



Strive Lesson: WBL Culture & Core Values- Session 1

Length: 75-90min

Character & Leadership Competencies and Culture Concepts Taught:

Culture

Core Values

Self-Awareness

Session Objectives:

At the end of this session, participants will be able to

- Define personal core values
- Define culture and its key components
- Identify an employer's core values based on vision/mission statements

At the end of this session, participants will understand

- How culture and core values work together and why they are important when looking for employment.

Materials Required:

- Powerpoint Slides
- Flip Chart Paper (optional- if using gallery walk activity adaptation)
- WBL Workbook (1 x student)

Time	Session Content	Facilitator Notes
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<p>Before</p>	<p>Preparation</p> <ul style="list-style-type: none"> ● Write the session’s agenda on chart paper or white board. ● Post chart paper to record classroom norms (if first day of a new class or new semester) ● Have student workbooks printed (or organize w/ teacher/school for pre-printing) ● Prepare relevant stories and real world examples to share with students-specific to the Culture Wheel Activity, Core Values Activity, This or That Activity 	<p>This is the first lesson in the Strive/Dual School WBL Curriculum- Facilitators should incorporate a slide in the powerpoint that describes their program overview and the participant’s journey.</p>
<p>20 mins</p>	<p>Program Introduction PPT: 2-8</p> <p><i>Slides: 1, 2, 3: Strive’s mission is to spread the power of Character- Driven Leadership- we are committed to ensuring that individuals from all backgrounds have the opportunity to become character-driven leaders through our intentionally designed social-emotional learning curriculum.</i></p> <p><i>Slide 4: Strive encourages interaction and we are high energy! These are different hand signals to communicate, contribute, and connect with others in the room- feel free to use them in addition to your classroom norms.</i> (the facilitator could transition into setting classroom norms with students and/or teachers at this moment if necessary).</p> <p>Slide 5: Mood Meter from Yale University’s RULER program- ask students to describe their mood/ personal fuel tank selecting either a color or one of the adjectives. Students can have the option to explain how and why that color/adjective best describes their mood.</p> <p>Slide 6: <i>During our time together, we want you to be a sponge. What does a sponge do? (anticipated response: soaks things up). Explain that also, sponges can wring water out- this relates to this class because we want you to soak up as much</i></p>	<p>These slides may be the first introduction to the course.</p> <p>If teaching this class with other facilitators, remember to build in introduction time. Option to add in participant journey description to slides (if the facilitator is teaching this as a part of a collaborative program).</p> <p>If needed, the facilitator can ask Strive for LPO from Strive’s Middle School curriculum, which serves as a reference for creating and implementing classroom norms.</p>

	<p><i>knowledge as possible AND you never know when you are going to need to “wring out” the knowledge to use it!</i></p> <p>Slide 7: Review Agenda of the session with students.</p> <p>Slide 8: <i>At Strive we believe in “connection before content,” we want to know more about who you are and your employment field of study. Please take 2-5 minutes to answer the following questions:</i></p> <ul style="list-style-type: none"> - <i>Name</i> - <i>Grade</i> - <i>Dream Vacation</i> - <i>Why did you choose your shop/field of study?</i> - <i>Why do you think this class is important?</i> - <i>What are you hoping to gain from this experience?</i> <p>Students can share responses popcorn style, in small groups, in a turn & talk, pair share, etc.</p>	
20 mins	<p>Culture & Core Values PPT: 9-19</p> <p>Slide 9: Explain the overall purpose of the Strive WBL content- <i>“to teach and practice skills that will help students develop good habits to achieve success in their pursuit of employment- working to answer the question “How might I be more employable?”</i> <i>Entering the workforce can be difficult. We want you to be prepared with the interpersonal (people) and intrapersonal (self-awareness & reflection) skills needed to help you navigate the workforce to ensure you are working and growing the way you want and/or need to work and grow!”</i></p> <p>Slide 10: Defining culture- Ask students: <i>“how do you define the word culture?”</i> (students can pair/share and then share ideas with the whole group) <i>Strive defines culture as the way of life for a group, it’s how a group collectively interacts with one another when no one is looking or there isn’t a specific project,</i></p>	

need, etc. This includes elements like: values, beliefs, attitudes, and practices. The values, beliefs, attitudes, and practices are demonstrated by the group's behavior, interactions, and connections with one another. Cultures can be large, like a sports franchise (this would include players, coaches, owners, fans, etc.), or a corporation, or they can be as small as a group of friends or family."

Slide 11: Strive's Culture Wheel- key idea: all of the components listed interact to create a group's culture.

Activity- Identifying a group culture

Share with students the following: *"think of a group you are a part of, this could be a class, team, school, religious group, band, etc. You will use this group as inspiration to help dissect key elements of group culture."*

*Facilitator to provide 3-4 relevant examples from pop culture, personal experience, sports teams, etc. to give an example for each category. Students should choose a team/club/organization within their daily life and take notes where they identify the culture components present in the team/club/organization they chose.

Ex: The Dallas Cowboys (sport) Google (workplace)

- The Hierarchy and Power Structure: what does this look like? Is it shared, or are there one or two people in charge? Do the people in charge change often? (provide 1min for students to jot down their notes/thoughts)
- Traditions and Rituals: are there special events, traditions, or routines that everyone in the group takes part in? (provide 1min for students to jot down their notes/thoughts)
- Stories and Heroes: what are the stories shared within the group? Who has been a part of this group in the past? (provide 1min for students to jot down their notes/thoughts)

	<ul style="list-style-type: none"> ● Symbols and Artifacts: what are the symbols/artifacts the group uses and what are the meanings of the symbol/artifact like: team logo, uniform distinguishing year or level, superbowl ring etc. (provide 1min for students to jot down their notes/thoughts) ● Language and Vocab: What are the words/language the group uses? Does the group use specific language to describe actions/experiences specific to the group? (provide 1min for students to jot down their notes/thoughts) ● Credos and Slogans: what are the slogans, statements, quotes, songs etc. that the group uses? Why do they use these? (provide 1min for students to jot down their notes/thoughts) <p>Slide 12: <i>Every group, organization, team, etc. has these 6 components, plus more! Once a group of people come together to interact in a collective way these collective behaviors, values, connections etc. develop. It is both more productive and enjoyable to be a part of a culture that is proactive, where the people involved are making a conscious effort to create and maintain culture, as opposed to reactive culture, where culture develops in response to something- typically negative. In proactive cultures, groups can work towards greater goals.</i></p>	
45 mins	<p>Personal Core Values and the Workplace PPT: 13-16</p> <p>Slide 13: Self/Group/Organization <i>“Now that we know and can identify different elements of group culture, we must understand more about ourselves to answer the following:</i></p> <ul style="list-style-type: none"> ● <i>What do I value?</i> ● <i>How do I live out my values?</i> ● <i>How do my values show up in groups I’m involved in and/or organizations I’m a part of today?”</i> <p>Slides 15-16</p>	<p>As students are selecting their Core Values, the facilitator could play music in the background to help students focus.</p> <p>Facilitator should pre-plan estimated time spent on each activity and account for student transitions, conversation, behavior management etc. This is the longest section of content/activities within this lesson.</p>

Activity- Core Values Identification pt 1. (in workbook)

Step 1: *"We are going to work on identifying our own core values- it's important to know what is most important to you, especially as you look to enter the workforce, so you can align your values to teams, groups, organizations, environments, etc. In your workbook, there's a list of different values- take 7 minutes and choose 10 values and write the values under the column that says "Top 10." If there is something you value that isn't on this list, feel free to add it to your list of 10!"* (give students 5-7 minutes to narrow their list)

Step 2: *"Now, take your list of 10, narrow it down to 5, and write the 5 under the column that says, "Top 5."* (give students 2-3 minutes to narrow their list)

Step 3: *"Take your 5, choose your top 3, and write them under the column that says, "Top 3."* (give students 1-2 minutes to narrow their list)

Extension: if you have time, ask students to write their definition of their top 3 values. Facilitator can provide an example saying, " So in my top 3 I have ____, ____, and ____. I define ____ as ____ which to me means _____. This value may have a totally different definition and meaning to someone else than it does to me, which is why it's important to have your own definition and meaning of each of your values."

Discussion Questions:

- Share some of the values you selected.
- Was it easy/hard to choose your values? Was it harder to select them or narrow them down? Why?
- Did any one choose ____ (facilitator chooses a few options) value? How do you define that value- what does this value mean to you?

*Discussion can be in whole group, pair/share, small group, or a gallery walk.

Slide 16:

Activity: Core Values in Action (in workbook)

Step 1: *Write each of your top 3 core values in the green boxes.*

Step 2: *In each of the boxes below write three different examples that demonstrate how you can, will, or do live out that core value in your everyday life. The goal of this activity is to develop intentionality and practice self-reflection, recognizing how to better live a life that reflects what we value. (provide 5-10 min for students to record their notes/thoughts)*

(5-10 min Break for students if needed)

*This next section will ask students to think about the kind of work environment they envision for their future. The key idea is for students to **use their core values to inform their answers**- also that these ideas and goals can and will change!

Slide 17: Ask students to brainstorm a variety of different words they think of when they hear the word “job.” Students may share a variety of ideas including money, time, employment, etc. These are all correct!

Slide 18: Self reflection tool- have students either pair share, discuss in small groups, or jot down notes answering the questions on the slide:

- When have you worked/volunteered/earned money?
- What have members of your family done for employment?
- What have your friends done for employment?
- What do you want for your work life in the next 12 months?
- What do you want for your work life in the next 2 years?
- What do you want for your work life in the next 4 years?

We recognize that our own visions of work/employment are different- they are based on experiences we have had, perspective, family, etc. It’s important to know where our perspectives come from, why we think about something differently from someone else, AND that these answers can all change!

Slides 19-26: Activity: This or That

Make sure you move around the room and check what students are writing- many students struggle to define the values and identify real-life examples/directions/goals that can reflect how to live out that value.

*This activity is an opportunity for students to move (can also be completed at desks

<p>Step 1: Facilitator will say, <i>“we are going to play a game called “this or that “. When I say go, but not yet, you will stand up behind your chair. I will ask this or that question, and you will move to the side of the room that aligns with your answer to the question.”</i></p> <p>Step 2: Ask for a few volunteers to demonstrate the game</p> <p>Step 3: Ask, “What questions do we have?”</p> <p>Step 4: Play the game! (6 rounds)</p> <p>Ex: <i>“In your dream work environment, would you like to have more pay or more vacation?” Move to the left side of the room if you would like more pay and move to the right side of the room if you would like more vacation...ready, go!”</i></p> <p>Step 5: In between each round ask 2-3 students to share:</p> <ul style="list-style-type: none"> ● Their answer and why. ● How their answer connects to their core values. <p>Step 6: Students return to their seats.</p> <p>Slide 26: Share with students the different types of employees that exist- ask students to think about their core values and which type of employment may or may not align with their values.</p> <p>Slide 27: <i>“This framework allows us the opportunity to think and dream about our current and future needs, wants, and desires- especially in our working selves. We ideally want to find balance (as depicted on the diagram) but sometimes different circles are going to be smaller/bigger based on what’s happening in our lives.”</i></p> <p><u>Extension:</u> This would be an interesting space to talk about current trends/events w/in the employment space (Great Resignation and post-Covid staffing shortages) and how this framework can help us better align our lives to our work.</p> <p>Slide 28: Core Values identification and starting with “why”- if we use our core values to guide our decision making, then we can live them out in our actions (how) and</p>	<p>with students standing up/sitting down for each option)</p> <p>Recognize mobility levels and the energy level in the room- and be prepared with whole group management techniques to keep the game moving (ex: using a countdown to refocus the group’s attention). Adjust accordingly!</p> <p>This game could be extended or shortened based on the timing and needs of the class- the facilitator could ask students to volunteer 1-2 extra questions at the end.</p>
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	better align ourselves with groups/organizations/employers (what).	
10 mins	<p>Workplace Core Values PPT: 29-33</p> <p><u>Activity:</u> Mission Statements and Core Values (in workbook)</p> <p>Students will read the mission and vision statements for a variety of brands. Based on the mission/vision statements, students need to identify at least 3 of the brand's specific core values. Students should write the core values on the line that states: "Core Values Are."</p> <p>Facilitator can ask students:</p> <ul style="list-style-type: none"> • Which of these brands align with their personal core values? Why? • Which of these brands are less aligned with your personal core values? Why? <p><u>Activity Extension:</u> If time and technology access, students could research 3+ organizations, identify their mission and vision statements, and core values.</p>	
5 mins	<p>Toolbox PPT: 40</p> <p>Facilitator could use an Exit Ticket or Exit Discussion- students should provide answers to the following questions:</p> <ul style="list-style-type: none"> • Why are core values important to both organizations and individual employees? • How can you use your core values to select employment opportunities? 	