

# THE **Values** PROJECT



## **TEACHERS' GUIDE YEAR 3**

**SESSION 1: VALUES  
SESSION 2: PLAY YOUR PART  
SESSION 3: BEING FRIENDLY  
SESSION 4: COURAGE  
SESSION 5: SHARING**

# THE Values PROJECT



**INSPIRE SELF BELIEF**

-----

**ENCOURAGE AND PROMOTE POSITIVE BEHAVIOUR**

-----

**PROMOTE THE COMMUNITY OF LUTON**

## THE VALUES TEDDY



**USE AS A VISUAL AND HANDS ON RESOURCE TO ENCOURAGE PUPIL PARTICIPATION AND ENGAGEMENT.**

**“CHILDREN WHO RARELY SPEAK IN CLASS WERE SHARING THEIR IDEAS!  
HOLDING THE VALUES TEDDY SEEM TO GIVE THEM CONFIDENCE”**

*MRS WELCH  
TEACHING ASSISTANT*

## HELPFUL IDEAS



**INVITE YOUR CHILDREN TO GIVE THE CLASS VALUES TEDDY A NAME AND DECIDE TOGETHER ON THEIR FAVOURITE.**

**ACKNOWLEDGE POSITIVE BEHAVIOUR BY PLACING THE VALUES TEDDY IN FRONT OF PUPILS ON THEIR DESK.**

**ALLOW CHILDREN TO HOLD THE VALUES TEDDY WHILST ANSWERING QUESTIONS OR SHARING THEIR THOUGHTS.**

## 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 are life skills

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



## Values movie

**What do we mean by values?** Discuss meaning outlined in reflection book.

Have you ever heard someone say “skills!”? What do they mean?

In most cases someone is recognising that someone is good at something. They are showing ‘skill’. Usually, we use the term ‘skill’ when someone is playing football and/or doing a trick.

**Activity** Invite the children to balance a coin, pen, ball etc on their nose, head or finger. See who can do this for the longest.

Highlight that this is a skill and skills give us the ability to achieve and be successful at something.



Discuss what skills are being shown medical, scientific, management etc.

All jobs need a certain level of skill.

Some jobs like being a doctor or scientist would require us showing a high level of skill. When a scientist finds a medicine that can take pain away or cure illness that is a skill.

But have you ever considered that values are skills. They give us the ability to achieve and be successful **too**. They are vital **life** skills!

**Worksheet** Skill Skill Skill. What life skills/values do these children need to show.



What would happen if each of these people didn't show values? Would they be successful?



Showing kindness is a skill, working hard is a skill, showing self-control is definitely a skill! We will have many opportunities at school, in the community and life to put values into action.

Lets think about our class friends. You may have noticed children in your class who are great at football, singing or dancing but have you noticed the class friend who is always patient, hardworking, friendly or trusting?

**Worksheet** Seeing values in myself and others. Invite the children to share what they learnt about themselves and others.

Let's remember that skills are learnt and so are values. So let's start learning!

# SKILL SKILL SKILL

WHAT LIFE SKILLS (VALUES) DO THESE CHILDREN NEED TO SHOW?

"I always push my way to the front of the queue"

"I always think about what I want"

"I never tell my teacher the truth"

"My bedroom is always untidy"

"I only play with other Muslims/Christians"

# SEEING VALUES

TICK THE VALUES YOU RECOGNISE IN YOURSELF AND THEN ASK ANOTHER PUPIL IN YOUR CLASS TO COMPLETE THE CHECKLIST ABOUT YOU.

## WHAT I SEE...

- KINDNESS
- GOOD LISTENER
- HARD WORKING
- PATIENT
- HELPFUL
- CONFIDENT
- CARING
- ENCOURAGING
- FRIENDLY
- HONEST
- OTHER?

## WHAT THEY SEE...

- KINDNESS
- GOOD LISTENER
- HARD WORKING
- PATIENT
- HELPFUL
- CONFIDENT
- CARING
- ENCOURAGING
- FRIENDLY
- HONEST
- OTHER?

## SESSION 2



### L.0 Explore the value of Playing Your Part



#### What do we mean by play your part?

Discuss meaning outlined in reflection book.

**Question** What is the most important part of your body? Is it the brain or the heart, your legs or your arms? Invite the children to discuss this in pairs and then share their answers as a class. Emphasise that every part of our body has an important role to play. Each part makes a huge difference to how we live and exist.



Ask the children to discuss and share 'what would happen' in each scenario. Highlight that even in the smallest of jobs/roles/situations we **all** have a part to play and our part makes a difference.

Let's take a look at how 'playing your part' makes a big difference to Vauxhall and their work in Luton.



#### Vauxhall movie

When we lack confidence and belief in ourselves it can be very hard to believe we have a part to play, so we don't. We stop trying

and we give up. Thinking back to the 'what would happen' activity, what would happen if the person putting the wheels on the Vivaro van stop believing in themselves and didn't play their part? The van wouldn't move!

It takes up to 250 people to build the Vauxhall Vivaro and it's vital that everyone plays their part otherwise the van won't work!

**Question** Why do you think that some people may struggle with this value? Prompt the children to think about a lack of confidence and self belief.



**Question** Who plays their part in your community to make things work?

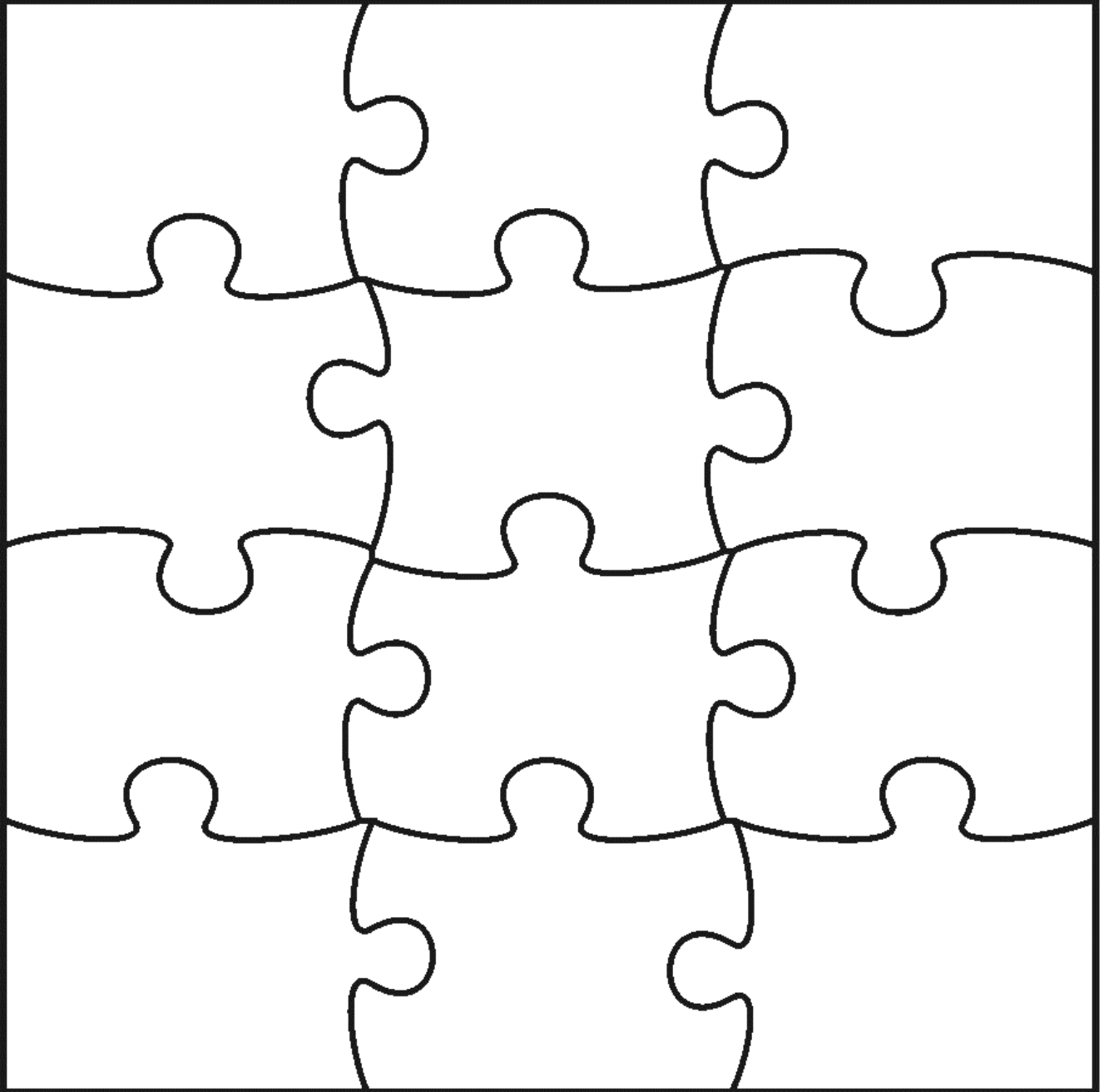
Who plays their part in your school to make things work?

Do you ever get frustrated with a jigsaw that has pieces missing? When we don't play our part, we are those missing jigsaw pieces!

**Worksheet** Jigsaw. Remind the children that we all have a part to play in our class and community...so go play it!

## JIGSAW

FILL IN AS MANY JIGSAW PIECES AS YOU CAN WITH A SKILL, TALENT OR VALUE SHOWN BY SOMEONE IN YOUR CLASS.



## SESSION 3



### L.0 Explore the value of Being Friendly



Venue 360

#### What do we mean by being friendly?

Discuss meaning outlined in reflection book.

**Activity** Ask a child to walk around the classroom greeting children. Invite them to shake hands, smile and say “Hello, How are you today”. Discuss as a class how this made the children feel.

Being friendly may seem like a simple value but it has a huge impact on others. Sharing a smile, a kind word or an act of kindness will make others feel welcomed and valued.

**Discuss** Who do you think shows the value of being friendly in your class and why?



The children need to decide what emotion the person is showing from their facial expression.

Our face is really important when it comes to showing the value of being friendly. We can make others feel welcome just by smiling or showing a happy expression.



#### Movie Venue 360

The community of Luton is in need of people who will live out the value of being friendly. At times our community is not friendly.

**Discussion** Why do people find it hard to be friendly in our community? Prompt the children to consider these ideas: Feeling afraid, peoples’ differences, talking skills, people might think you’re strange etc



Being friendly is a value we show to everyone not just our friends.

**Discussion** Does this mean we should invite everyone back to our house to play or invite everyone to our birthday party?

Being friendly is different to being someone’s friend. Although being friendly will always be very important in making friends and keeping them!

**Worksheet** In pairs children need to decide how the A-Friendlies can be friendly.



# THE A-FRIENDLIES

THE A-FRIENDLIES HAVE FORGOTTEN HOW TO BE FRIENDLY. HELP THEM SHOW THE VALUE OF BEING FRIENDLY BY TICKING THE CORRECT CHOICE.



**"Hulk smash"**



**"Hulk smile"**



**"Bring the thunder"**



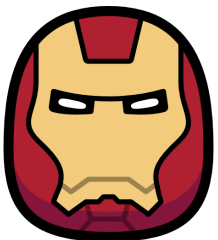
**"Hold doors open"**



**"Speak more"**



**"Listen more"**



**"Show off"**



**"Be encouraging"**



**"I am Groot"**



**"I am Groot" (say hello)**



# SESSION 4

## L.O Explore the value of Courage



**What do we mean by Courage?** Discuss meaning outlined in reflection book.

**Discussion** Ask the children to share with a partner things that make them feel scared or are difficult for them to face. Highlight that talking about our fears and struggles maybe the first step towards us showing courage and overcoming them.

Did you know that we can only have courage if we at first feel scared or worried. That means all of us have what it takes to be courageous!

**Question** If you had to think of someone who shows courage who would you think of?

**Question** Who is your favourite superhero?

All the strength of Thor  
All the skill of Spiderman  
All the might of Wonder Woman  
would be pointless if they didn't have the courage to show it in the face of their enemies.

Superheroes come in all shapes and sizes with different powers and strengths. But every superhero seems to have something in

common...courage! Some people in Luton face many dangers and challenges everyday in order to keep others safe.

**Question** Can you think of some examples? (Police, Fire and Rescue, Paramedics)

**Worksheet** How much courage? Invite the children to share their answers with the class.

One role that does demand a great deal of courage is being a fire fighter. Lets take a closer look at how the value of courage makes a big difference to Beds Fire and Rescue Service.



**Beds Fire and Rescue movie**

Dion said that having courage is not the absence of fear/worry. Courage enables him to do his job and not be held back by his fears.


**Discussion** Ask some children to share a fear or challenge they face. Invite the class to think about ways in which they can support and encourage their peers.

# COURAGE-O-METER

HOW MUCH COURAGE DO YOU THINK EACH PERSON NEEDS TO DO THEIR JOB? CIRCLE EITHER A LOW, MEDIUM OR HIGH AMOUNT OF COURAGE.

Med


Low High



A circular gauge with a dashed black border. At the top is the word "Med" in blue. A yellow arrow points upwards from the center. On the left is the word "Low" in green, and on the right is "High" in red. Below the gauge is an icon of a female doctor with a stethoscope.

Med

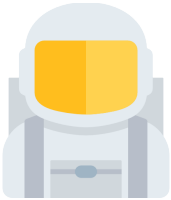
Low High



A circular gauge with a dashed black border. At the top is the word "Med" in blue. A yellow arrow points upwards from the center. On the left is the word "Low" in green, and on the right is "High" in red. Below the gauge is an icon of a firefighter wearing a helmet and mask.

Med


Low High



A circular gauge with a dashed black border. At the top is the word "Med" in blue. A yellow arrow points upwards from the center. On the left is the word "Low" in green, and on the right is "High" in red. Below the gauge is an icon of an astronaut in a full space suit.

Med


Low High



A circular gauge with a dashed black border. At the top is the word "Med" in blue. A yellow arrow points upwards from the center. On the left is the word "Low" in green, and on the right is "High" in red. Below the gauge is an icon of a construction worker wearing a hard hat and a headlamp.

Med


Low High



A circular gauge with a dashed black border. At the top is the word "Med" in blue. A yellow arrow points upwards from the center. On the left is the word "Low" in green, and on the right is "High" in red. Below the gauge is an icon of a construction worker wearing a hard hat and overalls.

Med

Low High

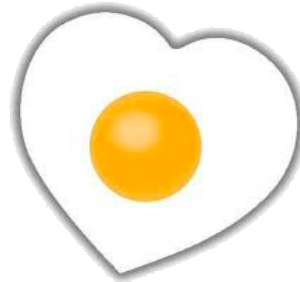


A circular gauge with a dashed black border. At the top is the word "Med" in blue. A yellow arrow points upwards from the center. On the left is the word "Low" in green, and on the right is "High" in red. Below the gauge is an icon of a pilot wearing a uniform and a pilot's cap.

## SESSION 5



### L.O To explore the values of self-control



**What do we mean by sharing?** Discuss meaning outlined in reflection book.

Think back to when you were little... Was there a teddy that you would not let go of? A toy you would not let anyone else play with?

**Question** What makes sharing difficult?

Sharing can be a difficult value to live out because most of the time it involves giving away something that belongs to us.

**Activity** Invite the children to give themselves a hug and squeeze themselves tightly. Often this can be our attitude towards our belongings. We hold on to them tightly and we don't want to let them go or let anyone else have them. They're mine! And of course that's right, our possessions **do** belong to us but we can make a difference by choosing to share what belongs to us with others or those in need.

Showing the value of sharing isn't just about sharing our possessions or money. We can share our time and skills!



Invite the children to identify what is being shared in the different photos.

Luton Food bank believes the value of sharing is essential in the support they provide for those in need of food in our community.



**FoodBank movie**



**Question** Can you remember the last time someone shared something with you? How did it make you feel?

Sharing is a great opportunity to show someone you value and care about them.

**Question** What could you do to show the value of sharing this week? Remember, this could be something as simple as sharing a smile or kind thought. If you love encouraging others go share it! and make a difference.

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 and a halftone dot pattern. 'PROJECT' is in a medium-sized, grey, sans-serif font below 'Values'. A horizontal bar with the same rainbow gradient and halftone pattern runs through the bottom of the 'V' and 'PROJECT'.