

# VALUES AND ACTIONS

*Do my values match my actions?*

## VALUES AND OUR COMMUNITY



**Values Person:** As participants enter the classroom, hand them a Values Explorer card. Ask them to think of someone they know who is living in a way that demonstrates that the value is important to them. Pair share.

## MY VALUES



Have students complete the Values Explorer card sort, choosing their top 10 always valued and their 10 least/never valued values. (See **Additional Information** for ideas about doing this activity if you do not have a deck for each student.)

Students should place Never Valued cards to the side and pare down their Always Valued list to their top 5 most valued. Then, have them pare it down to the top 2 and bring those to a small group circle.



Have students share these values with each other—no judgment, just listening. While they share, they should keep these questions in mind: 1) Where do these values come from? 2) When did these values become important to me?

How much variety did we notice in people's core values? Other top 10 values?



**LARGE GROUP DEBRIEF:** *What values did we have in common? Where did these values come from? When?*



**HOW I SPEND MY TIME:** Have students complete **Worksheet 2.1**. Fill out "Top 10 Ways I Spend My Time" first—this should be for a typical week. Then, have them complete Top 5 Values. Have students examine if the way they spend their time reflects their top 5 values. Thinking back to Values Person—would people choose them as examples of living out their top 2 values?

## VALUES MAKEOVER

*Values guide our actions; actions reflect our values.*



**VISUAL EXPLORER:** Have each student choose a picture that represents a time when they made the choice to go against the group in order to remain true to their values.



**ONE WORD WHIP:** How did that feel? Each person should share one word.



**VISUAL EXPLORER DEBRIEF:**

Share more specifics, using picture.

- *What was hard about that decision? What was easy?*
- *What were the consequences?*
- *How did you stand up for your values—what techniques did you use; what support did you seek?*
- *What did your decision/behavior tell other people about who you are and what you think is important?*



**THE BIG HOW:** Using examples students just discussed, create a master list of methods/techniques/support systems students used to help them remain true to their values.



# VALUES AND ACTIONS

*Do my values match my actions?*

## VALUES AND OUR COMMUNITY



Think of a person you know who is living in a way that demonstrates this value is important to them:

## MY VALUES



Values Explorer Card sort.



Where do these values come from? When did these values become important to me?

How much variety did we notice in people's core values? Other top 10 values?



What values did we have in common? Where did these values come from? When?



Top 10 ways I spend my time.

## VALUES MAKEOVER

Values guide our actions; actions reflect our values.



Choose an image that represents a time when you made the choice to go against the group in order to remain true to your values.



Create a master list of methods/techniques/support systems you all used to help you remain true to your values.

## MY VALUES AND MY ACTIONS



### VALUES ROLE PLAY:

Think of a time when you made a choice that did not stay true to your values—this should be a time that you might have wanted to handle differently. Create a role play of this situation, but this time you will stay true to your values. Think about the list of methods your group just generated—is there something from this list you can use in your role play to help you stay strong and act in alignment with your values?



### VALUES ROLE PLAY 2:

Choose a partner—new or previous—and think of a situation you anticipate encountering where your values will be challenged, in the near to mid-range future. Create a role play for this scenario, using a different technique from the list of methods. Possible scenarios might include: choosing a major in college, choosing a career, peer pressure to drink or use drugs, forwarding unkind e-mails or texts, gossiping, cheating on a test, etc.



### MIND MAP:

Create a mind map that illustrates your core values and the people and places that support those values.