
LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:

e. Identify personal values.

Note: In the following activities, students will have the opportunity to identify and examine their personal values. It is important that the teacher remain nonjudgmental and open-minded as students share their feelings. It is not the teacher's role to choose students' values for them, but rather to give them opportunities for discovering their own values.

4.e-1 Introductory Activity: Analogy of Carpenter's Level and Brake Shoe
Introduce values by using this analogy. Display a carpenter's level and a brake shoe from a car. Ask the students to identify these items and how they are used.

Implications: Car brakes work exactly like values because they help you live within your own set of standards. A carpenter's level illustrates how values can give life balance.

4.e-2 Values Solve the Puzzle

Use the teacher background information on page I-A-118 as a guide for presenting these basic concepts pertaining to values. The students can take notes on the **VALUES SOLVE THE PUZZLE** student activity guide (page I-A-119).

Value: Anything in life that is important to us

Tangible Value: Material things; cost money

Intangible Value: Non-material things; don't cost money

(Overhead transparency patterns of these definitions are available on pages I-A-120 to I-A-122.)

4.e-3 Value Inventory

The students will complete the **VALUE INVENTORY** student activity guide (page I-A-123). When the students have completed the activity, discuss some of the answers and aspects as a class.

4.e-4 Value Ranking

The students will complete the **VALUE RANKING** student activity guide (pages I-A-124 to I-A-125) and assess their own values.

4.e-5 Value Situations

Divide the class into seven groups. Give each group one of the situations listed on page I-A-126 and have them prepare a presentation for the class. (This page is ready for duplication and cutting apart for this activity.)

LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:

Note: Having the students write a script will help the groups stay on task during the role play activity. Let each group perform their situation. After each group is finished, lead the class in recognizing the values demonstrated.

4.e-6 The Pit of Death

Read the story, **THE PIT OF DEATH**, (pages I-A-127 to I-A-129) to the students. Upon completion, discuss with the class the values exhibited by Craig.

1. Craig had a choice to make: to wait for emergency personnel who would probably get there too late to help, or to dive into the filthy pit and try to save his little nephew.
2. If he acts within his values: (love for family members, and helping other people) he will probably feel good about trying to help, he won't have to make excuses for not trying, and he will be at peace with himself. Ultimately, Craig's choice will lead to personal satisfaction.
3. If Craig acts against his value system: he may always regret that he did not at least try to help. He may have feelings of regret or possibly shame. He may feel a loss of trust from his family members. Ultimately, Craig 's choice will not bring personal satisfaction.

4.e-7 Value Cycle

Using an overhead transparency of the **VALUE CYCLE** (page I-A-130), show the class how the cycle works. The teacher can refer back to the story, "The Pit of Death", to illustrate the cycle, or use another example. A corresponding student activity guide is provided on page I-A-131 for use if desired.

4.e-8 Newspaper Article Assignment

The students will find an article from the newspaper that illustrates different values or the lack of values. Then each student will write a short paper that:

- describes the situation
- identifies what values are present and/or lacking
- predicts a long-term outlook for the situation.

Note: It is suggested that this be used as a homework assignment.

RESOURCES:**Song:**

The Kids from the movie, Bye-Bye Birdie. 1963.

Books:

Brown, H. Jackson, *Wit and Wisdom from the Peanut Butter Gang*, Rutledge Hill Press, P.O.Box 14100, Nashville TN 37214-1000. 1994. ISBN 1-55853-276-5.

Canfield, Jack and Mark Hansen, *Chicken Soup for the Soul*, Health Communications, Inc., 3201 S. W. 15th St., Deerfield Beach FL 33442. 1993. ISBN: 1-55874-262-X.

Carls, Gordon, *Real Life Stories of Teenage Heroism*, (A Bluejeans Book from Xerox Education Publication Office). Middletown Publications, 245 Long Hill Road, Columbus OH 43216. 1978. ISBN: 8374-0040-6

Colf, Mary K. and Len Oszustorvicz, *301 Random Acts of Kindness*, Summit Publishing, 2000 E. Lamar Blvd., Ste 600, Arlington TX 76006-7340. ISBN: 1-56530-135-8.

Hartman, Taylor, *The Color Code: A New Way to See Yourself, Your Relationships, and Life*, The Free Press, 1230 Avenue of the Americas, New York NY 10020. 1988. ISBN: 0-68484-376-5.

Helmstetter, Shad, *What to Say When You Talk to Yourself*, Grindle Press, P. O. Box 5165, Scottsdale, AZ 85261-5165. 1986. ISBN: 0-93706-505-6,

Hoff, Benjamin, *The Tao of Pooh, That Sort of Bear*, Viking Penguin, 375 Hudson St., New York NY 10014-3657. 1982. ISBN: 0-14006-747-7.

Jackson, Tom, *Activities that Teach*, Red Rock Press, 3835 W. 800 N., Cedar City UT 84720. 1993. ISBN 0-96646-331-5.

Peale, Norman Vincent, *The Power of Positive Thinking*, Fawcett Book Group, 201 E. 50th St., New York NY 10022. 1982. ISBN: 0-44921-493-1.

Roger, John and Peter McWilliams, *Life 101*. Prelude Press, 8148 Mannix Dr., Los Angeles CA 90046. 1994. ISBN 0-93158-097-8.

Pictures:

The sculpture, *David*, by Michelangelo.

The ugly duck looking into a pond and seeing a swan, from the book, *The Ugly Duckling*, by Hans Christian Anderson.

Audio Tapes:

Canfield, Jack, *Self-Esteem and Peak Performance*, Career Track Publications.

Helmstetter, Shad, *Esteem for Older Kids*, Self Talk, Inc., 5930 Pima Suite 144, Tucson AZ 85712. 1-800-982-8196.

Litchford, C. Daniel, *The Ugly Duck*, 5817 S. Cedar Lane, Ogden UT 84403. 801/479-5955. (\$6.00 plus \$1.50 postage.)