
UNIT: VALUES AND GOALS**TOPIC: Values and Goals****TIMELINE: 1-2 Days**

OBJECTIVES:

OBJECTIVES: After completing this unit the student will:

1. Identify the meaning of values.
2. Explain how one's values are reflected in his/her lifestyle.
3. Identify the meaning of goals.
4. Plan short-term and long-term goals.
5. Evaluate the use of free time.

MOTIVATOR/INTRODUCTION:

ITEMS OF VALUE: Instruct the class to list three items they would select to take with them if their homes were on fire (a person cannot be one of the choices). The three items they chose reflect what they value. There are values which we have that are not material items. As a class, list some of these items (love, peace, honesty, friendship, respect, etc.). Have students make a list of five values which are important to them. Discuss the sources of our values (where we learn our values). Be sure to include parents, family, peers, religion, media, teachers, and past experiences. Instruct the students to analyze the source of each of the five values they have listed.

INFORMATION:

1. **VALUES:** As a class, define value. Value is from an old French word "vadoir" meaning to be of worth and from a Latin word, valere, meaning to be strong. It is synonymous with appreciate. It is a belief or feeling that someone or something is worthwhile.
2. **DIFFERENT VALUES:** Values vary from person to person and even from community to community and country to country. List three values that you believe to be typically American. List three values that you think would be important to a person in a third world country. List three values that you believe vary widely in importance among people in the United States. You can see that values vary greatly from person to person. What are the new values that you hold as a teenager that you did not hold before? How do you see your values changing as you grow older and approach parenthood?

VALUES AND GOALS OVERVIEW CONTINUED

3. **GOALS:** As a class, define goals. Be sure to include both long-term and short-term goals in your definition, or define them separately. Explain to the class that in order for goals to be successful, they must be specific and clear. The goal to become more friendly at school is very admirable; however, you will probably meet with more success by changing that to a more specific goal such as: to meet two new people every day at school. Have the class change the following to more specific goals:
- A. I want to do better in school.
 - B. I want to be more responsible.
 - C. I want to be successful in a career.
 - D. I want to be nicer to my family.
 - E. I want to improve my appearance.
 - F. I want to become more tidy.
4. **REALISTIC GOALS:** Explain to the class that goals must also be realistic in order to be successful. A realistic goal is one which you can reach. If the goal is too difficult it will cause you to become discouraged and give up on the goal. Discuss the following goals with the class. Are they realistic?
- A. To model professionally within the next six months.
 - B. To raise my cumulative G.P.A. by 3 points next semester.
 - C. To make my bed every day.
 - D. To purchase a new wardrobe that I feel more comfortable in.
 - E. To exercise for at least 30 minutes 5 times per week.
 - F. To say two nice things to my family every day.
 - G. To lose 20 pounds next month.
 - H. To do my homework every night.
 - I. To get to know everyone in my school.
 - J. To never get angry at anyone again.

GUEST SPEAKERS:

Invite someone who has achieved something worthwhile or important in his/her life. Have him/her talk to the class about the importance of setting goals and working on them. Include obstacles that have been encountered and how they were dealt with.

INDIVIDUALIZED ACTIVITIES:

1. **RANKING VALUES:** Give each student a worksheet with values listed on it. They should cut the list into strips, then rank the values in order of importance to them. Since they have been cut apart, the students are free to make changes until they feel that they have put them in the proper sequence. (see page 4)
2. **VALUE PAPER:** Have students write a paper evaluating whose advice is most important to them concerning their friends, family and school. (see page 5)

VALUES AND GOALS OVERVIEW CONTINUED

3. **PICTURES:** Mount and number pictures of six famous people. Have the students determine what they believe each person's goals were and have them list the probable steps taken by each person to achieve their status. (see page 6)
4. **GOALS:** Choose one of their long-term goals and write a list of the short-term goals they have set for themselves which will enable them to reach that long-term goal. Have them do it on a handout which looks like a football field with each step taking them closer to the goal (the long-term goal). Entitle it, "- REACHING FOR MY GOAL. (see page 7)
5. **GOAL SHEET:** Have students complete a goal sheet listing one of the short-term goals they can complete within two weeks. Have them keep the daily list of what they have done to reach that goal. (see page 8)
6. **RESUME:** Have students write resumes they would like to have when they are 24 years old. They should include what they want to have achieved by that time and what they want other people to think of them. (see page 9)
7. **CASE STUDIES:** Given case studies, have students identify the values held by the character in the case study, the desired goal, and steps that will be taken to accomplish each goal. Evaluate each case study to determine if the desired goal is realistic and specific. Add any suggestions which would aid the person in reaching their desired goal. (see page 10)

GROUP ACTIVITIES:

CHALLENGE PROJECTS:

1. **ADMIRABLE ADULT:** Have students interview an adult they admire as to the ways he/she has set and attained goals. (see page 11)
2. **NEWSPAPER ARTICLE:** Have students find an article in the newspaper about someone who is attempting to attain a goal. Have students list the goal, and what steps are being taken to reach the goal. List what resources are being utilized. (see page 12)
3. **TELEVISION VALUES:** Have students watch a television show, then summarize the plot, and describe what values are portrayed. (see page 13)
4. **FREE TIME VALUES:** Students should keep a list of all activities done during their free time for one week. At the end of the week they should analyze how their time is spent and what values it portrays. (see page 14)

SUMMARY:

Values and goals influence every part of our lives. Each person must define his/her personal values and goals.

RESOURCES:
