



To create safe and brave spaces of belonging, we need to commit to doing *our work* before we do *the work* and to working within our scope and skill.

Integration Idea **Living Into Our Values**

Key concepts:

- Adding the term values to our vocabulary.
 - Values are the ideas or beliefs that we hold most important in our lives.
- Helping students understand that in order for values to have meaning, we must operationalize them (make them something we can see or hear). This means coming up with examples of behaviors that *are* and *are not* consistent with each of our most important values.
- Helping students understand that we live by both individual values and community/classroom values.

Examples:

Classroom Value: Kindness

- Behaviors that are consistent with this value:
 - Listening when someone else is talking
 - Doing things for others without expecting anything in return
- Behaviors that are inconsistent with this value:
 - Talking about people behind their backs
 - Talking over someone when they are speaking
 - Teasing or criticizing

Classroom Discussion Ideas:

- Give students a list of values as examples. The list should be based on the age and developmental level of students. The list in *Dare to Lead* is too long and some of the concepts are too complex for primary school.
- Help students understand the process of differentiating values that are important and the two or three that are the *most important*. You can do this by asking students to circle every value that they consider important, and then draw a square around the two that they think are the most important. One prompt question is: Which two values best define who you are and how you want to show up every day? Another prompt is: Without these two values, you can't act on the others.
- Helping students understand that what makes values real is understanding what they look like as actions and behaviors. Have students write down their two values, and then have them write one or two actions or behaviors that support those values.
- Once students have selected and operationalized their individual values, work as a class to come up with classroom values and behaviors that support those. It may be helpful to have a list of behaviors that are outside the value as well as behaviors that support these values.

In addition to reading *Dare to Lead*, you can learn more here:

Books:

Daring Greatly

Learning Lab Videos ([brenebrown.com/dc-learning-labs](https://www.brenebrown.com/dc-learning-labs)):

How do we as adults live out our values so that our kids can follow that path, too?

What happens when you have too many values?

Why does getting clear about values really matter?

