

# VALUES RANK

*Activity to identify personal values.*

## OBJECTIVES

- Students will evaluate their own personal values.
- Students will consider other's perspectives on personal values.
- Students will discuss values that are most important to them.



## MATERIALS

### Students will need:

- 5 notecards or small pieces of paper

### Teacher will need:

- Online learning platform such as Zoom  
(Zoom instructions in orange, this training suggests using the breakout room and whiteboard or chat features)
- PowerPoint PDF download

## TIME

40 min

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## LESSON INTRO

This activity asks students to evaluate their personal ideas about important values. Through this lesson, the facilitator will ask students to “discard” traits that are least important to them. See Facilitator Tips for helpful notes. The reflection of this activity should not be skipped.

## FACILITATOR TIPS AND NOTES

1. For maximum effect, the facilitator should add in an element of drama to this process. Pausing, pacing, and tone can create an atmosphere of intrigue that can lead to a more engaging environment.
2. You may find students protesting that it's too hard to keep narrowing these down! That's ok! Keep it lighthearted and use student struggle as part of the reflective discussion at the end of the activity.

## LESSON STEP BY STEP

1. Begin by welcoming students to the learning session and **displaying the objectives (using a screen share feature)**.
2. Start the lesson by asking students to share their answer to the question:  
**Who influences what we value in life?**  
(consider sharing a 'student order' on a slide to ensure that all answer – see the example slide in the PP)
3. Next, **display the slide** with the list of values. Ask students to choose the **5 values that are most important to them personally** from the list (if students want to choose values that are not found on the list, that is great! The list is there as a resource).  
You want students to identify traits and characteristics that they feel are the most important for life.
4. Students should write one value on each notecard or slip of paper. Give them time to do this.

5. Once everyone is confident of their top five, you can **stop sharing the values list**.
6. Ask students to hold their “cards” in their hand like playing cards.  
Say: You should be holding your five most important values in front of you...
7. ...Pause for effect. Ask students to look carefully at the cards they are holding and now discard one of their cards. This should be the value that is least important to them out of the five that they have.
8. Pause again. You will ask students to discard ANOTHER card. Ask students to get rid of one more of their values that is least important out of the four left.
9. Next, you will ask students to narrow down their cards to three. Their top three values.
10. Keep going. Have students keep two cards that are their “definite top two most important life values”. Assure students that this can feel difficult.
11. Now. The final step. Have students choose one of their two remaining cards as the most important values to them.
12. Congratulate the students for doing that difficult mental exercise.

## REFLECTION & WRAP UP

1. Reflecting on student’s process is where the impact of this activity lies. Invite students into a discussion using these prompts (in this order, more or less).

If you have a manageable sized group, then an open sharing discussion will work, otherwise, **consider using the Zoom whiteboard, chat feature, or breakout groups to manage this topic**.

- Chat or share verbally: What was your last remaining card?  
(Whole group - consider recording these on the whiteboard as students share)
- Share how you chose your top value out of so many options. Did you just what was important to you individually, or what’s important to your family, community, or this group?
- Explain why your choice is most important to you.  
(consider having students discuss this prompt in groups of 4 via breakout rooms)
- Share which qualities were the first ones that you got rid of. Explain why you discarded those first.  
(Whole group - consider recording these on the whiteboard as students share)
- How easy/difficult was it for you to select and rank these values in this way? Why?
- Which two cards were the hardest to choose between? Why?  
(consider having students discuss this prompt in groups of 4 via breakout rooms)
- What did you learn about yourself during this activity?
- What did you learn about others in this group?
- Notice what the class/group chose as their collective top values. (Whole group)
- What does this say about our group as a whole?

## VARIATIONS

As with many of the activities in this section, changing the theme of the activity to meet other goals can be effective. Instead of life values, use your school values or virtues, leadership traits, self-identity markers, or another theme that the group is working on.

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## NOTES

**Educational Standards:** CASEL: Self-Awareness, CASEL: Relationship Skills, P21: Critical Thinking and Problem Solving, P21: Leadership and Responsibility