
LESSON A

Identify Values

FOCUS: Values influence choices whether we are conscious of our values or not. Understanding what we value helps us make better and more satisfying decisions about important life choices.

ACTIVITIES:

1. Students will experience the effect of values on their choices. For this activity class members stand and listen to two choices as the teacher reads them. They make the choice by going to one side of the room or the other. They must be prepared to defend their choice--the teacher will call on each student at least once to defend their decision. Use Teacher Information, "Choices!" Discuss how values influence choices.
2. Illustrate values people have and how their values influence their choices. Use any classroom filmstrip or video with a "people scene." Watch the film for 5-10 minutes then freeze the film on one frame. Help students describe the scene and analyze the description for evidence of values. Use Student Handout, "Values and Choices."
3. Students will begin to identify their personal values. Have students choose a partner and work in pairs to repeat the process in Activity 1. This time students will "freeze a frame" from their own life, describe it, and analyze it for evidence of their own values.
4. Students will identify some of their values by completing phrases like, "If I had a million dollars..." Use Student Handout, "Just Between You and Me."
5. Students will identify some of their values by making a collage. Clip pictures and/or words that illustrate values. Use Student Handout, "A Picture's Worth..." or have students use a poster board.
6. Students will take a "Forced Choice Values Test" to identify some of their personal values. Use Student Handout, "Your Own Values."

[Source: Colorado Core Curriculum, Life Management, 1991]

This is one example of someone's list of values. Values are built out of the day-to-day working, playing, loving relationships of people. Values are identified by the people one knows - the people with whom one identifies. Values emerge as one's own true self. They are developed through experiences and situations in which one feels secure.

“Choices!”

Students in the class slide chairs back and stand in the middle of the room. Listen to two choices as the teacher reads them. Students make the choice by going to one side of the room or the other. They must be prepared to defend their choice—the teacher will call on each student at least once during the activity to defend their decision.

Rules:

- 1) No one can criticize or ridicule anyone else's choice.
- 2) Everyone has to choose and be prepared to explain their choice.

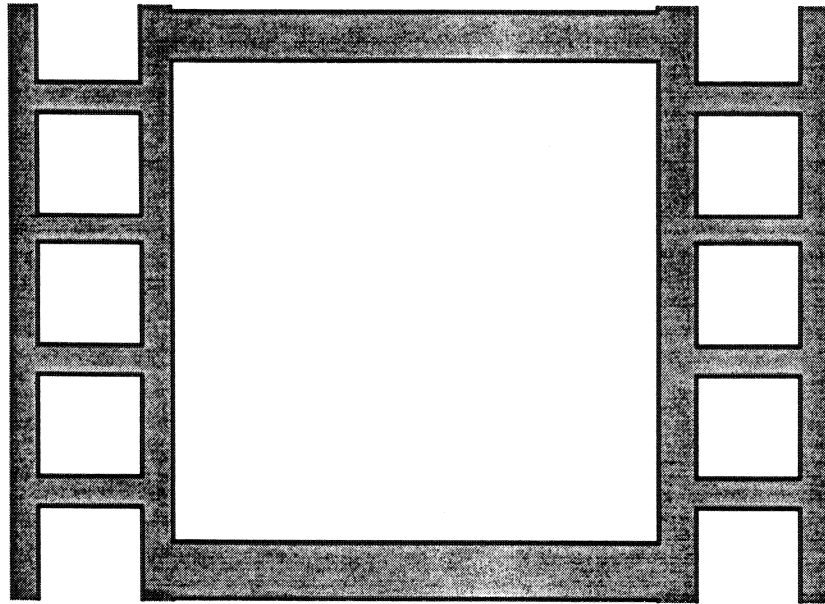
Choices begin with easy decisions and progress to more difficult ones. Which would you choose?

1. Would you choose pizza or chocolate?
2. Would you go to a dance or a movie?
3. If you went to a movie, would you rather see “Robin Hood” or “Beauty and the Beast?”
4. If you dyed your hair, would it be red or brunette?
5. If you planned to go to Disneyland with a friend and a family crisis came up, would you go with your friend or stay with your family?
6. If you saw someone cheating would you say something to the person or report it to the teacher?
7. If you saw a close friend shoplift, would you say something to your friend or let it go?
8. If you were caught speeding, would you try to get out of it, or accept gracefully?
9. If a close friend missed class when the answers to an assignment were given, would you let them copy yours or tell them to get the answers on their own?
10. If a popular group of kids were picking on someone, would you tell them to knock it off or just walk on by?
11. If a friend tells you she’s pregnant and plans to get an abortion, would you try to talk her out of it or help her get information to make a better choice?
12. If your friend is on drugs and you had tried to help but it hadn’t made a difference, would you tell the authorities or just let it go?
13. If you were a parent and your daughter was dating someone with AIDS, would you forbid her to see him again or allow her to continue dating?

[NOTE TO THE TEACHER: Add more statements or change these to suit your class. Notice that the choices become more and more difficult.]

"Values and Choices"

Compare values to a film projectionist watching a movie of a life frame by frame. To focus in on one idea or theme, the projectionist freezes one frame of someone's life and blows it up for them to see. For a few minutes visualize a "frame" in someone else's life. Describe it in the space below.



CORE ISSUE 1

How will my values and goals affect choices I make when I live on my own?

What do you discover about values when you take a close look at someone's life? _____

What values are related and how are they related to the choices this individual might make? _____

Journal entry # 1



What surprises me about my values?

"Just Between You and Me"

Complete the following phrases with the first thought that pops into your head.

1. On Saturdays, I like to _____

2. If I had 24 hours to live, I'd _____

3. If I had my own car and all the gas I needed, I'd _____

4. I feel best when people _____

5. If I had a million dollars _____

6. Secretly I wish _____

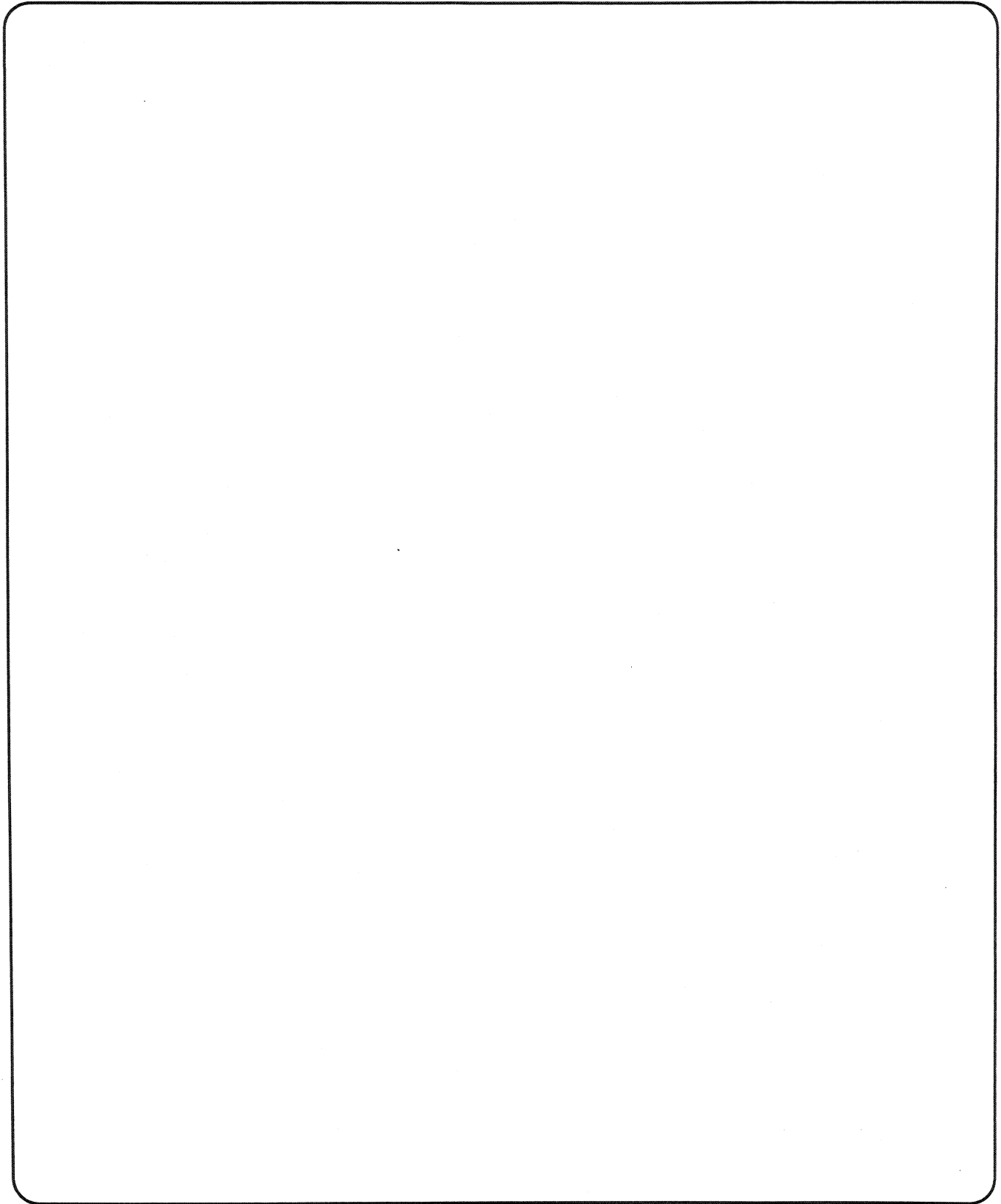
7. I hope my children won't have to _____

8. I would risk my life for _____

Look at your responses. What values are reflected in your answers?

"A Picture's Worth. . ."

Clip pictures and words from magazines for a one-page collage to illustrate your personal values.



"YOUR OWN VALUES"

Usually the more accurately individuals perceive their values, the more they are able to make satisfactory decisions and set appropriate goals.

List values that you think you have developed:

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Would you star the three values you think are the *most* important to you and check the three *least* important to you.

To decide which of our values is most important is often very difficult. The following is a values test which should help you to do just that.

FORCED CHOICE VALUES TEST

Directions: Circle the number preceding one of the two choices in each category. You must choose one number in each pair of items.

6. to do new and different things often.

12. to do things well.

9. to do what is right according to my beliefs.

12. to do things well.

1. to be reasonably sure about the future for myself and my family.

10. to have things neat, orderly, and organized.

3. to have people think well of me.

8. to create an atmosphere that makes for satisfying family living.

5. to have as much freedom as possible to do things I want to do.

6. to do new and different things often.

6. to do new and different things often.

10. to have things neat, orderly, and organized.

1. to be reasonably sure about the future for myself and my family.

5. to have as much freedom as possible to do things I want to do.

3. to have people think well of me.

6. to do new and different things often.

5. to have as much freedom as possible to do things I want to do.

7. to have friends.

10. to have things neat, orderly, and organized.

11. to have as many good things as possible.

2. to have influence with people.

4. to do things for my family and others.

8. to create an atmosphere that makes for satisfying family living.

9. to do what is right according to my beliefs.

-
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8. to create an atmosphere that makes for satisfying family living.
 12. to do things well.

4. to do things for my family and others.
5. to have as much freedom as possible to do things I want to do.

9. to do what is right according to my beliefs.
11. to have as many good things as possible.

1. to be reasonably sure about the future for myself and my family.
2. to have influence with people.

9. to do what is right according to my beliefs.
10. to have things neat, orderly, and organized.

6. to do new and different things often.
7. to have friends.

4. to do things for my family and others.
6. to do new and different things often.

2. to have influence with people.
5. to have as much freedom as possible to do things I want to do.

4. to do things for my family and others.
8. to create an atmosphere that makes for satisfying family living.

2. to have influence with people.
9. to do what is right according to my beliefs.

1. to be reasonably sure about the future for myself and my family.
8. to create an atmosphere that makes for satisfying family living.

5. to have as much freedom as possible to do things I want to do.
10. to have things neat, orderly, and organized.

7. to have friends.
9. to do what is right according to my beliefs.

1. to be reasonably sure about the future for myself and my family.
11. to have as many good things as possible.

3. to have people think well of me.
10. to have things neat, orderly, and organized.

2. to have influence with people.
8. to create an atmosphere that makes for satisfying family living.

3. to have people think well of me.
4. to do things for my family and others.

2. to have influence with people.
6. to do new and different things often.

7. to have friends.
8. to create an atmosphere that makes for satisfying family living.

5. to have as much freedom as possible to do things I want to do.
12. to do things well.

3. to have people think well of me.
11. to have as many good things as possible.

2. to have influence with people.
10. to have things neat, orderly, and organized.

6. to do new and different things often.
9. to do what is right according to my beliefs.

1. to be reasonably sure about the future for myself and my family.
6. to do new and different things often.

3. to have people think well of me.
7. to have friends.

- 7. to have friends.
 - 11. to have as many good things as possible.
- 2. to have influence with people.
 - 7. to have friends.
- 4. to do things for my family and others.
 - 9. to do what is right according to my beliefs.
- 5. to have as much freedom as possible to do things I want to do.
 - 11. to have as many good things as possible.
- 1. to be reasonably sure about the future for myself and my family.
 - 4. to do things for my family and others.
- 1. to be reasonably sure about the future for myself and my family.
 - 7. to have friends.
- 3. to have people think well of me.
 - 12. to do things well.
- 1. to be reasonably sure about the future.
 - 3. to have people think well of me.
- 5. to have as much freedom as possible to do things I want to do.
 - 9. to do what is right according to my beliefs.
- 1. to be reasonably sure about the future for myself and my family.
 - 9. to do what is right according to my beliefs.
- 7. to have friends.
 - 12. to do things well.
- 1. to be reasonably sure about the future for myself and my family.
 - 12. to do things well.
- 3. to have people think well of me.
 - 5. to have as much freedom as possible to do things I want to do.
- 11. to have as many good things as possible.
 - 12. to do things well.

- 6. to do new and different things often.
 - 11. to have as many good things as possible.
- 7. to have friends.
 - 10. to have things neat, orderly, and organized.
- 6. to do new and different things often.
 - 8. to create an atmosphere that makes for satisfying family living.
- 3. to have people think well of me.
 - 9. to do what is right according to my beliefs.
- 8. to create an atmosphere that makes for satisfying family living.
 - 10. to have things neat, orderly, and organized.
- 4. to do things for my family and others.
 - 11. to have as many good things as possible.
- 10. to have things neat, orderly, and organized.
 - 12. to do things well.
- 2. to have influence with people.
 - 11. to have as many good things as possible.
- 4. to do things for my family and others.
 - 10. to have things neat, orderly, and organized.
- 2. to have influence with people.
 - 12. to do things well.
- 4. to do things for my family and others.
 - 12. to do things well.
- 4. to do things for my family and others.
 - 7. to have friends.
- 5. to have as much freedom as possible to do things I want to do.
 - 8. to create an atmosphere that makes for satisfying family living.

EVALUATION OF FORCED VALUES TEST

NUMBER OF TIMES CIRCLED	KEY		RANK
_____	SECURITY	1. To be reasonably sure about the future for myself & my family.	_____
_____	INFLUENCE	2. To have influence with people.	_____
_____	RECOGNITION	3. To have people think well of me.	_____
_____	HELPFULNESS	4. To do things for my family and others.	_____
_____	FREEDOM	5. To have as much freedom as possible to do the things I want.	_____
_____	NEW EXPERIENCE	6. To do new and different things.	_____
_____	FRIENDLINESS	7. To have friends.	_____
_____	FAMILY LIFE	8. To arrange for a family atmosphere that makes for satisfying family living.	_____
_____	RELIGION	9. To do what is right according to my beliefs.	_____
_____	ORDERLINESS	10. To have things neat, orderly and organized	_____
_____	WEALTH	11. To have as many good things as possible.	_____
_____	WORKMANSHIP	12. To do things well.	_____

From the Value Test list the twelve values in the order of their importance for you:

- | | |
|----------|-----------|
| 1. _____ | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

How does this list compare to the one you made at the beginning of the test? Find someone else who has completed this test also and compare your results. Were your results the same or different, and why?