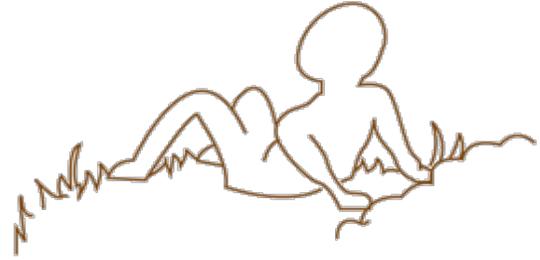


Name: \_\_\_\_\_ Course: \_\_\_\_\_ Date: \_\_\_\_\_

## VALUE CONNECTION

## LIVING MY VALUES



**Inquiry:** Does my experience of life improve when I clarify my true values?

ACTION PLAN	<ol style="list-style-type: none"> <li>1. MY WORLD VIEW</li> <li>2. ACTION SURVEY</li> <li>3. GLOBAL RESEARCH</li> <li>4. TAKING ACTION</li> <li>5. LOCAL ACTIVITY</li> <li>6. TAKING ACTION AGAIN</li> <li>7. CRITICAL THINKING</li> <li>8. MY ACTIONS</li> <li>9. PRESENTATION</li> </ol>
-------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### Important PDF Instructions

1. This Action Pack works best in Adobe Reader XI; download if needed.
2. Download this Action Pack and save it onto your computer.
3. Re-open Action Pack from your computer before working on it.
4. **WARNING - Do not work in your web browser or your work will not be saved!**

## Goals

Please read over the following goals and keep them in mind as you complete your Action Pack.

- I Inquiry:**  
I can work with others to take a hands-on, minds-on, research-based approach to developing my knowledge and considering solutions to **global sustainability** problems.
- T Creative/Critical Thinking:**  
I can learn a lot about something, consider different points of view, and form my own opinion that will influence how I think and act in the future.
- C Communication:**  
I can talk with others about my area of interest, consider their points of view, use digital media to gain knowledge, and deliver an interesting presentation on my topic.
- PS Personal & Social Responsibility:**  
I know what my own values are and they help me make wise choices for the health and well being of myself, my community and my world.

## Glossary

These words are in ***bold italic*** in your Action Pack.

Affirmation	When used in this context: a statement intended to provide encouragement, emotional support, or motivation.
Ecosystem	A community of plants, animals and other organisms and all the interacting parts of their environment (air, water, soil, etc.) that live, feed, reproduce and work together as a system.
Economic Impacts	Any change to the wealth and resources of a country or region, community or person. Often referred to in terms of the production and consumption of goods and services.
Elected Representative	A politician elected by voters to the municipal, provincial or federal government to represent the citizens' best interests.
Environmental Impacts	Any change to the living and non-living natural surroundings or conditions in which a person, animal or plant lives and interacts together. These impacts can be negative or beneficial, and can be created by an industry, project or individual.
Family	For the purposes of this Action Pack, family will refer to the group of people with whom you are living.
Government	A system or organization that exercises authority and performs functions for the people of a designated country, province or local community.
Government Minister	An elected politician who is responsible for a specific provincial or federal government department.
Social Impacts	The effect of an activity on the social well being of the people in a community such as wealth, health, education level, employment rate, and community values.
Stakeholders	Individuals or groups (companies, communities, etc.) who have concerns or could be impacted by an issue.
Sustainability	Meeting the environmental, social, and economic needs of the present without compromising the ability of future generations to meet their own needs.

# 1. MY WORLD VIEW

We all have different “world views,” depending upon our personal values, life experiences and cultural background. Ideally, our “world view” grows and changes as we gain more knowledge, experience and consider other points of view.

Fill out the **WORLD VIEW & VALUES SURVEY**. You will fill them out again **AFTER** you finish the Action Pack. The World View Survey will be handed out by your teacher in class.



Indigenous wisdom presents another world view and values to consider:



“Each morning upon rising and each evening before sleeping, give thanks for the life within you and for all the life around you, for the good things the creator has given you and for the opportunity to grow a little more each day. Consider your thoughts and actions of the past day and seek the courage and strength to be a better person. Seek the things that will benefit all of creation.”

~ Sacred Tree Teaching

# 2. MY ACTIONS

Our personal integrity develops when we act in alignment with our values and our world view. We often see shifts in our actions as our knowledge about topics grows.



2.1 You might already be doing some of these actions. (Don’t worry if you aren’t yet; you’ll have a chance to do as many as you want in this Action Pack!) Complete Column A by giving yourself points for each action as outlined below. Add these up for the Total in COLUMN A.

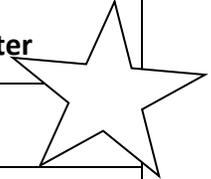
**Only complete Column A at this time.**

<i># of points</i>	<i>If this statement is true for you or not</i>
<b>0 points</b>	= Not true
<b>1 point</b>	= Seldom true
<b>2 points</b>	= Sometimes true
<b>3 points</b>	= True most of the time

## Action Survey

	<p><i>What Actions have I taken before?</i></p> <p><i>What Actions will I start taking?</i></p>	<p><b>A</b></p> <p><i>Done before Action Pack</i></p>	<p><b>B</b></p> <p><i>I intend to do this Action ✓</i></p>	<p><b>C</b></p> <p><i>I have done these Actions</i></p>
<b>Personal Actions</b>	1. I have practiced a value-based <b>affirmation</b> every day in order to create new habits and feel good about myself.			
	2. I have completed 1 2 3 4 5 of my <b>affirmation</b> activities this term (circle).			
<b>Household Actions</b>	3. I have shared the values choice list and exercise with a <b>family</b> member and compared our priorities to learn more about each other.			
	4. I have identified experiences I value each week and shared these insights with a <b>family</b> member.			
<b>School Actions</b>	5. I shared the values exercise with my teacher and asked if the whole class could do this.			
	6. I suggested to the teacher that the class have a few moments of quiet time to set their affirmative intention for the day.			
<b>Community Actions</b>	7. I have encouraged a friend to join me in creating time for one positive activity each week for a month.			
	8. I researched new opportunities to be involved in community-based activities that are true to my values.			
	9. I looked up and contacted (via phone, email or letter) my <b>elected representative</b> and/or the <b>government minister</b> responsible for an issue I'm concerned about to state my concern and the change that I think is appropriate. List issue and change:  _____			

<p>10. I found out about a civic rally or action that is calling for positive change supporting my values and participated in it. The action I took part in was:</p> <p>_____</p>			
<p>11. I looked for this issue in the policies of different politicians and political parties and asked my <b>family</b> or other voters I know to consider this in upcoming elections. List issue:</p> <p>_____</p>			
<p>12. My customized and related action (teacher approved):</p> <p>_____</p>			
<p><b>What Actions have I taken?</b></p>	<p><b>A Before</b></p>		<p><b>C After</b></p>
<p><b>Totals:</b></p>			
	<p><b>Starting Points Sustainability</b></p>		<p><b>Total Points Sustainability</b></p>



2.2 As you work through your Action Pack, tick off the Actions **you intend (or plan) to take** in **COLUMN B...** and then do them! IF you have already done all of the suggested actions, think of a new action, get it approved by your teacher, and write it in the last open space.

2.3 **AFTER** you have completed the entire Action Pack you will complete **COLUMN C.**

Name: \_\_\_\_\_ Course: \_\_\_\_\_ Date: \_\_\_\_\_

### 3. GLOBAL RESEARCH

Important information on this topic has been pre-researched for you. Register online with the URL that your teacher will provide. Then check out the websites and videos in the [Library of Links](#).



Information from these web links will answer your Research Questions in Section 3, inform your responses to the Critical Thinking Questions in Section 7, and support the Presentation you will be preparing for Section 9.

Discuss and compare different perspectives with other members of your group.

#### Research Questions

Based on what you have learned in your research, answer the following questions. Group discussions are encouraged but answers to the research questions are to be written independently. To avoid plagiarism, your answers must be in your own words. Please list the links you used to answer your questions.

- 3.1 Based on your research, what is a definition for “values” and how do they influence our lives?

#### Did you know...?

Your values are shaped by where you grew up, your gender, your religion, your taste in music and many other things!

~ Kansas University

**List the links you referenced:**

- 3.2 What are three potential benefits to putting aside some time, on a regular basis, to reflect on our values, as outlined in your research?

**List the links you referenced:**

- 3.3 The research shows there is great value to affirming our values. Describe three or more ways to practice *affirmations*.

**List the links you referenced:**

- 3.4 Based on your research, list at least 3 factors that influence your values and beliefs, and provide examples of each factor.

**List the links you referenced:**

3.5 There's a danger in being stuck in your values and beliefs. Give an example of when one group's values have been forcibly imposed on another cultural group and the resulting impacts.

List the links you referenced:

## 4. TAKING ACTION

Choose ONE (or MORE) action(s) from your **ACTION SURVEY** in the front of your Action Pack, check it off in **Column B** and record it below. Do the action(s) now.



My chosen action is: \_\_\_\_\_

I will complete it by: \_\_\_\_\_

Name: \_\_\_\_\_ Course: \_\_\_\_\_ Date: \_\_\_\_\_

## 5. LOCAL ACTIVITY



How does this global topic relate to you personally? Complete the following activity and research chart to see how you are part of the equation.

- a. Begin by reviewing the list of values at the back of this Action Pack and/or in [Link 8](#). Choose the top 10 values that are the most important to you in your life right now (values can change over the course of our lifetime). Write them down in the space below.
- b. Reflect on those 10 values and choose the top 5 that you just can't live without. List your top five values, starting with the most important.
- c. In the Research Chart write down your 5 top values and come up with a positive **affirmation** statement for each value that is in the present tense, as if it is happening right now. Refer to [Link 5](#) for more information on how to create **affirmations** and how they can reinforce your values.
- d. Think of an activity that would support you to experience this value present in your life. Make this an activity you could do within the next week. Write it in the Research Chart.
- e. Over the next week choose one value to focus on, do your **affirmation** process and activity.

### My top 10 Values:

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

### My top 5 values, in order of priority:

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ |          |

# Research Chart

5.1 Complete Research Chart (use note paper if more space is needed)

<i>Value</i>	<i>Affirmation</i>	<i>Activity</i>
Example: Beauty	I take time to appreciate beauty in nature.	I will take a reflective walk through the park and note each thing I find beautiful.
1.		
2.		
3.		
4.		
5.		
<p><b><i>The Value I chose was:</i></b></p> <p><b><i>How I incorporated my affirmation:</i></b></p> <p><b><i>When I completed my activity, and any reflections on the experience?</i></b></p>		

## So What?

5.2 Compare your activity results with others in your group. Write down one or more similarities and differences that you found. Label similarities S and differences D.

5.3 What are some conclusions or observations you gained from this activity?

## 6. TAKING ACTION AGAIN



Choose ONE (or MORE) action(s) from your **ACTION SURVEY** in the front of your Action Pack, check it off in **Column B** and record it below. Do the action(s) now.

**My chosen action is:** \_\_\_\_\_

**I will complete it by:** \_\_\_\_\_



Name: \_\_\_\_\_ Course: \_\_\_\_\_ Date: \_\_\_\_\_

## 8. ACTION SURVEY



### Points for Global Sustainability

8.1 Now, return to your **ACTION SURVEY** in **Section 2**, and fill in COLUMN C by giving yourself points for all the actions you are now taking. Add up the total of COLUMN C to see your **TOTAL POINTS FOR GLOBAL SUSTAINABILITY**.

<b>5-15</b>	Great start! You have lots of choices for actions to increase your score.
<b>16-31</b>	You are well on your way to creating healthy, sustainable habits!
<b>32 or more</b>	WOW, Superstar! You are here to inspire others. Lead on!

### Points for Change

8.2 **CHANGING** our habits is a big accomplishment! As we increase our awareness we will see the impact of each choice we make and even more ways to “be the change.” To give yourself points for trying new actions and being willing to change old habits, subtract the total of COLUMN A from the total of COLUMN C to get your total **POINTS FOR CHANGE**.

**Total Column C:** \_\_\_\_\_ - **Total Column A:** \_\_\_\_\_ = \_\_\_\_\_ **TOTAL POINTS FOR CHANGE**

<b>3-6</b>	You've overcome the hardest part to change – STARTING! Keep it up!
<b>7-15</b>	Well done! Stay consistent with your changes to create new habits.
<b>16 or more</b>	Way to be a CHANGE AGENT! Check out other Action Packs for more ideas.

### Reflection on Taking Action

Answer these questions after completing your Action Pack (use more paper as needed)

8.3 What was rewarding about making a commitment to action and changing my behaviour?

8.4 What was challenging?

## 9. PRESENTING YOUR EXPERIENCE AND KNOWLEDGE

Your final Action Pack assignment is to give a presentation to your class summarizing your thoughts on the Inquiry you did in this Action Pack. This is your chance to share what you have learned and invite your peers to take action!



Presentation length: 5 - 15 min.

See ideas for your presentation below. Ask your teacher for further details.

Make sure your presentation includes:

### 1. **I** Inquiry Process

- State the Inquiry question that you explored. Is this an important question we all need to be asking ourselves?
- List the top 3 most interesting facts that you learned in your research.
- Share the experience and results of your local activity

### 2. **T** Creative/Critical Thinking

- Name some key *stakeholders* or *ecosystems* and their concerns or interests.
- List some ways we can approach this issue more sustainably (both at industry and personal levels).
- Share new ideas or conclusions you gained from completing the Action Pack.

### 3. **PS** Taking Action for Personal & Social Responsibility

- What actions did you take?
- What was it like to take personal action?
- Share your personal experience exploring this topic and inspire others to take action.
- Suggest ways your classmates can take action.

### 4. **C** Creative Communication

- Engage with your audience; make eye contact, don't read off a piece of paper the entire time, and project your voice.
- Be creative; how can you make learning about this topic fun and interesting? Consider the different presentation formats below.
- Share personal stories that deliver key points.
- Be passionate, persuasive and creative.

## Creative Format Options

1. **PERSONAL STORY** Tell your personal story of what it was like learning about this environmental issue. What research facts surprised or upset you? Did people help you or react negatively to your questions? Has this topic grown in importance to you? What actions did you take? Will you continue to take these and other actions? How can this issue affect your life, now and in the future? How would you like your story to end?

Stories are one of the best ways to teach lessons of value, especially when they are personal and real. Although they often present challenges to overcome, the best ones leave us with a feeling of personal power and hope. Stories are the way Indigenous peoples have passed forward their wisdom over the years.

2. **GRAPHIC DEPICTION** Drawings that are labeled and explain the information you learned in the research. This could be pictures, images, a storyboard, or timeline, and should include how you will make changes in your life.
3. **MOCK DEBATE** You and your partner present two points of view, or two stakeholders, showing the facts that support both sides in the issue.
4. **PAINTING OR COLLAGE** An artistic representation of what you learned in the research and how you will make changes in your life.
5. **MOCK NEWSCAST** You are a TV journalist on the scene of an environmental situation and you are interviewing both sides of the issue. For example, trees being cut down, industry's waste going into a river, protesters with signs at a **government** office.
6. **NEWSPAPER** Create a newspaper page with various articles about both sides of the issue. You may include a cartoon that is relevant, a letter to the editor about the issue and columns with the scientific facts. Include what changes are needed to help with this issue in the world.
7. **POEM/PROSE/SONG/RAP** Present a piece of creative writing that expresses facts and personal feelings around your issue/topic.
8. **SKIT** Act out a script to demonstrate your understanding of the issue/topic. Explain the stakeholders on both side of the issue and how you will change your lifestyle to help.
9. **WEBSITE** Create a well designed website that clearly leads the reader through the major issues, facts and opinions on this topic.
10. **POWERPOINT/PREZI** Create a visual presentation with strong images, graphs, even video, which complements and strengthens your verbal presentation. Remember to use images, not words!
11. **VIDEO** Create a video that describes the key points of the issue in a compelling way. This video can be an animation.