

PERSONAL VALUES

Lesson 1

GRADE

CALM

LEARNER OUTCOME¹ P12:

Examine aspects of healthy sexuality, sexual wellness and responsible sexual behaviour. Describe the ways in which personal values influence choices.



MATERIALS:

1. **SLIDE: How to Know Your Values**
2. **NEWSPRINT & PENS**
3. **POSTERS: Values Statements for Dot Activity**
4. **PAPER: 12 Blank Pieces**
5. **STICKERS: Green, Red, Yellow. 12 of each colour for each student**



INTRODUCTION:

Making decisions about sexuality involves students using personal values and learning how to respect the values of others. The exercises in this lesson encourage students to explore their own ideas and values about sexuality. Taking time to think about values can help students when they have to make decisions that guide future behavior.

Teachers may find it helpful to familiarize themselves with their own values and beliefs surrounding sexuality prior to teaching the lesson. This will enable teachers to be aware of their beliefs relative to those of their students. This can be achieved through accessing the [Your Values](#) in the [Teaching Tools](#) section of this website.



APPROACHES/STRATEGIES:

A. GROUND RULES (5-10 min)

Ensure ground rules are established before beginning this lesson. For classes that have already established ground rules, quickly reviewing them can promote a successful lesson.

B. HOW TO KNOW YOUR VALUES (15-20 min)

Students define their values and the importance of living by those values.

1. Ask students if they can define the term ‘**values**’.
2. Explain to students that their values are a personal inventory of what they consider to be most important. Taking the time to think about personal values can help when making important choices. Values are first taught from our parents or other caregivers. As we enter our teens, we begin to decide for ourselves what our personal values are. Personal values can be influenced by many factors such as family, peers, culture, religion, the media and personal experience.
3. Display the **How to Know Your Values** slide.
4. Form small groups.
5. On newsprint ask each group to make a list of values to live by (no more than ten) in order of importance.
6. Post the lists on the board or wall. If time allows ask a spokesperson from each group to present the list to the class with explanation.
7. Debrief by asking if there are values that all groups share and point out any major differences between the groups.

C. VALUES VOTING WITH COLOURED DOTS² (20-25 min)

Students review their values in an interactive group activity. You have the option of choosing a selection if you do not want to use all twelve.

1. Post the 12 values posters “**Values Statements for Dot activity**” around the room along with a blank piece of paper under each statement.
2. Explain that this exercise is designed to explore personal values. Give the following instructions:
 - Around the room there are a variety of different value statements. Most of the statements are about relationships, dating and sexual behaviour.
 - This activity is to be done in silence and will be strictly confidential. This means respecting the ground rules and each other.
 - This activity is about your values. It does not matter what you think your friends believe. It is about making a decision which can be tough and sometimes a bit uncomfortable. Afterwards, we will have a class discussion.



Personal values may vary from student to student. Ensure that students are not judged for the values they hold. Students may or may not wish to justify their personal values. The purpose of this exercise is not to debate, but to encourage insightful thinking about one’s values. Discussion as to why a student placed a specific coloured dot under a particular sign should be informative, not defensive.

- You are each to travel around the room to the different posters and read them individually. Please be respectful of others and provide people with lots of space while they are taking their turn reading the statement.
 - Everyone has some different coloured stickers. You are to place 1 sticker behind each poster. Put a green one if you *AGREE* with the statement. Red if you *DISAGREE* and yellow if you are *UNSURE*.
 - When you have completed reading all of the statements and placing your stickers, hand in the rest of your stickers and sit down in your seat.
3. Once the activity has been completed ask students for help in turning over all of the blank sheets of paper. Read the first statement and ask everyone to notice the range of responses. Ask students if anyone would like to comment or share their perspective. Ask students to think to themselves if their parents or friends would agree with the statement.
 4. When the first statement has been fully discussed, repeat for the remaining statements. Pacing is important as you want to get through as many statements while making sure you hear as many points of view participants are willing to share. If time runs out, it is okay not to get to all of the statements. Make sure though that you reserve at least 10 minutes at the end to debrief the activity with the following questions.
 5. Debrief with the following discussion questions:
 - How easy was it to vote on these values?
 - Which statements were hardest for you?
 - If your parents voted on these statements, would their votes be similar to, or different from those of the group?
 6. Encourage students to think about what they learned about personal values and group values from doing the activity.
 7. Remind students of the ground rules and to respect the points of views of others.



QUESTION BOX (10 min)

Have students fill out questions and address them next class.



SELF REFLECTION

During the lesson, were:

- Ground rules being followed?
- Good practices established regarding group work and discussion?

What will you change for future classes with this group?

What will you change for future use of this lesson?



STUDENT ASSESSMENT

During the lesson, did students:

Knowledge:

- Define Values?
- Identify and clarify their values about sexuality?
- Outline the importance of learning about values?

Skills:

- Demonstrate decision-making skills about personal values?
- Exemplify appropriate listening and speaking skills during class discussion?

Attitudes:

- Recognize that values are individual to us all and based upon our social and cultural upbringing?

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1. Alberta Education. (2002). *Health and life skills guide to implementation: Kindergarten to grade 9*. Retrieved from <http://www.education.alberta.ca/media/352993/pos.pdf>
 2. Canadian Federation for Sexual Health. (2005). *Beyond the Basics: A Sourcebook on Sexuality and Reproductive Health Education*. Ottawa: Author

HOW TO KNOW YOUR VALUES

Here are some guidelines for identifying what you value:

- Is this something that's important to you?
- Do you feel good about this being important to you?
- Would you feel good if people you respect knew that this was important to you?
- Have you ever done anything that indicates that this is important to you?
- Is this something you would stand by even if others made fun of you for it?
- Does this fit in with your vision of who you are?

**Having sex before
marriage/life-time
commitment is wrong.**

**It is important for teenagers
to know how to use birth
control and practice safer
sex (use condoms).**

**My religion should play an
important role in how I
make decisions about
sexual behaviour.**

**The most important thing
about sex is having fun.**

**It's important to be in love
with your partner before
you have sex with him/her.**

**If two people are sexually
attracted to each other,
that's all that is needed to
have a good relationship.**

**People who are gay,
lesbian, or transgendered
deserve as much respect as
anybody else.**

**There is too much pressure
put on teenagers to be
sexually active.**

**There is too much pressure
put on teenagers NOT to be
sexually active.**

Most teenagers would be better off waiting until they are older before being sexually active.

**It's OK for teenagers to
masturbate.**

**It's OK for a pregnant
teenager to choose to have
an abortion, if that's what
she decides is best for her.**