



Exploring our Values. In our everyday life we easily lose touch with what matter to us and often park activities that fill us up. Connecting to our core values is a powerful tool that supports decision-making. This enables us to make thoughtful and responsible choices, analyze their implications and to take meaningful action in every moment of our lives.

L
E
S
S
O
N
S

Which values guide us?

Discover what we each stand for as we reconnect with the values that guide our behaviours and the choices we make.

Where do values show up?

Explore the connectivity between morals, ethics and values, applying ethical reasoning when making decisions.

What are the unwritten rules?

Discover the social contracts that exist in our lives and bring awareness to their role and the values that underpin them.

How should we live?

Explore fairness by viewing our values through different perspectives. Recognise how others feel in different circumstances and how this empathy may affect decisions.

Lesson Life-Skills

Social Awareness

Compassion

Empathy

Perspective-taking

Decision-making


Lesson Plan: Where do values show up?

Lesson support:

- Click on the lesson plan for a detailed guide to each activity.
- There are supporting notes beneath each slide
- Note: Learners will understand the activities in this lesson best when they are modelled and shared by the teacher.

Equipment needed:

- Pen, Paper, Computer, projector.



CURRICULUM FOR LIFE

[Lesson Guide – Where do values show up?](#)

Purpose : Explore the connectivity between morals, ethics and values, applying ethical reasoning when making decisions.

Equipment needed: Pen, paper, computer, projector.

Lesson timings (50 minutes): The timings are just a guide. The lesson can be delivered as a whole, in sections, or if there is a rich discussion in one section, take the time and allow that to develop.

Pre-Work: N/A		
Teachers		
Students		
Lesson structure	Lesson Content	Resources / Comments
Class Environment 5C Slide	Share the 5C's of the CFL classroom to create a respectful, safe atmosphere and to build trust with each other. Together we are growing a creative, critical, caring, collaborative environment where positive, supportive communication is developed through listening, sharing and building on ideas.	Remind learners how a classroom that explores CFL topics needs to look, feel and sound.
Check-In Whole Group (5 mins) Are you Present?	This video presents a 2 minute meditation. Practising meditation on a regular basis, helps address the discomfort that some students have with this practice when they start out.	The video transcript is in the slide notes.
Warm-Up Groups of 4 (5 mins) Distinguish ethics, morals and values	Learners arrange into friendship pairs and then pairs get into groups of 4. 1. In their groups learners use the picture on the slide to craft board definitions of ethics, morals and values.	There is additional guidance on how to define these to support learners. Answers to the 'What

Lesson Video Guide: Where do values show up?

Lesson support

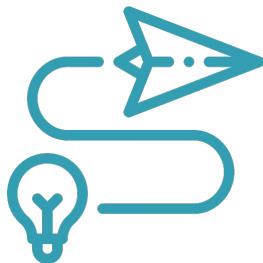
Click on the video for a 5 minute introduction on how to approach this lesson.



The 5 C's



Collaborative



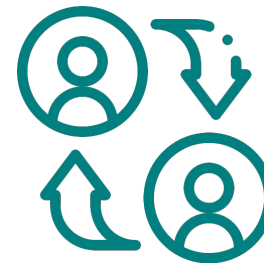
Creative



Caring



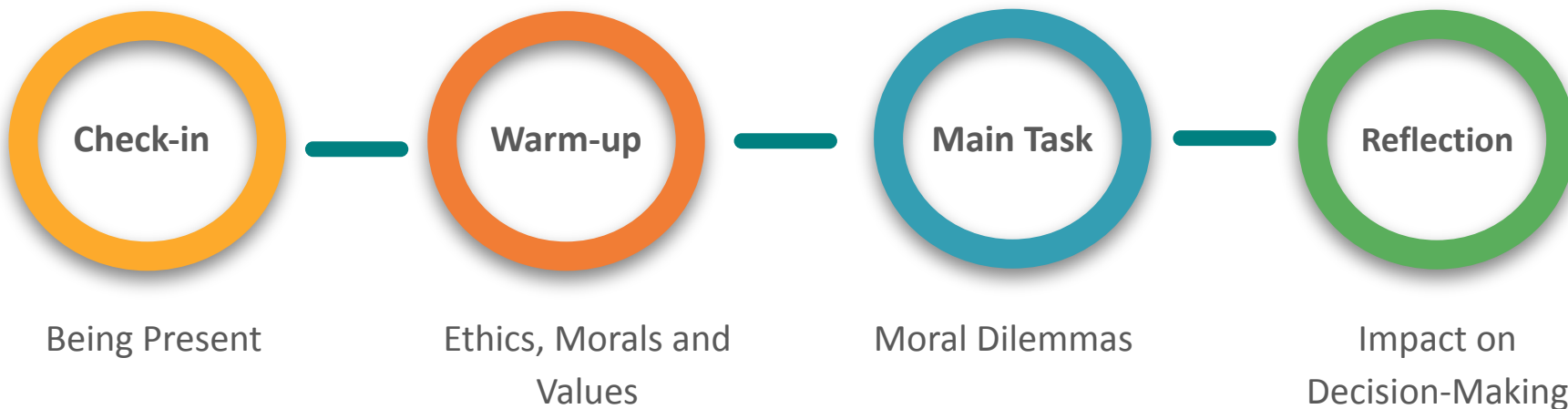
Critical



Communication

Activity guide: Where do values show up?

Explore the connectivity between morals, ethics and values, applying ethical reasoning when making decisions.





Check-in: Are you present?

Whole
group

Are you Present?

We often dwell on the past and future.

- Guide your awareness back to the present
- Pay attention to our breath
- We can relax our mind and focus on how we feel
- Notice your wandering or worrying mind and bring it's attention back to the present



In your group:

- Use the picture to distinguish ethics, morals and values.
- Write down a broad definition of each.
- Share your definitions with the class.

* Note that many adults use ethics and morals interchangeably.



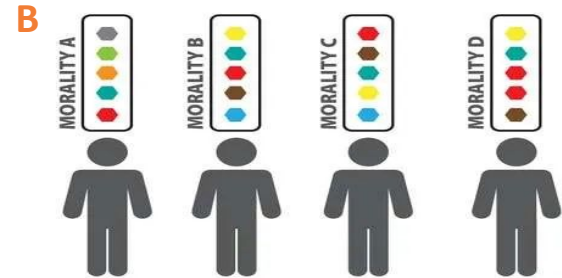
Warm-up: What are Morals?

Groups of 4

Match the pictures with each category of morality:

1. Moral Objectivism: Asserts that morals are universal and apply to everyone.
2. Moral Subjectivism: There are no objective moral truths, morals are personal beliefs and a matter of personal opinion.
3. Moral Relativism: Morals are shaped by culture, what is right in one place is wrong in another.

Justify your reason for each answer.





The list below shows moral judgements.

Identify the value(s) behind each statement, the values list may help. The first one is done for you.

- It is bad to steal candy (based on a value of honesty)
- Helping a friend is a good thing to do
- It is bad to skip a workout
- Raising awareness of inequity in your local community is good

- | | |
|------------------------|----------------------------|
| 1. Kindness | 19. Respect |
| 2. Integrity | 20. Perseverance |
| 3. Acceptance | 21. Gratitude |
| 4. Focus | 22. Curiosity |
| 5. Responsibility | 23. Blessing |
| 6. Honesty | 24. Compromising |
| 7. Commitment | 25. Adjusting |
| 8. Loyalty | 26. Truth |
| 9. Open-mindedness | 27. Trust |
| 10. Growth | 28. Respectful |
| 11. Friendship | 29. Humility |
| 12. Faith | 30. Being true to yourself |
| 13. Knowledge | 31. Love for family |
| 14. Leadership | 32. Hard work |
| 15. Optimism | 33. Courage |
| 16. Spirituality | 34. Responsibility |
| 17. Sense of community | 35. Generosity |
| 18. Empathy | 36. Justice & fair |
| | 37. Determination |
| | 38. Patience |
| | 30. Confidence |

Main task: Moral Dilemmas

Groups of 4

Do you remember a time when you had to make a choice and neither option gave a comfortable outcome?

Moral dilemmas occur when morals conflict with each other.

Are the following moral judgement statements below always true?

Reason your answer.

- Stealing is always wrong.
- Good friends are loyal no matter what.
- Lying is always wrong

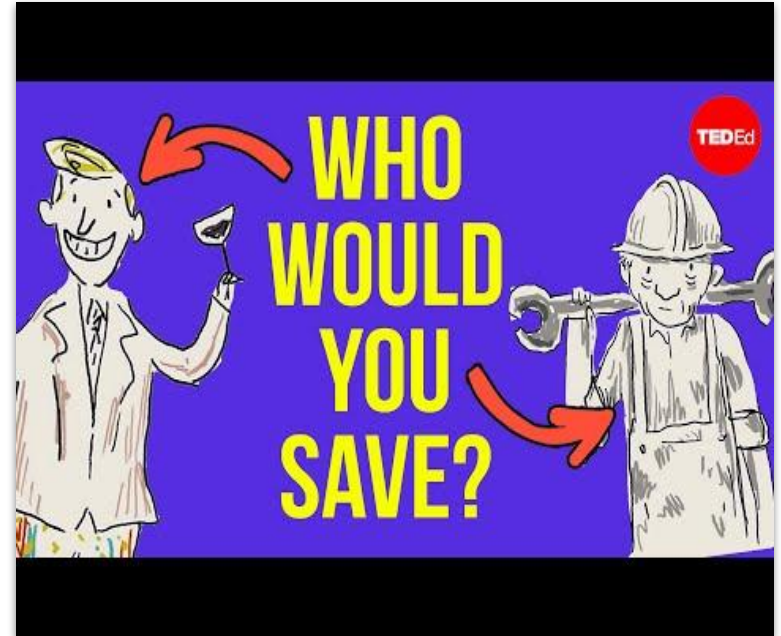




Watch the video on moral dilemmas.

In your groups, discuss the spaceship scenario:

- What would you do and why?
- How would your choices change if family were in either scenario?
- How do you feel about flipping a coin to make these decisions?





Main task: Moral Dilemma #2

Groups of 4

Read the questions below and watch the video.

Discuss the questions in your group.

- What dilemma did the dog face?
- At the start of the video, what values were affecting her actions?
- What values affected the dog's decision to give away the food?
- What is the moral in this story?



Extension Main task: Moral Dilemma #3

Groups of 4

Scenario: You are an organic rice farmer living in Japan. You must decide between the monetary needs of your family and community, or the preservation of an endangered species.

You are considering one of two plans to increase your family's income. These two plans are as follows:

- A) The Agricultural Adjustment Plan: Reshaping the rice fields into rectangular shapes and lining the irrigation canals with concrete. This helps use modern machinery and will increase business efficiency.
- B) Intensify rice yields by using fertilisers and technology such as tractors.

Your land is a habitat for the culturally iconic rice fish (Medaka), it is now on the critically endangered list. Like many Japanese children, your grandchildren love the stories of these culturally significant fish. In both plans the fish faces extinction. While an increase in the family's income is linked to your grandchildren's financial security and potential, they express to you their concerns regarding the future of the rice-fish. *What would you do and why?*

Reflection: Why study moral dilemmas?

Groups of 4

In groups discuss the following questions:

- How does it feel to make decisions where no outcome feels comfortable?
- How have moral dilemmas shown up in your lives?
- How do your values impact the decisions you make?

Watch the video and consider the video reflection questions as they arise.



How was this lesson produced?

This lesson was co-created with youth, educators and topic experts from around the world.

Together, we:

- Discussed what, why and how we'd like to learn
- Curated resources
- Created experiential learning activities
- Weaved in evidence-informed approaches
- Built-in opportunities for reflection and contextualisation





CURRICULUM
FOR LIFE



© 2023. Except where otherwise noted, this work by [Curriculum for Life](#) is licenced under a [CC BY NC ND 4.0 license](#).



curriculumforlife.com

[Instagram](#) | [LinkedIn](#) | [Twitter](#) | [Facebook](#)

Co-creating freely accessible [Life Skills Learning](#)