

LESSON 6

What Are Values? Why They Matter

60 minutes

Strand 1.1: Understanding Myself

Participating

Outcome LCW.M1.S1.VAL.1

WHAT THIS LESSON DOES

Name the values that drive your choices, evidence each one with a real occasion, and start your Values document in Strand 1.1.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M1.S1.VAL.1	outline the importance of values in life, identifying and prioritising values that are most important to them and explaining why.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Define values as central beliefs that motivate action and shape character
- Evidence each listed value with a real occasion of choice
- Spot values on your list that still lack evidence

KEY TERMS

Term	What it means here	For example
Values	Central beliefs that motivate what you do and shape your character over time, such as honesty, loyalty, fairness, ambition, kindness, family or independence.	Choosing to stay with a weaker team when offered a move to a stronger one because loyalty mattered more than winning that season
Priority	How much a value matters to you right now compared with your other values when two good things pull in different directions.	Putting family first on the night before a sibling's exam even though a paid shift was available
Character	The pattern other people can see in how you act when a value costs you something, not only when it is easy.	Keeping to honesty on group work across several projects even when it costs friendship points each time, not only once when it is easy

BEFORE THE BELL

- Students will need their Strand 1.1 folder ready for the Values document.
- No ranking in this lesson; ranking is Lesson 7.
- Have students ready to open their Strand 1.1 folder afterwards.
- On screen this lesson: scenario cards, document annotator.

What Are Values? Why They Matter

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
12 min	activity	Before We Name Them
20 min	activity	Spot the Value in the Choice
18 min	activity	One Request, Two Values
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Three minutes is enough here. Say the rule once and let it stand for the whole lesson: no occasion, no claim, because a value word on its own is not evidence of anything. Do not let the room start ranking values against each other today, even if someone pushes for it, since ranking is the work of the next lesson and it pulls attention away from finding occasions.

If anyone freezes on family material, tell them they can build the whole list from sport, part-time work, friendship or school examples instead.

12 min Before We Name Them On screen: scenario cards

RUNNING THIS STEP

The three scenarios each put a value under pressure, and the class talks them through together rather than working alone. After each card, ask for two students who would do different things and let both answers stand without any moral scorekeeping, because the point is that two honest people can choose differently.

Collect one value word aloud from each scenario before you move to step 3 (loyalty, honesty, family, fairness, ambition, self-respect are the likely ones), so the class has real words to carry into their own lists. Say plainly that this work is personal and that differing answers are not wrong answers.

If a placement or workplace story comes up and something in it feels wrong, point students to their placement supervisor, school work-experience teacher or guidance counsellor; Citizens Information and the Workplace Relations Commission (WRC) can help with rights questions later in Strand 2.

20 min Spot the Value in the Choice On screen: document annotator

SUGGESTED TIMING

About six minutes annotating, three on the model, eleven starting the Values document (2-3 strong lines).

LOOK-FORS

- Students defend a label with the moment in the text, not a vibe
- Portfolio lines use a day, task or decision, not "I am loyal"
- Un-evidenced values stay listed and marked rather than deleted in embarrassment

Get around the room as soon as the first portfolio lines go down, because a line that starts "I am loyal" hardens quickly and is easier to redirect while it is still being typed. Where you see a pure trait list, ask the student for the day it happened and have them write that in instead. Tell the class clearly that 8-10 lines is where they should be by the end of the lesson rather than by the end of this step, so nobody rushes out ten empty labels now.

18 min One Request, Two Values On screen: scenario cards

HOW TO RUN THE CASE

Take the two named students first so the room separates *loyalty* from *fairness* without moralising. Then ask for personal calls with an occasion attached. **No ranking race** yet. Remind students: analysis stays in discussion or private notes; the only artefact is the Values document.

PORTFOLIO CHECK

- Target 8-10 values by the end of this step if time allows
- Each strong line names a time, a choice, and what was refused or given up
- Gaps stay visible with a mark
- If time is tight, several strong evidenced lines plus gaps marked is a valid exit; finish toward 8-10 before Lesson 7

Quality of five evidenced lines beats ten empty labels.

5 min What you covered

Exit check: every student has a Values document started. Spot-check two lines for occasion-plus-cost. Incomplete 8-10 is not failure if several strong lines and marked gaps are present; set finishing toward 8-10 before Lesson 7 as homework if needed. Preview Lesson 7 card-sort without doing the ranking today.

ANSWERS AND LOOK-FORS

- "I stayed with the same team even though it meant fewer wins on the..." - Loyalty - She names the cost (fewer wins) and the choice (staying). That cost is what turns loyalty from a slogan into evidence.
- "I said no and told the truth about who had finished what" - Honesty - Honesty here is not a speech about integrity. It is a concrete refusal and a true report under social pressure.
- "I skipped a paid late shift at the shop so I could sit with my..." - Family - Family is evidenced by what she gave up (pay) and who she showed up for. Ambition would look different: taking the shift for money or hours.

TEACHING MOVES

- Frame the rule that no occasion means no claim early in the lesson.
- On the scenario cards, harvest a named value after each choice; block moral scorekeeping.
- Circulate during annotation and portfolio drafting; insist on day/task/decision, not bare traits.
- After the Sam/Leah case, prompt personal examples with occasions attached; analysis stays oral or in private notes.
- Exit bar: several evidenced lines plus marked gaps is enough; stretch to 8-10 before Lesson 7.

WHAT TO WATCH FOR

- Students claim a value without linking it to a specific choice; remind them to include the occasion and what was given up.
- Confusing priority with the value itself; clarify with the Sam and Leah case.
- Deleting values that lack evidence; keep them listed and marked.

DIFFERENTIATION

- Support: Offer sentence starters such as "I chose [value] when I [occasion], even though it cost me [cost]."
- Extension: Challenge students to note two values pulling on one choice.
- Support: Allow sport, friendship, school or part-time work examples if family material is sensitive.

WHAT STUDENTS ARE LEFT WITH

- Values: 8-10 values each with one sentence naming a real time you chose it over something else