
LESSON C

Values Are Influenced

FOCUS: Values develop from many experiences. These experiences may be related to our basic needs, developmental process, family, culture, peers, everyday life, or the media.

ACTIVITIES:

1. Read, "It's O.K. Son, Everybody Does It" (see Teacher Information). Discuss how family members, Johnny's coach, neighbors, and others influenced the development of Johnny's value for honesty. Discuss how honesty is an expression of the moral quality of the individuals in the story (Dad, Uncle George, mother, Aunt Francine, coach, manager, neighbor, upper classman).

[When Johnny's father hands the police officer a \$5 bill to try to avoid a speeding ticket, the father is violating his own moral sensibility of right and wrong. The moral quality of his life as shown by his behavior is less than it could be.]

2. Have students identify 10 of their most prized values. Explain why these values are important and what has influenced the development of these values. Use Student Handout, "Values Are Influenced."
3. Review developmental stages: physical, social/emotional, mental/vocational, moral. Use Teacher Information, "Developmental Stages" or refer to your favorite text for this material.

DISCUSS: What was one thing you valued as a ten-year old that you don't value now?

Why did this value change?

Where do values fit in the developmental process?

4. Have students take notes about basic needs. Use Teacher Information, "Cave-man Example."

IT'S O.K. SON, EVERYBODY DOES IT

When Johnny was six years old, he was with his father when they were caught speeding. His father handed the officer a five-dollar bill with his driver's license. "It's O.K., son," his father said as they drove off. "Everybody does it."

When he was eight, he was permitted at a family council, presided over by Uncle George, on the surest means to shave points off the income tax return. "It's O.K., Kid," his uncle said. "Everybody does it."

When he was nine, his mother took him to his first theatre production. The box office man couldn't find any seats until mother discovered an extra two dollars in her purse. "It's O.K., Son," she said. "Everybody does it."

When he was twelve, he broke his glasses on the way to school. His Aunt Francine persuaded the insurance company that they had been stolen and they collected \$27.00. "It's O.K., Kid," she said. "Everybody does it."

When he was fifteen, he made right guard on the high school football team. His coach showed him how to block and at the same time grab the opposing end by the shirt so the official couldn't see it. "It's O.K., Kid," the coach said. "Everybody does it."

When he was sixteen, he took his first summer job at the big market. His assignment was to put the over-ripe tomatoes on the bottom of the box and the good ones on top where they would show. "It's O.K., Kid," the manager said. "Everybody does it."

When he was eighteen, Johnny and a neighbor applied for a college scholarship. Johnny was a marginal student. His neighbor was in the upper three percent of his class, but he couldn't play right guard. Johnny got the scholarship. "It's O.K.," they told him. "Everybody does it."

When he was nineteen, he was approached by an upper class-man who offered the test answers for three dollars. "It's O.K., Kid," he said. "Everybody does it."

Johnny was caught and sent home in disgrace. "How could you do this to your mother and me?" his father said. "You never learned anything like this at home." His aunt and uncle were also shocked. If there's one thing the adult world can't stand, it's a kid who cheats.

Author unknown

Source: Family Life Curriculum, Vol I, Utah State Office of Education, 1981.

"Values Are Influenced"

List 10 values you have identified either personally or as a class. Check (✓) what has influenced the development of each. Values are influenced in a variety of ways, so check all that apply.

Value	Basic Needs	Family	Culture	Peers	Everyday life	Media
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

“Developmental Stages”

Physical development is divided into two areas: hereditary and environment. It is difficult to change characteristics we inherit such as height, eye color, or body structure. Recognizing our physical strengths and weaknesses allows us to emphasize our strong points and minimize our weak ones by using clothing choices or hair styles, etc. We have more direct control, however, over environmental factors such as our diet, exercise or level of stress. For example, we can't control how old we are, but we have many choices about what to do as we age.

Social/emotional development involves the ability to interact with and accept others as we control our feelings such as anger, jealousy, fear, or love. Signs of social maturity are accepting others for what they are, not gossiping or passing judgement on others, and feeling secure in new or different places.

Mental/vocational development refers to how well you use your brain as well as developing your talents and gaining skills. Research has shown most people use only 10-40% of their mental potential. It is possible to use and develop much more than even 40%. This does not necessarily mean only intellectual development—it means that you utilize all the resources and talents you have to your best advantage.

Moral development is the part of you no one else can see unless you allow it to be known. Your actions reveal some about your moral self, but some actions can be a response to rules set by and enforced by someone else. The moral aspect of the self is how you think or feel. It provides the ground work for your value system which ultimately directs your life.

"CAVEMAN EXAMPLE"

Physiological Need

1. The caveman, desperately hungry, finds a big stick and clubs and kills tiger.

Safety Need

2. Happily, our caveman discovers a cave in which to eat his tiger.

Belonging and Love Needs

3. After eating ravenously and somewhat dissipating his own hunger, the caveman notices he doesn't particularly like dining by himself and so, in typical caveman (although admittedly chauvinistic) fashion he drags in a female by the hair to share his feast with him.

Esteem Needs

4. Still having some of the tiger left, the caveman decides to throw a bash to feed his hungry friends and provides the tiger skin for his lady friend to make a dress for the occasion. Properly impressed, his friends elect him King Caveman.

Cognition Needs

5. Fully cognizant of his new found responsibilities of feeding his tribe (and to feed them well if he wants to be re-elected by his constituents), our caveman begins to wonder how he can provide food for the voracious appetites of his group. He begins to study the habits of tigers and other animals in the area and to think about using better weapons.

Aesthetic Needs

6. Our caveman organizes his tribe, appointing a committee on the subject of Killing Tigers and Other Undomesticated Beasts More Efficiently, and divides his group into Hunters, Meal Preparers, and Tailors. He orders fresh flowers for the tables every day and skin dresses for all of the ladies. He decides to organize a beautification project for all of the caves and puts up a suggestion box.

Self-Actualization

7. Our caveman, recognizing his tremendous achievements writes about his feats on the cave wall, thereby forever immortalizing himself and his tiger.

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