




## VALUES

- Leading and influencing people/policies
- Financial security
- Life of great adventure
- Athletic excellence
- Deep religious/spiritual beliefs
- Being liked and appreciated by others
- Freedom to travel
- Satisfying relationship with partner
- Creativity
- Freedom of lifestyle/personal independence
- Right to bear arms
- Freedom of speech
- Genius intelligence
- Great personal attractiveness
- Long and healthy life
- Time with nature
- A great sense of humor
- Service to others
- A capacity to give and receive love
- The pursuit of knowledge, truth, and understanding
- Satisfying and complete education
- Close and loyal friends
- A life of leisure
- Power and authority
- Worry free life
- Life of personal recognition, fame, and fortune
- Unlimited access to music, art, theatre, literature
- Social status
- Justice and equality in the world
- Contributing to the betterment of the world
- Moral responsibility and fulfillment
- Self-understanding
- Personal achievement
- Satisfying family life with children
- Living according to my beliefs
- Job satisfaction
- Connectedness to ones community
- Openness and honesty among people

## VALUES

Acceptance

Alertness

Awareness

Beauty

Belonging

Bravery

Care

Carefulness

Clarity

Commitment

Compassion

Confidence

Cooperation

Courage

Creativity

Daring

Dependability

Determination

Discipline

Drive

Effectiveness

Empathy

Enthusiasm

Fairness

Flexibility

Forgiveness

Humor

Generosity

Gratitude

Helpfulness

Heroism

Honesty

Imagination

Individuality

Integrity

Inventiveness

Kindness

Love

Open-mindedness

Passion

Perseverance

Power

Pride

Reliability

Respect

Responsibility

Self-control

Selflessness

Sharing

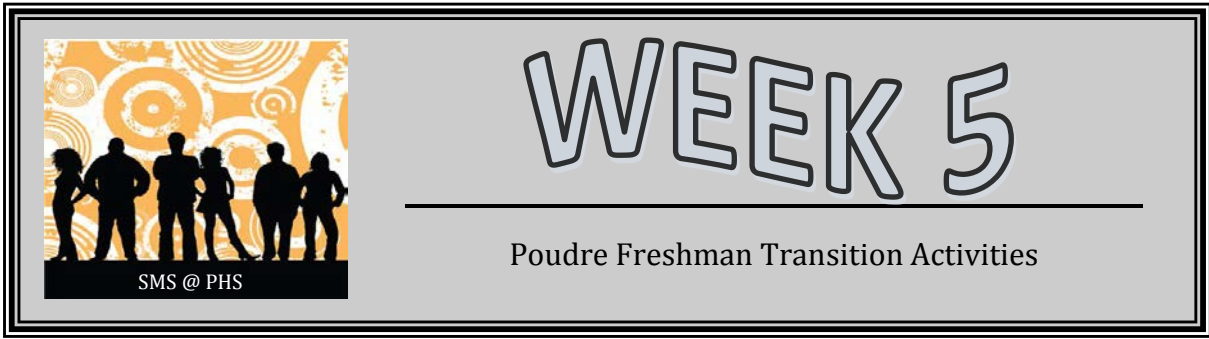
Simplicity

Strength

Trust

Understanding

Freedom



**THEME OF THE WEEK: VALUES.** THIS WEEK WE WILL FOCUS ON FIRST, IDENTIFYING STUDENT’S CORE VALUES, THEN RANKING THEM IN ORDER OF IMPORTANCE IN THEIR LIFE. THE ACTIVITIES TODAY ARE DESIGNED TO ELICIT A STRONG EMOTIONAL RESPONSE FROM STUDENTS AS THEY WRESTLE WITH THE IDEA OF WHAT IS MOST IMPORTANT TO THEM. STUDENTS WILL LEAVE THIS CLASS PERIOD WITH A BETTER UNDERSTANDING ON WHAT THEIR CORE VALUES ARE.

**TIME:** 75

**CLASSROOM TEACHER/STUDENT PREPARATION:** None

**ACTIVITIES:**

- Small group..... Check In/How Was Your Week? (10 minutes)
- Large group..... What are VALUES (5 minutes)
  - Where do our VALUES come from (5 minutes)
  - Why do VALUES matter? (10 minutes)
  - Values activity (35 minutes)
  - Upcoming Events (5 minutes)
  - Wrap-up/Evaluation (5 minutes)

*It's easier to make decisions when you know what your values are!*

**SUPPLIES:**

- Your Binder (ALWAYS)
- Copies of the “VALUES” lists

**Handouts:**

- Values Worksheet

**CHECK-IN/HOW WAS YOUR WEEK? (10 MINUTES)**

Pick a NEW way to check-in with your students. Try to make this time MORE CONVERSATIONAL and LESS QUESTION AND ANSWER. This is a huge opportunity to connect with your students and a successful check-in will make your life much easier for the rest of the session. Please see me if you need ideas for check-in.

## WHAT ARE VALUES AND WHERE DO THEY COME FROM? (10 MINUTES)

Our values are those beliefs that we possess that help us to make decisions such as right from wrong, good from bad, or normal from not normal. These values come into play each time we interact with others, and are the source of rich discussions or significant conflict.

Our values reflect our teachings from our family, friends, schools, mentors, and media. When we form teams, we must understand that each team member brings a unique value system to the table. These learned insights on life add important information to team discussions, but their differences are frequently the source of conflict. So understanding how values affect team member relationships is a critical piece of the team building puzzle.

## WHY DO VALUES MATTER? (10 MINUTES)

The main benefit of knowing your values is that you will gain tremendous clarity and focus, but ultimately you must use that newfound clarity to make consistent decisions and take committed action. So the whole point of discovering your values is to improve the results you get in those areas that are truly most important to you.

**Values are priorities that tell you how to spend your time, right here, right now. There are two reasons that priorities are important for our lives.**

The first reason is that time is our most limited resource; time does not renew itself. Once we spend a day, it's gone forever. If we waste that day by investing our time in actions that don't produce the results we want, that loss is permanent. We can earn more money, improve our physical bodies, and repair broken relationships, but we cannot redo yesterday. If we had infinite time, then values and priorities would be irrelevant. But at least here on earth, we appear to be mortal with limited life spans, and if we value our mortal lives, then it's logical to invest them as best we can.

The second reason priorities matter is that we human beings tend to be fairly inconsistent in how we invest our time and energy. Most of us are easily distracted. It's easy for us to fall into the trap of living by different priorities every day. One day you exercise; the next day you slack off. One day you work productively, the next day you're stricken with a bout of laziness. If we don't consciously use our priorities to stick to a clear and consistent course, we'll naturally drift off course and shift all over the place. And this kind of living yields poor results. Imagine an airplane that went wherever the wind took it – who knows where it would eventually land? And the flight itself would likely be stressful and uncertain.

## VALUES WORKSHEET (35 MINUTES)

Hand out a Values Worksheet to each student and a few lists of values to every small group. Explain to the students that for the purpose of this activity, they are only allowed to live by 10 values. Have them pretend that once they select their values they cannot change them so to be sure they have selected the right ones. On the worksheet, they are to write 10 values, define them, and then give an example of a supportive behavior for each particular value. *(This should take a while).*

Once everyone has completed their list, lead a short discussion on what that process was like for people. Questions you may want to consider are:

- ① *“What was that like for people?”*
- ② *“What was challenging about that activity?”*
- ③ *“Was it hard to limit yourself to just ten values?”*
- ④ *“Did anyone discover that they don't really know what their values are?”*
- ⑤ *“Often times, our values come from our parents. Does anyone want to share a personal value that their parents don't value?”*

After a brief conversation, tell students that they have to cross off one value, and for the rest of their life they will have to live without that particular value. Get a few people to talk about whether that was hard or not, and why.

Now inform students that each one of them must cross off two values from their list. Continue this way, having students cross 1, 2, or 3 values off at a time (depending on time left in class), until they have narrowed their list to two values. **THIS ACTIVITY WILL GET NOISY AND SHOULD BE FUN! REMEMBER THAT CHAOS CAN BE ORGANIZED, IF FACILITATED WELL.**

## UPCOMING EVENTS (5 MINUTES)

Go over upcoming school events for the next two weeks, using the upcoming events highlights sheet. This will clearly take some homework on your part. We will discuss weekly happenings during Ambassador time so keep your eyes and ears peeled! Don't allow yourself to lose credibility by showing up unprepared!

## WRAP-UP & EVALUATION (5 MINUTES)

Give students an honest but constructive feedback. As you continue to build a relationship, the kids will respond more and more to your requests! Ask students what they enjoyed about today and remind them that you will see them in two weeks.

***Great job! Reflect honestly on the job you did. What did you do well? What do you need to work on? What suggestions will you bring to Ambassadors next week?***

