



Understanding and Choosing Personal Values Grades 7-12 Family and Consumer Science: Family Relations, Life Planning or Orientation to Success

Standard(s): ELA

- Writing
- Communication

CORE ITACS

- Communicate needs, values, wants and goals
- Build and maintain constructive interpersonal relationships

Overview:

Given a pre-test of terms, the students will have a classroom discussion about the definition of values, goals, needs, wants, resources, conflict of values, stereotypes and prejudices. Students will create a group list of at least 12 values they feel are universally important. Individually, students will then prioritize this list of values based on their personal importance. When completed, students will debate their answers.

Objective:

When this lesson is complete, the students will be able to:

- Have an understanding of the definition of values, goals, needs, wants, resources, conflict of values, stereotypes and prejudices
- Evaluate their individual values
- Gain an appreciation for others' opinions

Materials:

Pre-test of terms, chalk board or flip chart to record data, index cards and pencils, pens, markers or chalk.

Application:

Step One: Give students the pre-test of multiple choice question definitions.

1. _____ values A. Things that you want to accomplish in life
2. _____ goals B. Assumptions without facts
3. _____ needs C. Something required for survival
4. _____ wants D. Hostility toward a group of people
5. _____ resources E. Something needed to accomplish a goal
6. _____ conflict of values F. Things you consider important in your life
7. _____ stereotype G. Something a person would like to have but can live without
8. _____ prejudices H. Two or more values that cannot be satisfied at the same time

Step Two: Discuss students' individual answers and make sure everyone in the class understands the definitions.

Step Three: Have students brainstorm values important to them. Using the chalkboard or flip chart, record students' answers, making sure that they come up with at least 12 values. Once completed, leave the goals visible to the entire class.

Step Four: Give each student in the class the same number of index cards as values. Have individual students rewrite the values, one to an index card, and prioritize them in order of importance. Make sure students number their cards in order of importance.

Step Five: Have students individually present their values by order of importance to the entire class. Students must be able to support their decisions. After classroom discussion, try to come to a consensus of the order of importance by the entire class. Students may revise their list at any time or defend their list to the class. Are there any right or wrong answers? Students must write a final one-page summary of what their findings were.

Step Six: Prominently display the final list of values for the entire class to see and be reminded of daily.

Assessment:

Classroom participation and evaluation of written summary.