

The **BIG** Idea

- What values are most important to me?

AGENDA

Approx. 45 minutes

- I. Warm Up: What's the Right Price? (5 minutes)
- II. Measuring What Matters (10 minutes)
- III. My Values (10 minutes)
- IV. Values Auction (15 minutes)
- V. Wrap Up (5 minutes)

MATERIALS **PORTFOLIO PAGES:**

- Portfolio page 18, What Matters Most
- Portfolio page 19, Personal Values
- Portfolio page 21, Grade 7 Skills Checklist (Value skills only)

 FACILITATOR PAGES:

- Facilitator Resource 1, What Price Is Right?
- Sheet of paper or large index cards, (four per group or individual white boards with markers for warm-up)
- Slips of paper or 1/2 small index cards, (one per student for Values Auction)
- Newsprint/Posterboard, 5 sheets
- A container (hat or bag)
- \$500 in monopoly money, or money chips (varied denominations, i.e., one \$100, four \$50s, five \$20s ten \$10s) and a "bank" for making change.

OBJECTIVES

During this lesson, the student(s) will:

- Begin to define their personal values by recognizing common themes among things they identify as being "important" to them.

OVERVIEW

This lesson gives students an opportunity to look at the role of values in guiding and shaping our lives. Students guess the price on big-ticket material goods, then move on to identify the things (such as friends and family) they value most. Next, students participate in an in-class auction, using play money to bid on what they hold to be most valuable. Finally, students pick one value and reflect on what role it will play in guiding their future choices.

PREPARATION

- Write the **BIG IDEA** and day's agenda on the board.
- Create a newsprint/posterboard copy of each item from **Facilitator Resource 1, What Price Is Right?**
- Write the open-ended statements for the wrap-up on newsprint/blackboard.

IMPLEMENTATION OPTIONS

I. WARM UP

- You may wish to have students guess prices individually rather than in teams.
- You may wish to research the current prices of the items listed or choose items that are currently popular.

IV. VALUES AUCTION

To make bookkeeping easier and allow the auction to proceed at a brisk pace:

- Distribute your own paper “money” in large denominations, and raise prices by \$25 or \$50 at a time.
- Have students put “spent” money in an envelope to be turned in at the end of the game.

As you are getting down to the final auction items, you may find that some students who have purchased items don't have enough money left to compete. You can recommend that they pool their money with classmates who are trying to buy a value, but also don't have enough money, so that they can “share” a value.

V. WRAP-UP

To make sure students are focused, you may want to conduct the values discussion before the auction begins.

ACTIVITY STEPS

I. WARM-UP (5 minutes)

1. [As you welcome the students, ask them how many of their parents, grandparents, or guardians watch “The Price Is Right.” Ask how many of them watch the show. Tell them that their first activity today will be a team competition based on this popular game show where they will have to guess the price of luxury or dream items. Explain that unlike the show, they will not be winning any of these items – or other prizes – because the purpose is to see how much they know about the “value” of things.]
2. [Use an engagement strategy to divide the students into four teams. Give each group four pieces of white copy paper or large index cards and a fine tip marker.]
3. [Display the first “Item for Bid” (Nintend Wii) you created from **Facilitator Resource 1, What Price Is Right?** on newsprint/posterboard. Explain that of the three prices listed, only one is correct.]

[Tell the groups they have 20 seconds to come to consensus about which price is right, and write it on their card. Time the groups as they collaborate, call time and tell them to hold up their guesses. Award 5 points to each group that gets the correct answer.]

[Use the same process as you display items #2 (J Lo’s Engagement Ring), #3 (52” Plasma HDTV) and #4 (GMC Yukon) for bid. Time the collaborations, award points as the teams guess correctly. Add up the team points and announce the winner(s).]

4. [Guide the students in a discussion about the factors (status, supply v. demand, etc.) that determine how “value” is assigned to material things in our lives.]

II. Measuring What Matters (10 minutes)

1. **SAY SOMETHING LIKE:** While these material things have a lot of monetary value, there are things that we care about deeply in our lives on which we could never place a price tag – they are, as a popular commercial states – “priceless.”

[Refer students to **Portfolio page 18, What Matters Most**. Tell the students to look over the list and take a minute to choose those things that are important or valuable to them by placing a “V” on the line in front of the item. Explain that they should list other things that they care about deeply in the section, “Other things that are important to me.”

2. [Allow the students about a minute to complete their checklist.]

SAY SOMETHING LIKE: Now I want you to look over your list of “Vs” and using the chart at the bottom of the page prioritize your “valuable” items.

[Explain that they are to write the things that are most important to them in the “Matters the most,” section of the chart, and those that they could do without if they had to in the second column.]

3. [Use an engagement strategy to get the students into pairs. Use another engagement strategy to determine which student will go first as they share with their partners why they selected the things on their “Matters the most” list and why the things on their “Important, but I could do without it if I had to” list are not as important as the preceding list.]

[Get their attention and ask them to look over the items on their list one more time. Tell them they have an opportunity to decide now if there is anything they want to add or “move” to their “Matters the most” list.]

III. My Values (10 minutes)

1. [Instruct students to turn to **Portfolio page 19, Personal Values**. Tell them that they are going to choose one value from **Portfolio page 18, What Matters Most** to reflect on and write about, but before they make a choice, it’s a good idea to know what they are going to be asked. Give students one minute to read the questions quietly to themselves. When they are finished, they should choose one very important value and complete the questions.]

IV. Values Auction (15 Minutes)

1. [Distribute a slip of paper or ½ of a small index card (writing utensils, if necessary) to each student. Tell them to choose something very valuable to them – it can be a value from their list or something that they own that is worth a lot of money or has great sentimental value - and to write it neatly on the paper or index card. Have them fold the paper or card in half and place it in the container.]

[Ask the students if they have ever been to an auction, or know what happens at an auction. Let volunteers share what they know, clarify any misconceptions and explain that they are about to participate in a “Values Auction” where they will bid on items placed on the “Matters the Most” auction block.]

2. [Distribute \$500 in monopoly money, or money chips you've created, to each student. Make sure the denominations are varied so that students can easily pay for their purchases. Have a "bank" ready to make change.]

[Explain that there will only be _____ [Note: The number of items depends on the number of students in your class for that day] items up for bid so they may want to reserve some of their money to bid on items that matter most to them.]

3. [Select a banker to help with the auction process. Let the banker know s/he can bid on items s/he wants.]
4. [Take one of the items from the container, read it to the class, and in true auctioneer jargon ask "How much am I bid for (name of item)." Conduct the bidding as much like a real auction as possible, making it fast and fun! As you come across items that have already been auctioned, put them to the side, auctioning only original items in the first round. Go back and auction the repeat items to make sure everyone has had a chance to buy at least one value.]

V. Wrap Up (5 minutes)

1. [Ask students to think for a minute about one way in which one of the values they "purchased" guides their actions or behavior. Show them the open-ended statements, from the list below, that you've written on newsprint/blackboard and tell them to complete one of the statements with their own thoughts and feelings. Allow volunteers to share their statements as time permits.]

Open-ended statements:

- This value allows me to...
- This value helps me to...
- This value gives me...
- This value will/will not influence my education or career decisions because. . .

SKILLS CHECKLIST

Direct students' attention to **Portfolio pages 21, Grade 7 Skills Checklist**. Have students complete the skills checklist questions for Taking Tests skills.

VALUES

I can...

Identify the values that are important to me.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
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What Price Is Right?

Nintendo Wii

Customer Choice Bundle

\$299.98 \$563.64 \$389.99

(Correct answer is \$563.64)

Jennifer Lopez's (J LO's) Pink (6.1 CARAT)

Engagement Ring From Ben Affleck

\$6 MILLION \$2 MILLION \$10 MILLION

(Correct answer is \$2 million)

Sony Bravia 52" LCD Flat Panel HDTV (5 Star)

\$5499.50 \$3999.99 \$2188.72

(Correct answer is \$3999.99)

2008 GMC Yukon Hybrid-4WD Base Price

\$53,775 \$44,155 \$70,499

(Correct answer is \$53,775)

What's most important to you?



What Matters Most

Identifying

Write a "V" beside each value that is important to you. Write other things that are important on the lines below "other things."

- | | |
|--|--|
| <input type="checkbox"/> Spending time with friends | <input type="checkbox"/> Loving someone |
| <input type="checkbox"/> Spending time with family | <input type="checkbox"/> Having one good friend |
| <input type="checkbox"/> Practicing my faith/spiritual beliefs | <input type="checkbox"/> Having lots of friends |
| <input type="checkbox"/> Spending time alone listening to music or reading | <input type="checkbox"/> Having lots of money |
| <input type="checkbox"/> Being part of a sports team or youth club | <input type="checkbox"/> Helping others |
| <input type="checkbox"/> Being loved | <input type="checkbox"/> Having time to do the things I like |
| | <input type="checkbox"/> Getting good grades |

Other things that are important to me:

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Prioritizing

Look at each thing marked with a "V" above. Write the things that are most important to you on the lines under "Matters the most." Write the less important things on the lines under "Important, but I could do without it if I had to."

Matters the most

Important, but I could do without it if I had to

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How will your values
affect your plans for
the future?



PERSONAL VALUES

Choose one value from the “What Matters Most” page in your portfolio that you identified as being important to you. Use the guiding questions below to explain how that became one of your personal values.

1. What value did you choose?

2. Why is this value important to you?

3. How will this value affect the choices you make about your future career?

Example: The value I chose was family, so I hope to find a job where I live fairly close to home.
