



My Changing World:  
Thematic Unit

**Personal Development:  
Values and Beliefs**

Learning for Life and Work (MLD)

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# Unit Title: My Changing World

## *Sub Theme: Personal Development: Values and Beliefs*

**Thinking Skills and Personal Capabilities:** Thinking, Problem-Solving and Decision-Making

**Curriculum Objective:** To develop the young person as a contributor to society

**Key Elements:** Personal understanding, mutual understanding, moral character, spiritual awareness, citizenship, cultural understanding, employability, education for sustainable development

**Attitudes and Dispositions:** Personal responsibility, concern for others, commitment/determination/resourcefulness, openness to new ideas, self-belief/optimism/pragmatism, curiosity, community spirit, flexibility, tolerance, integrity/moral courage, respect

**Learning Experiences:** Investigating and problem-solving, linked to other curriculum areas, relevant and enjoyable, media-rich, skills-integrated, active and hands-on, offers choice, challenging and engaging, supportive environment, culturally diverse, positive reinforcement, varied to suit learning style, ongoing reflection, enquiry-based

The Thematic Units connect the *Learning for Life and Work* subject strands of Personal Development, Local and Global Citizenship, Home Economics and Employability and demonstrate how they contribute to the understanding of a central theme. They provide a number of learning, teaching and assessment activities (and are accompanied by supporting resources) to help you address, interpret and develop the Northern Ireland Curriculum's key elements and Statements of Minimum Requirement.

Each Thematic Unit contributes to the statutory requirement for *Learning for Life and Work* and also links to other Areas of Learning. In addition, there are opportunities to develop learners' *Thinking Skills and Personal Capabilities*, incorporate *Assessment for Learning* principles and make connections to the *Cross Curricular Skills*.

The units are not intended to be prescriptive and are not the only way to approach the Northern Ireland Curriculum. You do not have to follow them rigidly. Instead, we encourage you to choose from the wide range of learning, teaching and assessment activities in the units and adapt and extend them as appropriate for your classes.

## Statements of Minimum Requirement

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These are the Statements of Minimum Requirement that are addressed in this unit:

**Personal Development**  
**Self-awareness**

Explore and express a sense of self

**Personal Development**  
**Self-awareness**

Explore personal morals, values and beliefs

**Personal Development**  
**Self-awareness**



Explore the different ways to develop self-esteem

**Personal Development**  
**Self-awareness**

Investigate the influences on a young person

**Personal Development**  
**Self-awareness**

Develop skills and strategies to improve own learning

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p><b>What influences my decisions?</b></p>	<p>... explore and express a sense of self.</p>	<p>Introduce the concept of influences by discussing with the learners a recent decision they have made.</p>	<p>Make links between cause and effect</p>
		<p>Highlight that we rarely make decisions in a vacuum. No matter how simple or difficult the decision, there is always at least one influence which helps us to come to a decision. Quite often there are many influences on a single decision. To illustrate this, give an example of a decision you have made, for example to buy a car, and the possible influences that affected you.</p>	<p><b>Communication -</b> Listen to and take part in discussions and explanations</p>
		<p>Together discuss what has influenced the decisions that your learners have made in the past, referring back to the recent decisions they have mentioned. (This is an Assessment for Learning (AfL) exercise which allows you to assess your learners' awareness of what influences their decisions.)</p>	<p><b>Communication -</b> Communicate information, ideas, opinions, feelings and imaginings, using an expanding language</p>
		<p>Allow your learners to complete the two interactive activities, individually or in groups, to clarify any difficulties they may have with the concept of 'influence'.</p> <p>The first activity involves identifying examples of influences. The second encourages the learners to sort influences according to whether they are internal or external.</p> <p> <b>OA: What Influences Me?</b></p> <p> <b>OA: Internal And External Influences</b></p>	<p><b>Communication -</b> Find, select and use information from a range of texts</p>




Resource Sheet in this booklet





Online Activity (OA) or PowerPoint Activity (PP) available from [www.nicurriculum.org.uk](http://www.nicurriculum.org.uk)



Skills tabs printed in **orange** are Cross Curricular Skills



Skills tabs printed in **yellow** are Thinking Skills and Personal Capabilities


Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p><b>What influences my decisions?</b></p>	<p>... explore and express a sense of self.</p>	<p>Give the learners an opportunity to identify what is likely to influence their decisions in a variety of common situations by completing Resource 1. Have them fill in the worksheet by ticking the relevant boxes. Then use it as a framework for discussion, first in pairs and then as a class, about how their answers differed.</p> <p> <b>Resource 1: What Influences Me?</b></p>	

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p><b>How do I make a decision?</b></p>	<p>... make links between cause and effect.</p>	<p>To clarify the concept of a 'process', give your learners one minute's thinking time to consider how they go about making a cup of tea (or another simple domestic task). Create a flowchart with the details that they volunteer. You can use this as an assessment tool to clarify whether the learners understand the concept of process. Discuss what happens to the tea if you leave out an important step (bad tea!). Explain that making decisions can best be done by following a process; if you leave out important steps, the consequences can be bad decisions.</p> <p>Together consider what process the learners currently use for making a decision. In pairs or individually, have them create a flowchart of the process they would use to make a difficult decision. (This is an AfL opportunity to help the learners consider if they are conscious of their own decision-making process.)</p> <p>Show the PowerPoint to the group to reinforce the flowchart exercise; it outlines a possible framework for making good decisions.</p> <p> <b>PP: How To Make Good Decisions</b></p> <p>Focus again on the learners' flowcharts of their decision-making processes, and reconsider them together in light of what they have learned in the PowerPoint.</p> <p>Ask if they can think of any ways to improve their decision-making process.</p>	<p>Sequence, order, classify, make comparisons</p> <p><b>Communication -</b> Speak clearly and structure talk so that ideas can be understood by others</p>

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p><b>What are the consequences?</b></p>	<p>... explore the consequences of good and bad decisions.</p>	<p>Discuss with the learners that whatever decisions they make can have good and bad outcomes, or 'consequences'. Using the case study in Resource 2, give them an opportunity to predict and consider various consequences.</p> <p> <b>Resource 2: Your Difficult Decision</b></p>	<p>Make predictions, examine evidence, distinguish fact from opinion</p> <p><b>Communication -</b> Contribute comments, ask questions and respond to others' points of view</p>

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p><b>Where does our behaviour come from?</b></p>	<p>... understand that behaviour is shaped by values, attitudes and beliefs.</p>	<p>Use the ideas in Resource 3 to lead a discussion on what influences behaviour. Provide copies of the worksheet in Resource 4 for the learners to record their answers. You could create a word bank relevant to your learners to help them with the second section of the worksheet.</p> <p> <b>Resource 3: What Influences Behaviour?</b></p> <p> <b>Resource 4: Where Does Behaviour Come From?</b></p> <p>During the final feedback session, reinforce the point that while we all have different influences on our behaviour, attitudes and beliefs, they fall under the common headings of nature, nurture and choice.</p>	<p>Make connections between learning in different contexts</p> <p><b>Communication -</b> Communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary</p>

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p><b>What are my values?</b></p>	<p>... explore what values they hold.</p>	<p>Use Resource 5 to help the learners increase self-awareness by exploring and defining what values are important to them.</p> <p> <b>Resource 5: What Do I Value?</b></p> <p>Once the learners have established their top five values, give them an opportunity to write and publish a 'book', My Values, following the template in the PowerPoint. This activity asks them to give reasoned justification for the values they hold. Encourage them to add images to support their text.</p> <p> <b>PP: My Values</b></p>	<p>Justify methods, opinions and conclusions</p> <p><b>Communication -</b> Develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes</p> <p><b>Using ICT -</b> Communicate using a range of contemporary digital methods and tools</p>

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p><b>How do decisions, behaviour and values shape my everyday life?</b></p>	<p>... explore what values and choices are involved in everyday situations.</p>	<p>In the context of shopping, Resource 6 gives the learners an opportunity to practise some decisions and consider values that affect everyday situations. Allow them to work in pairs or small groups initially and then to give feedback to the whole class. Ask each learner to tackle just one scenario or a number of scenarios, as appropriate.</p> <p> <b>Resource 6: Good Value At The Shop? (Brain Busters)</b></p>	<p>Generate possible solutions, try out alternative approaches, evaluate outcomes</p> <p><b>Communication -</b> Use evidence from texts to explain opinions</p>

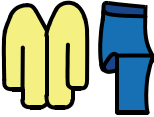

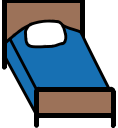
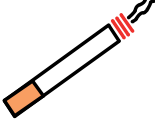




# Resources

# What Influences Me?

## Resource 1

Tick each influence which affects your decision. You may tick more than one for any question.

What influences you when ...	EXTERNAL INFLUENCES				INTERNAL INFLUENCES		
	Parents	Friends	Teachers	TV/Media Celebrities	How I feel	My values	My beliefs about God/religion
you are deciding what you will wear on Saturdays? 							
you are going to buy a new pair of trainers? 							
your mum wants you to make your bed and your friend calls to see if you can come out to play? 							
you find your uncle's cigarettes and lighter? 							
at a family party, a friend dares you to take a drink of your dad's beer? 							
you are buying CDs or DVDs? 							

# Your Difficult Decision

## Resource 2

You are in a busy supermarket. There are lots of people in the supermarket, including toddlers and elderly people. Your mum is in a hurry, so she sends you down the next aisle to get the toilet paper. On the way you accidentally bump into a display of glass bottles of lemonade. One of the bottles falls down onto the ground and smashes.

You need to decide what to do next.

STOP! What are your options? THINK! What are the possible consequences of each option?

Fill in the table below before making your final decision. Use the word bank if it helps.

Option 1:		Possible good consequence	
		Possible bad consequence	
Option 2:		Possible good consequence	
		Possible bad consequence	
Option 3:		Possible good consequence	
		Possible bad consequence	

**Word Bank:** run away Mum shop assistant broken glass hide clear slip cut toddler elderly person myself nobody trouble mouth broken hip shout tell angry responsible frightened puddle

### DECIDE!

My final decision is Option ..... because ..... \_\_\_\_\_

\_\_\_\_\_

## What Influences Behaviour? (1 of 2)

### Resource 3

Draw or project a large picture of a sailing boat (see the next page) onto the board, then read the following text to the class:

*Imagine yourself in a little sailing boat going on a journey.*

*Ask yourself what a boat does - **how does it behave?***

*Now think of things which affect or influence how the boat behaves.*

If appropriate, write up the learners' answers around the picture of the boat, allow them to write on the board themselves or use post-it notes. You are hoping to see answers such as *wind, sea, waves, weather, the experience of the captain, a hole in the boat*, etc.

Give a few prompts if necessary, such as:

*What if the sails are torn?*

*What if I keep my boat in good physical condition?*

*What if I choose a shortcut too close to the rocks?*

*What if I ignore the lighthouses?*

*What if I have never sailed before?*

*What if my parents were afraid of the water?*

*What if I have watched a film where the hero is a famous sailor?*

*What if the boat is too heavy?*

*What if I am too poor to look after my boat well?*

*What if the weather gets bad and the sea gets rough?*

*What if I have brought maps and charts but have never learned how to read them?*

*What if my parents were fantastic sailors?*

*What if I have friends sailing along beside me?*

*What if I bring flares because I believe someone will come to my rescue?*

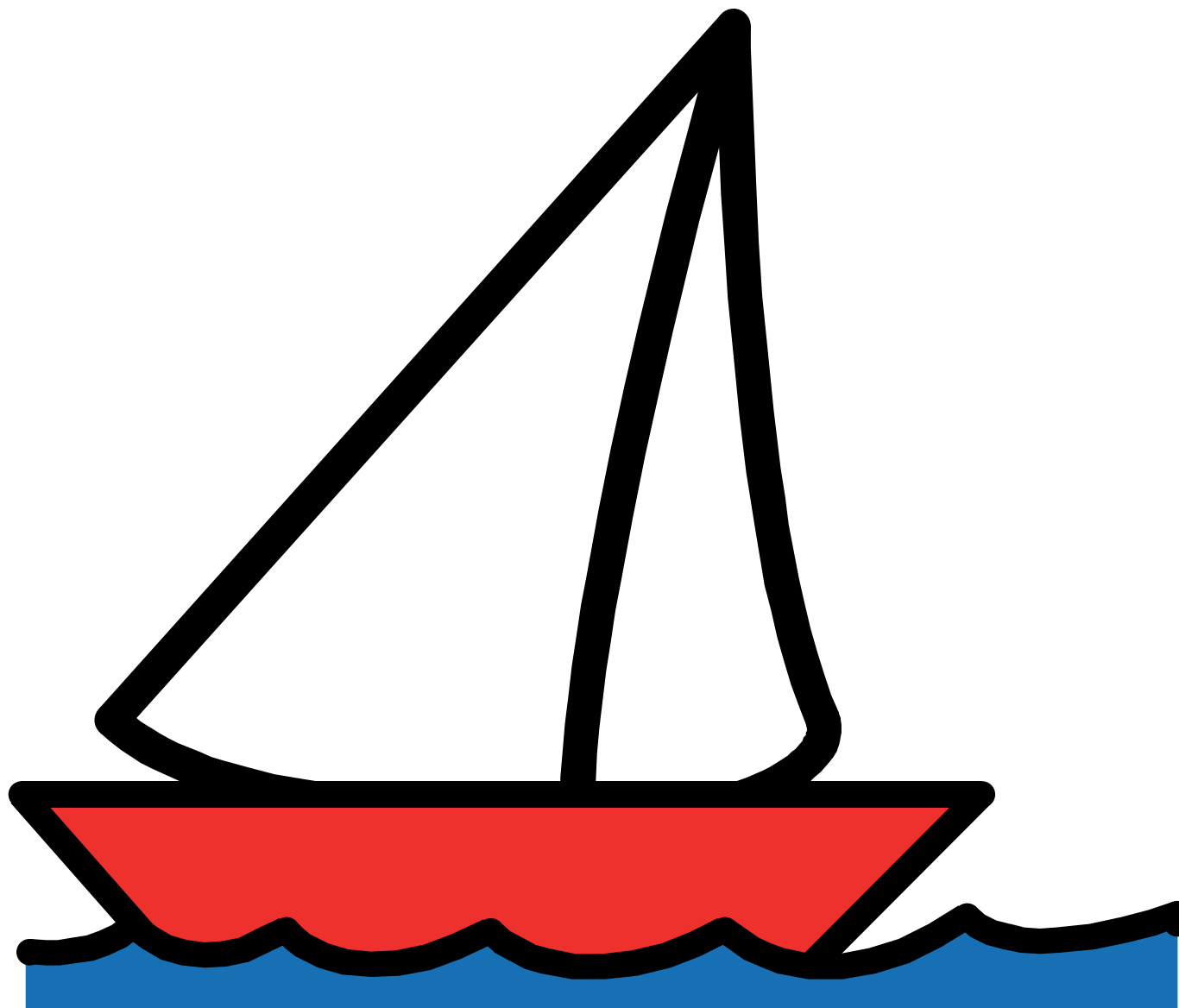
When you have asked these questions, you should be able to record for the learners lots of key words around the image of the boat. Remind the learners that many things can affect **behaviour**. They come in three categories:

1. Physical make-up (nature)
2. The world around us (nurture)
3. Choices we make.

Distribute **Resource 4**. Ask the learners to decide which category each of the influences falls into, and fill in the first section of the worksheet. There may be some answers which don't seem to fall into neat categories; this is acceptable because it can sometimes be hard to establish whether an influence is nature or nurture. It is really the discussion and the thinking involved, rather than the answer, which is important.

Once they have completed the first section of the worksheet, the learners could give feedback to the class. They should be able to explain to the class why they put a particular influence into a particular category.

Now explain that you want the learners to categorise influences on their own attitudes and behaviour using exactly the same headings. Again, finish with a feedback session to allow the learners to compare their answers.



## Where Does Behaviour Come From?

### Resource 4

In the table, write the things that affect how the sailing boat behaves.

What affects how the sailing boat behaves?		
Physical make-up (nature)	The world around us (nurture)	Choices



Using the same categories, identify what influences your attitude and behaviour.

What affects my attitudes and how I behave?		
Physical make-up (nature)	The world around us (nurture)	Choices






# What Do I Value? (1 of 2)

## Resource 5

Use the table of values below to help you decide what you value most in life. Put a mark in one of the boxes beside each statement to show whether you think the value is **not important**, **quite important** or **very important** to you. There are no wrong answers.




	Important?		
	No	Quite	Very
			
Being the best			
Being in charge			
Having fun			
Playing music			
Helping others			
Drawing and creating things			
Making lots of money			
Excitement			
Feeling like I belong			
Doing the right thing			
Being the cleverest			
Where I live			




	Important?		
	No	Quite	Very
			
Working with others			
Being truthful			
Having self-respect			
Being allowed to decide for myself			
Getting things done on time			
Lots of free time			
Caring about the environment			
Others listening to what I say			
Having close friends			
Learning something new			
Having a family			
Affection (giving and getting love)			

## What Do I Value? (2 of 2)

### Resource 5

When you have filled in the tables, choose your top five values and highlight (or circle) them. You will use these values to help write a book about your values.

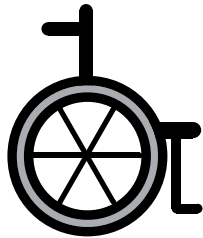
	Important?		
	No	Quite	Very
			
Having privacy			
Having respect from others			
Being honest			
Practising my religion			
Nature			
Excellence			
Reputation			
Responsibility			

	Important?		
	No	Quite	Very
			
Feeling safe			
Loyalty			
Everyone getting to have their say			
Having enough money to live			
Being kind			
Being competitive			
Having adventure in my life			
Fame			

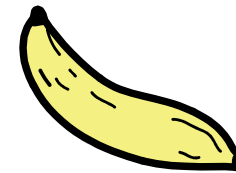
We have learned about how to make good decisions, who and what influences our behaviour, and what we value most in life. Now we are going to look at some everyday situations to see how values and choices can inform our decisions and behaviour. You may want to use your 'What Do I Value?' worksheet to help you.

Discuss the scenarios with your partner, and try to answer the questions together. Can you come to an agreement about whether there is a 'right' answer? You will be sharing your answer with the rest of the class, and you can choose to communicate your answer verbally, visually or through role play.

As you approach the supermarket, the only parking space near the shop is designated for disabled drivers. You do not have a disability. What are your choices and what values are going to be involved?



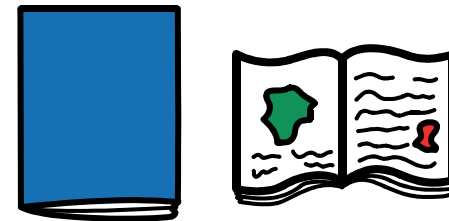
As you are going around the shop with your baby brother, he begins to cry for one of the bananas in the shopping trolley. Daddy gives him the banana and he has eaten it by the time you get to the checkout. What are your choices and what values are going to be involved?



You are at a shop counter which is very high; the shop assistant doesn't see you waiting to be served. An adult comes along and pushes in front of you. What are your choices and what values are going to be involved?



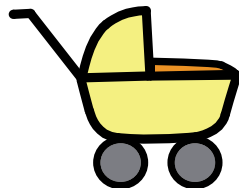
In a shop, you see on the front of a magazine that there is a very interesting story inside the magazine. What are your choices and what values are going to be involved?



## Good Value At The Shop? (Brain Busters) (2 of 2)

Resource 6

While in a shop with her toddler, a mother fails to notice the child taking a packet of sweets and hiding it in the buggy. The mother does not discover the sweets until after she has left the shop. What are her choices and what values are going to be involved?



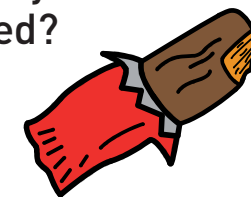
On arriving home from a shop you realise that you have been given too much change; you only gave ten pounds, but the shop assistant gave you change from twenty pounds. What are your choices and what values are going to be involved?



You have gone to the supermarket and are in the checkout queue. The person behind you asks if they can nip in front of you as they only have a few items. What are your choices and what values are going to be involved?



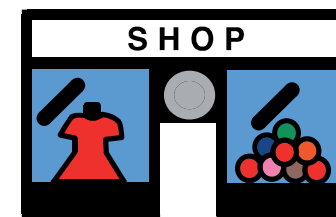
In a shop where you are going to buy chocolate, you notice that your favourite brand of chocolate is not Fair Trade. Another, similar bar which is Fair Trade is a little more expensive. What are your choices and what values are going to be involved?



While out with a friend, you see them sneak something from the shop into their pocket. What are your choices and what values are going to be involved?



In a supermarket, the checkout assistant asks if you want plastic bags. What are your choices and what values are going to be involved?





INVESTOR IN PEOPLE



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