

3:

Which cap fits?

Understand yourself

This topic belongs to Section 1.1: Understanding Self-awareness.

Overview

This topic focuses on four personal values – being liked, admired, respected and trusted. Students are asked to consider which of these values matter to them and why, they will also explore whether there are negative aspects to these values.

Learning goals

Goals

Assess the significance of four values (being liked, admired, trusted and respected)

Attribute a value to yourself and consider what this means to others



Assess the significance of four values (being liked, admired, trusted and respected)

Attribute a value to yourself and consider what this means to others



Reflect on the impact of your chosen value on your behaviour and choices



Rough paper and pens for notes
Worksheet 1: Which cap fits? (one per student)



Arrange seating as normal. This topic does not require teams.



Load slides for the topic onto a whiteboard or projector or use print outs and a flip chart.



Starter Have Slide 2 on display on a whiteboard or flip chart. Ask students to note how they feel about this statement. Allow a few minutes for this task as they arrive and settle. Walk around the room and offer encouragement. When the class are settled ask for volunteers to feed back their thoughts.

Goals Display Slide 3 which gives the learning goals for this lesson and a “Where are you now?” diagram so students can see both. Ask for a show of hands or thumbs up for each level to indicate where students feel they are at the start of the lesson in relation to the learning goals.

Activity 1: This activity asks students to explore which personal value they would most like to reflect from a list of four key values: being liked, admired, trusted and respected.

Which caps fits?

1. Give everyone a copy of Worksheet 1: Which cap fits?
2. Ask students to look at the four value words on Worksheet 1 and consider what the words mean to them. A copy of Worksheet 1 is included in your slide show as Slide 4 to help you introduce the activity.
3. Ask everyone to choose a value that they would like to be known for by choosing one of the caps.
4. Using worksheet 1, ask everyone to embellish or add key words to their chosen value. This activity should be completed individually.



Check everyone understands what they have to do.

5. Spend a few minutes together on the reflection questions on Slide 5.

Activity 2: This activity explores situations where these values can have an ambiguous nature.

Unclear values

1. Give the class these three scenarios:
 - Someone can be liked but not trusted or respected.
 - Someone can be respected but not liked or trusted.
 - Someone can be admired but not liked or respected.
2. Ask students to think of a situation or role where these statements might apply. Think about situations where people who are known and possibly respected in one setting don't always display great personal behaviour in another situation. Some examples might be: 1. A friend, 2. A pop star or actor 3. An MP, 4. A professional footballer, 5. A member of the royal family.



Does everyone understand what they have to do?

3. Spend a few minutes on the reflection questions on Slide 6.

Activity 3: This activity focuses on accepting the positive and negative aspects of personal values and how prejudice or convention can lead us to make value judgements that aren't quite accurate.

Explore more personal values

1. Display Slide 7 which shows some values which can have a positive or negative side:
 - Being feared
 - Being ambitious
 - Being able to take risks
 - Being open with your feelings
 - Being driven or determined
2. Ask students to consider how these values could have a positive and negative side.
3. Discuss the reflection questions on Slide 7.

4. Now go to Slide 9. Ask students to comment on how they would feel if they bumped into this man walking down the street. He goes by the title of The Scary Guy.
5. On Slides 10 and 11 is a biopic of The Scary Guy. He is a well-known ambassador for peace and tolerance. Is this what they expected? We all risk making superficial judgements about someone's values based on their appearance. What harm can this cause to ourselves and others?

Plenary Complete the plenary. Review the “where are you now?” diagram to see any improvement in achievement of the learning goals for this topic.

Summary of reflection questions at each level for this topic:

Activity 1

- What value did you choose and why?
- Can you see any down side to this value?

Activity 2

- Who might be liked but not trusted or respected?
Who might be respected but not liked or trusted?
Who might be admired but not liked or respected?

Activity 3

- Which value did you consider, what were the positive and negative aspects?
- How could trying to project a certain image affect the choices you make?
How could you explore more of your own personal values?

3. Which cap fits?



Understand yourself



Can you respect someone you don't like?

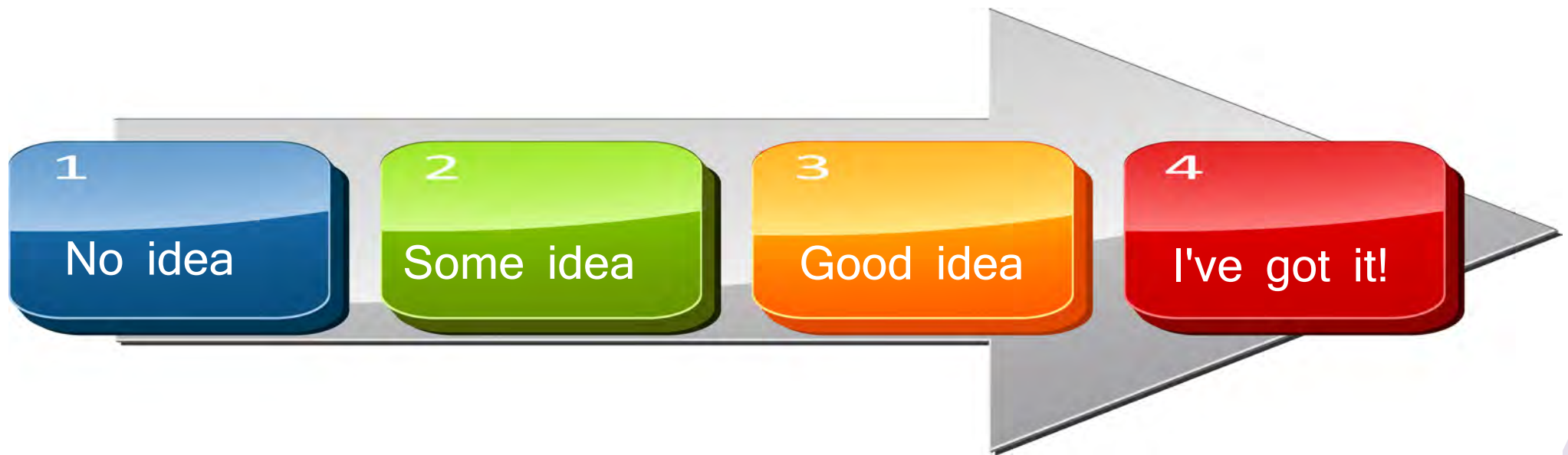


"I'm not saying
you're a bad
friend, you just
aren't a good
one to ME ..."

Which cap fits? Learning goals

Assess the significance of four values (being liked, admired, trusted and respected).

Attribute a value to yourself and consider what this means to others.



Worksheet 1: Which cap fits?

NAME:



Activity 1: Which cap fits?



- What value did you choose and why?
- Can you see any downside to this value?

In this activity you used Worksheet 1.



Activity 2: Unclear values



- Who might be liked but not trusted or respected?
- Who might be respected but not liked or trusted?
- Who might be admired but not liked or respected?



Activity 3: Explore more personal values



Consider the positive and negative aspects of some other personal values: Being feared - Being ambitious - Being able to take risks - Being open with your feelings - Being driven or determined.

- Which value did you consider and what were the positives and negatives?
- How could trying to project a certain image affect the choices you make?
- How could you explore more of your own personal values?

"Every day
people
straighten up
the hair, why
not the heart?"

(Ernesto "Che" Guevara)





How would you feel
if you met this man
before knowing
anything about him?



Who is The Scary Guy?

His sole mission is “The Total Elimination of Hate, Violence and Prejudice Worldwide.” Since 1998, Scary has worked with over 7 million people around the world promoting peace through the teaching of Love and Acceptance of all people.

The Scary Guy contends that prejudice undermines the very strength of every person’s right to life, liberty and the pursuit of happiness by all citizens, regardless of their race, religion, or country of origin.



He was born December 29, 1953, in Minneapolis, Minnesota, United States. As a child he had an undiagnosed reading disorder. To this day he has difficulty reading and writing extended material.

He writes classical music. He is an artist. He is a singer. He is an entertainer. He is a performer. He is a comedian. He was a baby portrait photographer. He was a computer salesman. He was a tattoo artist and owned three tattoo shops. In 1998 he legally changed his name to The Scary Guy and went on the road to teach people how to create World Peace in their lifetime. <http://thescaryguy.com>

"Nothing in the world is ever completely wrong. Even a stopped clock is right twice a day."

(Paulo Coelho)



What did you learn in this lesson?

Where are you now in relation to these learning goals?

Assess the significance of four values (being liked, admired, trusted and respected).

Attribute a value to yourself and consider what this means to others.

