

What Do We Value?



Facilitation Protocol

Standards

Reflection

-> that is, the ability to contribute to society accompanied by a critical approach; capacity for well thought-out and responsible participation in the economic, social, cultural, and political life, as well as for presenting a critical stance towards prevalent but transient/changeable values, along with an ability to order such values hierarchically

SDG Connection: 16

Format

This lesson is designed for small group, and/or full class discussion to occur over 1 50-minute session.

Materials

- Value Card Sort Activity (either the [physical](#) or [digital version](#))
- The World's Most Influential Values Infographic ([linked here](#) or available in [lesson files](#))

Purpose

Our values refer to the principles or beliefs that guide our individual actions and those of society at large. The actions we take throughout our lives are rooted in values, and our values are shaped by our experiences; however, we can often find our actions, values, and experiences at odds with the demands of school and life in society. In this lesson, we will reflect on our values and understand how they inform our actions. We'll also consider the ways our personal values may be at odds with those of the community of people around us.

Introduction

What are our values? For each of the prompts below, list 3-4 values that you think best represent yourself, your school/institution, and your community or city at large. Examples could include: Courage, Happiness, Intelligence, Family, etc.

Self	School/Institution	Community/City
Tolerant Trustworthy Kind Honest	Authority Self-Reliance Determination	Wealth Social Standing Achievement

Pick ONE value from the list that you would say is the MOST IMPORTANT to yourself. Write it in the space below and answer the reflect questions:

Value: Kindness	Why is this the most important value to you?
	In what specific way does this value guide your actions ?
	In what ways is this value challenged by other individuals or society ?

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Facilitator Note: If you are doing this activity with a group, if individuals feel comfortable doing so, have them share out their values either with a partner or small group or take turns sharing out their responses with the large group (or use a gallery walk model). From these responses, generate a large list of different values and display it somewhere in your space, either on the board or on a slide. Note any values that repeat. See below for example:

Our Values	
Loyalty Spirituality Humility Compassion Honesty x3 Kindness x3 Integrity Respect Family x5	Determination Generosity Courage x2 Tolerance Trustworthiness Appreciation Empathy Toughness Self-Reliance Attentiveness

Having generated a collective list of values, consider having students reflect individually, in small groups, or taking turns again as a large group, responding to the following questions:

What do you notice about this list of values? What does it say about our values as a group?

What values did we have in common or that repeated multiple times? In what ways do our actions reflect those values? In what ways do our actions challenge those values?

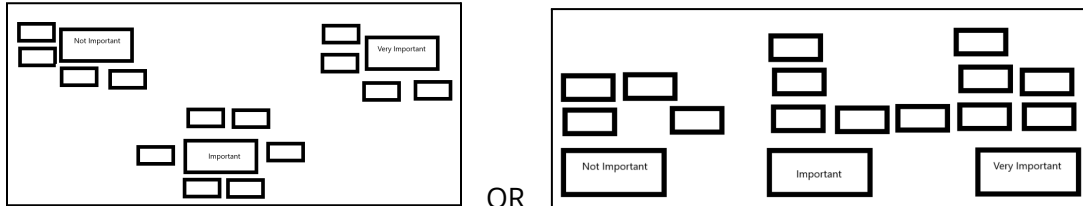
Are there any you would like to see on here that are not listed? Why do you think they did not make the list?

Consider This

Facilitator Note: To prepare for this section, you can have copies of the **Value Cards** printed and cut up for individuals or small groups to manipulate physically or you can use the [Google Jamboard version](#) to share online.

Access the **Value Card Sort Activity** (either the [physical](#) or [digital version](#)). This activity will happen over one to four rounds. Complete each round by following the instructions and responding to the reflection questions.

For each round, values can be **grouped** by their importance or **arranged on a continuum**:



Round One - Self	Round Two - School
<p>A) Sort the values and their importance as they describe <i>yourself</i> right now.</p> <p>B) Sort the values and their importance for how you aspire or hope to be in the future.</p> <p><i>What is the most significant difference between your present and future self?</i></p> <p><i>What is an action you can take to help achieve the values you hope to live in the future?</i></p>	<p>A) Sort the values and their importance as they describe your <i>school</i> right now.</p> <p><i>Are there any major similarities or differences between your values and those of your school?</i></p> <p><i>What opportunities or challenges arise out of these similarities and differences?</i></p>
Round Three - Community	Round Four - Country
<p>A) Sort the values and their importance as they describe your <i>community</i> right now.</p> <p><i>Are there any major similarities or differences between this round and any previous round?</i></p>	<p>A) Sort the values and their importance as they describe <i>your country</i> right now.</p> <p>B) Sort the values and their importance for what you aspire or hope <i>your country</i> to be in the future.</p> <p><i>Are there any major similarities or differences between your values and those of your country?</i></p>

<p><i>What do you believe is the cause of that?</i></p> <p><i>Are there any new opportunities or challenges?</i></p>	<p><i>What opportunities or challenges arise out of these similarities and differences?</i></p> <p><i>What do you think is the result of people living in a community or a country whose values are significantly different from their own?</i></p>
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Facilitator Note: For each round, point out the patterns and trends as a class. Which values were cited most often as important? Which values were cited least often? Not all rounds are required for the activity, pick and choose which ones could be most useful or insightful for students! Take pictures or screenshots of rounds you find significant or interesting to use for comparison or to connect to other lessons and activities.

Take it Further

Introduction

Since we live in communities and countries whose citizens represent a range of values and ideas of how to live and organize our lives, how can understanding our different values help us live harmoniously? Are there any distinct differences between the values of different regions of the world?

Step 1: Read

Use [The World's Most Influential Values Infographic](#) (linked here or accessible in the files) for this activity!

Step 2: Connect

After previewing the graphic, notice that many of the values overlap with the ones you have been analyzing for this lesson.

Step 3: Analyze

Next, find your region and respond to the following prompts:

For your region, are there any values whose ranking you strongly agree or disagree with? Why?

Step 4: Compare






Compare how your region ranked their values similarly or differently from others. What do you notice about your region's value rankings compared to others? For example, Africa and South America placed the highest importance on the value of community compared to, say, North America.

How do your own personal values fit into the graphic, either for your own region or in comparison to others?

Step 5: Reflect

Can understanding our different values help us live more harmoniously?

Reflect

How would you rate your understanding of this concept? <i>Place an "X" in the corresponding box below.</i>				
				

How has your understanding of this concept changed as a result of this lesson?

Which individual or community actions could this activity inspire?

How does reflection on our values help us understand our actions and experiences as individuals or of the communities and countries in which we live?

Take it Further

Take Action	Peer Assistance	Community Connection
Use your collected value lists to generate a list of collective commitments - beliefs and actions agreed upon by staff and students - that can guide classroom decision-making and culture. Generate 3-4 commitments each for yourself, peers, and adults.	<p><i>"You can't understand someone until you've walked a mile in their shoes."</i></p> <p>Using this quotation as a starting point and sample questions from resources like this from CAMBIAR Education, develop and conduct an empathy interview to better understand your peers. Expand the empathy interview to any group that might be relevant or interesting!</p>	Repeat the Value Sort activity with adults in your community: have students repeat it with parents, have teachers complete it in your building, have different groups in your community complete the value sort. Compare responses: what stands out as notably similar or different? What accounts for generational differences, or those explained by culture, religion, class, ethnic background, etc.?

Media

The Good Life (Podcast)	Driven to succeed: How We're Depriving Teens of a Sense of Purpose (Article)	Path to Purpose Handbook (Resource)
What does it mean to live the "good life"? This podcast episode explores this issue from a variety of perspectives and examines the role of education in supporting a purpose-driven life.	Psychologist William Damon makes the case that finding purpose can help youth discover their own path to success.	The Path to Purpose Handbook examines the why, what, and how of "purpose-finding" in the classroom. This fillable document provides an ample array of purpose-finding activities and discussion prompts for use in any classroom, and provides substantial evidence on using this practice in schools.

Extend

Language Arts	Mathematics
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<p>Research examples of individuals and groups in fiction and non-fiction whose values were challenged. Describe their values, how their experiences shaped their values, and the actions they took based on those values.</p> <p>Alternatively, create a list of fictional characters from pop culture (Harry Potter, Paw Patrol, Stranger Things, The Office, etc.) and recreate the introduction activity from this lesson from the perspective of those characters!</p>	<p>We often place a lot of value on money, but can money buy happiness? Examine the series of studies that correlate money with happiness, finding if there's any form of connection between the two. How much value should we place on our earned incomes? How much of our path to purpose should be centered on our future potential earnings?</p>
<p style="text-align: center;">Science</p> <p style="text-align: center;">Scientist Finds Secret to Thriving</p> <p>Using this or other studies/survey data as a starting point, develop an understanding of how scientists could study something like well-being, happiness, or thriving. How can the scientific method evaluate something so subjective? Create your own methodology or survey and perform a similar study with a group in your school or community. What have you found? What are the limitations of your research?</p>	<p style="text-align: center;">Social Studies</p> <p>Continue the examination of cultural values with resources from Gallup. Gallup has tracked global well-being and happiness over time. What factors contribute to well-being? What is the relationship between GDP and well-being? Why do some regions of the world report higher levels of well-being than others?</p>
<p style="text-align: center;">Art</p> <p>How are values built into physical and digital spaces? Examine your immediate surroundings, take inventory of how your space is arranged, what hangs on the walls and ceilings, what objects seem to have the most or least importance, what does the space communicate about who is valued, etc. Make a list of values and importance that is derived from your observations. What changes can you make to this space to have it</p>	<p style="text-align: center;">Physical Education</p> <p>The link between physical activity and well-being is undeniable. Brainstorm or research the barriers to physical activity for individuals and groups in your community. What can you do to help remove those barriers and improve the well-being of your community through accessible physical activities?</p>

reflect different values?	
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