

LESSON 7

Priority Values: The Values Card-Sort

60 minutes

Strand 1.1: Understanding Myself

Reflecting

Outcome LCW.M1.S1.VAL.1

WHAT THIS LESSON DOES

In this lesson you will sort your personal values into three priority columns based on how important they are to you right now. You will also explain your top choice and discuss how rankings can differ between people.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M1.S1.VAL.1	outline the importance of values in life, identifying and prioritising values that are most important to them and explaining why.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Rank your values list into three priority columns
- Explain why your top value is top for you right now
- Recognise that shared values can still be ranked differently

KEY TERMS

Term	What it means here	For example
Priority values	The values that matter most to you right now, ranked above others you still care about.	Two classmates both value fairness and ambition, but one puts fairness first and the other puts ambition first
Card-sort	A way of ranking by placing each value into a column rather than numbering a long list from one to ten.	Placing Honesty into Top 3 and Ambition into Matters less right now
Ranking	Putting things in order of importance for you at this moment, knowing the order can change later.	Putting Family above Ambition this year because you are minding a younger sibling after school, knowing that order might flip in Sixth Year

BEFORE THE BELL

- Ensure students have access to their Values document from the previous values lesson.
- Prepare a blank three-column template for students who missed that class.
- On screen this lesson: card sort.

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HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Rank Your Values
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by asking for a show of hands: who found the evidence sentences in the previous values lesson easy, and who found them hard? Frame today's work as the next move: evidence without priority is still a wish-list.

Remind the class to have their **Values** document from the previous values lesson open on their device or in front of them. Students who missed that lesson can work from the nine common values on the practice card-sort, then build their real ranking in the Values document.

5 min Key Terms

Keep this brisk. Stress that **there is no correct ranking** and that two honest sorts can look nothing alike.

35 min Rank Your Values

On screen: card sort

SUGGESTED TIMING

- From 0 to 5 minutes, model one placement on the board with the whole class and take no more than two students defending where a card should go. Say plainly that the on-screen sort will accept any card in any column, because there is no correct sort and the machine is not marking it.
- From 5 to 15 minutes, let students try the on-screen practice sort if it helps them, then move them on to the real sort using the values they named in the previous values lesson. Circulate and challenge any empty Top 3 column, and any student who has crammed all nine values into Top 3.
- At 15 to 20 minutes, check that the three columns are actually written into the Values document before anyone goes further.
- From 20 to 35 minutes, students write the top-value paragraph of 80 to 120 words. Aim to have everyone writing by minute 22, and keep the rest of this block clear for writing rather than more sorting, because the paragraph is what they will reuse later.

LOOK-FORS

- Top 3 really has three, not five
- The ranking in the document uses the student's own values list, not only the nine practice cards
- The paragraph names a reason or occasion, not just "because it is important to me"
- Students who share a top value can still give different reasons, so mention it to the room if you hear it happen

TEACHING TIPS

If someone freezes on ranking, ask: *If you could only keep one of these in a hard week, which one?* That usually unlocks the Top 3.

10 min Think About It

Run as a short pair-share. The useful moment is when two students share a value but ranked it differently: ask one pair to say that out loud so the room hears it. If pairings do not appear, point the class at the ready Fairness contrast so nobody stalls.

Keep this as talk rather than writing up answers on the board, so that the pairs keep comparing reasons instead of copying a class version. The ranking and the top-value paragraph in the Values document are the evidence for this lesson.

5 min What you covered

Spot-check that Top 3 columns and the top-value paragraph exist before students leave. The next values lesson will use this ranking when students look at how priority values change over a life.

TEACHING MOVES

- Model one placement only before students begin; keep the board demo under five minutes.
- Stress that the on-screen sort is practice with a common set; the real ranking uses each student's own values list in Values.
- Circulate during the ranking activity to support students who appear stuck.
- Facilitate pair-share (with the Fairness fallback) to highlight how the same value can be ranked differently.
- Stress there is no correct ranking throughout the lesson.

WHAT TO WATCH FOR

- Students assuming a correct order exists: remind them that rankings are personal and can change.
- Selecting more than three for the top column: guide them to choose only their most important.
- Ranking only the nine practice cards and ignoring their personal list: redirect them to the Values document.
- Failing to explain their top value: use the Think About It questions to prompt reflection.

DIFFERENTIATION

- Support: Offer a sample completed three-column layout for reference (not as a correct answer).
- Extension: Invite students to predict how their priorities might shift before Sixth Year.
- Support: Allow discussion with a partner before writing the explanation.

WHAT STUDENTS ARE LEFT WITH

- Updated Values with Top 3 / Next 5 / Matters Less columns plus a paragraph on your top value