



# THE **Values** PROJECT

## **PROJECT'S PURPOSE:**

**DEVELOP A CHILD'S SELF-ESTEEM**

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**ENCOURAGE AND PROMOTE POSITIVE BEHAVIOUR**

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**PROMOTE POSITIVE PEOPLE AND ORGANISATIONS  
IN THE COMMUNITY OF LUTON**

# THINGS TO KNOW



**ONLINE PLATFORM. HERE YOU CAN ACCESS CLASSROOM RESOURCES, DIGITAL CONTENT, SUPPORT AND FEEDBACK.**



**REFLECTION BOOKLET. THIS CONTAINS ALL THE PRINTED MATERIAL YOUR CHILDREN NEED. IT PROVIDES AN OPPORTUNITY FOR PUPILS TO SELF REFLECT AT THE END OF EACH SESSION.**



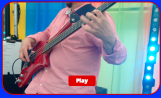
**FEEDBACK. WE WOULD REALLY VALUE YOUR TIME IN GIVING US YOUR FEEDBACK. YOUR THOUGHTS AND INSIGHTS WILL SUPPORT US IN ENSURING THE VALUES PROJECT MAKES A REAL DIFFERENCE TO YOUR CHILDREN.**

# SESSION 1



## L.O Values help shape my future

**justact.**  
Inspiring a **GENERATION** to make a **DIFFERENCE**



### Movie Values

**What do we mean by values?** Discuss the meaning of values outlined in the reflection booklet.

“Should I have a Mars Bar or a Milky Way?”

“Should I brush my teeth before or after breakfast?”

We have to make many choices everyday. Some choices don't have much of an impact on our day to day lives. However, some will have a significant impact on ourselves and others.

**Worksheet** Encourage the children to consider the impact each choice could have on them when deciding how important each choice is. For example watching a violent movie could disrupt their sleep, mood and wellbeing.

Choices you make today may range from what food should I eat? to what friends should I make?

Choices you make tomorrow may range from what job should I do to how many children should I have?

**Discussion** Have you had to make a choice recently? Was it a difficult choice? Discuss in pairs and as a class.

What is going to guide me through these choices? What will help me make safe, positive and successful choices? Values.



Children need to discuss the values that would help them make safe, positive and/or successful choices in the given scenarios.

In school, out in the community and in life, values can guides us through the choices we make.



**Worksheet** Children need to think about an area of their life they are struggling with and identify a value that can help them make a positive choice.

At times life is going to be hard and making safe, positive and successful choices during these times is challenging. Putting values into practice and using them to guide you through life's choices is the **best** choice you can make.

# CHOICES CHOICES

HOW IMPORTANT ARE THESE CHOICES?

## “WATCHING A VIOLENT MOVIE”

Not Important **1 2 3 4 5** Very Important

## “GOING TO SCHOOL”

Not Important **1 2 3 4 5** Very Important

## “CHOOSING POSITIVE FRIENDSHIPS”

Not Important **1 2 3 4 5** Very Important

## “MCDONALD’S OR BURGER KING”

Not Important **1 2 3 4 5** Very Important

## “MY FUTURE PARTNER”

Not Important **1 2 3 4 5** Very Important

## “COMBING MY HAIR”

Not Important **1 2 3 4 5** Very Important

# VALUES IN ACTION

DISCUSS WITH YOUR PARTNER SOMETHING IN YOUR LIFE YOU CURRENTLY FIND DIFFICULT.  
DECIDE ON A VALUE TOGETHER THAT WILL HELP YOU MAKE A POSITIVE CHOICE.

DIFFICULTY

A FRIENDSHIP

VALUE

BEING POLITE

CHOICE



I WILL SMILE AT THEM

DIFFICULTY

.....

VALUE

.....

CHOICE

.....

.....



**heart** <sup>96-107</sup>  
turn up the feel good!

### What do we mean by working hard?

discuss the meaning of Working Hard outlined in the reflection booklet.



What is the essential value needed in order to achieve these dreams and desires? Hard work.

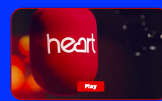
The value of working hard is unfortunately as it says 'hard' and if we are honest, this is why so many of us struggle in school, friendships and with our behaviour because it takes hard work to get them right or be successful.



Dreams slideshow. Use the slideshow to prompt the children to think about what their future may look like.

Highlight that having a dream can be more than about having a certain job. Having a family, good friends and visiting a luxurious location are dreams too. Bring to their attention that the main ingredient/value needed to achieve these things is still hard work.

**Discussion** What are your dreams? Share with a partner your hopes and aspirations for the future.



### Movie Heart FM

Working hard for the sake of working hard is not easy for anyone. Most people who show great skill in working hard are often passionate about something. Think of it like this: Working hard is the car and passion is the fuel. If there's no fuel the car won't move. If you have no passion the value of working hard will not move either.



**Activity** In small groups or as a class invite the children to score themselves out of 10 based on how well they show the value of working hard. Can the children identify an area where they need to work harder?

Summarise activity by recognising that whatever score we gave ourselves we could all do with improving our 'working hard' score.

**Activity** What are you passionate about? Invite the children to discuss in pairs their passions/interests/hobbies. Highlight that the children's passions maybe very similar to their dreams.

## SESSION 3

### L.0 Explore the value of Leadership



**What do we mean by Leadership?** Discuss the meaning of leadership outlined in the reflection booklet.



Discuss the statements concerning leadership. Begin each viewpoint by saying “leadership is...”. Take a class vote to see how many of the children agree or disagree with each opinion.

**Worksheet** Examples of Leadership.

Ask the children to share their answers and provide a reason for their choices with the whole class. The examples from the worksheet are leaders who are in a position of authority. But is Leadership only for those in authority like Headteachers or Prime Ministers? Can you be a leader right now?

Leadership is not about position, age, money or power, it is much more than that. Leadership is about setting an example to others through our actions, choices and behaviour.

We can recognise the value of leadership when:

- Someone makes good choices even when no-one is watching.

- Someone is trustworthy
- Someone gets the job done even when no one is watching.

**Question** Who are the leaders in your class?

With the responses pupils give, get them to provide a reason for their choice. Conclude the discussion by naming some children in the class who you recognise as showing the value of leadership.



Your family, your school and your community need you to show the value of leadership. Luton Christian Fellowship (LCF) a church in the community of Luton recognises the importance of leadership and how everyone can be a leader.



**Movie** LCF

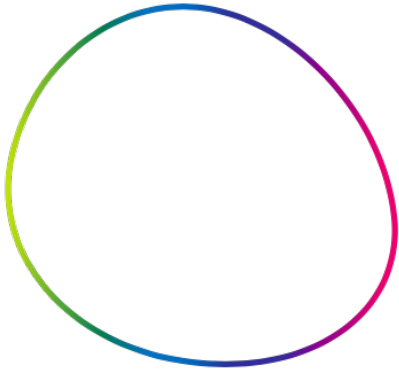
**Worksheet** Leadership Checklist.

Encourage children to reflect honestly about themselves as this will be a helpful aid for them to identify areas they need to develop. Invite the children to feedback as a class- What did the children learn about themselves? Did they agree/disagree with their partner's reflections?



# EXAMPLES OF LEADERSHIP

CAN YOU NAME A LEADER FOR EACH OF THE EXAMPLES BELOW?



**CLASS LEADER**



**SCHOOL LEADER**



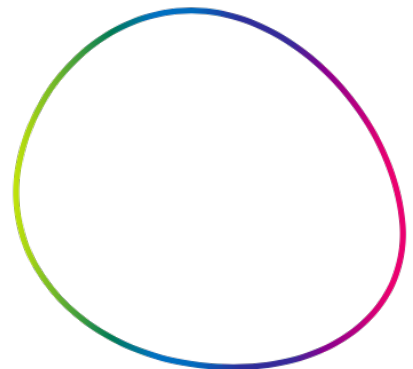
**FAMILY LEADER**



**COMMUNITY LEADER**



**NATIONAL LEADER**



**GLOBAL LEADER**

## SESSION 4

### L.0 Explore the value of Excellence



**What do we mean by Excellence?** Discuss the meaning of excellence outlined in the reflection booklet.

**Question** Ask the children if they can apply these statements to themselves:

“It doesn't matter it's just reading”

“I can't be bothered to listen”

“It's not my mess”

“If I rush my work I can get out to play quicker”

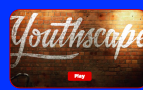
If we think these things, what are we lacking? A desire to do our best.

**Discussion** Encourage the children to think about/share a situation when they gave up or did not try their best.

How many of us aim to give our best in everything we do? What about in our friendships? Do we give our best to everyone around us?

**Worksheet** Invite children to share answers as a class. Where children have ticked 'give no effort' explore with them why this is and challenge them to find one way in which they can improve that relationship.

An organisation in Luton called Youthscape aim for excellence in all they do.



**Movie** Youthscape

**Question** What examples of excellence did we see in the DVD?

Aiming for excellence does not mean being perfect. What a relief. Excellence is about moving forward and not giving up.



**Question** Are there subjects/activities in school where you don't give your best and choose instead to give up?

**Discussion** Why do we not give our best?

There could be many reasons why we don't give our best. For many of us we simply don't like failing and we don't want to get things wrong. When we experience failure and disappointments it can be disheartening and cause us to give up.

**Discussion** Ask the children to share with a partner what stops them from giving their best. Invite the partner who is listening to give one piece of advice that could help them.

**HOW MUCH EFFORT DO I PUT INTO MY  
RELATIONSHIPS? TICK ONE.**

**FRIENDS**

**DO MY BEST**

**TRY A LITTLE**

**GIVE NO EFFORT**

**MY PEERS**

**DO MY BEST**

**TRY A LITTLE**

**GIVE NO EFFORT**

**MY FAMILY**

**DO MY BEST**

**TRY A LITTLE**

**GIVE NO EFFORT**

**TEACHERS**

**DO MY BEST**

**TRY A LITTLE**

**GIVE NO EFFORT**

**TEACHING ASSISTANTS**

**DO MY BEST**

**TRY A LITTLE**

**GIVE NO EFFORT**

**MIDDAY SUPERVISORS**

**DO MY BEST**

**TRY A LITTLE**

**GIVE NO EFFORT**

## SESSION 5

### L.O Explore the value of Compassion



**What do we mean by values?** Discuss the meaning of values outlined in the reflection booklet.

**Activity** Have a child play the part of an injured person who is hurting. Invite a few children to come forward and say “I feel sorry for you” and then return back to their seat. Instruct the last child to not only say “I feel sorry for you” but to then go and help the injured person to his/her feet.

**Question** What was different about the last child’s response?

Compassion is so much more than a feeling of pity. It is the combination of concern, followed by action for another human being. Compassion tells us that it’s not always enough to simply ‘feel’ something for somebody unless it is followed by an action. Our local MP. Gavin Shuker is a good example of how his feeling of concern for people is followed by action.



**Movie** Member of Parliament

Gavin talks about compassion in terms of being in ‘someone else’s shoes’. He shows this value by attempting to understand/appreciate

what others are going through and then doing whatever he can to see their lives made better.



Go through the collection of shoe photographs. Encourage the children to think about and discuss who might wear these shoes. Use the following questions to help provoke discussion:

- What might someone who wears these shoes be doing?
- Where do they live?
- What clothes do they wear?

• Are they wealthy?

• What would it feel like to be the person wearing these shoes?

The final photograph shows someone with bare feet. Many people across the world do not have any shoes! What is life like for them?

**Question** Do you know anyone that does not have shoes? Guide the children to think about their local community and people across the world.

**Worksheet** Invite children to share their poems or piece of writing with the class.



# HOW DO I WANT TO BE TREATED?

CHOOSE A PAIR OF SHOES FROM BELOW AND THEN CREATE A PIECE OF WRITING EXPRESSING WHAT YOUR LIFE IS LIKE.

THINK CAREFULLY ABOUT THE EXPERIENCES YOU MAY HAVE...

HAVE YOU BEEN THROUGH A DIFFICULT SITUATION? ARE YOU LONELY? OR JUST ON HOLIDAY?



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THE  
**Values**  
PROJECT

The logo consists of the text 'THE Values PROJECT' centered on a white background. 'THE' is in a small, grey, sans-serif font above the 'V'. 'Values' is in a large, bold, sans-serif font with a rainbow gradient from yellow to purple. 'PROJECT' is in a medium-sized, grey, sans-serif font below 'Values'. A horizontal bar with the same rainbow gradient spans the width of the text below 'PROJECT'.