

6

Morals, Values and Beliefs

Aim: To explore and develop a values and moral framework as a basis to live life.

Sub-theme 1

Understanding Where Behaviour Comes From

Teaching Activity 1

Where Does Our Behaviour Come From?

Sub-theme 2

Clarifying and Challenging Values

Teaching Activity 2

What Are My Values?

Resources



Aim

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Sub-theme 1

Understanding Where Behaviour Comes From

Teaching Activity 1

Where Does Our Behaviour Come From?



Learning Intentions

Pupils are learning:

- that behaviour is shaped by values, attitudes and beliefs through a range of influences including parents and society;
- to explore the role of values, attitudes and beliefs in shaping their actions;
- to give and respond to feedback, reaching agreement, negotiating and compromising through the classification of personal influences.



Opportunity for AFL Sharing learning intentions and success criteria



Skills and Capabilities

- Working with Others: give and responding to feedback, reaching agreement, negotiating and compromising through the classification of personal influences;
- Communication.



Learning Experiences

- Investigating and problem solving
- Enquiry based
- Challenging and engaging
- Skills integrated
- Linked to other curriculum areas



Attitudes and Dispositions

- Personal responsibility
- Balance
- Concern for others
- Openness to new ideas

Resources

- Sets of question cards 'What Do You Think?' (Resource 1a-c)
- PowerPoint Iceberg model or picture 'What Shapes Our Behaviour?' (Resource 2)

Methodologies

- Class discussion
- Group work
- Debate
- Personal Reflection



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Sub-theme 1

Understanding Where Behaviour Comes From

Teaching Activity 1

Where Does Our Behaviour Come From?

Teaching Notes

We can increase our self-awareness by examining our own values and preferences. We all have ideas about right and wrong, good and bad, better and worse. This activity gives pupils the opportunity to begin to consider what their values are and where they come from.

Activity 1.1

- a Teacher sets the scene using the picture of the iceberg (Values - under the surface - PowerPoint OR 'What Shapes Our Behaviour' (Resource 2)). Observable behaviour is only one tenth of what is going on in a person, there is a lot happening beneath the surface that drives or shapes our observable behaviour.
- b Brainstorm with the class, 'What influences our attitudes and how we behave?' Record their responses under the following three groupings without giving away the actual title of each group:
 - Our Physical Biology (our nature)
 - The World Around Us (our nurture):
 - Our parents and family
 - Past experiences
 - Our beliefs (religious / cultural)
 - Friends and peers
 - Media
 - Our Choices
- c Having decided which group the responses belong in, ask the class whether they can decide on general names for each set of influences. Be ready to change your own decisions after input from the students, as this is an opportunity to learn from each other.

The following thinking frame for classification may be useful to help the students decide on how the responses have been grouped:

- What characteristics do the responses have?
- What purpose do we have for classifying them?
- What way of classifying best serves this purpose?
- Which response fits into each category?
- If unsure about any items, what additional information is required before putting them in categories?



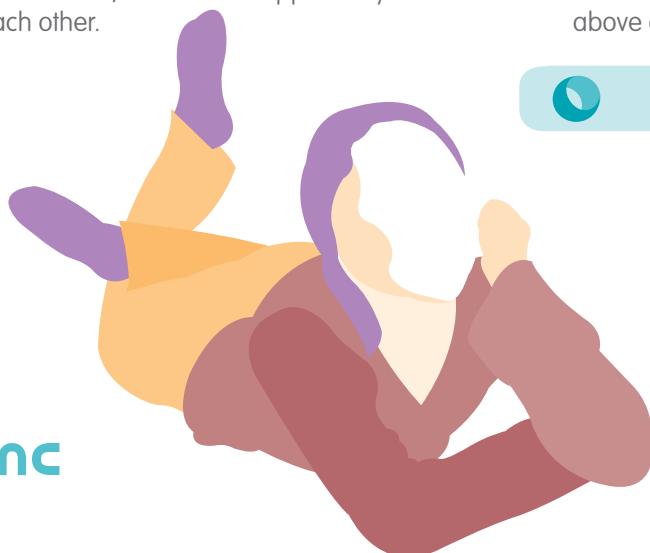
Opportunity for AfL Effective questioning

Alternatively, you could:

- Write the three headings 'Physical Biology' (our make up), 'The World Around Us' and 'Our Choices' onto three large sheets of paper pinned around the room.
- Give each student a few sticky notelets on which to write their personal ideas on 'What influences our attitudes and how we behave?'
- They then decide on which page to stick the notelets.
- Review each sheet, noting overlaps and differences of opinion, using the questions above as a guideline if you wish.



Opportunity for AfL Formative feedback



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Understanding Where Behaviour Comes From

Activity 1.2

- a Each group of three or four students receives a set of 'What Do You Think?' cards (Resource 1 a-c). The teacher may want to select a few cards to focus on, or give the whole set to each group. Alternatively, one set of cards could be distributed so that each group has different cards.
- b Each group member takes turns reading aloud a card and giving their view. Other students in the group then say what they think and why. The 'why' is particularly important as people might behave in the same way but for different reasons? This will highlight different action that they would take, and why they would take it, in reaction to the same situation.
- c For class discussion, ask students to choose a question from the cards that they had a lot of discussion about, maybe ensuring that each group is presenting a different question. Using these examples, receive feedback from each group. Guiding questions could be:
 - What different reactions did people have?
 - What underlying influences/causes were apparent for each person?
 - Can we come to a definite conclusion about what influences us?

A lot of our influences are subconscious or not apparent to us at any one time. Invariably our behaviour is influenced by a multitude of experiences resulting in a certain way of behaving. Our behaviour is continuously subject to change after each experience that we have, even when we are not consciously aware of this.



Opportunity for Afl Effective questioning

Activity 1.3

Using what they have learnt from these activities, pupils record in their personal journal what they have discovered about themselves and what shapes their behaviour. Pay particular attention to values and attitudes.

Is there anything about their values that they would like to challenge or change?



Opportunity for Afl Pupil reflection and assessment



Aim

To explore and develop a values and moral framework as a basis to live life.

Sub-theme 2

Clarifying and Challenging Values

Teaching Activity 2

What Are My Values?

Learning Intentions

Pupils are learning:

- to define a value and clarify some of their own;
- to examine options and weigh up pros and cons when deciding on the most important values during a self-assessment quiz;
- to give and respond to feedback, reaching agreement, negotiating and compromising through group work to produce a definition of a value.



Opportunity for AfL Sharing learning intentions and success criteria



Skills and Capabilities

- Thinking, Problem Solving and Decision Making: examine options, weigh up pros and cons when deciding on the most important values during a self-assessment quiz;
- Working with Others: give and responding to feedback, reaching agreement, negotiating and compromising through group work to produce a definition of a value;
- Communication.



Learning Experiences

- Investigating and problem solving
- Enquiry based
- Challenging and engaging
- Skills integrated
- Linked to other curriculum areas



Attitudes and Dispositions

- Personal responsibility
- Balance
- Concern for others
- Openness to new ideas

Resources

- 'What I Value Most...' (Resource 3) self-assessment quiz
- Sticky notelets

Methodologies

- Class discussion
- Group work
- Debate

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Sub-theme 2

Clarifying and Challenging Values

Teaching Activity 2

What Are My Values?

Teaching Notes

This activity explores our values and attitudes. As we started to investigate in the last activity, these values have a major influence on our choice of behaviour. Some values we hold are internal e.g. our desire to fit in with a group of friends, our need for fun and a 'buzz' and what principles we hold as important. Many influences are external e.g. friends, parents, celebrities and values and attitudes held by other important people in our lives. In this activity we will clarify some of the values we hold.

The second part of the lesson encourages students to come up with a definition of what a value is - not an easy thing to do! Values include our ideas about right and wrong, our spiritual and religious beliefs and opinions about politics. Human rights, gender issues, age issues and attitudes to disability are also part of our value system. Values encompass our attitudes towards community and independence, discipline, crime and punishment. These can be distinguished from preferences, which include things like sports, exercise, hobbies and pastimes. What we like to eat, how we like to socialize and our likes and dislikes regarding art, music, theatre and cinema are all preferences.

Activity 2.1

Pupils complete the self-assessment activity 'What I value most...' (Resource 3). This will help them to identify which values they hold and what is important to them.



Activity 2.2

- a Pupils form groups of four, and work out what the group's top five values are.
- b The teacher records the top five values from each group on the board to work out the most popular five values in the class. When doing this be careful to highlight that this does not imply that they are the most important, but the most common. Each person has the right to have his or her own individual values.
- c Class discussion about the outcome of this activity. Some possible questions to facilitate discussion could be:
 - How are the top five values similar or different?
 - Is there any pattern or significant similarities in the top five values?
 - Why do you think these values came out as the most popular?
 - Is there any link between rules systems, such as the class contract, school rules or government laws, and the most popular values?
 - Which other values do individuals think should be there instead? Why? (Note: Often a clash of ideas is actually about a clash of values. They are important invisible engines in our lives generating our thinking and behaving.)



Opportunity for AfL Effective questioning

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Clarifying and Challenging Values

Activity 2.3

- a Take a few minutes to come up with a definition of a value in pairs/small groups. Write it on a sticky notelet which is then stuck onto the wall.
- b Pupils walk around the room reading each other's definitions.
- c After reading each other's definitions, individuals volunteer which they think are most appropriate. The teacher writes a few of the popular definitions onto the board.
- d. The class vote for which they think is the best. Here is a suggestion that should make sense for Year 8's: A value is 'a person's judgement about what is valuable or important to them in life.'

(Note: Allow more than one definition if necessary. It is not an easy thing to define.)

Activity 2.4

Return to the personal journal and write in their own top five, or ten, values. Compare their values to what they wrote after their last lesson. Has anything changed? If so, why?



Opportunity for AfL

Pupil reflection and self evaluation

