



## Teachers' notes

*Year level*

Year 7, 8, 9, 10

*VELS*

Level 5 & 6



**Time**      One hour

### Purpose

Identify personal values to assist in the decision making process.



### Rationale

Values are personal beliefs, viewpoints, attitudes and outlooks on life. The ability to recognise and discuss personal values is necessary in the decision making process, and understanding values is an important part of career decision making.



### Activities

Values can be very personal things and students should be given the option not to participate in discussions about their own personal values if they are not comfortable with this.

1. In small groups, students discuss the five questions on the Values worksheet. Each group member records the answers. These may then be shared in a brief class discussion.
2. Students individually answer questions on the *What is important to me* handout.
3. Students discuss the results (as much as they feel comfortable with). Major values can be identified and written down.
4. The teacher facilitates a discussion on:
  - Where do our values come from?
  - How much are we affected by families, school, social institutions, religions, the media and our peers?
  - How do people learn to identify and understand their values?
  - How do they know what to value?
5. Using the Identifying my values handout, students individually work through the list of values and rate each term according to how important it is to them. This may be done individually and discussed in pairs.
6. In small groups students choose a selection of jobs and identify values that are important in these jobs.

### Further activities

- Get all students to stand in a line and then call out instructions, e.g. "Two steps forward if you think that jobs that earn more money are more important, one step sideways to the right if you think environmental issues should be more important than job losses, two steps back if you think liking a job is more important than earning lots of money, etc.". The teacher makes up other instructions. At the end, students end up all over the room and it illustrates the different values people hold. This activity should be done quickly enough, so that it is not divisive.



## My values

### Resources



- Copies of *My values*, *What is important to me*, *Identifying my values* handouts for each student
- *Youth Central* <http://www.youthcentral.vic.gov.au/>
- Why do people work? in the Preparing / Reviewing step in the My guide section of the *myfuture* website at <http://www.myfuture.edu.au>
- *Job Guide* – in print or online at <http://jobguide.dest.gov.au/>

## Victorian Essential Learnings (VELS)

### Level 5 and 6

Strand	Domain	Dimension
Physical, Personal and Social Learning	Health and Physical Education	Health knowledge and promotion
	Personal Learning	The individual learner Managing personal learning
	Civics and Citizenship	Civic knowledge and understanding Community engagement
Interdisciplinary Learning	Thinking Processes	Reasoning, processing and inquiry Reflection, evaluation and metacognition