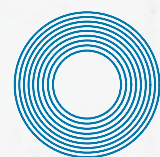


EMBRACING CORE VALUES:
*** BECOMING VALUE-
ABLE**



A set of teaching activities that will enable young people to discover what values are and why they are important.

EVEN THE TALLEST TOWER WAS STARTED FROM THE GROUND.



INFORMATION FOR TEACHERS AND FACILITATORS

The main aim of these activities are to introduce to young people the concept of values. All the activities in the toolkit are aimed at Key Stage 3 and 4 students, although some maybe suitable for KS2 students. The activities have cross-curricula themes and could be delivered as part of many subjects – however they would be most suitable as part of PSHEs and Citizenship lessons. The pack has been designed so that it is possible to deliver all these activities as a whole or pick and choose the ones that fit your requirements and deliver them individually. We hope that having experienced some or all of these activities, young people will have a better idea of what values are and why they are important.

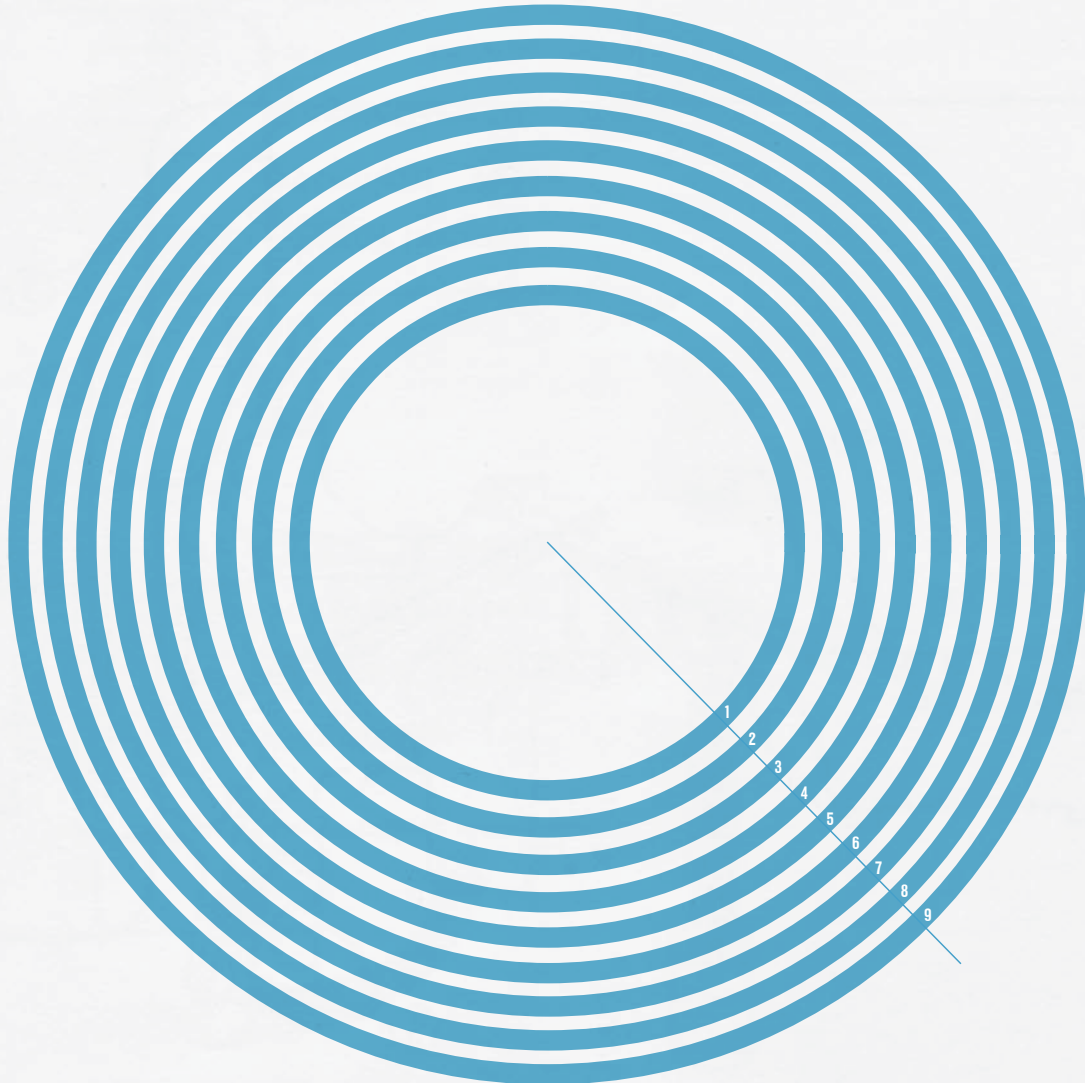
All the activities give guidance on timings required to complete the tasks. However, this is only a guide as the topics can be looked at in greater or lesser detail. We hope the activities will get the young people discussing and debating and so depending on the group more time could be allowed for this. Most of the activities have suggestions for making them easier / harder or about how to extend them. All the resources and activities can be adapted to accommodate the young people's specific needs.

A NOTE ABOUT RESOURCES...

For most of the activities the resources are provided at the back of the pack. The only additional resources required are stationery and pens. The resources that have been provided have been designed so they can be photocopied and used again.



TEACHING ACTIVITIES



1 - OUR TOP VALUES (30 - 45 MINUTES)

To introduce the idea of values and to get young people to think about what values are most important to them

RESOURCES: VALUE CARDS, PAPER, PENS

4 - MY VALUES (30 - 40 MINUTES)

To get the young people to think about what their personal values are

RESOURCES: PAPER, PENS

7 - VALUE-ABLE QUOTES (20 MINUTES)

To find out what famous people have said about values

RESOURCES: LARGE PAPER

2 - A TO Z OF US (10 - 15 MINUTES)

A fun warm-up activity to get young people to think about a person's character and values

RESOURCES: LARGE PAPER, PENS

5 - ACT IT OUT (30 MINUTES)

To get young people to work in teams to think about what happens if people do not have certain values

RESOURCES: SCENARIO CARDS

8 - VOTE FOR MY VALUE (1 HOUR)

To get young people to make a case for why some values are more important than others

RESOURCES: VALUE CARDS, PAPER, PENS

3 - WHAT'S MY CHARACTER? (15 - 20 MINUTES)

A warm-up activity to get young people to think about the different characteristics of people

RESOURCES: WHAT'S MY CHARACTER PROMPT CARDS

6 - WHAT'S THE OPPOSITE? (10 MINUTES)

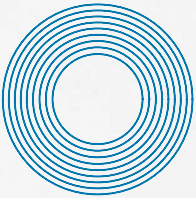
A quick warm-up and revision exercise to get young people to visualise a world without values

RESOURCES: PAPER, PENS

9 - WHERE DO WE GET VALUES FROM? (30 - 40 MINUTES)

To get young people to look at who or what influences their own values

RESOURCES: INFLUENCE CARDS, PAPER, PENS



ACTIVITY 1 : 30 - 45 MINS

OUR TOP VALUES

TOOLKIT RESOURCES: VALUE CARDS
OTHER: PENS AND PAPER

AIMS: To introduce the idea of values. To get young people to think about what values are and which are the most important to them.

- 1 Show the young people the following list of values.
(Either use the prompt cards in the resource book or write them on a whiteboard)
- 5 Ask the young people to feed-back to the other groups which they thought were the most important values and which were the least and why?

Trust, Responsibility, Respect, Fairness, Tolerance, Understanding, Integrity, Honesty, Citizenship.

MAKE IT HARDER:

Don't give the young people the prompt cards, but after a discussion about values get them to write on blank cards all the values they can think of and then rank them. They should feed-back to the group which values they have thought of and how they have ranked them.

- 2 On separate pieces of paper write out the following statements and lay them out on the floor.
 - I don't know what this value means.
 - I know what this value means but I could not give an example of it.
 - I know what this value means and could give an example of it.
- 3 As you read out each value ask the young people to stand next to one of the statements, depending on how much they know about it. Then ask the young people to make a comment and / or give an example depending on which statement they are standing next to.
- 4 After all the values have been read out do a quick recap to make sure all the young people understand what all the values mean.

Ask the young people to rank the cards again, this time in terms of which they feel is the most important for people to have in order for us to live in a better world. Discuss any differences between the ways they ranked the cards.

MAKE IT EASIER:

Take out any of the values which are more difficult to explain from the prompt cards.

Rather than rank the values in small groups, do the exercise as a whole class. Maybe create larger versions of the prompt cards.

Ask the young people to get into groups of 4-6 people and give each group a set of the value cards. Ask the group to rank the values on the cards in order of which they think is the most important and which is the least important for people to have.



ACTIVITY 2 : 30 - 45 MINS

A-Z OF US

TOOLKIT RESOURCES: NONE

OTHER: PENS AND PAPER

AIMS: A fun warm-up activity to get young people to think about a person's character and values

- 1 Divide the young people into groups of 4-6. Give each group a piece of paper and a pen.
- 2 Ask the groups to write one word that could describe a person's character for every letter of the alphabet. So they may have C = confident, D = determined etc. You may have to ask them to be creative for some of the more difficult letters like Z - i.e. Zany. Tell the young people it is a competition between the groups and the winner is the group that can complete their A-Z list first.
- 3 Ask each group to feedback the list they have compiled to the other groups. Groups can challenge one another to explain why they have used certain words.
- 4 Ask the groups to highlight all the words on their list which they think are positive, those they think are negative and those that they are not sure about.

MAKE IT HARDER:

Ask the young people to use their letters to make a poem about their name. Eg for Tom T = Tolerant, O = Optimistic, M = Mature.

MAKE IT EASIER:

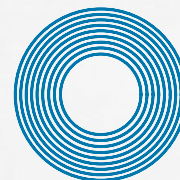
Only select certain letters from the alphabet. Like those in V.A.L.U.E.S or C.H.A.R.A.C.T.E.R

**BE THE CHANGE
YOU WANT TO
SEE IN THE
WORLD...**



ACTIVITY 3: 15 - 20 MINS

WHAT'S MY CHARACTER?



TOOLKIT RESOURCES: WHAT'S MY CHARACTER PROMPT CARDS

AIMS: a warm-up activity to get young people to think about the different characteristics of people

- 1 This is a version of the classic charades game. Ask for a volunteer to come up to the front of the class. Show the volunteer a prompt card (in the resource pack) that will have a description of a personal characteristic, value or attribute. Ask the volunteer to act out the word on the card and the rest of the class have to guess what it is.
- 2 After each characteristic has been guessed, ask the group if they can think of any famous people who have that characteristic and those that do not and why.

MAKE IT HARDER:

Ask the young people to draw the values rather than act them out.

ACTIVITY 4: 30 - 40 MINS

MY VALUES

TOOLKIT RESOURCES: NONE

OTHER: PENS AND PAPER

AIMS: to get the young people to think about what their personal values are

(It is best to do some of the previous activities which introduce the concept of values and character before doing this activity).

- 1 Give all the young people a blank piece of paper. Using either words or pictures (or a combination of both) they must show what they think is the most important value or personal characteristic to them, and why.
- 2 Get some young people to read out what they have written or explain their picture to the rest of the class.

MAKE IT HARDER:

Ask the young people to not simply write a piece of prose, but try to think outside the box – so perhaps write a poem, draw a picture or come up with another way that shows why having values is important.

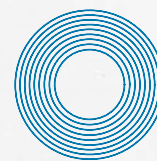


ACTIVITY 5: 30 MINS

ACT IT OUT

TOOLKIT RESOURCES: SCENARIO CARDS

AIMS: to get young people to work in teams to think about what happens if people do not have certain values.



- 1 Ask the young people to get into groups of 4-6 people. Give each group a different scenario card. Ask the group to plan a role play, based on their scenario card, to show to the other groups.
- 2 Ask each group to show their role play to the other groups. After each role play ask the audience and actors to discuss:
 - What was the role play about?
 - What was the central value that was missing in the role play?
 - What would the role play look like if it was acted again and this time all the characters had that value?
- 3 Get the young people to act out the role plays again, but this time they incorporate the suggestions given during the feedback to turn the negative scenario into a positive one.

MAKE IT HARDER:

Ask the young people to create their own scenarios and perform them.

Ask the young people to practise their plays and then perform them at an assembly.

HERE
YTHING IS

...WHERE
ANYTHING IS
POSSIBLE

*

ACTIVITY 6: 10 MINS

WHAT'S THE OPPOSITE?

TOOLKIT RESOURCES: NONE
OTHER: PENS AND PAPER

AIMS: A quick warm-up and revision exercise to get young people to visualise what the world would be like if people did not have values.

- 1 In small groups ask the young people to come up with a list of the top ten positive values / characteristics of people that they think are most common in the world. They should use the following sentence stem...

Someone who is.... (Honest / responsible/ trusting etc.)

Ask them to write their list of ten down on a piece of paper.

- 2 After they have created their list ask each group to hand it to another group. They must then work out what the opposite of these values / personal characteristics are. It is quite hard to come up with one word that describes the opposite, so they may need to use several. E.g.

Someone who is honest	>	Someone who is a liar
Someone who is responsible	>	Someone who does not care
Someone who is determined	>	Someone who is lazy

- 3 In their groups ask them to discuss what they think the world would look like if everyone was like the people in their 'opposites' list. What sort of stories would be in the news if everybody had these negative characteristics and values? Ask the young people to come up with a set of news headlines for these stories.

ACTIVITY 7: 20 MINS

VALUE-ABLE QUOTES

TOOLKIT RESOURCES: QUOTE CARDS
OTHER: LARGE PIECES OF PAPER

AIMS: to find out what famous people have said about values

- 1 Give the young people a set of quotes (in the resource pack). In small groups ask the young people to first sort them into two piles – those that they like and those that they don't.
- 2 Ask the young people to discuss what values the people who said the quotes must have had, and what they think motivated the person to say those words? What is it about the quote that makes it memorable?
- 3 Ask the young people to read out the quotes they like and explain why they like them. Perhaps hold a vote to see which quote the group like the most.

MAKE IT HARDER:

Ask the young people to use the internet to research their own quotes.

See if the young people can come up with their own quotes based on the ones they have read and like.

MAKE IT EASIER:

Put the quotes up on the board and work out as a whole class what they think they mean.

MAY YOU LIVE EVERY DAY OF YOUR LIFE



ACTIVITY 8: 1 HOUR

VOTE FOR MY VALUE

TOOLKIT RESOURCES: VALUE CARDS
OTHER: PAPER AND PENS

AIMS: To get young people thinking about what value is important to them
To get young people to make a case about why some values are more important than others

- 1 Ask the young people to get into groups of 4-6. Ask each group to pick from a hat one of the cards – each with a different value on it. They could pick Trust, Responsibility, Respect, Freedom or Citizenship etc.
- 2 Tell the group that they are going to have to represent that value and have to create a campaign to show why it is the most important to the world.
- 3 The young people must come up with all the reasons why this value is the most important. They must then create a poster saying why it is the most important and also a short speech / presentation / television advert to go with the poster.
- 4 Each group then has 5 minutes to show their poster and presentation to the rest of the group and try to persuade them why their value is the most important for the world.
- 5 After all the posters and presentations have been displayed ask the group to vote for which they think is the most important. They cannot vote for their own. This can either be done by a show of hands, asking them to stand next to the poster with the value they think is the most important or having a ballot box.

MAKE IT HARDER:

Ask the young people to practice their presentation and then show them during an assembly.

MAKE IT EASIER:

Don't ask the young people to do a presentation but just create a poster. The group can then do a 'poster walk' after they are created to look at them all and see which ones they like the most.



DO NOT WAIT FOR LEADERS; DO IT ALONE, PERSON TO PERSON

ACTIVITY 9: 30 MINUTES

WHERE DO WE GET OUR VALUES FROM?

TOOLKIT RESOURCES: INFLUENCE CARDS

OTHER: PAPER AND PENS

AIMS: to get students to look at who or what influences their values

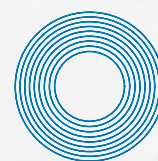
- 1 Ask the students to look at the influence cards. Ask them if there is anything else that influences them? Write any other influences on blank pieces of paper and add them to the set of cards.

Mothers, Fathers, Brothers, Sisters, Friends, Teachers and school, Religious organisations, Television and Radio, Films, Politicians, Magazines and newspapers, Community Groups, Reality TV celebrities, Sportspeople.

- 2 In groups ask the students to rank the cards in the order of who or what influences the way they think and act the most. Write down the final order they agree on.
- 3 Now ask the students to rank the cards in order of which promote

'good values' such as trust, respect, responsibility etc. Ask them to write down this list next to their first list.

- 4 In their groups ask the students to compare the two lists and ask them the following questions:
 - > What are the main differences and similarities between the two lists?
 - > What influences do they think could be the most damaging for the world and why?
 - > Who or what do they think has the most power to influence people to have good or bad values?
 - > What is the best way to promote the importance based on having good values to young people?
 - > Should values be taught or do we just know them?



END OF ACTIVITIES

**TURN TO THE BACK OF THE
BOOKLET FOR THE TOOLKIT'S
RESOURCES**



A teacher is leading a group of young people on an expedition across some mountains in the Lake District. Some of the young people in the group really cannot be bothered to do the walk. They walk very slowly at the back of the group and shout 'I can't be bothered' all the time. The group is therefore unable to get to the top of the mountain and has to turn back early.

SCENARIO CARD DETERMINED



A group of young people have been asked by their teacher to run a reading club for some of the younger students in the school. After some initial training, each young person is then matched to another student from the school and asked to meet once a week to read together. The older students see this as an opportunity to miss classes and mess around.

SCENARIO CARD RESPONSIBILITY



A group of young people have been asked by their teachers to run a charity event to raise money for people in Africa. The teachers want the young people to be in charge of running the event so that they can learn leadership skills. The young people see this as an opportunity to make some money for themselves. When it comes to the fundraising event the young people take some of the money from the amount fundraised.

SCENARIO CARD TRUST



A gang of young people is hanging around on the streets after school. They throw their litter everywhere, are rude to people around them, are noisy and occasionally steal. There have been many complaints from the neighbours and the police have also been involved many times.

SCENARIO CARD RESPECT



A football team has got to the final of the local cup competition. They know they are up against very strong opposition and don't think they can beat them. In the team talk before the match the captain says that the only way they can win is if they don't play fair. The captain tells the team to tackle hard, try and cheat if they can and not to do what the referee says. After 10 minutes of the game the referee stops the game as he is worried about people getting hurt.

SCENARIO CARD FAIR PLAY





*VALUE-ABLE

INTELLIGENT



*VALUE-ABLE

CONSCIENTIOUS



*VALUE-ABLE

ADAPTABLE



*VALUE-ABLE

SENSITIVE



*VALUE-ABLE

HAS RESPECT

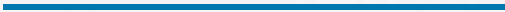


*VALUE-ABLE

DETERMINED



*VALUE-ABLE



*VALUE-ABLE

FRIENDLY



*VALUE-ABLE

HONEST



*VALUE-ABLE

TOLERANT



*VALUE-ABLE

ORGANISED



*VALUE-ABLE

A LEADER

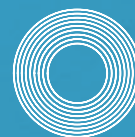


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TRUSTWORTHY

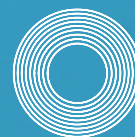


*VALUE-ABLE





 *VALUE-ABLE	 *VALUE-ABLE
 *VALUE-ABLE	DETERMINATION  *VALUE-ABLE
SENSITIVITY  *VALUE-ABLE	CITIZENSHIP  *VALUE-ABLE
HONESTY  *VALUE-ABLE	INTEGRITY  *VALUE-ABLE
UNDERSTANDING  *VALUE-ABLE	TOLERANCE  *VALUE-ABLE
FAIRNESS  *VALUE-ABLE	RESPECT  *VALUE-ABLE
RESPONSIBILITY  *VALUE-ABLE	TRUST  *VALUE-ABLE



MARTIN LUTHER KING, JR.

“
A lie cannot live.
”

ROSA PARKS

“
Each person should live their life as a model
for others.
”

”

MARTIN LUTHER KING, JR.

“
I have a dream that my four little children will
one day live in a nation where they will not be
judged by the colour of their skin, but by the
content of their character.
”

”

JONATHAN SWIFT

“
May you live every day of your life.
”

”

MOTHER TERESA

“
Do not wait for leaders; do it alone, person to
person.
”

”

MOTHER TERESA

“
Peace begins with a smile.
”

”

WINSTON CHURCHILL

“
We make a living by what we get, but we make
a life by what we give.
”

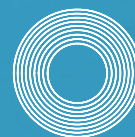
”

CHINESE PROVERB

“
Even the tallest tower got started from the
ground.
”

”





LANCE ARMSTRONG

“ Anything is possible. You can be told you have a 90% chance or a 50% chance or a 1% chance, but you have to believe that you have to fight.”

FRANK TYGER

“ Hearing is one of the bodily senses but listening is an art.”

BENJAMIN FRANKLIN

OSCAR WILDE

“ Well done is better than well said.”

”

“ Who, being loved, is poor?”

”

THE BUDDHA

NELSON MANDELA

“ Holding onto anger is like holding onto a hot coal – with the intention of throwing it at someone else, you’re the one that gets burned”

”

“ The greatest glory in living lies not in never falling, but in rising every time we fall.”

”

JOHN F. KENNEDY

MOHANDAS GANDHI

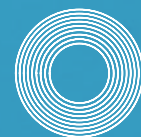
“ Mankind must destroy war or war will destroy mankind.”

”

“ Be the change you want to see in the world.”

”







REALITY TV
CELEBRITIES



*VALUE-ABLE

MAGAZINES/
NEWSPAPERS



*VALUE-ABLE

FILMS



*VALUE-ABLE

RELIGIOUS
ORGANISATIONS



*VALUE-ABLE

FRIENDS



*VALUE-ABLE

BROTHERS



*VALUE-ABLE

MOTHERS



*VALUE-ABLE

SPORTS -
PEOPLE



*VALUE-ABLE

COMMUNITY
GROUPS



*VALUE-ABLE

POLITICIAN'S



*VALUE-ABLE

TELEVISION/
RADIO



*VALUE-ABLE

TEACHERS/
SCHOOLS



*VALUE-ABLE

SISTERS

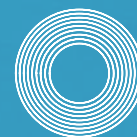


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FATHERS



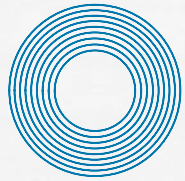
*VALUE-ABLE



This side of the toolkit contains all the resources required to carry out the activities.

RESOURCES

BECOMING VALUABLE TOOLKIT



Learning for Life

This resource has been produced by Learning for Life. Learning for Life is a UK organisation that aims to build and strengthen character in the contexts of the family, school, university and employment through national evidenced-based research and developmental work. We seek to make a real difference to the lives and personal development of both learners and the professionals who support them in character formation. We seek to make an impact based on high quality research work, which provides a sound base for development.

For more information about Learning for Life please contact:

Primrose Paskins (Administrator)

t. 01227 782851 or 01227 767700

e. primrose.paskins@canterbury.ac.uk

a. Canterbury Christ Church University, Canterbury, Kent CT1 1QU

w. www.learningforlife.org.uk

For more information about this resource please contact:

Tom Harrison (Director – Teaching and Learning)

t. 01663 732619

e. tom@tharrison.me.uk

Learning for Life would like to thank all the students and teachers we worked with in the Hodge Hill Constituency for helping us to create this resource.

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