

SEL COMPETENCY

Self-awareness

SKILLS accurate self-perception, recognizing strengths**MATERIALS**

- ✓ Discovering Projectable 2.1.1
- ✓ Student Journals
- ✓ Family Connection Take-Home worksheet
- ✓ Chart paper

CLASSROOM CONFIGURATION

- D** whole class/pairs
- C** whole class
- P** small groups
- A** individuals

OBJECTIVES

Students will

- ✓ understand the meaning of symbols that represent positive values;
- ✓ share an object or event with classmates that represents something important to them.

★ COMMON CORE CONNECTION

This lesson addresses the following Common Core Standards:

SPEAKING AND LISTENING: COMPREHENSION AND COLLABORATION

- ✓ SL.3.1, SL.3.1.b, SL.3.1.c, SL.3.1.d

SKILLS Progression**LAST YEAR**, students made the connection between a person's behavior and values.**THIS YEAR**, students learn about positive values and how personal or public symbols might represent them.**NEXT YEAR**, students will learn how shared values held by team members can contribute to a team's success.

We Are Valuable

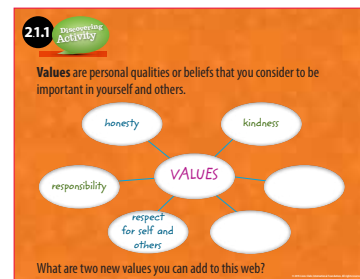
Developing a sense of self-awareness in an individual includes developing an understanding of personal and community values as well as recognizing individuals as having value.

D DISCOVERING 8 MINUTES

ACTIVITY 1

Introduce Unit 2, Personal Development, and tell students that the unit's purpose is to help them recognize their values and strengths, build their confidence, set goals, and manage their emotions for success in school and life.

Display **Discovering Projectable 2.1.1**. Tell students that today's lesson is focused on the skill of defining values so that we have an accurate way to see ourselves. Define values as the personal qualities and beliefs that we believe to be important in ourselves and others. Point to the words on the projectable and explain that honesty, kindness, responsibility, and respect for self and others are all examples of values. Invite students to turn to a partner and discuss what they value—what they think is important in their lives. Guide them to understand that values are personal qualities or beliefs rather than physical objects. Add ideas to the projectable as volunteers share, asking them to explain what makes each value important.



ASK: *Why do you think we use the word values to describe personal qualities and beliefs that are important to us?*

Acknowledge that the word values also means that something has worth. Guide students to recognize that they each have worth as individual people and that the things they value in themselves and others stem from their own sense of self-worth.

C CONNECTING 10 MINUTES

INSTRUCTION

Remind students that values are personal qualities and beliefs that people believe to be important in themselves and others.

Introduce using symbols to represent values

Explain that symbols can be used to stand for, or represent, something else. Draw a picture of a smiley face on the board. Tell students that a smiley face is a *symbol* for happiness. Another symbol is a stop sign. Drivers know when they see a red sign with eight sides they have to stop. Tell students that symbols are physical objects that stand for something else. Symbols can be something like a smiley face or stop sign that most people will recognize; or symbols can be something personal that has meaning for one person or for a small group of people. Explain that symbols can also be used to represent values.

Model symbols for values

Explain that objects from our lives can come to symbolize, or represent, the things that we value. Use personal objects of your own to model how the object has come to symbolize something for you personally. Following are examples of some personal objects you might select:

SAY: *This is my college diploma. It represents the self-discipline, courage, perseverance, and hard work it took for me to earn it.*

SAY: *This is a trophy I won at a school talent show. I used to be very shy and was terrified to be on stage, but I didn't let that stop me. I won this for singing. To me, it represents the courage I showed when I got in front of an audience.*

SAY: *This is a photo that was taken of my best friend and me. It represents friendship, which is something I really value in my life.*

SAY: *This is a medal called a Purple Heart. My grandfather got this medal when he was wounded in the military. The Purple Heart represents bravery, courage, and pride in our country.*

After you finish showing and telling about your personal objects, ask the whole class the following question:

ASK: *How do you think physical objects can become symbols that represent values? What do you think my personal objects would mean to someone else? What other values do you think my personal objects could symbolize for someone else?*

Make sure that students understand that physical objects can be reminders of past events and that the same personal object may symbolize something slightly different for different people. Emphasize that your objects have meaning for you because of your sense of self-worth.

P PRACTICING 20 MINUTES

ACTIVITY 2

Explain the Symbols = Values activity

Tell students that they will work in small groups to brainstorm symbols that represent the values courage and self-discipline. Explain that the objects they choose as symbols will have meaning for them because of their sense of self-worth.

Students practice finding symbols to represent values

Use a creative grouping strategy to form groups of four students and remind them to use their group norms and Group Roles. Have each group assign a Leader, Reporter, Collector, and Timekeeper. Explain that each group will create a poster with symbols of courage at the top and self-discipline at the bottom. For example, a blue ribbon could symbolize winning a spelling bee which required self-discipline or a gold medal could symbolize courage in achieving a goal. Collectors will get chart paper and markers for each group. Leaders will help the group decide on its symbols and guide a discussion about what they mean. Make sure everyone helps draw the symbols on the chart paper. At the end of the activity, invite Reporters to share their charts with the class by explaining the value symbols, what they mean, and why they are important. Summarize the lesson by stating that understanding our values builds the skill of having a positive feeling about ourselves and what is important to us.

Community Connection

Research values by finding local organizations' mission statements in brochures or on websites (generally under an "About Us" tab). Your school might also have a mission statement that reflects core values. Collect the brochures or print-outs and have students circle words that describe the values of that organization. For instance, Lions Clubs International's mission statement highlights community and humanitarian service, peace, and international understanding. Encourage students to discuss why these values are important to the organization and to the community at large.

Family Connection

Send home the Family Connection Take-Home worksheet called **Family Values**. Ask students to work with a family member to create a values statement for their household that reflects what each member feels is important. Encourage students to post the values statement somewhere where everyone can see it.

Applying Across the Curriculum

LANGUAGE ARTS Have students write haikus or other short poems about the values that they have learned about so far (kindness, honesty, responsibility, respect for self and others, courage, self-discipline). Explain that the first line of a haiku has five syllables, the second has seven syllables, and the final line has five syllables. For example:

Being courageous
Means standing up for what's right
Even when it's hard.

SOCIAL STUDIES Ask students to conduct research about a time in history when strong values have guided people to do great things. Then have students report what they learned.

Reflecting Resource:
Student Journal p. 16

21 Reflecting Reflect on what you've learned in this lesson about values.

What? What is a value?

What did you learn about values and self-worth?

So What?

Now What? Where else do you think it might be important to uphold values?

16 Unit 2

Applying Resource:
Student Journal p. 17

Applying During the next few days, pay attention to your surroundings in and around school. Look for an object that could be a symbol for courage. Look for an object that could be a symbol for self-discipline.

Draw a picture of one symbol you found.

Explain how the object you found is a symbol for either courage or self-discipline.

Lesson 1 17

Reflecting

Students use their journals to reflect individually and as a class on what they learned in this lesson.

What?	What is a <i>value</i> ?
So what?	What did you learn about values and self-worth?
Now what?	Why do you think it is important to uphold values in school? Where else do you think it might be important to uphold values?

A APPLYING 2 MINUTES

During the next few days, ask students to pay attention to their surroundings after class and to look for a symbol in and around school that could represent courage and a symbol that could represent self-discipline. As an example, point to the flag inside of the classroom or outside of the school building and say that it represents freedom. Invite students to complete the Applying page in their Student Journals, either as written homework, as a follow-up activity to support the lesson, or as a verbal discussion in a future lesson after students have applied the skill.

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) Gauge students' understanding of values and how they can be represented with symbols as small groups brainstorm.

APPLYING (FORMAL FORMATIVE ASSESSMENT) Use the Applying page in the Student Journals to evaluate how well students can identify objects that symbolize values.

BUILDING SKILLS BEYOND THE LESSON

REINFORCEMENT

Play It!

PRACTICING Lead students in a game in which they must call out a value and then throw a small rubber ball to another student who must call out a symbol for that value. Then, that student calls out another value and throws the ball to another student. Continue until all students have had a chance to call out both a value and a symbol.

Bring It!

APPLYING Ask students to bring in or tell about a personal object they have that represents a value such as courage or self-discipline. Ask them to share what the value is, why it is important to them, and how the object is a symbol of that value.

ENRICHMENT

Write It!

APPLYING Encourage students to create a values statement for the classroom that reflects the positive values they want everyone to exhibit, focusing on courage and self-discipline. Post the statement in the classroom, and each day ask a volunteer to tell how he or she observed that value being demonstrated.

Design It!

APPLYING Have students use paper and other art materials to design a new symbol for courage and/or self-discipline. Then, when they see a classmate upholding that value, they can reward that student with the gift of that symbol.