

I have printed these out and made sets- you could put them on data projector or on white board.

• Have girls put into the 3 categories.

OHT Master: Considering Our Values

	GOOD, VALUABLE, IMPORTANT	NEUTRAL, UNIMPORTANT, NOT GOOD OR BAD	BAD, UNWHOLESOME, DANGEROUS
Developing the Mind			
Physical Appearance			
Money			
A Nice House			
Attending ^{Church} Eucharist on Sundays			
Acceptance by those of the Same Sex			
Sports			
Sex			
Nice Clothes			
Helping Others			
Religion			
Alcoholic Drinks			
Love of Country			
Drugs			
A Job			
Marriage			
Good Grades in School			
Belief in God			
Acceptance by those of the Opposite Sex			
Being True to Yourself			

Peer Influences on Values

During a person's teenage years their peers can have a large influence on the way they think and act. This is because it is very important for a person to 'fit in' and be accepted by their peers. This can sometimes cause a person to behave in a way they think their peers will find 'cool' even though it is not who they really are.



It takes courage for a person to be true to themselves when these values are different to their peer group.



TASK 8

Attitudes and Values

1. Explain how you and your peer group would think and behave in the following situations:

- a) A person at school who dresses or looked different, looking lonely at school.

Peer Group Thoughts and Actions	Personal Thoughts and Actions

- b) A classmate who worked extremely hard to achieve excellent grades.

Peer Group Thoughts and Actions	Personal Thoughts and Actions

2. Answer the following questions based around peer pressure on personal values.

Questions	Indicate rating below:	
a. If you had a different opinion to your peers, how comfortable would you be in voicing that opinion?	Not	Extremely
b. How much pressure do you feel to go along with your peers? (e.g. agree with them, exclude certain people).	Not	Extremely
c. How serious would a situation have to be before you would tell your mates?	Not	Extremely
d. How happy are you to be a different person from your peers? (e.g. in the way you look, speak or behave).	Not	Extremely

3. Using the information above, explain how you are influenced by your peers. How important will your peer's approval be in five years time? Explain the implications of this question on how influential a person's peers should be on their values.

Defining Values

People's values (their beliefs or attitudes about what is good, right, desirable, worthwhile, etc.) and their value system (the ways they organise, rank, prioritise and make decisions based on their values) provide the foundation for people's personal and professional judgments and choices. Values express an individual's or a society's beliefs about what is important in life. While some values refer to how a person should act (for example, with honesty, self-discipline, or kindness), other values are to do with what a person wants out of life (for example, money, security, fame, health, salvation, wisdom).

Values exist as a complex set of inter-related personal policies or priorities and serve as a guide for decision-making. A person's values are influenced by many factors. These include culture, family, religion, education, peer group, the media, etc. Values may be based on knowledge, aesthetic considerations, practicality, moral grounds, or on a combination of these. Much of what we value is not concerned with our sense of morality or ethics, so not all values are moral ones. There are, for example:

- Knowledge-based values: "I value the study of history because it gives me great insight into life".
- Aesthetic-based values: "I prefer rap music because it sounds much better than country music".
- Instrumental values: "I must have a good job because it gives me the money I need to achieve my goals".
- Moral values: "I believe it is wrong to steal because it shows disregard for other people's rights".

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YR 10 week 2 2010. Values

L.O. Define values & examine where they come from.
Develop respect for others point of view.

① Brainstorm.

In pairs. start - w/b ① What are values?

Values are what we consider important.

② ~~Where do they come from?~~

valued things can be seen & touched e.g.

valued things can be thought & ideas e.g.

valued thing can be felt e.g.

valued things can be shown by our actions & behaviours.

~~Record~~ Rank values 1-10. (P19) Happiness, money etc

Material values

Social values

Spiritual values

Where do values come from?

family, friends, school, church, TV etc.

Rank (coloured cardbd.) 1-12. Justify. - Compare

- Considering our values. - Good, valuable impr. etc. in gss 57-4

Are there good & bad values?

Look at Christian values - 1 betw. 2.

What is it about?

What are the values?

Are they relevant in our lives today?

How do we reflect them in our everyday life?

match up with christian values.

- What is Peer Groups?

Identify some true peer pressure

- we " "

Do you have access to this? → * Do pg 92 yr 9 Health Peer life - values
- maybe given one in pink.

Values

Adolescence is also a time when young people develop their own values and beliefs. Your values are the things and ideas that are important to you. As you become older you think in a more complex way and you are able to question and clarify your ideas. Your values help you to decide what is right and wrong, and have a great influence on the decisions you make.

Rank the following from
1 to 10 according to what
you value the most.

What do you value?

- | | |
|----|--------------------|
| 1 | <i>Happiness</i> |
| 2 | <i>Money</i> |
| 3 | <i>Friendship</i> |
| 4 | <i>Peace</i> |
| 5 | <i>Excitement</i> |
| 6 | <i>Freedom</i> |
| 7 | <i>Good health</i> |
| 8 | <i>Education</i> |
| 9 | <i>Family</i> |
| 10 | <i>Success</i> |

Organise a class
vote to show which
item other members
of the class valued
the most.

You will notice
that everyone has
different values.

Parents have a strong influence on the values that you develop.

Describe something you have learnt to value from your parents.

Values

Teacher introduces the concept of “values”:

copy onto top of 'values and I' sheet.

We value many things in our life. Values are those things we feel, think and believe are good, important and worthy.

Valued “things” can be seen and touched.

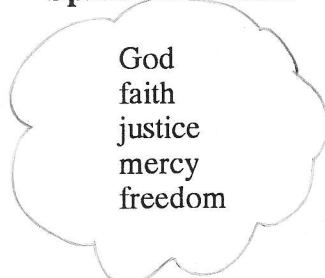
Valued “things” can be thoughts, ideas.

Valued “things” can be felt.

Valued “things” can be shown by our actions and behaviours.

For example the following may be important to us:

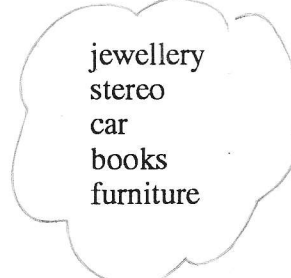
Spiritual Values



Social Values



Material Values



Teacher asks students:

Where do we get our values from?

(Allow some discussion and summarise their responses.)

Explain:

We discover we have “a value system” as we grow older and interact with more people.

We usually get our values from:

- Family
- Church
- School

Students give examples of what values they have learned from these.

Class discusses:

Could there be “good” as well as “bad” values?

or — Are all values equal? Are there “positive” and “negative” values?

Teacher emphasises the point that a “positive” value system does not:

- hurt others, take advantage of others for ones own personal gain;
- show prejudice and discrimination against others;
- take away respect from others, impinge on their rights.

In short:

The way we behave towards others should promote the dignity and worth of every individual person.

Unit Three - Affects on Decisions

year 10
Values

Values and Influences

Lesson 9

Specific Learning Outcomes

- To reflect on and clarify students values, the factors that influence these values and to acknowledge individual differences.
- To examine factors that influence decisions and the impact of decisions on health

A.O 5C2

5D1

Lesson Structure

A. Values are what we consider to be important and worthwhile and reflect our principles and standards, and attitudes are our tendency to think or act in a certain way.

- Discuss what is meant by a person's values. This may be best explained by using examples, for example, *I value my health - my health is very important to me.* Examples of how values affect decisions is also helpful, for example, *Because I value my health, I am careful about what I choose to eat.*
- Students should complete the ranking exercise on page 54 individually.
- The class vote needs only to be for their first choice. Be careful that students are not judgemental of each other - no response is better than another. The purpose is to show that individuals have different values. Some students may wish to share the reasons for their first choice with the group.
- Students should also complete the **Where do you stand?** activity individually before sharing their responses with the class. To do this you can construct a continuum in the classroom - 'agree' at one end and 'disagree' at the other. Students can place themselves accordingly and explain the reason for their stance.

(Ref. p33 Teachers Resources - Changes and Choices)

(Ref. p54 Students Workbook - " " " "

B. Worksheet on Influences

(Ref. p62/63 Students Workbook - Changes and Choices)