



Power Through Empowerment

In the following lessons students will begin to develop the health skill of analyzing influences through the context of healthy relationships. At the middle school level, relationships with friends, peers, and significant others evolve, especially as students continue to high school. Students will analyze influences that affect their relationships with others so they feel empowered to make healthy choices. All mini-lessons can be implemented in their entirety or added to already existing health education or physical education lessons.

Lesson Name: Values Tournament

Unit Name: Power Through Empowerment

Grade Level: 6-8

Lesson Length: 15 minutes

Before beginning, teachers should offer accommodations specifically mentioned in a student's IEP to support their ability to participate in the lesson. A sample list of common accommodations and modifications to aid you in selecting appropriate supports for students can be found in the educational material resources.

Lesson Objective(s):

Students will be able to identify their top eight values by completing the values tournament bracket.

Equipment Needed:

- [Values Tournament Bracket \(1 per student\)](#)

Essential Question (related to objective):

What values are most important to me?

CASEL Core SEL Competency:

Self-awareness

- Linking feelings, values, and thoughts

National Standards and Grade-Level Outcomes for K-12 Physical Education:

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.

Lesson Overview:

This mini lesson can be used as an additional activity in the Power Through Empowerment unit for grade-level 6-8. Students will complete a tournament bracket filled in with values instead of players or teams to identify the values they feel are most important to themselves. CASEL defines self-awareness as “the abilities to understand one’s one emotions, thoughts, and values and how they influence behavior across contexts.” Be sure to connect the previously taught concepts of identifying emotions and how they affect behavior and how our values effect behavior as well.

Mini-Lesson Name: **Values Tournament** Unit Name: **Power Through Empowerment** Grade Level: **6-8**

Definitions:

Analyzing influences

The ability to analyze both internal and external influences that might affect health-related decisions.

Value

Something that you think is important in life.

Self-awareness

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior.

Activity Progression:

Students will be given a Values Tournament Bracket to complete. It can be done online via Google Slides or teachers can print the Google Slide for students to complete.

Review the definition of a value from lesson 3 in the Power Through Empowerment unit, also listed above. Provide a list of values with definitions for students, see an example below.

Students will choose between each value and select the value they feel is more important to advance the value to the next round. Students should complete the bracket until they get to the Final Four round.

Have students get into small groups of three or four to share their Final Four values and explain why they chose certain values over others. Challenge the group to come up with their "Champion" value. Have groups prepared to share out to the class.

In a virtual setting, consider putting students into break out rooms to complete this activity.

Ask students how can our values be connected to our values.

Example script: "Today you will have a list of different values. As a reminder, a value is a something that you think is important in life. For example, honesty is a value I think is important in life. So I try to be honest and have friends that are honest as well. Can you think of some other values?
[Allow students to respond.]

How can our values be connected to our feelings? I used the example of honesty being a value for me. If a friend lies to me, how might that make me feel? I could be angry, hurt or sad depending on the lie. Understanding our values can help us become more self-aware. Learning about how feelings and how they affect us. Which we've been talking about in health. moves. minds.

Values will be different for all of us. We may share some values, we may have different ones and some values may be the same, but might not be as important as other values compared to our friends and family. Our values can guide us in how we make decisions related to our health. because we know what is important to us in our lives."

Modifications/Differentiation:

- Provide students with a list of values without definitions.
- Provide students with a blank bracket and let them fill in the values from the list of values.

Checks for Understanding:

- What are your personal values? Why are they important to you?
- How can values be connected to your emotions at times?

Values Defined

Below is a list of different values along with their definitions in alphabetical order.

- Adventure** – Exciting experience or activity
- Beauty** – attractiveness
- Challenge** – Something difficult
- Citizenship** – Supporting and being a good member of your community
- Confidence** – Feeling certain about your abilities
- Commitment** – Making a promise and following through on it
- Communication** – Expressing ideas effectively
- Community** – A feeling of belonging with others
- Compassion** – Strong feeling of sympathy for the suffering of others
- Competence** – Ability to do something successfully
- Connection** – People associated together
- Cooperation** – Working together
- Courage** – Doing what you know is right even when it is hard to do
- Creativity** – Ability to produce original ideas
- Curiosity** – Desire to learn or know something
- Dependability** – Trustworthy and reliable
- Discipline** – Obeying rules
- Diversity** – Range of differences that make us unique
- Empathy** – Being able to understand and imagine how other people feel
- Enthusiasm** – Strong excitement about something
- Equality** – Being equal
- Excellence** – Doing the best you can
- Excitement** – Feeling of great eagerness
- Faith** – Strong belief in something without proof
- Fame** – Being well known especially because of your achievements
- Family** – Group of people related biologically or by law or marriage
- Flexibility** – Ability to adjust your thinking or behavior
- Forgiveness** – To stop feeling resentment against
- Freedom** – Being able to act, speak or think without limits
- Friendship** – Mutual affection and trust between people
- Fun** – Enjoyment
- Generosity** – Unselfish giving
- Health** – Free from illness or injury

Mini-Lesson Name: **Values Tournament** Unit Name: **Power Through Empowerment** Grade Level: **6-8**

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Values Defined (continued)

Below is a list of different values along with their definitions in alphabetical order.

Honesty – Telling the truth

Harmony – In agreement of ideas, feelings or actions

Humanity – showing kindness, compassion and understanding towards others

Humor – Funny or amusing

Independence – Free of outside control

Innovation – A new idea, method or invention to solve a problem

Integrity – Sticking to your values despite what others might think

Intelligence – The ability to acquire and apply new knowledge

Joy – State of happiness

Justice – Treating all people fairly, no matter who they are

Kindness – Being considerate, friendly, respectful and generous towards others

Knowledge – Facts, information or skill acquired by experience or education

Learning – Acquiring knowledge through study or being taught

Love – Deep affection

Loyalty – Devotion or faithfulness to someone or something

Openness – Free expression of your feelings and opinions

Patience – Being able to wait or endure difficult circumstances without getting angry

Power – Ability to influence or control others or events

Recognition – Public appreciation of achievements

Respect – Considering other people's feelings, wishes, rights, or traditions before you act

Responsibility – Doing the things you are expected to do

Risk-taking – Taking a chance in order to achieve a goal

Service – Helping or doing work for someone

Simplicity – Uncomplicated

Strength – Being able to withstand pressure or force

Success – Achieving a goal

Teamwork – Working with other people to achieve a goal

Trust – To believe

Wealth – Abundance

Wellness – Being in good health

Wisdom – Having knowledge or experience and good judgment

Wonder – Astonishment and admiration