



Module 5
Lesson Plan 1



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Lesson name	What Matters to Me – Discovering Meaning and Purpose
Connection to ThrivingSchools Framework	<p><i>This lesson supports Meaning by helping students connect their personal values to their school experience and everyday actions. It strengthens SEL competences such as self-awareness and responsible decision-making. It applies SWPBS practices through Respect Learning and Respect Environment, encouraging students to recognise how their contributions shape a positive school community.</i></p>
Duration	60 minutes
Age range	10–12 years
Objectives	<p>Upon completion of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Identify three core personal values. 2. Explain how their values can guide learning and daily choices. 3. Describe one meaningful way they contribute to their school or community.
Setting	Classroom and small group work areas
Required material/resources	<ol style="list-style-type: none"> 1. “Values Cards” or printed list of common values (kindness, curiosity, honesty, teamwork, courage, creativity, etc.) 2. Chart paper and markers 3. Reflection worksheet “What Matters to Me” 4. Sticky notes
Lesson activities	Activity 1 – Values Gallery Walk (15 min)

Purpose: This activity helps students recognise their personal values and understand how these values guide choices and behaviours in daily life.

Step-by-step:

1. Display 15–20 “values cards” (e.g., kindness, courage, curiosity) around the classroom.
2. Explain that *values* are principles that help us decide what is right and important.
3. Ask students to walk around and read each card silently, then mark three that resonate most with them using sticky dots or notes.
4. Once seated, students pair up to share which values they chose and why those matter to them.
5. The teacher facilitates a brief discussion: “Which values appear most often? What do they tell us about our class community?”

Teaching Method: Collaborative and movement-based reflection.

Student Engagement: Students are physically active, make independent decisions, and explain reasoning to peers, promoting reflection and connection.

Group Size: Individual → Pairs → Whole class.

Resources: Values cards, sticky notes, markers.

Activity 2 – My Values in Action (25 min)

Purpose: This activity allows students to connect their values to concrete actions, seeing how meaning emerges from living according to what they care about.

Step-by-step:

1. Distribute the “What Matters to Me” worksheet and explain that students will describe how their values appear in real life.
2. Students write or draw one example of how they demonstrate each chosen value at school, home, or in the community (e.g., “I show teamwork when I help a classmate”).
3. In groups of four, students share their examples and identify one “common value” shared by everyone in the group.
4. Each group presents their shared value to the class, explaining how it is shown in daily actions.
5. The teacher records the shared values on chart paper, forming a “Class Meaning Map.”

Teaching Method: Reflective writing and peer learning.

Student Engagement: Encourages self-expression, empathy,

	<p>and recognition of shared experiences. Group Size: Individual → Small group → Whole class. Resources: Worksheets, chart paper, markers.</p> <p>Activity 3 – The Purpose Tree (20 min)</p> <p>Purpose: This activity helps students visualise how values (roots) can grow into purposeful actions (branches) that create meaning for themselves and the school community.</p> <p>Step-by-step:</p> <ol style="list-style-type: none"> 1. On large chart paper, draw a “Purpose Tree” with roots, trunk, and branches. 2. Explain the metaphor: <i>roots = values, trunk = actions, branches = goals or dreams.</i> 3. Students each write one idea per sticky note — a value (root), an action (trunk), or a goal (branch). 4. As a class, they attach their sticky notes to the corresponding parts of the tree. 5. Facilitate a reflection: “What connects our roots, actions, and goals?” 6. Display the completed tree as a reminder of shared meaning in the classroom. <p>Teaching Method: Visual collaborative learning. Student Engagement: Encourages creativity, teamwork, and visual expression. Students co-create a tangible symbol of purpose. Group Size: Whole class. Resources: Chart paper, sticky notes, markers.</p>
<p>Assessment</p>	<ul style="list-style-type: none"> ● Observe participation and engagement during discussions and group sharing. ● Review “What Matters to Me” worksheets for understanding and depth of reflection. ● Evaluate student contributions to the “Purpose Tree” for evidence of linking values to goals.
<p>Additional Resources (if applicable)</p>	<ul style="list-style-type: none"> ● Seligman, M. (2011). <i>Flourish: A Visionary New Understanding of Happiness and Well-being.</i> ● VIA Institute on Character (www.viacharacter.org). ● TED-Ed video: “<i>What’s Your Why?</i>”

Annex

Teacher Notes

Encourage students to share openly without fear of judgment or comparison. Emphasise that every person's values are unique and shaped by different experiences. To support understanding, provide clear, concrete examples for abstract values:

- *Kindness* → helping a friend who is upset.
- *Courage* → trying something new even when it feels difficult.
- *Respect* → listening carefully when someone else speaks.

If students struggle to articulate values, offer prompts such as:

“What is something that makes you proud?” or “When do you feel you are doing the right thing?”

Remind students that values are not fixed — they can grow and evolve as we learn more about ourselves. Reinforce a positive classroom climate by acknowledging thoughtful contributions (“That’s an interesting example of teamwork”).

For multilingual or diverse groups, you may invite students to translate values into their home language or illustrate them visually. The focus should be on *connection and meaning*, not language perfection.

Before starting the “Purpose Tree,” clarify that it represents how *values (roots)* support *actions (trunk)* and *goals (branches)*, helping students link inner beliefs to outward behaviour.

Supporting Materials

Values Cards

A set of 20 cards showing single words or simple phrases (e.g., Kindness, Creativity, Honesty, Respect, Curiosity, Responsibility, Courage, Fairness, Friendship). Each card may include a short example sentence (e.g., Kindness – helping others without being asked). Cards can be printed on coloured paper and laminated for reuse.

<p style="text-align: center;">Kindness</p> <p>Caring for others and helping without being asked.</p> <p>Example: I help a classmate when they feel sad or need support.</p>	<p style="text-align: center;">Respect</p> <p>Treating people, places, and things with care.</p> <p>Example: I listen when others speak and look after classroom materials.</p>
<p style="text-align: center;">Honesty</p> <p>Telling the truth and being fair.</p> <p>Example: I admit when I make a mistake and try to fix it.</p>	<p style="text-align: center;">Responsibility</p> <p>Doing what I'm supposed to do and keeping my promises.</p> <p>Example: I complete my homework and return library books on time.</p>
<p style="text-align: center;">Teamwork</p> <p>Working together to reach a goal.</p> <p>Example: I share ideas and take turns during group projects.</p>	<p style="text-align: center;">Courage</p> <p>Doing the right thing, even when it's hard.</p> <p>Example: I stand up for a friend who is being teased.</p>

Empathy

Understanding how others feel.

Example: I notice when someone looks lonely and invite them to join us.

Curiosity

Wanting to learn new things.

Example: I ask questions and try to understand how things work.

Perseverance

Keep trying, even when something is difficult.

Example: I practise until I can solve a hard math problem.

Creativity

Thinking in new and original ways.

Example: I find a fun way to explain my science project.

Fairness

Treating everyone equally and following the rules.

Example: I make sure everyone has a turn in our game.

Gratitude

Being thankful for what we have.

Example: I say thank you to the teacher and my classmates.

Friendship

Caring about and supporting others.

Example: I include everyone in playtime.

Optimism

Believing good things can happen.

Example: I tell myself I can do better next time.

Cooperation

Working peacefully with others to get things done.

Example: I share tasks when we clean up the classroom.

Patience

Waiting calmly without getting upset.

Example: I raise my hand and wait my turn to speak.

Compassion

Showing concern for others' suffering.

Example: I make a get-well card for a classmate who is sick.

Self-Discipline

Controlling my actions and staying focused.

Example: I stay calm when I feel frustrated.

Justice

Standing up for what is fair and right.

Example: I speak out when someone is treated unfairly.

Learning

Gaining new knowledge and improving skills.

Example: I try new strategies when studying for a test.



“What Matters to Me” Worksheet

This reflective worksheet helps students identify their most important values, understand how they live them, and plan how to apply them in their daily life. It can be used as evidence of personal growth throughout the school year.

1. My Three Most Important Values

Write down the three values that are most important to you. You can use the Value Cards to help you choose.

Value	What this value means to me

2. How I Live These Values

Give examples of how you show each of your values at school, at home, or in your community.

Value	At School	At Home	In My Community

3. Why These Values Matter to Me

Explain why these values are meaningful to you. You can write a short paragraph or a few sentences for each value.

- Value 1: _____



· Value 2: _____

· Value 3: _____

4. One Way I Can Show These Values This Week

Choose one simple action that you can take this week to show your values in real life.

This week I will: _____

How I will do it: _____

How it made me feel: _____



Purpose Tree Template

This Purpose Tree helps students visualise how their personal values (roots) connect to their actions (trunk) and goals (branches). It can be printed on A3 paper or recreated collaboratively on large chart paper in class.

Instructions for Teachers and Students

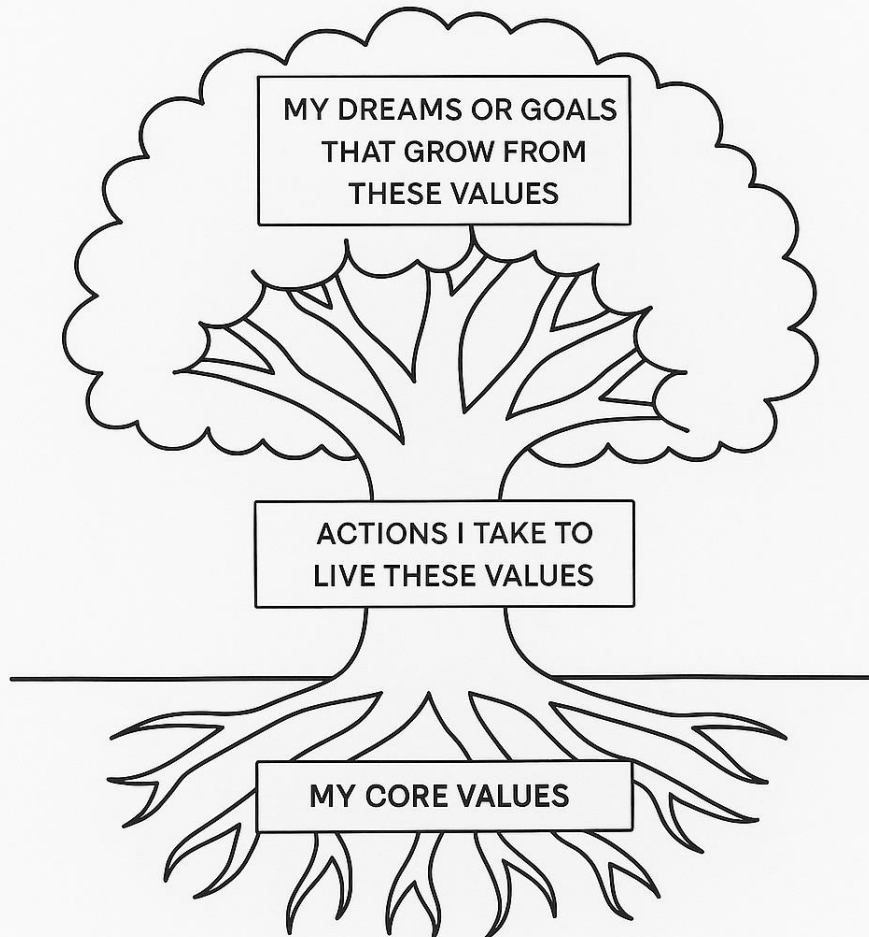
1. Begin by discussing what each part of the tree represents:
 - **Roots:** Your core values that give you strength and direction.
 - **Trunk:** The actions and habits that show your values in daily life.
 - **Branches:** The dreams, hopes, or goals that grow from living your values.
2. Students can write or draw their ideas directly on the poster or use sticky notes.
3. Encourage creativity — they can use colours, words, and symbols to express their ideas.
4. Display the completed tree in the classroom as a reminder of shared purpose and meaning.

Reflection Prompts

- Which of your roots (values) are the strongest?
- What actions (trunk) show that you live by these values?
- Which branches (goals) do you want to grow next?

PURPOSE TREE

Think about your values, actions, and goals. Fill in the sections of the tree.





Alternative Activities

Values Mural (Visual Collaboration)

Students work in groups to design a classroom mural representing shared values. Each group contributes drawings, words, or photos illustrating their chosen values in action (e.g., helping, learning, sharing). The mural can be displayed in a hallway to remind the school community of its shared purpose.

Digital “Purpose Collage” (Technology Integration)

Using digital tools such as *Canva*, *Padlet*, or *Google Slides*, students create a collage of images and words that represent what gives their life meaning (family, friends, hobbies, learning). Encourage them to include at least one quote or personal reflection. This is especially engaging for visual learners and supports media literacy.

Class Mission Statement (Extension Option)

As an additional extension, students collaborate to write a short “Class Mission Statement” combining their shared values. The statement can be revisited throughout the year and used as part of classroom routines (e.g., read aloud each Monday).



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