

Values

Summary

Students will understand and identify personal values and how values impact interpersonal relationships and financial decisions.

Main Core Tie

Adult Roles And Responsibilities

[Strand 1 Standard 2](#)

Additional Core Ties

Adult Roles and Financial Literacy

[Strand 1 Standard 2](#)

Materials

- [Class Values Auction](#)
- [Family Values - Parent](#)
- [Family Values - Student](#)
- [Insight into Your Values](#)
- [Interpretation Into Insights](#)
- [Lecture Guide](#)
- [Needs Sign](#)
- [Stand Up for Values](#)
- [Values Auction Worksheet](#)
- [Values PowerPoint](#)
- [Values Teacher Information](#)
- [Vocabulary Worksheet and Key](#)
- [Wants Sign](#)
- [Wants and Needs Activity](#)

Supplementary Resources

- *Values Clarification*
by Dr. Sidney B. Simon (Author), Leland W Howe (Author), Howard Kirschenbaum
- *In Search of Values: 31 Strategies for Finding Out What Really Matters Most to You*
by Dr. Sidney B. Simon (Author)
- *What Matters Most : The Power of Living Your Values*
by Hyrum W. Smith (Author)
- *Building Relationships, Developing Skills for Life*
by David H. Olson (Author), John Defrain (Author), Amy K. Olson (Author)

Instructional Procedures

Vocabulary

Use the [Vocabulary Worksheet and Key](#) (pdf).

Introduction/Pre-Assessment

Option 1: Introduction

Have students fold a sheet of paper in half. Leave the paper folded and have them make a list of ten things they spend most of their time doing (school, watching television, computer, video games,

chores, sports, sleeping, working etc.). Now, leaving the paper folded, have them turn the paper over and list the five things they hold most dear (family, religion, freedom, friends, relationships etc.) Students should then open the paper so they can see both lists. Have them draw lines to match the value to the activity it relates to. If students cannot match any values with their activities, perhaps they need to evaluate their lives. Do they need to re-evaluate their values or how they spend their time?

Option 2: Introduction

Place sheets of construction paper on the chalkboard. Select colors that are favorites except one that is not-so-popular. For example:

Have students select their favorite colors from those posted on the board. (Have students raise their hands as you point to the colors and tally the total of students that choose each color.) When you complete the tally, say, "I am sorry, you are wrong. Your favorite color should be brown (or the color with the fewest votes). If that is not your favorite color, you better switch now. You will never pass this class unless your favorite color is the same as mine. My favorite color is brown (or the color with the fewest votes). Now if you really want to get a good grade, you will wear brown, write with brown ink, and even find brown paper on which to do your work." (By this time, someone will probably tell you that this is unfair. It is a free country. NO ONE can tell them which color to like.)

Content Outline, Activities and Teaching Strategies

(All options do not necessarily need to be taught. Select ones to cover standards and objectives and according to your district policies.)

Option 1: Lecture/Discussion on Values

Use the [Teacher Information](#) (pdf), [Powerpoint](#) and [Lecture Guide](#) (pdf) to create a discussion on values.

Option 2: Stand Up for Your Values

Using the suggested [list of values](#) (pdf), read them aloud to class and have students stand up or raise their hands for the one they agree with. This is a great activity to create a class discussion among students.

Option 3: Values Auction

Have students complete the [Values Activity](#) (pdf).

Option 4: Class Values Auction

Have a class auction with the teacher as the auctioneer. Refer to the notes for [Auction Rules And Instructions](#) (pdf).

Option 5: Insights into Values

Use the [Insights to Values Worksheet](#) (pdf) and the [Interpretation of Insights into Values](#) (pdf). Have students complete the worksheet on which items they value the most. Have a class discussion about what each area means. Explain that no one's answers will be the same and no one is right or wrong. Each value is individual.

Option 6: Family Values

Students fill out the [Family Values Worksheet](#) (pdf). After they answer the questions they should ask an adult, preferably a parent or grandparent to fill out [Parent Family Values Worksheet](#) (pdf).

Students should compare the two and evaluate how closely their values match.

Option 7: Needs vs. Wants

Place the sign that says "[Needs](#)" (pdf) in one corner of the room. Place another sign that says "[Wants](#)" (pdf) in another corner of the room. Have students stand up and move to the sign they agree with when the teacher reads items from the [teacher information](#) (pdf). Create a class discussion about finances and things we have become accustomed to.

Summary/Evaluation

In life, especially as a teenager, it is essential to adopt and practice good values. Values teach self-discipline, honesty to yourself, responsible actions, self esteem, confidence, harmonious relationship and cooperation. Good values also help a person distinguish between right and wrong. It's hard to go

through life without values!

Authors

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