



IMAGINE

YEAR 9

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Please contact admin@acce.org.au to enquire about future updates to this edition.

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Sample

Learning Task 2 *My Values*

(Estimated time: 30 minutes)

Values are the principles or qualities that guide how we live and interact with others. They might describe how you want to behave, the qualities you admire in other people, or what you think is important in life.

1. Read through the list of values provided. These are qualities that people often consider important, such as honesty, kindness, loyalty, or fairness.
2. Think about which values are most important to you and the way you want to live your life.
3. Rank your top 10 values from the list. You can also add any other values that are important to you in the 'Other' section.



Some values might be about how you treat others (e.g. kindness, honesty), while others might be about what you aim for personally (e.g. courage, responsibility). Both are okay to include.

Honesty ☐	Creativity ☐	Humility ☐
Kindness ☐	Perseverance ☐	Curiosity ☐
Loyalty ☐	Generosity ☐	Supportiveness ☐
Respect ☐	Open-mindedness ☐	Self-discipline ☐
Accountability ☐	Humour ☐	Confidence ☐
Fairness ☐	Gratitude ☐	Optimism ☐
Courage ☐	Teamwork ☐	Competition ☐
Compassion ☐	Leadership ☐	Flexibility ☐
Trustworthiness ☐	Independence ☐	Recognition ☐
Empathy ☐	Friendliness ☐	Ambition ☐
Patience ☐	Determination ☐	Resilience ☐
Other:		



For the teacher:

Exploring and Comparing Values

Once students have identified their top 10 values, have them work in pairs or small groups to share and compare their lists.

Ask students to reflect on the following prompts as they discuss:

- *Are there any shared values within the group?*
- *Were there any surprising differences?*
- *Which values feel most important right now? Why?*

After group discussions, bring the class back together to collate the responses. You can do this by creating a class mind map on the board or using a digital tool to generate a word cloud.

Encourage students to look for patterns and discuss:

- *Are there any common themes or recurring values?*
- *Do any values seem to reflect the group's shared priorities, beliefs, or goals?*
- *Are there values that connect to what students want from school, friendships, or their future lives?*

Reflection – Thinking about my values

After you have ranked your top 10 values, take some time to reflect on them. Answer the questions below honestly. There are no right or wrong answers.

1. Which value did you rank as number 1? Why is this the most important thing to you?
2. How does this value show up in your daily life? Give an example from school, home, or with friends.
3. Think of someone you admire (a friend, family member, teacher, or public figure). Which of your values do you see reflected in them?
4. Is there a difference between the way you want to behave, the qualities you admire in others, and what you think is important in life? Give an example.

For example:

I really admire kindness in other people, and I think being kind is important in life. I try to be kind too, but sometimes I get frustrated and don't act as patiently as I'd like. This shows there's a difference between the qualities I admire, what I value, and how I actually behave at times.



For the teacher:

Values Poster

Students may be encouraged to create a poster (this can be physical or digital) that reflects their most important value. They might find an inspirational/motivational quote that sums up their thinking, or write or draw something themselves. Posters can be displayed around the classroom or in a common area. Students may also participate in a gallery walk using sticky notes. Encourage students to reflect on and engage with the posters using phrases like:

- *"I relate to this because..."*
- *"This made me think about a time when..."*
- *"I wonder about..."*

Self-concept

Self-concept is the way you see and think about yourself. It includes your beliefs about your abilities, your values, and how you fit into the world around you. A positive self-concept helps you feel confident, capable, and more resilient when facing challenges.

Developing a positive self-concept starts with self-awareness, that is, being able to notice and understand your thoughts, feelings, strengths and behaviours. The more aware you are of who you are and what you're capable of, the easier it becomes to recognise and celebrate your positive qualities.

For example, you might find it easy to make a factual or positive statement like "I enjoy long-distance running" or "I finished my essay on time." But it can sometimes feel harder to say something like "I am smart" or "People like me" because it might seem like bragging. However, when these statements are based on self-awareness and evidence from your own experiences, they become powerful affirmations that strengthen your sense of self.

When you encounter a stressful or uncertain situation, thinking back to your past successes or positive attributes can help you stay grounded and hopeful. If you've done something well before, remind yourself that you have the skills to do it again! This kind of self-talk isn't about exaggerating your talents; it's about acknowledging your strengths honestly.

So next time you achieve something, big or small, take a moment to recognise your effort and ability. Over time, this habit builds a more balanced and confident picture of yourself and supports the ongoing development of a strong and positive self-concept.



For the teacher:

The following summary may help students understand the connection between self-awareness, self-reflection and self-concept:

Aspect	Self-awareness	Self-reflection	Self-concept
Timeframe	Present	Past	Long-term
Nature	Observing thoughts, feelings, behaviours as they occur.	Analysing past thoughts, feelings, behaviours, and experiences to learn and grow.	Forming and holding beliefs about identity, abilities, values, and roles.
Question	"What am I thinking or feeling right now?"	"Why did I think/feel/act that way?"	"Who am I?"
Purpose	Understand current emotions and behaviours.	Gain insight, learn, and make future improvements.	Develop a stable sense of identity and self-belief.
Change	Flexible moment to moment.	Changes through regular reflection.	Changes slowly over time.

- Self-awareness = Noticing what's going on inside me right now.
- Self-reflection = Thinking about my past experiences so I can grow.
- Self-concept = What I believe about who I am as a person.

Sample



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