

A3-L2

<b>Heroes and Values</b>		<b>Core Competency: A3</b>	<b>Level 2, Intermediate</b>
Identify desired lifestyle and relate to selected occupations.			
Time to complete: 120 minutes			
<b>Objectives</b>	Upon completion of this lesson students will be able to: <ol style="list-style-type: none"> <li>1. Define and explore lifestyle choices</li> <li>2. Discuss how values change and how they can affect job choices.</li> <li>3. Discuss how people, institutions, relationships and environment can affect values and behavior.</li> <li>4. Demonstrate effective problem-solving skills for resolving values conflicts.</li> </ol>		
<b>Cross Competencies</b>	G41 Apply critical thinking skills G50 Negotiate solutions to conflicts G55 Apply the problem solving process to complex problems H77 Demonstrate ability to self-evaluate and develop a continuous improvement (career development) plan		
<b>Core Standards</b>	Career and Vocational/Technical Education: Content Standards 2, 3 and 5 Workplace Competencies: Content Standards 3 and 5		
<b>Resources</b>			
<b>Materials in Lesson Plan</b>	<b>Other Supplies Required</b>	<b>Supplemental Resources</b>	
<ul style="list-style-type: none"> <li>• A3L2WS1 Dream is a Wish</li> <li>• A3L2WS2 Lifestyle Choices</li> <li>• A3L2WS3 Values Conflicts Case Studies</li> <li>• A3L2ACT1 Words, Values and Decisions</li> </ul>			

<b>MCA</b>	<b>Portfolio Project</b>	<b>Guest Speakers</b>	<b>Program of Work</b>
		Guest speaker from family planning to discuss advantages and disadvantages of having children, especially early in life, cost factors and responsibilities of raising children.	Careers
<b>Civic Engagement</b>	<b>Indian Education for All</b>	<b>Career Pathways</b>	<b>Competitive Events</b>
Career Fair Community Scavenger Hunt			Career Exploratory Notebook Decision Making Critical Thinking

<b>Suggested Instructional Approach</b>		<b>Notes</b>
<b>Introduction</b>	<p>A person's values strongly affect whether or not a person will be happy at their job. For example, if a person's job requires a good deal of interaction with people and that person likes to work alone or independently it is not a good match of values. People behave in accordance with their values. This unit will help students identify a desired life style by determining job needs, work value goals and future relationships.</p> <p>Intrinsic values are those that relate to a specific interest in the activities of the work itself or the benefits that work contributes to society. Extrinsic values are those values that relate mainly to the work setting, salary, physical surroundings, company benefits, etc. Most people, to be truly happy in their careers, must find some personal intrinsic value in it.</p>	
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• Make copies of student handouts.</li> <li>• If you will be doing supplemental activities, make copies or arrange for the resource as needed.</li> </ul>	
	<ol style="list-style-type: none"> <li>1. Break class into small groups (pairs or threes).</li> <li>2. Ask students to define "Lifestyles" in their groups and to write a list of 5 values that relate to work or careers.</li> <li>3. Have students share responses with class, creating a list of values the class feels relates to work.</li> <li>4. Refine and clarify the meaning of values as it relates to work and lifestyle. <u>Extension: watch clips of shows like "MTV Cribs" and "Extreme Home Makeover" and have students discuss the differences in lifestyles, why would they value one more than another, is it bad to want nice things and enough money to not worry.</u></li> <li>5. Discuss with students some of the work they have done in the past to identify and clarify their values and desires.</li> <li>6. Pass out <u>A3L2WS1 A Dream is a Wish</u> and instruct students to complete the worksheet.</li> <li>7. Group Activity. Complete <u>A3L2ACT1 Words, Values and Decisions</u> .</li> <li>8. Follow with discussion.</li> </ol>	

<p>9. Remind students about Lifestyles and how they relate to careers. Some additional questions for discussion might be:</p> <ul style="list-style-type: none"> <li>• What people influence your behavior (parents, classmates, friends, teachers, family)?</li> <li>• What institutions influence your behavior (church, school, government, sports)?</li> <li>• What other things might influence your behavior (movies, TV, books)?</li> <li>• How do individuals influence behavior or thinking (by lecturing, acting as role models)?</li> <li>• How do you feel about these influences in your life (some are positive, some are negative)?</li> <li>• Discuss values conflicts related to race, religion, sex, gender, age, employer/employee, money, and others as appropriate to local needs.</li> </ul> <p>10. Pass out <u>A3L2WS2 Lifestyle Choices</u> and allow time for student completion.</p> <p>11. Discuss student responses.</p> <p>12. Pass out <u>A3L2WS3 Values Conflicts Case Studies</u> , complete the activity as a class, reading the cases together then having students compose responses to share as a class.</p> <p>13. Discuss student responses, in addition to sharing how they would solve the conflict focus on the problem solving steps students considered in solving the conflicts.</p> <p><u>Conclusion</u></p> <p>14. Review topics discussed in the lesson:</p> <ul style="list-style-type: none"> <li>• What are values?</li> <li>• What values relate to work?</li> <li>• How does work affect a lifestyle?</li> </ul>	
<b>Assessment</b>	Completion of activities.
<b>Supplemental Activities</b>	<ul style="list-style-type: none"> <li>• Discuss the reasons people work and which they feel are most important.</li> <li>• Provide articles for students to read about life style choices, expectations and fulfillment.</li> <li>• Arrange for a guest speaker from family planning to discuss advantages and disadvantages of having children, especially early in life, cost factors and responsibilities of raising children.</li> <li>• Hold a discussion on “our heroes” and why we admire them. Do they reflect our values? Do they influence us?</li> <li>• Have students develop a “bumper sticker” that describes who and what they are and where they are going. Provide long strips of paper, markers, or magazines for pictures. Have the students share their stickers with the</li> </ul>

	<p>class. Students may pass their turn. What did the bumper stickers say about their life style? Their values? Their careers? Would they display the sticker on their family cars? What did they learn about their fellow students?</p>	
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