**Values**

**Unit:** Personal Development

**Level:** ESL 7-9; ABE/ASE

**Topic:** Values

**Length of Session:** 60-80 minutes

**Objectives:**
- Identify personal values
- Create an illustration board

**Language Arts Standards:**
- S6-Participate in collaborative group processes
- EFf Standards: Speak so others can understand; Cooperate with others; Reflect and evaluate

**Materials**
- Illustration Boards
- Illustration boards for individual students
- Illustration board for group
- Bull's Eye Puzzle
- Warm-up (10-15 minutes)

**Evaluation**

**Presentations**
- (5 minutes)
  - Give the definition of values and its related words.

**Guided Practice**
- (50 minutes)
  - In their groups, students construct illustration boards, comprised of collages representing individual student interests and values. Each student receives an illustration board and five pieces: red, blue, yellow, orange, and green. Each student writes the values they stand for and places them on the illustration board. Students then share their boards in small group, discussing similarities and differences. Students then share their boards in small group, discussing similarities and differences.

**Reflect in journals:** (5 minutes)
- What worked? What didn't? What were the surprises?

**Beyond**

**

**CLOSURE**

- Ask for individual volunteers (5 minutes)
  - Students share in their groups (15 minutes)
    - Representing individual students’ interests and values (30 minutes)
    - In their groups, students construct illustration boards, comprised of collages of values.
  - Give the definition of values and its related words.

**THROUGH**

- Materials:
  - Illustration Boards
  - Illustration boards for individual students
  - Illustration board for group
  - Bull’s Eye Puzzle

**MATERIALS**

- Illustration Boards
- Illustration boards for individual students
- Illustration board for group
- Bull’s Eye Puzzle
- Warm-up (10-15 minutes)

**EVALUATION**

**PRESENTATION**
- (5 minutes)
  - Give the definition of values and its related words.

**GUIDED PRACTICE**
- (50 minutes)
  - In their groups, students construct illustration boards, comprised of collages representing individual student interests and values. Each student receives an illustration board and five pieces: red, blue, yellow, orange, and green. Each student writes the values they stand for and places them on the illustration board. Students then share their boards in small group, discussing similarities and differences. Students then share their boards in small group, discussing similarities and differences.

**Reflect in journals:** (5 minutes)
- What worked? What didn't? What were the surprises?

**BETWEEN**

**CLOSE**

- Ask for individual volunteers (5 minutes)
  - Students share in their groups (15 minutes)
    - Representing individual students’ interests and values (30 minutes)
    - In their groups, students construct illustration boards, comprised of collages of values.
  - Give the definition of values and its related words.

**THROUGH**

- Materials:
  - Illustration Boards
  - Illustration boards for individual students
  - Illustration board for group
  - Bull’s Eye Puzzle

**EVALUATION**

**PRESENTATION**
- (5 minutes)
  - Give the definition of values and its related words.

**GUIDED PRACTICE**
- (50 minutes)
  - In their groups, students construct illustration boards, comprised of collages representing individual student interests and values. Each student receives an illustration board and five pieces: red, blue, yellow, orange, and green. Each student writes the values they stand for and places them on the illustration board. Students then share their boards in small group, discussing similarities and differences. Students then share their boards in small group, discussing similarities and differences.

**Reflect in journals:** (5 minutes)
- What worked? What didn't? What were the surprises?

**BETWEEN**

**CLOSE**

- Ask for individual volunteers (5 minutes)
  - Students share in their groups (15 minutes)
    - Representing individual students’ interests and values (30 minutes)
    - In their groups, students construct illustration boards, comprised of collages of values.
  - Give the definition of values and its related words.