



High School

National FFA Organization

Lesson HS.10

DEFINING CORE VALUES

Unit. Stage One of Development—ME

Problem Area. Who Am I as a Leader.

Precepts. D2: Accurately assess my values.

National Standards. NSS-C.9-12.2 — Foundations of the Political System —

What values and principles are basic to American constitutional democracy.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Define core values.
- 2 Identify personal values.
- 3 Identify the benefits of living by personal values.



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Time. Instruction time for this lesson: 50 minutes.



Resources

National FFA Essential Learning materials. 2003.

Simon, Sidney B., et al. *Paperback Values Clarification: A Handbook Of Practical Strategies For Teachers And Students*. New York, New York. Dodd Mead, 1978.



Tools, Equipment, and Supplies

- ✓ Calculators
- ✓ Envelope—one per student
- ✓ FFA Creed—one copy per student
- ✓ Markers
- ✓ Overhead projector
- ✓ Paper
- ✓ Pencils
- ✓ Poster paper
- ✓ Tape
- ✓ Transparencies
- ✓ Writing surface



Key Terms. The following terms are presented in this lesson and appear in bold italics:

- Values
- Values clarification



Interest Approach

Give a piece of poster paper, pencil and marker to each student in the class. Have students clear a workspace so they can draw on the poster paper. Have a few calculators ready in case students need them to help with the simple calculations they will be performing. Walk over to your writing surface and draw a large circle.



This circle represents a one-week segment of your life. Draw a similar circle on your poster paper. Then begin to divide up the circle into slices representing how much time you spend on various activities throughout the week. Estimate how many hours or parts of an hour you spend in each activity. Activities might include: sleep, school, work, homework, chores, family time, and time spent with friends, music, church, etc. Your estimates will not be exact but they should add up to 168 hours of your week. Try to make each slice of the circle proportionate to the part of the week you spend on that activity. You will have approximately 25 minutes to complete this part of the activity. Begin now.



As the students are drawing, walk around the room and make sure they are on task to finish in the time allotted. You may need to move calculators around the room if some students need them. Place a couple of pieces of tape next to each student so they can hang their poster on the wall nearest to them. At the end of the exercise place the following questions on the writing surface so all students can read them: Are you satisfied with the sizes of your slices. Ideally, how large would you want each slice to be. What could you do to change the size of some of your slices. At the end of 25 minutes say the following:



Tape your poster on the wall nearest to you, then turn to the person closest to you and while taking turns, ask them the following questions: Are you satisfied with the sizes of your slices. Ideally, how large would you want each slice to be. What could you do to change the size of some of your slices. Write these questions on your poster to help you remember them. You have five minutes to ask and answer the three questions.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define core values.



The previous exercise not only showed us where we spent our time throughout the week but also what we valued doing with our time. Let's spend the next few minutes defining what values are and how we can recognize them.

Provide definitions for values and values clarification on a writing surface or show HS.10.TM.A–B. This activity should take about five minutes.

I. Definitions of values.

A. **Values:** Things we believe in strongly. Things we don't compromise or change.

1. Values are shaped at an early age.
2. Parents, teachers, friends, religious leaders, and heroes help shape our values.
3. Values can change over time in response to changing life experiences.

B. **Values clarification:** HS.10.TM.B

1. Doesn't state what values should be, only provides help to discover what they are.
2. Values must be chosen freely
 - a. From alternatives
 - b. After thoughtful consideration of the consequences of each alternative
3. Values must be cherished
 - a. Being happy with the choice.
 - b. Willing to affirm the choice publicly.



4. Values must be acted upon
 - a. Doing something with the choice.
 - b. Repeating the choice consistently.

Objective 2. Identify personal values.



Think for a moment about the notes you just wrote on paper. What are the things you choose, cherish, and act upon. With those things in mind, finish each of the following statements by writing the answers down on your paper. Take about five minutes to complete this task.

Write the following questions on a writing surface or show HS.10.TM.C.

II. Strength of our values.

A. Finish each of the statements:

1. I would prefer to keep to myself that...
2. I will share only with my friends that...
3. I would quietly take a position in favor of...
4. I would argue strongly in favor of...
5. I would be willing to physically fight for...
6. I would be willing to die for...

Ask two or three students to share.



How did this activity help you identify your personal values. How hard was this for you to complete. Did this help you identify your core-strongest-values.

Objective 3. Identify the benefits of living by personal values.

On the writing surface, brainstorm, with the whole class, how our choices, based on our values, influence others. Have the students write down the answers in their notes.

III. Let's take the last few minutes of class and brainstorm how our choices, based on our values, might influence others. One way might be:

- A. My choice not to drink alcohol, when shared with others, might convince them not to drink.
- B. Another way might be...

You might need to suggest several other choices to get them to open up and share.



Review/Summary

Use the Choral Response Moment to review how students would define a value, clarify a value and identify personal values.





Application

►Extended Classroom Activity:

Compose a personal creed based on current values. Seal the creed in an envelope and put it in a safe place. Review the creed every five years. Observe how your values might still be the same or different.

►FFA Activity:

Read the FFA Creed. Make a list of the values that are contained within it. How are these values similar to the ones you have identified in this lesson.

►SAE Activity:

Draft a list of ways your personal values could be beneficial as you conduct business within your SAE project.



Evaluation

HS.10.Assess

Answers to Assessment:

Part One: True or False

1. False
2. False
3. False
4. True
5. False

Part Two: Short Answer

6. Check answers against the list brainstormed in class.



DEFINING CORE VALUES

Part One: True or False.

Instructions: Read each statement and decide if it is true or false. Write the word “true” or “false” in the blank beside the statement.

1. Values can be compromised.
2. Values don't change over time in response to changing life experiences.
3. Values clarification states what values should be.
4. Values must be chosen freely from alternatives.
5. Values are shaped in the teen years.

Part Two: Short Answer

Instructions: Provide information needed to answer the following questions.

6. List five ways our choices, based on our values, might influence others.



VALUES

- ◆ **Things we believe in strongly. Things we don't compromise or change.**
- ◆ **Values are shaped at an early age.**
- ◆ **Parents, teachers, friends, religious leaders, and heroes help shape our values.**
- ◆ **Values can change over time in response to changing life experiences.**



VALUES CLARIFICATION

◆ **Doesn't state what values should be, only provides help to discover what they are.**

◆ **Values must be chosen freely**

➔ **From alternatives**

➔ **After thoughtful consideration of the consequences of each alternative**

◆ **Values must be cherished**

➔ **Being happy with the choice.**

➔ **Willing to affirm the choice publicly.**

◆ **Values must be acted upon**

➔ **Doing something with the choice.**

➔ **Repeating the choice consistently.**

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STRENGTH OF OUR VALUES

Finish each of the statements:

- ◆ **I would prefer to keep to myself that...**
- ◆ **I will share only with my friends that...**
- ◆ **I would quietly take a position in favor of...**
- ◆ **I would argue strongly in favor of...**
- ◆ **I would be willing to physically fight for...**
- ◆ **I would be willing to die for...**

