STATION 1
PRIORITIES

Objectives:
1. Students will investigate what a want, need, and priority is.
2. Students will show awareness of how values, goals, priorities, behavior, and lifestyle are connected.

Warm Up:
As a group go around in a circle and share some activities you did the last 3 days. Each person answers:
1. What did you spend most of your time doing? For example: eating, sleeping, playing, watching TV, etc.
2. Were there things you were supposed to get done, but didn’t?
3. Which of these activities were wants? Which of these activities were needs? Refer to the Wants and Needs Posters for the definition of wants and needs.

Activity:
Low/High Priority Game
1. Lay the “Low Priority” sign at one end and the “High Priority” sign at the other end of your table or floor.
2. Each student takes a set of Low/High Priority cards and places the cards in order of importance between the low and high priority signs.
3. Once all students have placed their cards in order of importance, take an additional set of cards and place them in order of importance for the group. This will show the difference between individual values and the group’s values.
4. Spend some time with your group identifying which priority cards are wants and which priority cards are needs. You could even take a set of priority cards and separate them into stacks—one for wants and the other for needs (if time allows).
5. What we spend our time doing shows what we value.
6. As a group take turns answering the following questions:
   a. What is your highest priority? Lowest priority?
   b. What was the most challenging part of putting the priority cards in order as a group? Did all of you agree?
   c. Which activities could you leave off the list and still be alright?
   d. Which of these activities do you, as students, spend the most time doing?

May do activity:
Create a Time Budget using the worksheet in your folder. First, create a list of “Have To” activities, then “Want To” activities. Next, Arrange the “Have To” and “Want To” activities into the boxes of “How I will spend my time” and “Time spent” for a 24 hour period.
STATION 2
VALUES BINGO

Objectives:
1. Students will be introduced to a variety of values/personal qualities.
2. Students will define values in his or her own words.
3. Students will identify which values are important to himself/herself.

Values Bingo Word List

<table>
<thead>
<tr>
<th>★ Courage</th>
<th>★ Honesty</th>
<th>★ Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>★ Loyalty</td>
<td>★ Kindness</td>
<td>★ Creativity</td>
</tr>
<tr>
<td>★ Justice</td>
<td>★ Family</td>
<td>★ Popularity</td>
</tr>
<tr>
<td>★ Charity</td>
<td>★ Respect</td>
<td>★ Caring</td>
</tr>
<tr>
<td>★ Faith</td>
<td>★ Hope</td>
<td>★ Fame</td>
</tr>
<tr>
<td>★ Honor</td>
<td>★ Responsibility</td>
<td>★ Empathy</td>
</tr>
<tr>
<td>★ Helping</td>
<td>★ Hard work</td>
<td>★ Gratitude</td>
</tr>
<tr>
<td>★ Integrity</td>
<td>★ Joy</td>
<td>★ Friendship</td>
</tr>
</tbody>
</table>
STATION 3
VALUES MANDALAS

Objective:
1. Create an art piece based on student’s values.

Values Mandala: A diagram, chart, or geometric figure (typically circular) that represents one’s values.

Activity:
1. Draw a layered mandala (typically circular) that shows things in your life that you value.
2. Your artwork should be colorful and detailed.
3. You may listen to music (must be school appropriate music) with headphones while creating your mandala.

Examples:
Going Within

Passion
Health
Clarity
Love
Mentor
Creativity
Reminiscences
Adventures
Joy
Respect
Gratitude
Growth
Travel
Flow
Lightness
STATION 4
ETHICAL DILEMMAS

Objective:
1. Students will identify personal values.
2. Students will explain how values affect their decision-making.

Activity:
1. With a partner pick a problem scenario to discuss.
2. Each partner takes turns answering what he/she would do if he or she were in the situation. Details to consider:
   a. Look at the problem from multiple points of view (parent, child, teacher, worker, doctor, etc.).
   b. What are the pros and cons (good and bad) of each decision?
   c. What effect will your actions have on everyone involved?
3. Take turns explaining to your partner why you choose the action you did.
4. If time allows, switch scenarios with other partner groups.
5. Finally, pick which situation was the hardest for you to decide what to do. Easiest? Why?
Lying

A girl is taken to a carnival by her dad. It is her tenth birthday and he’s promised her that she can choose any 5 rides. But as they approach the gate, he discovers that he's forgotten his wallet. This is the last day of the carnival and it’s too far to go home and come back before it closes. He counts the change in his pockets and tells his daughter that he has enough money to pay the entrance fee and they can go inside and look at all the exhibits and the parade, but there wouldn’t be any money for rides, OR she could lie about her age and say she was five and get in for half-price, which would leave enough money for the 5 rides. They walk to the gate and the ticket seller asks the girl, “How old are you?”

1. What would you say if you were the girl (or boy)?
2. What would you do in this situation and why?

Friendship:

You are spending the afternoon with a friend of yours who isn’t very popular. You run into a group of your friends who invite you to go to a movie but they say that your unpopular friend can’t come.
1. What would you do if you were in this situation?
2. What is the right thing to do?

Animal Rights

You have a little sister who is very sick. The only way to save her is to inject many kittens with the illness she has and experiment with various medicines to see if they will work.

1. What would you do? Have the doctors use kittens to experiment on?
2. Do animals have a right to life?
3. If you said yes to using kittens, how would you justify using kittens to experiment on?

Obedience and Authority:

You are in an art class at school. The teacher tells the class that today each student is to paint a painting of their best friend in the class. The class is uncomfortable with this, and one student points out to the teacher that some kids will have lots of kids painting them, and other kids won’t be chosen at all. The teacher insists that this is what the students should do. Almost all of the students don’t want to do this.

1. What would you do?
2. Is it disrespectful to disagree with your teacher? With your parents? Your friends?
3. Can you disagree and still be respectful?
STATION 5
VALUES AND RELATIONSHIPS

Objective:
Students will identify personal values.
Students will explain how values affect their relationships.

Warm Up:
As a group define what the word “Value” means. Check the Values poster to see how closely your group definition matched the poster definition.

Activity:
1. Each student takes a “My Values” worksheet. Place a checkmark in the box for all the values that are important to you. Place a star by your top 5 values.
2. Discuss. Are your values different than other members of your group? How so? Similar?
3. If time allows, each student takes a “What values are involved?” worksheet. Follow the directions on the worksheet individually. You may refer back to the “My Values” worksheet for a values word list to choose from. When all students are finished, discuss your answers for numbers 1-8.
STATION 4
ETHICAL DILEMMAS

Objective:
1. Students will identify personal values.
2. Students will explain how values affect their decision-making.

Activity:
1. With a partner pick a problem scenario to discuss.
2. Each partner takes turns answering what he/she would do if he or she were in the situation. Details to consider:
   a. Look at the problem from multiple points of view (parent, child, teacher, worker, doctor, etc.).
b. What are the pros and cons (good and bad) of each decision?
   c. What effect will your actions have on everyone involved?
3. Take turns explaining to your partner why you choose the action you did.
4. If time allows, switch scenarios with other partner groups.

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