

MY VALUES - LESSON PLAN

LESSON TITLE:
**MY
VALUES**

AIMS

This lesson will:



- Explore the work of inspirational people/ role models and examine their values.
- Consider WHY these people are inspirational and HOW they have impacted on our lives.
- Examine the values of an inspirational you know and how they positively impact on your life.

OUTCOMES

At the end of this lesson students will be able to:



- Define 'Values'.
- Identify what an inspirational person is.
- Describe some of the values an inspirational person has.
- Evaluate how inspirational people/ role models impact on the lives of others.
- Identify their own values.
- Describe how they are role models/ inspirational.

LINKS TO JUNIOR CYCLE KEY SKILLS



- Communicating (listening and expressing myself, discussing and debating, using language).
- Managing myself (knowing myself, making considered decisions, using digital technology to manage myself and my learning).
- Staying well (being healthy, being social, being safe, being responsible).
- Being creative (exploring options and alternatives, implementing ideas and taking actions).
- Working with others (learning with others, respecting difference, developing good relationships, co-operating).
- Managing information and thinking (gathering and recording information, being curious, thinking critically, using digital technology to access, manage and share knowledge)

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LINKS TO JUNIOR CYCLE STATEMENTS OF LEARNING



- Take action to safeguard and promote her/his wellbeing and that of others.
- Bring an idea from conception to realisation.

LINKS TO WHOLE SCHOOL GUIDANCE



Developing Myself

In this lesson students will

- Develop & maintain self-esteem & a positive self-concept.
- Interact effectively with others.
- Develop & grow throughout life.
- Students will be able to identify and describe their personal qualities, attitudes and strengths, interests and how they influence behaviour.
- Students will be able to demonstrate effective social skills when cooperating, collaborating & negotiating with peers and teacher.
- Students will be able to participate in a range of activities & tasks to enhance emotional, social, cognitive & physical development.
- Ask for help when required.

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MATERIALS NEEDED FOR THIS LESSON

BY TEACHER

- PowerPoint
- Worksheets

BY STUDENTS

- Worksheets (on-line or hard copy)

AIMS

This lesson will:

- Explore the work of inspirational people/ role models and examine their values.
- Consider WHY these people are inspirational and HOW they have impacted on our lives.
- Examine the values of someone you know and consider how they are an inspirational person.



OUTCOMES

At the end of this lesson students will be able to:

- Define 'values'.
- Identify what an inspirational person is.
- Describe some of the values an inspirational person has.
- Evaluate how inspirational people/ role models impact on the lives of others.
- Describe the values of an inspirational person you know and they impact they have on the student's lives.



OPENING 'THE HOOK'

Ask the students to think about someone they admire. Ask them to think about why they admire/ respect this person so much. What are the values/qualities this person has that makes them so admirable? Tell the students that they are going to look at the lives of some inspirational people today and examine what their 'values' are that made them so inspirational. Tell them we are also going to explore the values of someone we know to examine what makes them an inspirational person.



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BODY OF LESSON

TEACHER ACTIVITIES

Teacher defines the term 'value' for the students and gives examples of various values.

(Definition: Values are principles or standards of behaviour; one's judgement of what is important in life, i.e. Dependability. Reliability. Loyalty. Commitment. Open-mindedness. Consistency. Honesty).

Teacher defines an 'Inspirational Person' and how their "Values" make them inspirational.

There are images of eight inspirational people located around the classroom.

In pairs teacher instructs the students to walk around the room and identify who the inspirational person is, what they did and suggest why they are inspirational people (what do these people value).

Teacher asks for feedback from this exercise. (Teacher gives clarity on who the people are in case it is needed.)

As students give feedback, write key words or phrases on the board, for example, "brave", "cares about people" or "hard-working".

Encourage students to get to the characteristic rather than just talking about what the person has done.

So rather than saying "Barak Obama was President of the USA", say "Barak Obama valued hard-work and commitment".

Create a word cloud on the board with these personality adjectives and values.

STUDENT ACTIVITIES

Students receive clarity on the term 'values'.

In pairs students walk around the room filling in the worksheet My Name is and I...?:

1. Identifying the inspirational person,
2. Identifying what they did
3. Why they are an inspirational person (what their values are).

On completion of this exercise students return to their seats.

Students give feedback

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BODY OF LESSON *continued*

TEACHER ACTIVITIES

Ask students to discuss in their pairs/groups if there are similarities between the different role models. What are they?

Teacher tells the students that we meet people at different stages of our lives that have a positive impact on our lives. Now that students have entered into their new school, they will meet people who will have a positive impact on their lives- these people are also role models. We must also remember the people we have already met that have affected us positively!

Teacher asks students to think about someone they already know who is a role model/ inspirational in their life (such as a family member, an older friend, a coach or a teacher – give words on slide 14 to assist with this). They then interview the person beside them about their inspirational person. Teacher can then encourage students to share their person with the class.

STUDENT ACTIVITIES

Students discuss the similarities / differences between the role models.

In pairs, students interview the person beside them about their inspirational person.

They also discuss how this person's positive qualities affects them personally. They think about how they feel when they are with someone who is trustworthy, or how they react to a person's positive outlook.

For example:

"Someone who demonstrates patience influences me to be less irritable when things don't go my way."

CLOSING LESSON



For homework the teacher asks the students to thank their role model for being such a positive influence in their lives.

Finally, the teacher re-examines the lesson's aims.