



A-Z of Values

Resource 3: Written/verbal Worksheets

Values are what we consider to be of greatest importance in life. Exploring values is about more than naming and defining principles to live by - what we think influences how we behave which, in turn, colours how we feel. Our resources have been designed to facilitate reflection on the emotional and psychological meanings implicit in values as well as what our life principles look like in action.

The **A-Z of Values** series also includes **Resource 1**: An introduction to values, **Resource 2**: Artist-led exercises, and **Resource 4**: 32 worksheets offering multiple choice exercises + optional art tasks. All are available to download for free from www.inivacreativelearning.org/collections/resources. You can also visit the **ART LAB** section of the website to see art created on the theme of values in school-based workshops led by artist Shiraz Bayjoo whose work features in our sets of emotional learning cards.

THIS RESOURCE

This resource features 32 worksheets which pair letters of the alphabet with values along with descriptions and questions. The worksheets can be adapted to reflect different themes, ages or abilities and used in the classroom or workshop setting, in verbal therapy sessions as a starting point for conversations or to inspire art or drama therapy exercises. Students /workshop participants can also be asked to relate values to historical figures and/or past/ present periods in history. Therapy clients can be invited to think about their life experiences by extending the exercises to include making personal links. Therapists can facilitate this by saying to their client, *'Tell me about a time when you've felt this way.'*

ART EXERCISE

- Give each pupil/group participant/client a worksheet from the set provided below.
- Instruct them to answer the questions posed using [Emotional Learning Cards](#) as inspiration. And subsequently to make a picture using whatever medium you choose to make available (eg. drawing, painting, collage, photography etc.)

CREATING YOUR OWN SET OF A-Z OF VALES CARDS

- Photograph the artwork made. Type up or handwrite and scan / photograph a description of the value and an example of the value in action.
- Print the photographs and mount the written text on the reverse or create the front and back of the cards on a computer programme/ Word Doc and print.
- Laminate the cards and use them as a classroom, workshop or therapy resource.



A is for **ACCEPTING DIFFERENCES**

We all have visible and invisible differences. Give examples of both. If our differences are understood and accepted, how do we feel?

THE OPPOSITE of feeling accepted is being rejected because of our differences. Give an example of a situation in which someone is excluded or teased because they are different and describe the feelings that can come up.

Make a picture showing **ACCEPTING DIFFERENCES** in action and describe it.



B is for **BELONGING**

We all need to feel included. Give an example of something schools or communities can do so that everyone feels a sense of belonging.

THE OPPOSITE of belonging is feeling like an outsider. Give an example of a situation in which someone is left out and describe what they might feel.

Make a picture showing **BELONGING** in action and describe it.



C is for having **PERSONAL COURAGE**

One way we show personal courage is by standing up for a person or a group when they are being judged negatively. Give an example of someone acting with personal courage.

THE OPPOSITE of personal courage is failing to speak up for what is right. Give an example of a situation in which someone sees a group or a person being treated badly but does nothing and describe the feelings this could bring up.

Make a picture showing **PERSONAL COURAGE** in action and describe it.



D is for **DEMOCRACY**

In a democratic nation people have a voice. They can vote on who will lead their country. They also have the freedom to make their own decisions about their lifestyle. Give examples of the kinds of choices people can make in a free society.

THE OPPOSITE to living in a democracy is having no freedom. Give examples of what freedoms might be denied to citizens by a non-democratic society. Describe the feelings people living like this can have.

Make a picture showing **DEMOCRACY** in action and describe it.



E is for having **EMPATHY**

When we try to imagine how things are for other people and what they might be feeling or thinking, we are being empathetic. Give an example of someone 'putting themselves in someone else's shoes'.

THE OPPOSITE to having empathy is to be indifferent or uncaring. Give an example of a situation in which someone ignores another person's troubles and describe the feelings that can come up.

Make a picture showing **EMPATHY** in action and describe it.



F is for **FORGIVENESS**

All of us act thoughtlessly from time to time and need to apologise for our words or for our behaviour. Give an example of situation in which a person or a country needs to seek forgiveness.

THE OPPOSITE is continuing to blame someone or something for whatever has gone wrong. Give an example of someone being unforgiving. Describe the feelings people might have if they are not treated with compassion.

Make a picture showing **FORGIVENESS** in action and describe it.



G is for a **GENEROUS SPIRIT**

We approach life with a spirit of generosity when we look for the good in people or situations and when we share what we have with others. Give an example of someone showing a generous attitude towards their family, friends or community.

THE OPPOSITE is to behave with only our own interests in mind. Give an example of behaving in a self-centred way, ignoring the needs or wishes of others. Describe the feelings this could bring up.

Make a picture showing **GENEROSITY** in action and describe it.



H is for HUMILITY

Having humility means we do not imagine that we are better than others. Instead we are modest and try to make life fair for everyone. Give an example of someone behaving with humility.

THE OPPOSITE is acting self-important and looking down on others. Give an example of acting this way. Describe the feelings people might have if they are treated as 'not good enough'.

Make a picture showing **HUMILITY** in action and describe it.



I is for **INTEGRITY**

When we behave with integrity, we are honest and sincere. We show respect for ourselves and others and follow our moral code. Give an example of acting with integrity.

THE OPPOSITE is showing little respect for the feelings or beliefs of others and failing to live by our values. Give an example of someone behaving like this. Describe the feelings that could come up for people who are treated this way.

Make a picture showing **INTEGRITY** in action and describe it.



J is for **JUSTICE FOR ALL**

Everyone deserves to be treated fairly. We all have basic rights which are written up as laws. These laws are enforced by the government and by our courts. Give some examples of our rights and how they are reflected in everyday life.

THE OPPOSITE is injustice. Give an example of a situation in which someone is treated unfairly and describe the feelings they might have.

Make a picture showing **JUSTICE FOR ALL** in action and describe it.



K is for **KNOWLEDGE OF GOOD & BAD**

Most people know when they are behaving well and when their actions or words are hurtful or unhelpful. Give an example of someone behaving with kindness and consideration.

THE OPPOSITE is not listening to our conscience and behaving unkindly or thoughtlessly. Give an example of a situation in which someone ignores what is right and describe the feelings this can bring up.

Make a picture showing **KNOWLEDGE OF GOOD & BAD** in action and describe it.



L is for respecting individual **LIBERTY**

We should all be free to make choices about how we live. No one should feel judged for their cultural heritage, their religion or how they choose to live. Give examples of the different religions or cultures found in big cities in your country and some of their customs.

THE OPPOSITE is showing lack of respect towards others for their choices or beliefs. Give an example of a situation in which someone acts like this. Describe the feelings this can bring up.

Make a picture showing **INDIVIDUAL LIBERTY** in action and describe it.



M is for **MEANINGFUL RELATIONSHIPS**

To make our relationships meaningful, we need to work on them. When disagreements arise or feelings are hurt, we need to talk things through and repair what we can. Give an example of something going wrong in a friendship or between family members and what can be done to mend the relationship.

THE OPPOSITE is failing to give our relationships care and attention. Give an example of a conflict which isn't resolved and describe the feelings this brings up.

Make a picture showing **MEANINGFUL RELATIONSHIPS** in action and describe it.



N is for knowing when to say 'NO'

It is easy to follow the crowd and do whatever everyone else does. Learning to say 'no' when something isn't right means being prepared to act responsibly. We need to be able to say 'no' and stick to it when necessary. Give an example of a circumstance in which it is important to say 'no'.

THE OPPOSITE is giving in and going along with things even when we know that it is wrong to do so. Give an example of a situation in which someone behaves like this and describe the feelings this can bring up.

Make a picture showing **KNOWING WHEN TO SAY 'NO'** in action and describe it.



O is for finding **OPPORTUNITIES** in life's challenges

Life has ups and downs for everyone. Sometimes, things go very wrong and we feel there is no hope. But, every setback teaches us something and offers an opportunity. Maybe we get closer to someone through sharing a problem or make a new friend when we reach out for support. Give an example of a challenge leading to a new opportunity.

THE OPPOSITE is getting stuck in hopelessness. When this happens, we give in to negative thinking. Give an example of a situation that feels like a failure and describe the feelings this can bring up.

Make a picture showing **FINDING OPPORTUNITIES IN LIFE'S CHALLENGES** in action and describe it.



P is for **PURPOSEFUL LIVING**

For life to have meaning, we need purpose and direction. It takes time to discover what we can contribute to our family, friends and community. Some of us make contributions that are obvious while others make ones that are less visible such as being a good listener and being supportive. Give an example of a purpose in life.

THE OPPOSITE is being self-centred and not caring about the impact our ambitions or lifestyle could have on others. Give an example of someone acting like this and describe the feelings this can bring up.

Make a picture showing **PURPOSEFUL LIVING** in action and describe it.



Q is for **QUESTIONING** the way things are

Instead of accepting things without ever thinking about them, we need to learn to ask questions. Making a commitment to exploring why we do the things we do or why think a certain way is an important life value. Give an example of someone making an assumption about another person or an idea and then questioning their own thinking.

THE OPPOSITE is never developing our ability to reflect. Behaving unthinkingly means that we just go along with everything regardless of the impact it might have on us or on others. Give an example of someone or a group of people acting like this and describe the feelings this can bring up.

Make a picture showing **QUESTIONING THE WAY THINGS ARE** in action and describe it.



R is for **RESPECTING THE RULE OF THE LAW**

All societies need laws to ensure that people show consideration for others. Laws tell us what can and cannot be done. They are in place to protect us. Give an example of a law that you consider one of the most important and say why you think this.

THE OPPOSITE is ignoring society's rules about how to treat others. Give an example of a situation in which someone breaks the law and describe the feelings this can bring up.

Make a picture showing **RESPECTING THE RULES OF THE LAW** in action and describe it.



S is for contributing to **SOCIAL CHANGE**

Throughout history, ordinary people have used their voice to change society's views on the rights of workers, on women's roles and on gay and lesbian relationships. Give an example of how things have changed for the better in one or all of these areas.

THE OPPOSITE is never using one's voice to contribute to social change. Give an example of how things might be if no one had challenged the roles men and women take in life and the feelings this would have led to.

Make a picture showing **CONTRIBUTING TO SOCIAL CHANGE** in action and describe it.



T is for **TOLERANCE**

We are tolerant when we do not judge others if they are different from us. We also show tolerance when we accept that things will not always go our way and life can be painful. Give an example of a difficult experience and what we can learn from it.

THE OPPOSITE is being intolerant and judging others negatively or complaining when life presents challenges. Give an example of someone being very critical of others and the feelings this could bring up.

Make a picture showing **TOLERANCE** in action and describe it.



U is for **UNDERSTANDING** our place in the world

Who we are now and who we want to become in the future are important subjects. We need to make time for reflecting on these themes. This includes thinking about our personal qualities and the kind of person we'd like to be as we grow older. Give an example of personal qualities that are important to develop regardless of our age.

THE OPPOSITE is never thinking about what makes us who we are. This can lead to feeling cut off from our sense of self and from our innermost feelings. Describe what we mean by 'sense of self'. How do we develop it?

Make a picture showing **UNDERSTANDING OUR PLACE IN THE WORLD** in action and describe it.



V is for **VALUING OUR ENVIRONMENT**

Our natural environment as well as our towns and cities all need to be taken care of in big and little ways. The planet's resources are limited so we need to be mindful of what we use and how we dispose of what we no longer need. Give an example of how we care for our streets and our natural landscape.

THE OPPOSITE is living for the moment without giving thought or consideration for what we are leaving behind for the next generation. Give an example of a situation in which the environment is being treated with a lack of respect and describe the feelings this could bring up.

Make a picture showing **VALUING OUR ENVIRONMENT** in action and describe it.



W is for showing **WILLINGNESS**

Showing willingness means we try even when we don't want to. For example, we have to be willing to look after ourselves, take the needs of others into consideration and respect our planet. Give an example of how we care for ourselves, those around us or for our environment.

The opposite is being unwilling to do the work involved in living responsibly. This means we do not develop self-reflection, we ignore others and we are careless about our environment. Give an example of someone behaving like this and the feelings this could bring up.

Make a picture showing **WILLINGNESS** in action and describe it:



X is for e**X**ploring emotions

We all have the same set of emotions. Good feelings are nice to experience. However, it is easy to avoid thinking about our uncomfortable emotions. We can all be angry, jealous, frightened, ashamed or sad. Instead of ignoring the cause of our feelings or taking them out on others, we can learn to talk about them and make sense of our experiences. Give an example of feeling uncomfortable emotions, what might have caused them and what we can learn from them.

The opposite is never thinking about our feelings. This means we run away from situations that cause us hurt or confusion or we fail to own up to our part when things go wrong. Give an example of a situation which causes uncomfortable feelings.

Make a picture showing **EXPLORING EMOTIONS** in action and describe it:



Y is for **YET TO ACHIEVE**

Some people have obvious talents but for most of us, it can take time to discover our potential. Many of us are average achievers and might even be below average in some areas. We can't all be good at everything. However, we can identify our strengths and find out how to build on them. Give an example of some strengths and what they could lead to in future.

The opposite is never pausing to think about what we can do with our strengths and the contribution we can make to society. Describe what someone might feel looking back on their life in older age if they haven't made the most of their strengths and talents.

Make a picture showing **YET TO ACHIEVE** in action and describe it.



Z is for **ZEST** for life

Living life to the full means being able to get through the bad times, learn from them and move on. Zest for life is just this - we don't give in to negative thinking or give up when things go wrong. Give an example of someone working through a difficult time and what could be learned from it.

The opposite is focusing only on the negative. This leads to being unwilling to do the work to bring about change for the better. Give an example of a situation which seems hopeless and the feelings that this could bring up.

Make a picture showing **ZEST FOR LIFE** in action and describe it:



EXTRA LETTERS
are included
on the next 5 pages...



B is for **BENEFITTING EVERYONE**

A considerate society is organised to be of benefit to everyone, not just certain individuals. For instance, all have the right to go to school or to see a doctor if we are ill. Give an example of a life value that benefits everyone.

THE OPPOSITE is when only a few people benefit, perhaps because they have money or because they are considered to be important. This can lead to inequality. Give an example of a situation in which only certain people benefit and the feelings that this could bring up.

Make a picture showing **BENEFITTING EVERYONE** in action and describe it.



D is for **DETERMINATION**

Sometimes we don't get what we want. Or perhaps things go wrong or we make mistakes. Instead of looking for something or someone to blame, we can be determined to try again. Give an example of someone showing determination.

THE OPPOSITE is giving up when we encounter challenges. Give an example of a situation in which someone might lose their determination and the feelings that this could bring up.

Make a picture showing **DETERMINATION** in action and describe it.



D is for **DIGNITY**

If we are not treated with respect or if life is very challenging, we do not have to react with self-pity. We can show that we value ourselves and others by acting with dignity. Give an example of someone behaving this way.

THE OPPOSITE is to lose touch with our self-respect and our self-worth. When this happens we might behave thoughtlessly and selfishly. Give an example of a situation in which someone acts in an undignified way and the feelings that this could bring up.

Make a picture showing **DIGNITY** in action and describe it.



G is GOOD COMMUNICATION

Good relationships in families, schools and friendship groups rely on good communication. This means being willing to share honestly, clear up misunderstandings and respect each other's rights to their own opinion. Give an example of friends or family communicating well together.

The opposite is communicating poorly which happens when we don't take the time to choose our words carefully and to respond respectfully. This can lead to misunderstandings and conflicts. Give an example of poor communication and the feelings that this could bring up.

Make a picture showing **GOOD COMMUNICATION** in action and describe it:



S is for **SELF-CONTROL**

A good example of showing self-control is when we have very strong feelings but we do not express them in a harmful or thoughtless way. Instead, we contain our feelings and find someone who can help us to make sense of them and think with us about what we might say or do to make things feel better. Give an example of someone showing self-control in a challenging situation.

The opposite is reacting when our buttons are being pushed. This means that we might act thoughtlessly or aggressively. Give an example of a situation in which someone behaves this way and the feelings that this could bring up.

Make a picture showing **SELF-CONTROL** in action and describe it:
