# VALUE-BASED AFFIRMATION ACTIVITY

## The following two page exercise will not be graded. The purpose of this exercise is to help me get to know you better.

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Circle the two or three values that are most important to you:

 • creativity • community/relationships with family and friends • political views • independence • learning and gaining knowledge • money, wealth, or status • your social/cultural/racial identity • honesty or integrity • helping society • achievement in athletics, education, or career

• connection with nature/the environment • athleticism, fitness • spirituality or religion • sense of humor/having fun

Other? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

##  On a scale of 1–5 where 1 is highly disagree and 5 is highly agree, rate the following statements:

1. These values have influenced my life. \_\_\_\_\_\_\_

2. In general, I try to live up to these values. \_\_\_\_\_\_\_\_\_

3. These values are an important part of who I am. \_\_\_\_\_\_\_\_

4. I care about these values. \_\_\_\_\_\_\_\_

## Based on your responses above, please do the following:

* First, look at the values you picked as most important to you.
* Next, think about times when these values were important to you.
* Finally, describe why these values are important to you. Include some discussion about how you ranked the values.
* Focus on your thoughts and feelings. Don’t worry about spelling or grammar.

##  Ideas on how to use the activity:

* Provide opportunity to revisit this assignment at critical moments
	+ The beginning of the school year
	+ Prior to major exams and testing
	+ Near holidays and breaks
* Provide opportunity for discussion and sharing with other students if a trusting classroom environment exists (**give choice**)
* Provide opportunities for them to share their writings with you in which you affirm and give validating feedback either written or verbally, not a graded assignment
* Have them provide a visual representation of their written assignment (poster, photo, graphic art, song, electronic applications)

You can adapt the worksheet to have them come up with their top two-three values verses listing them.

**Key:** Explain that you desire for them to complete the activity so you can get to know them. Let them know you value their input.

Adapted from:

<https://diversity.humboldt.edu/sites/default/files/paselk_values_affirmation_activity_1.pdf>