

**Tool 3.5**

Finding what sustains your life

CLARITY Competence Area:

Embracing values that sustain the lives of all living beings

GreenComp Competence Area:

Embodying sustainability values

Why use this tool?

This tool fosters inner enquiries, with a view to helping find the drive to embrace and embody values that sustain the lives of all living beings. It helps learners identify the role(s) that inspires them personally to act towards climate resilience and regeneration. The tool was developed on the premise that we all have a role to play in fostering climate-resilience and regeneration, and that aligning with the values that move us, finding our signature strength, or discerning our ikigai can lead to a more fulfilling live, as well as to enhanced wellbeing for others and the more than humans.



Activity 3.5.2

Exploring your values

Overview

Our individual and collective values are connected, and our values impact how we perceive and respond to climate change. This tool consists in looking into shared humanity, espoused values, culture and paradigms to reflect about our own values, and their links to collective values. The learners can be asked about what they value in others. This exercise can be combined with storytelling and follow-up discussions on how we reflect these values, why not, how they are reflected in our shared cultural values, and how they relate to resilience and regeneration.

Curriculum linkage

Civics & Social Studies, Physical Education & Health and Ethics, Religion & Philosophy.

Competences built

Self-reflection, presence, inner compass and humility.

Prep

- Prepare by putting together a list of potential intrinsic (and extrinsic) values.
- Develop a general understanding of values.

Steps in the activity

1. Clarifying one's own values
2. Exploring others' values and cultures

Step 1: Clarifying one's own values

1. Invite the learners to think of a person they respect and admire deeply, but have never met. What are the inner qualities or values that the learners admire



BASIC INFO

Age range:

16+

Duration:

30-60 minutes

Group size:

Flexible

Level of difficulty:

Intermediate to advanced

Materials/space required:

None

Location:

Indoors

Engagement of external stakeholders:

No



most in that person? Note that it is not about what the person did (e.g. activities or professional skills). While learners are free to think of any person they want, you can encourage them to find a nonviolent person who has not inflicted harm on others, if needed.

2. Feel free to give an example that would be appealing to learners of the age group you are working with. An example could be Yoda (Star Wars), who displays presence, compassion, courage, self-awareness, openness, oneness, perseverance ("Do or do not. There is no try"; "Name must be your fear before banishing it you can"; "You must unlearn what you have learnt; The greatest teacher, failure is").
3. Ask the learners to write on a paper: "The qualities/ inner values I admire in (write name of the person you have selected) are".
4. After 10 min of individual time/ work, collect the qualities/ inner values they have written down on a board (without asking them about the person they had selected).

Step 2: Exploring others' values and cultures

1. Based on step 1, discuss the mentioned values and the existing patterns. What do the listed values say about our shared humanity? And how do they relate to sustainability, climate resilience and regeneration?
2. After the identification of the existing patterns, bring the discussion to our current culture, organizations, systems and structures. How are those values reflected, or not, in our everyday life? Why? And what does this mean for sustainability, climate resilience and/or regeneration?



Dos and don'ts

Adaptations:

We invite you to adapt this activity to the specific needs of your learners, including by taking into account their neurodiversity. When adapting tools and activities for neurodivergent learners, please note it is not about treating others how you want to be treated, but how they want to be treated. Ask, listen, and stay open to different ways of learning and engaging.



References

- Link to sustainability: [UNSDG | 2030 Agenda - Universal Values](#)
- Link to related research and more advanced exercises:
[Integrity and Ethics Module 2 Ethics and Universal Values.pdf \(unodc.org\)](#)



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