

## Core Values

<p><b>Overview</b></p>	<p>The Core Values Exercise is designed to allow participants an opportunity to explore their values on a profound level. By examining a list of values and ranking each of them from “always valued” to “least valued,” participants will engage in serious self-reflection and evaluation. By the end of the activity, participants will have a chart of core values (those falling in the “always valued” category) that define them. Additionally, participants will be prompted to share their list of core values with the rest of the group and generate a list of shared values. Doing so will allow participants to observe others’ core values and will promote dialogue about any differences present as well as any common values.</p>
<p><b>Goals</b></p>	<ol style="list-style-type: none"> <li>1) To help students determine and prioritize their values.</li> <li>2) To learn to appreciate the diversity of values.</li> <li>3) To prompt students in a discussion about the cultural contexts in which their values emerged and how they learned to pursue some values over others. Students are also prompted to consider the context in which this activity was constructed and how someone from a very different social context might have core values that are not specifically identified in the activity.</li> </ol>
<p><b>Implementation</b></p>	<p>This activity includes printable values cards that can be printed and cut up for students to sort into piles according to how they prioritize or deprioritize each value. Alternatively, a list of the values could be projected or distributed for students to use as a word bank that can then be used by each student to fill out their values map. A follow-up discussion to debrief the activity and relate it to your class learning goals is recommended.</p>
<p><b>Challenges</b></p>	<ol style="list-style-type: none"> <li>1) The students may not perceive the activity as relevant to the course and thus may exhibit resistance. Being clear about the purpose of the activity and your learning goals may help motivate engaged participation.</li> <li>2) Students may feel defensive about their values or even adversarial toward the values of others. Emphasizing the role of context and socialization in the development of values may help students take a non-judgmental approach to the activity.</li> <li>3) There is also a possibility that students may attempt to speak for others. Encourage students to use “I” statements and speak only for themselves.</li> </ol>
<p><b>Materials</b></p>	<ol style="list-style-type: none"> <li>1) <a href="#">Values Cards</a></li> <li>2) <a href="#">Values Map</a></li> </ol>

## Session Sequence

Lesson Structure	Time <i>(Estimated amount of time for each component)</i>	Activity Content and Instructions
<b>Introduction</b>	3 mins	The instructor welcomes the class and provides an overview of the activity: In this activity, you will be considering your core values. Values are personal and cultural and reflect both our individual and shared contexts. You will first determine what your core values are and then determine which of your values are shared among your peers.
<b>Sorting our Core Values</b>	15 mins	<p><b>Individual student activity. Two Options to begin the activity:</b></p> <p><b>Option 1: Sorting Values Cards</b> – You will need to print and cut out enough copies of the values cards for every student in your class. This option requires more pre-class work on your part.</p> <ol style="list-style-type: none"> <li>1) Pass out sets of values cards to each student in the class.</li> <li>2) Instruct students that using the values cards, they will sort each value into the following categories according to how significant each value is to you and the way you navigate the world.               <ol style="list-style-type: none"> <li>a. Always Valued</li> <li>b. Often Valued</li> <li>c. Sometimes Valued</li> <li>d. Seldom Valued</li> <li>e. Least Valued</li> </ol> </li> </ol> <p><b>Option 2: Values Map</b> – You will need to print out copies of the values cards for each student if you are unable to project all of them on the screen at once.</p> <ol style="list-style-type: none"> <li>1) Pass out values maps to each student.</li> <li>2) Using the values map handout and the values cards, students will generate a list of their values. Each category can have a maximum of 13 values assigned to it, and all values should be categorized.</li> </ol> <p><b>The following instructions are for after the first two steps of Option 1 and Option 2:</b></p> <ol style="list-style-type: none"> <li>3) Prompt students:               <ol style="list-style-type: none"> <li>a. As they sort their values to consider why each is important or not to their sense of self as well as how they relate to their world and other people.</li> <li>b. In what ways and from whom did you learn your values? Note any values that you think are missing from the list provided.</li> </ol> </li> </ol>

		<p>4) Once students have finished sorting their core values, have them pick the 8 values that are most significant to them. These are their “core values.”</p> <p>5) Ask students to mark any of your values that they think might be widely shared among their peers with a checkmark.</p>
<b>Small Group Discussion</b>	10 mins	<p><b>Break students into small groups (3-5) for a discussion:</b></p> <p>1) Have students compare their lists with their classmates. Determine what values are shared between each other and mark them on your list with an “A.”</p> <p>2) If time permits, make another group. Determine what values are shared between each other and mark them on your list with a “B.”</p>
<b>Large Group Discussion</b>	15 mins	<p><b>Bring the class back together for a large group discussion:</b></p> <p>Some possible debrief questions:</p> <p>1) Begin by asking students to share with the class what values were shared among each other, noting these on the board or overhead.</p> <p>2) Are there any values shared across the class? Why do you think that is?</p> <p>3) Are there any values that you expected would be shared by your peers that are not? Why do you think that is?</p> <p>4) Are there any values that you did not expect would be widely shared? Why?</p> <p>5) Are there any values that you did not see on the list that you think should have been included?</p> <p>6) Why is it important that we share and understand our classmates’ core values?</p>
<b>Citations</b>		Adapted for use by the Program for Intergroup Relations, University of Michigan.