

# THE Values PROJECT



## TEACHERS' GUIDE YEAR 5

- SESSION 1: VALUES
- SESSION 2: WORKING TOGETHER
- SESSION 3: RESPECT
- SESSION 4: POSITIVITY
- SESSION 5: SERVING

# 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 will help me during difficult times



**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.

Values can be easy to live out when we are feeling happy and positive or things at home and school are going well. What happens when things are not going well?

How easy is it to show self-control when we get caught up in an argument? How easy is it to show compassion when you have experienced wrong doing and unkindness?

Values are shaped in us during difficult times and one thing is for sure, life will always offer us testing situations. Use the example of an athlete in training. Training is painful but it will make you stronger. Likewise going through difficulties in life and deciding to make the right choices will make you stronger.

**Discussion** Think about and then share with your partner the last time you were in a difficult situation. How did you react? Was it easy to show values during this time?

It is a challenge to show values during hard times and in testing situations. Unfortunately, there is no step by step guide to demonstrating values in testing situations. But there are some things that can help motivate us.

**Activity** Read story to class. Highlight from the short story that this was a difficult situation for Johnny. Johnny felt like reacting in anger and frustration. However, despite these feelings he chose to act in a respectful and responsible manner.



**Question** What does this story teach us about reacting to our 'feelings'? Have you ever heard the expression 'follow your heart'? Feelings are not always the best guide in making decision. Ask the children to discuss and share what things are important to consider before we act or react.

**Worksheet** Encourage the children to identify one or two factors from their worksheet that will help motivate them to show values during difficult times. Get the children to share their responses together in pairs and/or as a class.

# WHAT MOTIVATES ME?

TICK THE OPTIONS BELOW THAT MOTIVATE YOU TO SHOW VALUES DURING DIFFICULT TIMES.

**MY FAMILY**

**MY FAITH**

**MY CHARACTER**

**MY FUTURE**

**MY FRIENDS**



Johnny hated being late for school. Not only was he all too aware that Mr. B would have a right go at him for being late again but he couldn't stand being shouted at in front of the class.

“Late again Johnny, what have you got to say for yourself” exclaimed Mr. B. Johnny looked up to see everyone in class 6B staring at him.

“Well!” barked Mr. B.

“Sorry sir” mumbled Johnny.

“Sorry for what!” demanded Mr. B. Time had stopped for a brief moment and every eye was fixed on Johnny.

Then from out of nowhere a rush of firey heat gripped Johnny's body he imagined himself throwing his bag across the classroom and running out of class... But that would be stupid. He respected Mr. B, who was firm but fair and after all it was his own fault for being late.

“Sorry Mr. B for being late again”.

“Thank you Johnny. Sit down now please”.

## SESSION 2

### L.O Explore the value of Working Together



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

**Question** Why might some people find it hard to work together? Prompt the children to think about faith, colour, culture, interests or even choice of football team!

We live in a very large and diverse community. There will be many differences and therefore challenges for people to work together. Have you found it hard to work together with others?

**Activity** In pairs ask the children to share a recent situation where they did not work well or get along with someone.

Working together can sometimes be a challenge when we focus on our differences but when we start to focus on the things we like about someone, their interests and personal needs we find that working together may not be such a challenge.



Invite the children to share/discuss what differences the people in the photos have overcome in order to work together.

Does that encourage you seeing people working together despite their differences?

The UK Centre For Carnival Arts is a great example of people from all backgrounds working together.



**Movie** Carnival Arts

Luton Carnival is a reflection of the cultures and people in the community of Luton.

**Question** Where else in Luton do we see people from different cultures and faiths working together?

**Activity** Ask the children to bring to mind someone they find hard to work or get along with in school. Encourage them to think about something they have in common with that person. Invite children to share their thoughts with a partner or as a whole class.

## SESSION 3

### L.O Explore the value of Respect



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

Respect is something we show to others. It is a way of saying “I value you” therefore I will listen to you, I will care for you.

**Question** How do you show respect to someone?

**Worksheet** Pupils need to rank people in order of whom they show most respect. Get the children to share their answers with each other. Encourage them to ‘question’ each other and give reasons for their answers.

How do we decide to respect someone? Do we have a list of what we are looking for?

**Question** What makes you respect someone?

In school you may think of showing respect to your peers because you share a lot in common, you have similar interests, backgrounds, culture and faith.

What happens when you don't have much in common? What happens when you don't get

on with someone? Do you still show them respect?

**Discussion** Thinking about your community, where do you see people not showing respect to each other?

In Luton there are times when respect is not shown between people of different faiths and cultures. At times this happens simply because people misunderstand each other or don't

take the time to understand. Along with a number of organisations in Luton, Discover Islam is trying to do something about this.



**Movie** Discover Islam

**Question** What examples from the DVD demonstrated the value of Respect?

We have heard from Sufian that Discover Islam goes about its work from a position of respect. They show respect to everyone irrespective of faith, background or view point.

**Discussion** If everyone in Luton showed this level of respect, what would change in your community?



# WHO DO YOU RESPECT THE MOST?

ON A SCALE OF 1-10 (1 BEING THE HIGHEST)  
WHO DO YOU RESPECT THE MOST FROM THE EXAMPLES BELOW?

TEACHER

PARENT

MIDDAY SUPERVISOR

POLICEMAN

SIBLING

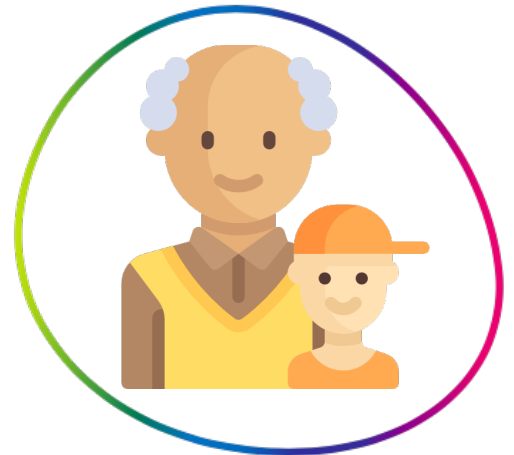
GRANDPARENT

FRIEND

FAMOUS PERSON

TEACHING ASSISTANT

ELDERLY



## SESSION 4

### L.O Explore the value of Positivity



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



In pairs or groups ask the children to share how each picture makes them feel. Do they feel sad or happy?

Highlight that life can be a bit like those pictures. Some situations and events will cause us to feel happy and some will cause us to feel sad. The value of positivity helps us to keep going through all of life's events.

**Activity** Invite a pupil to stand in front of class putting on a grumpy face. Get another pupil up who thinks they can make them laugh. See what happens. Do they smile or stay grumpy?

When we are sad, disappointed or frustrated with what life throws at us how do we respond? Do you hide under your bed, become angry or wish everyone disappeared? or do you think:

"I'm not going to let this get me down"  
"I'm going to keep trying".

We call this being **positive**. Making the best of every situation.



**Discussion** Ask the children to share some recent examples where they showed positivity.

**Activity** Tell the class that in order to be positive you simply have to do the following: say "be positive" five times. Then ask them "Is it really that simple?" Like any other value it takes practice and it takes time.



**Movie** Museum Makers

Let's think about that last statement. To be a positive person it helps to: "Focus on what you **can** do not what you can't"

**Activity** Describe to the class an animal whilst continually stating that they must not think of that animal. For example "whatever you do don't think about elephants, don't picture their long grey trunk, don't focus on their pointy tusks..."

When we focus on our weakness or disappointments it will be hard to think of anything else! We will feel sad and worthless.

If we focus on our strengths, the things that make us happy and the people who are supporting us we can build the value of positivity in our lives.

## SESSION 5

### L.O Explore the value of Serving



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

**Question** What comes to mind when I say serving? We may think of someone 'serving' food like a waiter, we may think of the Queen who 'serves' our country and we might even think of a tennis player who 'serves'!

When we think of the value of serving all of these examples help. Serving is about giving something over that belongs to you. This maybe your time, talents, knowledge or money in order to make a difference to someone else.

**Drama** Invite children to act out these examples of serving:

- Person polishing someone's shoes.
- Porter carrying their guest's bags.
- Picking rubbish up from the floor (when it's not yours)
- Giving an elderly person your seat on the bus.

Serving is happening all the time in our community.

**Question** What examples of serving do you recognise happening in your school and community?



#### Movie NHS Luton

Yasar, a highly skilled medical professional, serves his community using his time and expertise. Sometimes we may associate 'serving' with less regarded people. The poor who 'serve' the rich or a slave 'serving' their master. However, the value of 'serving' is for everyone; the rich, the poor, the powerful, and the weak.

**Question** Can you think of people from history who are famous simply because they served others? Mother Teresa, Gandhi...

We can make a great difference in our school and community when we serve. When Mother Teresa served, she showed her community that everyone deserves to be loved and cared for. When Gandhi served, he showed us that hate is not the answer.

**Question** What could be changed in your school/town/country/world if people showed the value of serving more?



**THE**  
**Values**  
**PROJECT**

The logo consists of the text 'THE Values PROJECT' arranged in three lines. The word 'THE' is in a small, grey, sans-serif font at the top. '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 at the bottom. A horizontal bar with the same rainbow gradient and halftone texture runs across the bottom, passing behind the word 'PROJECT'.