

Building the Beloved Community

Lesson 4: Values Clarification

10.11.2020

Objectives: Understand what values are, how we determine values, and how they affect everyday choices.

Materials: *youth should have a notebook and pen/pencil for every class, teachers should download lesson plan and attachments onto their desktop.

Time allotments: suggested for 60 minute online class.

1. Zoom Welcome (as youth arrive into the breakout classroom)

- Teachers and youth are expected to log on to zoom at 11:15am (15 min before class begins at 11:30am) so that everyone can be organized into correct breakout classrooms. We want to make sure there is an attentive adult in each breakout classroom with youth.
- Greet youth and ask everyone to correct their display name as needed. Ask everyone to select “gallery view” to see everyone else.
- Staff will attend to attendance.

2. Zoom Icebreaker: Tree Pose (5 minutes)

We say that Unity is a place where people lead lives of integrity, service, and joy. We say that at church we find and keep our balance. So in the spirit of yoga... who can stand on one leg the longest, in a tree pose, *with their eyes closed?!?!?*



3. Chalice Lighting

Light a chalice at your home, invite youth to light their own chalices and say together: “We light this chalice as a symbol of our faith, the light of truth and the warmth of love.”

Teacher reads: (from leader of nonviolent civil disobedience, Mahatma Gandhi)

*“Your beliefs become your thoughts,
Your thoughts become your words,
Your words become your actions,
Your actions become your habits,
Your habits become your values,
Your values become your destiny.”*

4. **Brief Check-in** (5 minutes)

Continue weekly ritual/check-in (e.g. sharing a joy or sorrow so that everyone feels present in class).

5. **What are Values?** (10 minutes)

Invite youth to offer brief responses: What are *Values*?

- What do people mean when they refer to “family values” or “school values” or “religious values”?
- When someone says that their bicycle is valuable, what does that mean?

Consider: What’s the difference between what something is **worth (price value) and what makes it **worthwhile** (values)?*

Teacher summarizes: Human societies and cultures reflect a *hierarchy of concern* and sense of what is good-better-best, shaped by family, religion, culture, race, gender, social background and so much more. Values reflect what is *important* and *worthwhile* to us – from the individual to the wider culture – and serve as moral codes and ethical standards by which we judge our intentions-behaviors-actions.

6. **Activity: Choices and Values** (20 minutes)

Screen share lesson attachment 4a (Choices and Values: What’s Important to Me?).

- Invite youth to write down 4-5 values that are MOST IMPORTANT to them.
- Then go to page 2 of lesson attachment 4a and invite youth to write down the corresponding characteristic for each of their values.

Questions for Discussion:

- Was it easy or difficult to narrow down and prioritize just 4-5 values?
- Do you think the 4-5 values, and their corresponding characteristics, are generally accurate in describing what’s important to you? Were you surprised by any?
- Who or what do you think influenced your priority of values?

7. **Values and Choices** (20 minutes):

Teacher introduces two ethical situations, inviting youth to make choices. After each situation is read aloud, give a minute for group discussion. Then ask each youth to individually make their choice.

Situation #1: You're paying for school supplies at a local discount store. The store is part of a huge chain with hundreds of stores across the country. When the cashier rings up your purchase, he undercharges you \$10 by mistake. You could inform him of that, or you could donate the \$10 to a local shelter that really needs financial support. You wouldn't be keeping the money for yourself, and the shelter needs it way more than a big corporation that owns the chain stores... right? Do you return the \$10 dollar to the cashier or decide to donate it to the shelter?

Ask those who would return the money to raise their hands. Then ask for those who would donate the money to raise their hands.

Questions for Discussion:

- What values informed your personal decision, especially any of the 4-5 values prioritized in the worksheet?
- If we had to decide as a group, how would we make a decision?
- How might similarities/differences in values shape how decisions are made as a group?

Situation #2: Your summer job is baby-sitting for a neighbor who's told you not to have any friends over when you sit. Later that evening, after the children are in bed asleep, two friends show up uninvited and you let them in. When one friend spills his root beer on the carpet, you ask them to leave. You scrub the carpet and manage to remove the stain. Do you need to tell your neighbor that you let friends inside the house? After all, you sent your friends home, the stain is completely gone, and it's nearly certain that your neighbor will never know that your friends were there. If you told your neighbor, you may lose their trust, and you may have to find another summer job that's not as good as this one. The job was meant to help your parent out financially. Do you tell or not tell?

Ask those who would tell to raise their hands. Then ask for those who would not tell to raise their hands.

Questions for Discussion:

- What values informed your personal decision, especially any of the 4-5 values prioritized in the worksheet?
- Were there similar, or even identical, values at work among those who chose the same action?
- Were there certain values that proved to be non-negotiables for you, while other values were open to compromise or even discarded?

8. Extinguish the chalice, saying together:

"May the light of truth and the warmth of love go with us in our hearts."

9. **Leave zoom breakout classroom:** click “Leave” then “Leave Meeting.”