- I can differentiate between internal and external values

Resources:

- Ask-it-basket
- Slides: My values
- Handout: Internal and external values symbols (**alternative activities**)
- Handout: My values symbols (optional communication tool to support additional learning needs)

Before using this resource, it is your responsibility to ensure that:

- You have read all of the advice in the *'Respecting me, you, us* introduction and guidance' document.
- You have considered adapting the content to meet the needs and characteristics of individuals, or the class as a whole. We recommend using:
    - **Key vocabulary** lists and **alternative activities** to support young people with different learning needs.
    - **Extension activities** and **optional homework** to support young people who finish the activities quickly, or need further challenge.
    - **Editable worksheets** and **slides** to make content changes for young people with special educational needs or difficulties.

    (Further information can be found on page 4- 6 of the introduction document)
- You are following your organisation's policies and procedures for safeguarding and delivering Relationships and Sex Education.

- The designated person responsible for safeguarding in your setting is aware that you are delivering this resource.

Key vocabulary

Values: things we believe in and place importance on.

Core values: the values we think are most important. They help to shape how we behave and what we think is right or wrong.

Internal values: things that are important to us that you can't see – for example honesty, kindness and equality.

External values: things that are important to us that you can see – for example success, wealth and beauty.

1. Introduction (5 minutes)

Slide 2. Introduce the learning objectives and outcomes for the lesson.

Slide 3. Introduce the ground rules, adding any additional rules that are relevant.

Slide 4. Explain that this lesson is about values. Explain that:

- Values are things we place importance on.
- Core values are the values we think are most important.
- They help to shape how we behave and what we think is right or wrong.

Introduce the **Ask-it-basket**. Explain that young people can write questions anonymously and put them in the box at any time throughout the lesson or as exit cards. Let young people know when you will answer important questions (this could be at the end of the lesson or at another point over the next week. For example, schools may wish to answer these during form time). Remind young people that the ground rules also apply to the use of the Ask-it-basket.

2. Baseline activity – A fairer world (10 minutes)

Slide 5. Ask young people to imagine they are designing a world in which people will then live. They don't know anything about who will be in this world – like their age, gender, or ethnicity.

Ask young people if they are unsure of what any of the words on the slide mean. Explain the definitions as necessary.

Tell them to write down the three values they think would be most important for someone living in this world and write down why each of these values would be important to them.

Note: As this is a baseline activity, students should work independently, without prompts or additional help.

Ask young people to share their ideas with the class, if they feel comfortable doing so.

Alternative activity (discussion based)

Use the top two lines of the table. Ask young people to pick one value they think would be most important to them. Ask young people to share their ideas with the class, if they feel comfortable doing so.

Alternative activity (practical)

Note: You (or young people) will need to print and cut out each of the values from **Handout: Internal and external values symbols**.

Using the symbols presented for this activity, ask young people to place the images corresponding to each value in the order they feel is most important to them. This activity gives learners the time and space to process the information, work out what it means and communicate what they feel in a practical and visual way. Ask young people to share their ideas with the class, if they feel comfortable doing so.

3. Teaching on values (10 minutes)

Slide 6. Set out these key points to the class:

- Core values are made up of two types of value – internal and external.
- **Internal values** are the things that are important to us that we can't see.
- **External values** are things that are important to us that we can see.
- Research finds that people are happier when they place focus on what they value, rather than being influenced by external things like advertising and social media that tell us we should value looks, status, money and 'things'.

Slide 7. Ask young people to sort the values on the slide into two separate lists: internal values and external values. Explain that there are no right or wrong answers, but possible answers may include:

- Internal: respect, love, kindness, honesty, fairness, forgiveness, integrity, equality, pride, peace, hope, justice
- External: wealth, beauty, success

Alternative activity (practical)

Note: You (or young people) will need to print and cut out each of the values from **Handout: Internal and external values symbols.**

Using the symbols presented for this activity, ask young people to place the images showing each value in two separate lists, with internal values on one side and external values on the other side.

4. Quotes (10 mins)

Slide 8. Read out the quotes on the slide:

1. *Try not to become a man of success but rather try to become a man of value. (Albert Einstein)*
2. *Values are like fingerprints, nobody's are the same, but you leave them all over everything you do. (Elvis Presley)*
3. *The true perfection of man lies not in what man has but in what man is. (Oscar Wilde)*

Ask young people to think about the following:

- What do you think the quotes mean?
- Why might someone agree or disagree with each of the quotes?

Discuss in pairs, then ask them to share their thoughts in small groups.

Key learning points may include:

1. Values have an impact on peoples' everyday lives and relationships.
2. How people behave says more about them than material possessions.
3. Success can be measured in how we act not only in status or material possessions.

Extension activity

Ask young people to consider the following additional questions:

- What might being 'a man of value' look like?
- What challenges might someone face being 'a man of value'?

Support young people to think about how demonstrating values can be difficult at times, due to pressure from others, external influences or not knowing what their own personal values are.

5. Closing activity – Demonstrating core values (10 mins)

Slide 9. In small groups or tables, assign young people one value (refer to **slide 5** for examples) and ask them to write down two ways someone could demonstrate that value in their everyday life or relationships.

Give this example answer to support their thinking - *you can demonstrate kindness by supporting a friend through a difficult time*.

Discuss answers as a class.

Then ask young people to select one of their own core values and write down two ways they could demonstrate this more in their own lives and relationships.

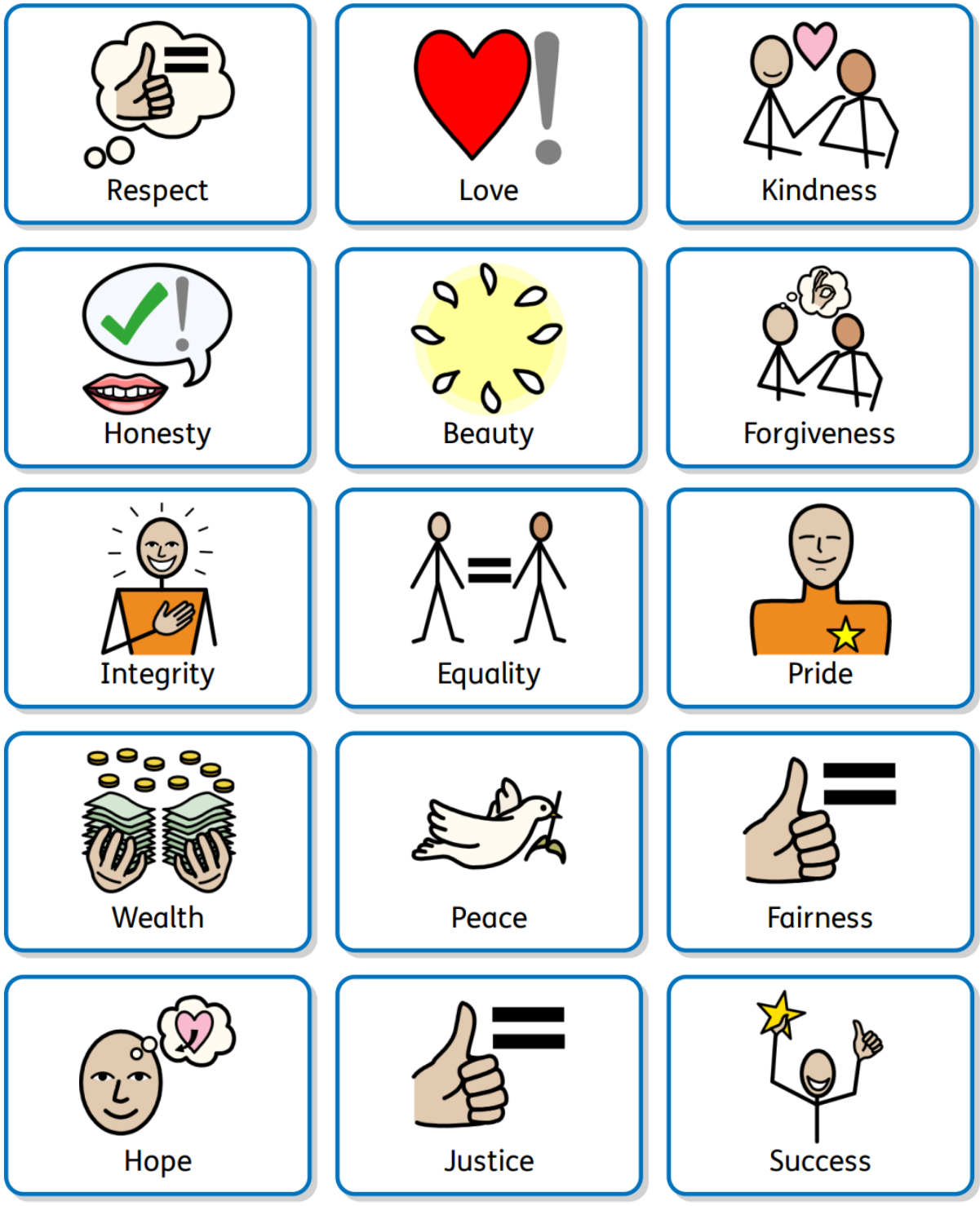
As this is a personal reflection task, young people should complete this activity on their own.

Slide 10. Explain that there are sources of support available to young people who are worried about something that's happened to them or others.

Optional homework

Ask young people to creatively explore one of their core values, for example through: writing a poem, creating a picture/craft/collage, writing a persuasive argument in its support, or drawing and describing it as a person or creature.

Handout: Internal and external values symbols (alternative activity)



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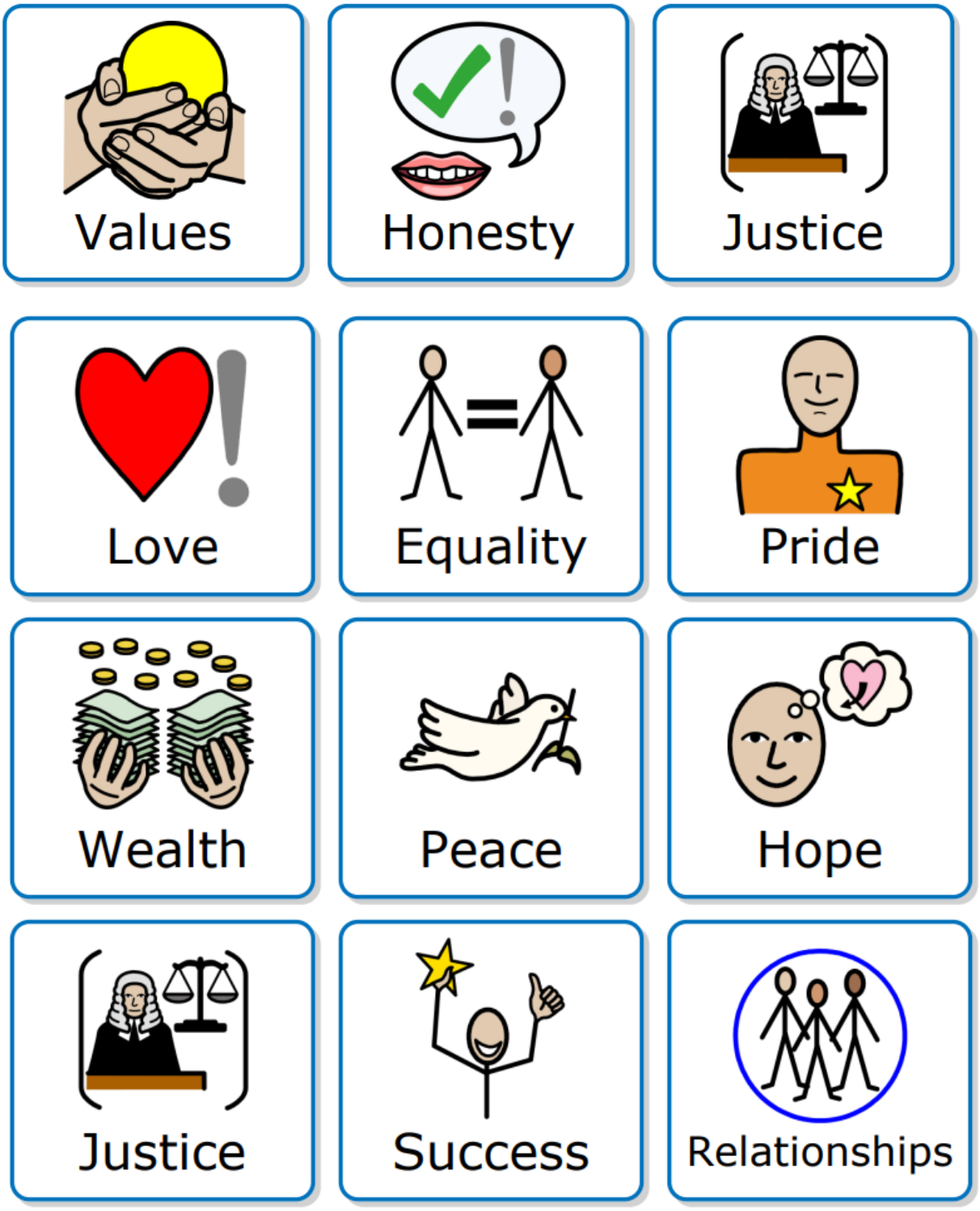
Handout: My values symbols (optional)



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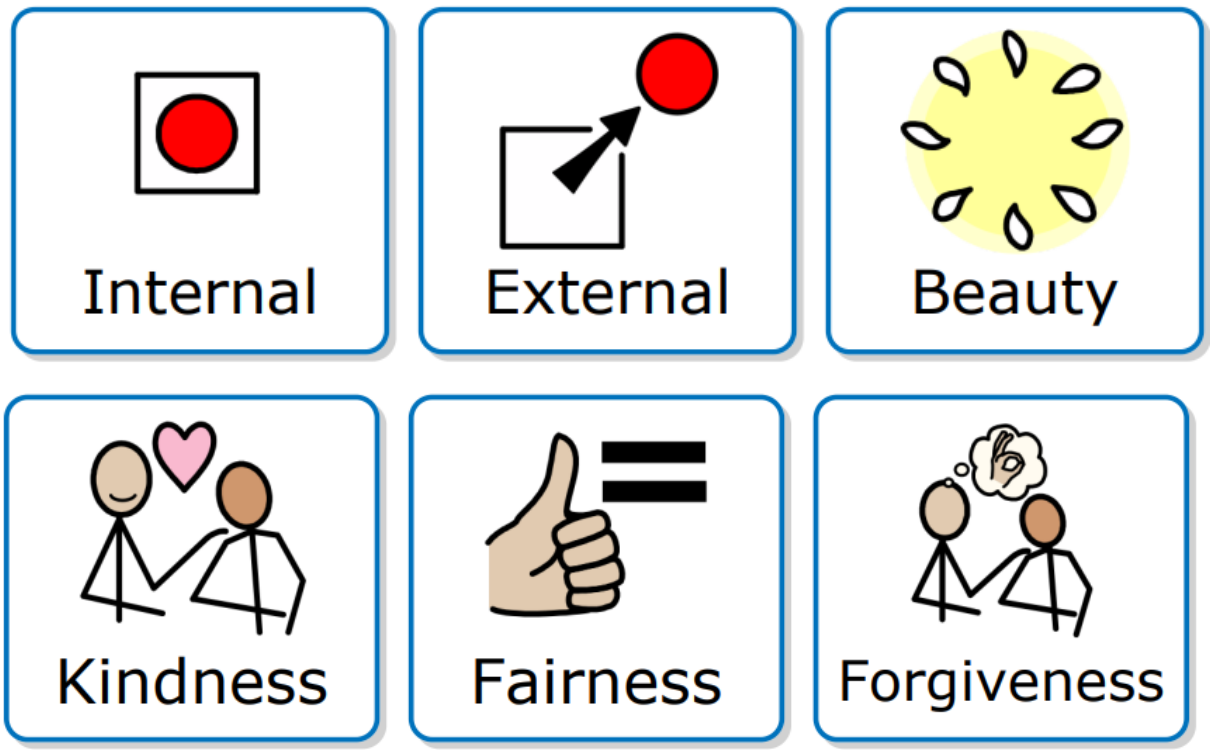
Handout: My values symbols (optional)



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