

LESSON 8

Why Priority Values Change

60 minutes

Strand 1.1: Understanding Myself

Reflecting

Outcome LCW.M1.S1.VAL.2

WHAT THIS LESSON DOES

You are reflecting: testing whether last lesson's value ranking is fixed for life. You take a position on the line, track one adult's priority shift across three life stages, then write a Values Future Look in Strand 1.1 that projects your top value at 25 and names what would force the change.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M1.S1.VAL.2	recognise how and why priority values may change as they progress through life.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Explain why priority values change across life stages
- Reconstruct a real value shift in an adult you know
- Project your own top value at 25 and name what would change it

KEY TERMS

Term	What it means here	For example
Value shift	When a value that used to sit near the top of your list moves down, or a lower one rises, because something real in your life has changed. The shift is in ranking, not in who you are: the same values can still matter, but one now costs more to ignore.	A person who ranked independence first at 17 ranking family first after becoming a parent
Life stage	A stretch of life with its own pressures and possibilities, such as school years, early adulthood, parenting, mid-career, or retirement.	The jump from secondary school into a first full-time job
Priority change	The same idea as a value shift, named from the ranking angle: order moves when life puts new costs on old rankings. Use this phrase when you need to stress that identity stayed put and only the order changed.	Still caring about ambition, but putting job security above it after redundancy

BEFORE THE BELL

- Students need their ranked Values document from Lesson 7 open or to hand.
- Prepare the Maeve composite as the fallback adult for anyone who cannot name a safe adult.
- Missing Lesson 7 ranking: two-minute provisional top value, flag the heading, continue. No mid-lesson recovery deep-dive.
- Students need their ranked Values document from Lesson 7 open or to hand. Quiet fallback: anyone who cannot name a safe adult uses Maeve without penalty or probing. Anyone missing the Lesson 7 ranking names a provisional top value in two minutes and flags the heading; do not turn that into a recovery lesson mid-flow.
- On screen this lesson: opinion line.

Why Priority Values Change

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
10 min	activity	Values on the Line
25 min	content	Values Future Look
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open with a quick show of hands on the claim before the line appears: who thinks their top value from Lesson 7 will still be top at forty? Ask them not to debate it yet, because the opinion line in the next activity is where the two sides get heard properly.

Remind students that Lesson 7 left them with a ranked Values document, and that they will need their top value from it for the portfolio write later in this lesson.

If a student no longer has that ranking, give them about two minutes to name a top value from memory, ask them to mark that heading in the Future Look as provisional, and let them carry on with everyone else. There is no penalty for this, and it is better not to ask why the sheet is missing, since the write is what you want them spending the time on.

5 min Key Terms

Two or three minutes is enough here, because the terms are only there to be used later. The distinction that matters is **priority change versus personality change**: values rarely vanish, but their order moves when a new life stage puts new costs on an old ranking. Value shift and priority change are deliberately close in meaning, so if students swap the two labels, accept either one as long as their write names a cause and a reorder.

10 min Values on the Line On screen: opinion line

SUGGESTED TIMING (8-10 MINUTES)

- First, have them place markers on Statement 1, hear one voice from each side, then read out the follow-up questions and invite a second move.
- Then run Statement 2 the same way but more briefly, close the line and move on.
- Two statements are enough for the time available, and stopping at minute 10 leaves the Values Future Look write its full twenty-five minutes, which is where the evidence for the portfolio comes from.

TEACHING TIPS

If the room goes quiet, ask one student who agreed and one who disagreed for a single reason each before you read the follow-up questions. Keep the talk on cause and reorder rather than on whose values sound more impressive.

25 min Values Future Look

SUGGESTED TIMING (HARD CAP)

- **0-5 min:** read Maeve aloud or on the board. Ask: *What stayed on her list the whole way? What only moved when the cost changed?*
- **5-25 min:** silent write of Values Future Look. Circulate for cause-not-adjective: "they grew up" is not a cause; a child, a job loss, a move, a caring responsibility is.

CONTRACT FOR 'DONE'

In-class complete is the main path. Homework is only for absentees or students who genuinely did not finish the five headings. Do not reframe the whole write as optional homework.

LOOK-FOR IN THE WRITE-UP

A named cause for the adult's shift; a top value that matches Lesson 7 (or is clearly flagged provisional); a 25-guess that names a trigger, not a mood.

PORTFOLIO ENTRY

- **Filename:** Values Future Look (document)
- **Folder:** Strand 1.1
- **Five headings:** adult chosen; their shift and cause; my top value now; my guess at 25; what would have to happen
- **What it evidences:** one evidenced adult value shift plus a triggered self-projection to age 25

10 min Think About It

Give them a two-minute pair share, then take one or two voices to the room. Steer away from judging whose top value is "better", because the skill being practised is cause and reorder, not ranking lifestyles.

Ask them to talk about whatever they actually got written in the last two steps. If the write overran or is incomplete, use the Maeve-only questions instead, so that the discussion still rests on evidence in front of them rather than drifting into general talk about life.

If someone treats a value shift as a moral failure, go back to Maeve at 40: security rising is a response to a real cost, not a character flaw.

5 min What you covered

Confirm every student has a named Values Future Look document started before they leave. Spot-check three scripts for a real cause on the adult shift. Unfinished headings go home as genuine catch-up, not as the planned route for the whole class.

Flag that Lesson 9 moves from values into aptitudes: natural tendencies, not rankings. Values Future Look stays as source material for ALT 1 later.

TEACHING MOVES

- Open with a quick show of hands on whether the top value will still be top at forty.
- Keep key terms tight: priority change versus personality change.
- Close the opinion line on time; the write is the artefact you need in Strand 1.1.
- Circulate during the write for cause-not-adjective.
- In Think About It, gate prompts on what was actually produced; use the Maeve-only fallback if writes are thin.

WHAT TO WATCH FOR

- Students may believe values vanish instead of reordering; clarify that values stay but their priority changes with new costs.
- Writing the future look without a specific cause; require a real life event or stage as the trigger.
- Confusing the activity with creating new values; remind them it is about reordering existing ones.
- Treating a provisional Lesson 7 top value as failure; flagging provisional is enough.

DIFFERENTIATION

- Support: Offer sentence starters for the Values Future Look write-up.
- Extension: Challenge students to consider changes across an additional life stage, or (quietly) the dropped third line statement: "You can only know your real values after something has cost you."
- Support: Pair students needing help naming an adult with the class Maeve fallback.

WHAT STUDENTS ARE LEFT WITH

- Values Future Look: adult case, their shift, your top value now and at 25