

Lesson 3: Dream Path Values

(60 minutes)

Lesson Summary

This lesson helps students understand that values directly relate to self-awareness and self-management. It will also give students the ability to see the values of their peers. By having a space to share values, students will practice social awareness by showing respect, consideration, and appreciation for values that may be different than their own. This lesson will help students start to discover what truly matters to them and others as their Dream Path journey begins.

Lesson Outcomes

The intention of this lesson is to help students understand the meaning and importance of values, consider and accept the values of other students, and develop the self-awareness to identify some of their own personal values.

Student – Friendly Lesson Objectives:

- I will understand what values are.
- I will be able to use my understanding of values to express my values in words.
- I will be able to show open mindedness for others.

SEL Alignments

Alignments that are most prominent in this lesson are listed below. Each Lesson Segment Summary is followed by an abbreviation of the aligned competencies(s) integrated in the segment activity or experience.

Example: SA5; SCA1-5; RS1; RM1

Self-Awareness SA	Self-Management SM	Social Awareness SCA	Relationship Skills RS	Responsible Decision-Making RM
1. Integrating personal and social identities 5. Linking feelings, values, and thoughts	1. Managing one's emotions 3. Exhibiting self-discipline and self-motivation	1. Taking others' perspectives 2. Recognizing strengths in others 3. Demonstrating empathy and compassion 4. Showing concern for the feelings of others	1. Communicating effectively	1. Demonstrating curiosity and open-mindedness

(CASEL, 2021)

Key Topics

- Compassion
- Expressing
- Gratitude
- Empathy
- Open Mindedness
- Self-Awareness
- Social-Awareness

Lesson Preparation and Materials

Materials

- Chart Paper/Marker or 4-CORNER CARDS
- Ball of yarn or string
- Dream Path Journal
- Presentation including
 - ▶ Dreamline Youth Mentor Ahmed: My Values
 - ▶ Dreamline Youth Mentor Ahmed: My Actions

Optional Items

- Whiteboards
- Sticky notes
- Index cards

Alternatives: Whiteboard, a digital whiteboard, or other method that you prefer

Preparation



- Watch Teacher Training Video (4:21) by scanning the QR or at program.dreamline.org/lessons/lesson-3
- Consider what values of your own you will talk about with the class.
- Have Lesson 3 Presentation ready in the browser.
- Prepare Chart Paper with the title Values or Print PDF sheets provided.
- Have the following words on paper/chart paper in each of the four corners (or different areas) of your room: Courage, Laughter, Kindness, Leadership.

Lesson 3: Part One

A. Lesson Intro: Values (5 minutes)

- ❖ Engage students in a review of your last lesson and preview the upcoming lesson with the Dreamline Youth Mentor Video.

SA1, 5

- Tell Students: *In our last session we began our Dreamline journey. We took time to explore dreams from all around the world. As we ended our last session you went on your own personal exploration in your Dream Path Journal.*
- Tell Students: *Today we are going to begin to discover how dreams develop, the beginning of your Dream Path. Developing our dreams starts with our values. Let's check in with our mentor Ahmed and see what he has to say about values.*
- Lesson 3 Presentation VIDEO: DYM Ahmed in Morocco talks about his values.






4-CORNER CARDS

Printable for 4-Corners Value Activity Lesson 3, Section B. Can be printed in color or black & white. Scan icon or visit

program.dreamline.org/dpsel3bprint1



B. Engage: Four Corners of Values (15 minutes)

- ❖ This activity is intended to get students moving, make thoughtful choices, begin to think about values, and communicate with each other

SA1, 5; RS1

- Tell Students: *I have placed four words around the room. The first word is Courage. What do you think when you hear the word courage? (Allow 1-2 students to respond) Go through the same process with each of the words.*
- Tell Students: *Now that we have discussed what these words mean to our class, in a moment you are going to stand by the word that you relate to the most. After you get to your corner you will talk with the other classmates in your group about WHY you chose that word. I will give you about two minutes to discuss with your group. Once the two minutes are done, one person from each group will share why they chose that word to the whole group.*
- Send students to pick their word and go through the process of discussion and sharing.
- Have students return to a designated space of your choice.

C. Connection: What are Values? (5 minutes)

- ❖ To help students better understand values you will talk to them about what values are and the importance values have on our actions and dreams.

SA1, 5; SM1, 3

- Tell Students: *The four words we just used in Four Corners represent four different values. We also heard about Ahmed's values. Today we are going to explore different values. Values are something that are important to you and play a role in the decisions you make and the things that you do. As we move toward developing our dreams we must first understand our values.*

D. I Do: Values Activity Intro (5 minutes)

- ❖ Help students understand what values are by reflecting on your own values and their connections to your life experiences.

SA1, 5; SM1, 3

- Have your chart paper ready for the lesson and model brainstorming two values that are important to you and why.
- Tell Students: *We are going to brainstorm some more values.*
 - *When I think of myself and what I value I think of _____ because _____ (say and add your value to the chart paper).*
 - *I also think of...* (repeating the process for the first value you shared).



Optional Lesson Breakpoint: Recap what you did with students today summarize what you will do in the next lesson – how now that they have seen a few examples of values in the next lesson. they will dive deeper into values. Before the next lesson, try to think about some things you value.

Lesson 3: Part Two

Optional Lesson Start-Up: Recap what you did with students in the last part of the lesson. You may want to share again. Then tell students now they are going to look at values more in-depth today.

E. We Do: Comparing Values (15 minutes)

- ❖ During this activity, students are going to look at the values of students in other places, then add their personal values to the chart paper you started in the *I Do* segment. They can also add them on page 5 in their Dream Path Journals. You will want to remind students to be respectful of all ideas shared. Remember to emphasize we all value different things. Remind students that it is OK if someone has different values than theirs. We can accept others' differences through compassion, empathy, and understanding.

SA1, 5; SCA1-4; RS1; RM1

- Tell Students: *Now that you have seen my values let's take a look at some values from students in Philadelphia, PA and students in Port-au-Prince, Haiti.*
- **Lesson 3 Presentation:** Show List of Values from each group side by side and map of where they are in the world.
- Read each list to the students as you show it. You may also have them look at page 5 in their Dream Path Journals to see them there as well.
- Tell Students: *Take a moment to think about the values on each list and what you notice.*
(Give students 1 - 2 minutes to think)
- Ask Students:
 - *What did you notice about the lists?*
 - *What things were the same?*
 - *What things were different?*
- Tell Students: *Now we are going to use this list to pick values we can add to the chart where I wrote my values. You will pick 1-2 values from the list, and if you can think of any values that are NOT on these lists, add them in. (You may add them to the Other Values list on page 5 in your Dream Path Journal as well.)*



The following are a few examples of how you could complete your chart paper. Choose one of the options below and then use that to explain the process to your students.

- Have students write on whiteboards as they are thinking and then have them share out. Write the value they chose on the chart paper. If more than one student has the same value, you can put each student's initials next to the word to show that it represents more than one person.
- Have students write the values they chose on a sticky note (one sticky note per word) and then have them put it on the chart paper. After all sticky notes are on the chart paper you can read through them and group together any that are the same.
- Have students take a moment to think and then let them share out as you chart it on the paper.

F. You Do: Discovering Your Dream Path Values (5 minutes)

- ❖ Students will select their top three values.

SA1, 5

- Tell Students: *Get your Dream Path Journal. In the Lesson 3 section, you will complete the reflection about your values. First, think about all the values we discovered today. Then answer the question, “What are your top 3 values?” When you answer this question, think about the three values that mean the most to you. It doesn’t mean that you don’t have the other values, it just means that those are some values at the top. OK*



G. Closure: String Game (10 minutes)

- ❖ This closure is meant to show that values can be the same or different, but we are all connected.

SA1, 5; SCA1-4; RS1; RM1

- Video: DYM Ahmed talks about the connection of his values, his dreams, and how he likes to spend time.
- Tell Students: *It really means a lot that we were able to share some of our values with one another. Remember, we all have different values, and we take action based on what we value. Write on an index card the value you connected with the most.*
(Give students 1-2 minutes to do this)
- Have students bring their cards and form a circle.
- Tell Students: *We are going to pass the yarn. The person that has the yarn will say the value they wrote. If you wrote the same value, raise your hand. The person with the yarn will roll it to one person who also chose that word. You all will continue to roll the yarn to those that wrote down the same word. Once everyone who wrote the same word has a piece of the yarn, then I will ask someone else to share their word and we will do the same process again until everyone has shared their word.*
- Model: *I will start. My value is _____, did anybody else write down that same value?* (If yes, roll the yarn ball to one of those students, while you continue to hold on to your piece of the yarn. If no one wrote your value, ask then ask– *Who did not get the yarn yet?* – Choose someone and ask them to share their value before rolling the yarn to them.
- Continue playing the yarn ball rolling game until everyone has a piece of yarn to hold.
- Ask Students: *What do you notice about our yarn?* (Possible answers: We’re all connected. Everyone has some. The yarn is overlapping, etc.)
- Tell Students: *Our yarn shows that if we have the same or different values, we are all still connected. We all have a piece of something to offer to our world and others.*

