

WHAT DO I VALUE?

Purpose: This lesson supports students' exploration of what they value in order to make effective decisions in life.

Time Required for Lesson: 50 minutes

Grade Level: 7

Missouri Comprehensive Guidance Strand: Personal and Social Development

Big Idea: PS 1. Understanding Self as an Individual and as a Member of Diverse Local and Global Communities/Self Concept

Concept: PS.1.A. Self Concept



ASCA Standards:

Personal/Social Development

- A Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.
- B Students will make decisions, set goals and take necessary action to achieve goals.

Materials: *Things of Value* counselor sheet; *What is important to me?* activity sheet; Pens/pencils

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 7	Unit: <u>The Balancing Act</u>	Concept: PS 1.A.	 
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Show Me Standards: Performance Goals (check one or more that apply)

	Goal 1: gather, analyze and apply information and ideas
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems. 6. Examine problems and proposed solutions from multiple perspectives.
X	Goal 4: make decisions and act as responsible members of society 6. Identify tasks that require a coordinated effort and work with others to complete those tasks. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Assessment acceptable evidence of what learners will know and be able to do as a result of this lesson:

Completion of “What is important to Me”? Ease with which students communicate with others.

Lesson Preparation

Essential Questions: Why do people think differently?

Engagement (Hook): Does what you think matter? To whom does it matter? Why?

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
1. Reads the “Things of Value”: worksheet to the class	1. Students listen and reflect
2. Distribute the “What is Important to Me?” activity sheet and read the introductory paragraphs together.	2. Students follow along as introduction is read.
3. Ask students to find a partner and follow instructions on the worksheet.	3. Students find partners
4. Have students work with partners to complete worksheets and share ideas with each other	4. Work in pairs to complete and discuss worksheets, then share each other’s ideas with the class.
5. Ask students to take worksheet home and engage parents in this process	5. Discuss similarities and differences and what students deem important to them.

THINGS OF VALUE

Everything has some sort of value. In our country, we often think of money as a way of measuring worth. Something may be worth fifty cent, one hundred dollars, or one hundred thousand dollars. If we lived in India, the value of something may be determined by cattle.

We also place importance on things because they fill a need. For example, we place a priority on food, clothing, and a roof over our heads. These things are essential. A friend who comes to see us in the hospital is important to us because of the concern shown by that friend.

Many things of value cannot be seen or measured. Honesty is one of those. If you are honest and if you want others around you to be honest, then honesty is something you value. Things of value change as we grow and learn more about ourselves. Most things of value are learned from family, friends, and school. Our things of value are often different from those of our friends. This may cause conflict and you may have to make choices. For example, your friends may ask you to do something that you don't like to do or something that your parents do not approve. You will have to decide if you should be loyal to your friends or do what you feel is right. When things you value conflict with your friends, how do you decide what to do? The following activity will help you identify what is important to you.

WHAT IS IMPORTANT TO ME?

Name _____ Date _____

What is most important to you? There is no right or wrong answer. Knowing more about what is important to you will help you know yourself better.

With a partner, read the following lists of words. Be sure that you understand each word. Look up the words with which you are unfamiliar. It is not necessary to write the definitions; just understand them.

1. Select three ideas that you think would make the world a better place. Mark them with a "WM" for "World-Me." Then tell your partner why you chose those ideas. Listen very closely as your partner tells you his or her choices. Mark his or her important issues with a "WP" for "World-Partner."
2. Go back through the list and identify 10 ideas that are important to you as an individual in everyday life. Mark those with "ED-M" for Every Day-Me. Then tell your partner why you chose those ideas. Listen very closely as your partner tells you his or her choices. Mark his or her important issues with an "ED-P" for "Every Day-Partner."
3. When each of you has discussed your choices, join 3 other pairs and introduce your partners by name to the group; explain of your partner's choices for the world and 3 of your partner's personal choices to the class.
4. Contribute to class conversation by volunteering to tell about ideas you and your partner have in common and those which are different. Listen for similarities and differences in others' ideas.

___ religion	___ safety	___ democracy	___ family stability
___ education	___ shelter	___ physical appearance	___ skill/talent
___ respect for others	___ dignity and worth	___ honesty	___ health
___ tradition	___ freedom	___ justice	___ change
___ economy	___ love	___ maturity	___ loyalty
___ conformity	___ money	___ extravagance	___ leisure
___ good grades	___ altruism	___ environment	___ practicality
___ a good job	___ recognition	___ individuality	___ aesthetics
___ equality of choice	___ autonomy	___ pleasure	___ achievement
___ wisdom	___ morality	___ knowledge	___ power
___ children	___ social equity	___ financial success	___ true friends
___ long life	___ community work	___ saving for future	___ faith
___ individual liberty	___ personal growth	___ diverse friends	___ happy marriage
___ obedience	___ initiative	___ social organizations	___ adequate clothing
___ wealth	___ charity/service to others	___ emotional well- being	___ opportunity to work for a living

Take this activity home and have one of your at-home-adults mark an "X" next to those he or she thinks are most important. Discuss how your lists are alike and how they are different. Discuss which factors account for these similarities and differences.