

Chapter 1

Lesson 2

Exploring My Values

Theme: Identify Personal Values

Lesson Objective:

Students will identify personal values and understand how they can use this self-knowledge in making a career choice. (See matrix for Arizona Academic/Adult Standards).

Steps to Follow:

“Knowledge is like a garden, if it is not cultivated, it cannot be harvested.”

--Guinea proverb

“What lies behind us and what lies ahead of us are small matters compared to what lies within us.” –Ralph Waldo Emerson

1. Post one of the quotations and discuss how they think it may apply to this lesson.
2. Ask: What are values? (Principles we feel are important. They develop throughout life. We adopt them from people we admire and eventually admire people because of their values. We want to instill our personal values in our children.)
3. Tell: Our values help predict the kind of work and work environment we may find most satisfying. Life or career decisions made in conflict with our values will almost always make us feel unhappy. (The connections between values, goal setting and decision-making are examined at length in *M2W* Chapters 2 and 3).
4. Read *Worth Their Weight in Gold – Exploring My Values* S1.
5. Complete *My Early Dreams* S2. Help students think of careers that are compatible with the values they identify in the activity.
6. To introduce Activity 2, *Silent Values Auction*, ask the following questions:
 - What happens at an auction?
 - How do people decide how much to spend?
7. Distribute *Budgeting Values* S3. Explain directions at the top of handout and ask the student to complete the handout by considering the importance of each value to them. How do people decide how much to spend?

8. After the student has completed the activity, ask the following questions:
 - Did you budget most of your money on just a few things or on quite a few?
 - What might that mean?
 - What impact will your values have on work that you choose?
9. Have students compare their important values from the *Early Dreams* activity and the *Budgeting Values* activity for any similarities. Discuss how their values have evolved.
10. Look at the 3 current career ideas the student lists in the *Early Dreams* activity. At this point, these are tentative choices. Help the student start thinking realistically: how much education or training is required? Are they willing to commit to the required preparation?

Materials:

Worth Their Weight in Gold – Exploring My Values S1

My Early Dreams S2

Budgeting Values S3

Evaluation:

Rubric

Enrichment:

Expand the concept of living your values

- Make a list of your values. List 10. For each value write 2 things you do or say that show your value.
- *The Ideal Parent EN1*

Use *Occupation Outlook Handbook* to find facts about jobs that student named in *Early Dreams* activity.

WORTH THEIR WEIGHT IN GOLD—EXPLORING MY VALUES S1

What makes people show up for work everyday? One obvious answer is—a paycheck. But money isn't all that people want from work. In fact, research shows that most people think some things are more important than money. People who like their work — and there really are millions of them! — usually, rate pay as the # 8 value in a list of 10. Some things people might value more than money are recognition for doing a good job, working as part of a team, building something people need, or helping people improve their lives.

What would make *you* show up for work everyday? Once you have a regular paycheck, you'll want satisfying work to keep you coming back. The aim of this lesson is to discover your work values—the things you want to get from work to feel it's worth the effort. When your work fits with your values, work isn't just a way to pay the bills; it's fulfilling and exciting.

Once you identify which values are most important, think about the kinds of work that would provide them. That's an important step in making career decisions that will be right for you.

My Early Dreams

S2

As children, most people have dreams about what they want to be when they grow up. What jobs sounded good to you when you were a child? As you get older, you may no longer want that dream, or may feel that it is unrealistic, but you may still want some of the values those dreams represent. Complete the following activities.

1. When I was younger, I wanted to be a _____.
2. In the list below, "My Values," circle the values, or reasons, why you wanted that job/career.
3. Look at the list again. Write below five (5) values that are most important to you **today**. Have your values changed?

My Values:

Achievement	Cooperation	High Income
Respect	Advancement	Creativity
Honesty	Security	Ambition
Influence	Service	Artistry
Knowledge	Status	Entrepreneur
Independence	Leadership	Team Work
Beauty	Excitement	Loyalty
Time freedom	Physical activity	Known as an expert
Trust	Challenge	Fame
Wealth	Change and variety	Fast pace
Power	Competence	Freedom
Predictability	Work alone	Competition
Friendship	Privacy	Contribution
Helpful	Recognition	Wisdom

Our choices in any situation reflect our values. This activity gives you a chance to see how your values affect your choices in spending. Below is a survey to help you determine what your values are. It's fun, and you may learn some surprising things about yourself!

Directions

Imagine that you have \$10,000.00 and a list of possible items to spend it on. Read the list of items carefully. In the space to the right of each item, decide how much of your \$10,000.00 you would pay for that item. Allocate money only to those items you really want to have. The more important the item is to you, the more money you should budget for it. You can spend \$500.00 on one item, and \$100.00 on another. You can spend no money on items that don't appeal to you at all, and you can spend your entire \$10,000.00 on one item if that's what you want to do. Spend **all** of your \$10,000.00—you can't take it with you. If you find you have overspent, go back and change the amounts until it equals \$10,000.00. Do the same if you have not spent all your money.

Remember that your choices will reflect the values that are most important in your life at this time. Five years ago they might have been different. Five years from now they probably will be different, reflecting your movement and growth over time.

Items to Buy	Amount Spent
1. A chance to rid the world of prejudice	_____
2. A chance to serve the sick and needy	_____
3. A guarantee to become a famous person (movie/music star, sports hero, astronaut, etc.)	_____
4. An idea that will bring you money and fame	_____
5. Perfect understanding of the meaning of life	_____
6. A vaccine to make all persons incapable of theft or lying	_____
7. A chance to set your own working conditions	_____
8. To own stock in a highly successful company	_____
9. The Presidency of the United States	_____
10. The perfect love affair	_____
11. A house with a beautiful view, with your favorite works of art	_____

12. To be the most attractive person in the world _____
13. To live to one hundred with no illness _____
14. The most complete library of great books for your own
private use. _____
15. Harmony with God, doing God's work _____
16. A way to rid the world of unfairness _____
17. The resources to donate one million dollars to your
favorite charity _____
18. To be voted outstanding person of the year and praised
in every newspaper _____
19. To master the profession of your choice _____
20. Time with nothing to do but enjoy yourself, with all
needs and desires automatically met _____
21. To be the wisest person in the world _____
22. A scheme to sneak "truth serum" into the drinking water _____
23. A way to do your own thing, without hassles _____
24. A large room full of silver dollars _____
25. The love and admiration of the whole world _____
26. Peace of mind _____
27. Your own powerful computer, for any and all facts you
might need _____

Key

Below is a definition for each value in this activity. Check it after you have allocated your money.

1 & 16	Justice	The quality of being impartial or fair
2 & 17	Humanitarianism	Regard for the interests of others
3 & 18	Recognition	Being made to feel significant and important
4 & 19	Achievement	Accomplishing goals
5 & 21	Wisdom	Insight, good sense, judgment
6 & 22	Honesty	Straightforwardness, integrity
7 & 23	Autonomy	Able to be independent
8 & 24	Material wealth	Abundance of material possessions
9	Power	Authority or influence over others
10 & 25	Love	Affection, attachment to others
11	Aesthetics	The appreciation and enjoyment of beauty
12	Physical attractiveness	Concern for the appearance of one's body
13	Health, physical well-being	Concern for the health of one's body
26	Emotional well-being	Freedom from overwhelming anxieties
20	Pleasure	Satisfaction or gratification
14 & 27	Knowledge	The seeking of truth and/or information
15	Religious faith	Communion with and action in behalf of a Supreme Being

For which 3 items did you budget the most money? What is the value from the list above?

Top 3 Items:	The Value
1. _____	_____
2. _____	_____
3. _____	_____

Look at the values you selected in "My Early Dreams" and in this activity. What do you consider your top 3 values? That is, what are the 3 things you'd like to get from work?

1. _____
2. _____
3. _____

List 3 realistic careers that would be compatible with your current values:

The Ideal Parent (Adapted from materials from *Character Counts!*)

EN1

Overview: It's not easy to be a parent. What do teens think they need from parents – and how would they be a good parent? This exercise finds out.

Procedure:

Say: What makes a good parent? Today we are going to create a code of behavior for parents – the kind of parents you would like to be.

- Write the following questions on the board, or create a handout using the questions and distribute a sheet to each student.
- Give the students time to write down brief answers. Then go down the list of questions, writing down volunteered answers.
- Encourage the students to write down whatever responses they like so they can add them to their initial responses.
- After 15 minutes, direct the students to write their own code, based on the answers they like best. Tell the students to write **The Code of Ten Essentials for Good Parents**. Have the students write them as a series of declarative statements (e.g. The good parent sets clear rules and enforces them consistently, or Good parents never do anything they say is bad for kids).

Questions

1. What should parents do when they are angry? What should they say to themselves?
2. What effects do parents' personal habits have on their kids?
3. How strict should parents be about rules (homework, curfew, chores)?
4. What should parents do when kids break the rules?
5. Should parents try to be their kid's friend?
6. How tough should parents be when a kid is caught lying, stealing, or being cruel?
7. How and when should parents say "no?"
8. Which is more important to being a good parent: honesty or kindness?
9. What is the most important thing parents can do to be a good parent?
10. What should parents say and do when their kids do something right