



RAD

Lesson 4 Teaching Companion

Lesson Summary

In RAD, the first two skills — Recognize and Accept — teach students to notice their thoughts, feelings, and behaviours and to understand that both comfortable and uncomfortable internal experiences are a normal part of being human. Instead of trying to eliminate or control these experiences, students learn to make room for them so they can stay focused on meaningful action. This sets the foundation for the “D” in RAD: doing what is important, even when discomfort is present.

In RAD, doing what’s important means following one’s values. Values are the big ideas in your life that describe how you want to live and the type of person you want to be. For some, this may be the first time they have reflected on what their values are. If identifying values is difficult, don’t worry. It’s a lifelong skill. Learning all about your values isn’t expected in one lesson.

Values reflection has been included under D for Do What’s Important, as in RAD the goal is to have your values direct the actions you make in life. Values act as a compass, providing a sense of direction in life, especially when dealing with challenges. They are enduring qualities that guide behavior over time.

The lesson touches on the difference between values and goals. Unlike goals, which have a finish line, values are about how you want to live your life. For example, "exercising" is a goal, while "being healthy and strong" is a value. Values are personal and reflect what truly matters to the individual.

They guide committed action: Once values are identified, ACT uses committed action to help you translate them into concrete behaviors. This involves setting specific, values-based actions, such as "at 7:30 p.m., I will spend 10 minutes checking in with my partner".

Effective action depends on knowing what is genuinely important to the individual, which in RAD is described through the concept of values.

Values are presented as broad, guiding qualities that shape how a person wants to live and behave. They function like a compass, giving direction during both calm and challenging times. Values differ from goals: goals can be completed, but values are lived continuously through choices and actions. They are personal, influenced by one’s experiences, culture, upbringing, and identity, and they can evolve over time. The lesson emphasizes that values are unique to each student — there is no “correct” set — and that identifying them helps students align their actions with the kind of life they want to lead. By grounding decisions in values such as independence, kindness, fun, learning, or sustainability, students can take meaningful action even when things don’t go as planned. Understanding values is central to RAD because it supports students in making consistent, purpose-driven decisions and enables them to live a more intentional, resilient, and fulfilling life.

Extension Ideas

Exploring values can be great fun, and there are different ways to do this. Various exercises such as connecting your values to the things you do, as was presented in the video with my bicycle example. Below are two activities: Why would they do that and Things I like.



RAD

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Why would they do that?

Either show a video preselected by you or have students choose a video that shows humans doing amazing feats. I like to use a video of people setting world records. Then have the students respond to why would these people do this? You can show these videos before the lesson or after. Responses of why individuals do things can vary. In the world record example, many individuals have a goal to set a world record, but their values may be different. Some may value being adventurous, while others may value being successful and others value something else.

You can also use this as a chance to practice the recognizing skills and identifying comfortable thoughts and feelings associated with these events the people are doing.

Things I like

Challenge students to reflect on the things they do in their free time. What values might correspond to these activities? For an additional challenge, students can reflect on any goals they may have set or plan to set for this activity. If they don't achieve these goals, are their values still there?

Ranking Values

Ranking values can be a useful tool to help individuals identify values that are meaningful to them. However, before doing this, it must be emphasized that there are no wrong answers here. Everyone's constellation of values will be unique to them, and there is no set that is better. Also, ranking values is a bit arbitrary as different values may be more prominent at different times for individuals. Ranking your values helps you notice what feels most important to you right now, but it doesn't mean you have one supreme ruling value. Values can shift and change depending on your experiences, so this activity is just a way to reflect—not to lock in one final answer. Often, individuals talk about core values, and in RAD, we view these as the few values that matter most to you — the ones that guide your biggest decisions and reflect who you want to be at your deepest level. They are often stable over time (but not permanent), and knowing them can be very important in helping you do what's important to you.



RAD

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Things I like

List some activities you enjoy doing or even activities you do a lot. What possible values might be associated with them? You can even include activities you don't like doing. Even these activities can be connected to your values. You may not like homework, but maybe you value being responsible or even being independent. Also, have you ever or do you plan to set a goal for this activity?

Activity I do	Possible Values	Goals set or planned?



RAD

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Values Ranking Questionnaire

Instructions:

Rank each value from 1 to 25 (1 = most important to you, 25 = least important).
Use each number only once. There are no right or wrong answers.

Values List (write your rank number beside each value):

- Adventure – trying new things, exploring
- Achievement – accomplishing goals, succeeding
- Creativity – expressing ideas, being imaginative
- Connection – feeling close to others
- Compassion – caring about others' feelings
- Confidence – believing in yourself
- Courage – facing fears, trying hard things
- Curiosity – wanting to learn, asking questions
- Fun – enjoying life, playfulness
- Friendship – having strong relationships
- Health – taking care of your body and mind
- Honesty – being genuine and truthful
- Independence – being able to do things on your own
- Kindness – treating others with care and respect
- Learning – gaining knowledge or skills
- Leadership – guiding or supporting others
- Loyalty – staying committed to people or responsibilities
- Patience – taking time, staying calm
- Perseverance – not giving up when things are hard
- Respect – valuing others and yourself
- Responsibility – being dependable, following through
- Safety – keeping yourself and others protected
- Self-Control – managing actions and emotions
- Service – helping or supporting others
- Sustainability – caring for the environment

Reflection Questions:

1. What are your top three values?

2. Which ranking surprised you?

3. Choose one of your top values. What is one action you could take this week that shows this value?