

and they require more thought. Explain that what is important to us, or what we value, influences the decisions and choices we make.

Tell students that for this reason, it's necessary for each person to know what he or she considers to be important. Knowing what we value allows us to make choices with which we are comfortable.

Part II Valuable Squares (30 minutes)

Purpose: Students identify people, possessions, activities, and future plans they value.

1. STUDENTS IDENTIFY PEOPLE AND THINGS THAT ARE IMPORTANT TO THEM.

Give each student a sheet of paper. Demonstrate how to fold, crease, and cut the paper to make 16 squares. First, fold the paper in half from top to bottom, and crease it. Now, fold and crease it from side to side. Then, fold and crease it again from top to bottom, and finally again from side to side. Unfold the paper, and use a ruler or the side of your desk to tear along the crease lines.

Using the 16 squares, students should write a word or two to identify the following:

- Three favorite activities
- Five important people in their lives
- Three goals they have for the future
- Three favorite possessions
- Two things they would like to own someday

Each person, thing, activity, or goal should be written on a separate square.

Tell students to keep the squares in separate stacks on their desks, but to combine the possessions into one stack. In other words, they should have four stacks: activities, people, dreams, and possessions.

2. STUDENTS LISTEN TO AN IMAGINARY STORY AND IDENTIFY WHOM AND WHAT THEY VALUE MOST.

Explain to students that you are going to read a story. After you read each part of the story, they will be asked to make a decision. They will have 10 to 15 seconds to make the decision. All decisions are final. Discarded squares must be crumpled or torn up.

Read the "Once Upon a Time" activity sheet (#8) aloud to students. After each part, pause for 10 or 15 seconds before announcing that time is up. Then, continue to read the story.

3. STUDENTS REFLECT ON THEIR DECISIONS.

Prompt students to think about and evaluate the decisions they made by asking:

ONCE UPON A TIME

1. While at the zoo, you were bitten by a rare species of monkey. You are starting to feel very sick, and your doctor diagnoses you with a very serious illness. Your doctor is unsure of how to cure you, and doesn't know whether the disease is fatal. He tells you that you have to give up one of your favorite activities.
2. Because of the disease, you are hospitalized for a short time. You must lose one of your goals.
3. Because of your time off from work, you are short of cash and have to give up one of your possessions.
4. You are hospitalized again. The medical bills keep coming and you have to give up another possession.
5. You are exhausted from the illness and trying to work. You lose one of your goals and must give up an activity. Also, two important people disappear from your life, because you are no longer able to maintain relationships.
6. You are permanently hospitalized. You are allowed only one visitor and can take only one possession to the hospital with you. Discard two important people, and two possessions.
7. Your doctor finds a hospital in Europe that specializes in rare monkey bites. Once there, you will have to live near the hospital for the rest of your life in case you ever suffer from symptoms again. You must discard three of your remaining squares. Which will they be?
8. You are starting your life over again with only this person, possession, goal, or activity.