
LEARNING ACTIVITIES/TEACHING STRATEGIES:

1. **Select one value or issue of personal concern, and share personal concepts and convictions about that value or issue with others.**

- 1-1 **Value Messages**

Review the list of **VALUE MESSAGES** provided on page V-B-5 with the students and clarify any questions regarding the purpose and content of each one. Then have each student choose one of the messages to use as his/her topic in the following activities. The teacher and/or the student(s) may wish to add additional messages to the list.

- 1-2 **Videotaped Value Message.**

Using the value messages chosen from activity 1-1, have each student write a short concise message, about a paragraph in length, sharing his/her feelings on the value or issue he/she has chosen on the student activity guide, **MY VALUE MESSAGE**, (page V-B-6). This message should be directed to other teenagers to help them establish and live within their value systems.

This paragraph will be the script for the student's videotaped value message. The teacher will need to critique the papers for appropriate length--30 seconds, spoken. When the student's script is critiqued, he/she will make a "cue card" to read from during the videotaping.

Position cue cards close to the video camera, so students can read them as they are videotaped. As the students are taped, remind them that they are making a recommendation to guide or help other teens. (Be sincere while reminding and encouraging the students.) After the videotaping is completed, show the tape to the class, then offer the tape to other classes or schools for their use.

- 1-3 **Public Service Announcements.**

Divide the class into small groups and have each group create a Public Service Announcement that encourages other teenagers to establish their value systems and live within them. This PSA should be well-written and last no longer than two (2) minutes. It should be precise and to the point. Also have each group design a poster that illustrates their position. The students may use raps, poems, songs, or short stories to augment their announcement. They can use topics from page V-B-5 is desired.

Upon completion, have the students present their PSAs to the class, videotaping them if possible. Hang their illustrated posters around the school.

LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:

2. Assess the importance of setting personal values and sharing knowledge gained with others.**2-1 "Did I Ever Tell You?" or "The Road Not Taken"**

Read the story, "Did I Ever Tell You?", by Dr. Suess or the poem, "The Road Not Taken", by Robert Frost and relate it to the importance of establishing personal values in order to achieve personal satisfaction and a successful life. An important concept to bring out is that the lack of values impedes one's ability to make decisions and experience personal achievements.

2-2 Live and Learn and Pass It On...

About a week before the end of class, have each student write from one to three things they have learned this year that would be good for someone else to know. It should be brief--probably only one sentence. It doesn't need to be earthshaking or philosophical, but simply something they've learned that will help them through life. It may or may not be something learned in this class. Have the students sign them if they wish.

Take the "learned items" and compile them in a small booklet or whatever, and on the last day of class, give each student a copy of the compilation for their own. If time permits that day, go over some of the things learned in class. A sample is provided on page V-B-7.

3. Review the acquired methods and skills necessary for taking charge of one's personal life.**3-1 How Do I Take Charge...?**

The major thrust of this whole curriculum/class is to prepare the students to take charge of their own lives and complete the appropriate developmental tasks. Have the students identify and list all of the ways they are prepared to take charge by relating to the competencies covered through the semester, using the student activity guide, **HOW DO I TAKE CHARGE...?**, on page V-B-8. Begin a list with the first student and ask each student to add one more competency. If the students have applied the concepts taught throughout the course, these are the ways they are prepared to take charge:

- By completing the necessary developmental tasks during the teen years
- By understanding themselves and building self-esteem
- By controlling their emotions
- By having successful relationships with their families, friends, and acquaintances

LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:

- By using appropriate communication techniques
- By employing the critical thinking process
- By managing their time
- By using good judgment
- By being responsible
- By selecting appropriate role models
- By guarding against gender discrimination and sexual harassment
- By understanding the dynamics of the family
- By recognizing that increased independence brings increased responsibility
- By resolving conflicts appropriately and with integrity
- By understanding the dynamics of friendships
- By being prepared for dating/pairing
- By practicing appropriate social etiquette
- By being sexually responsible
- By managing challenging times in a positive manner
- By establishing personal goals
- By living within their established value system

Review these with the students so they have an awareness of what they've gained and how they've grown through the activities in this class. These methods or strategies for "Taking Charge..." could be reviewed in various ways--brainstorming, listing, etc. Then because the students have so successfully completed the course, issue them their **TEEN LIVING DRIVER'S LICENSES** as described below.

3-2 Teen Living License

Issue each student who has completed the course his/her own **TEEN LIVING LICENSE** (page V-B-9). Explain that this is a very valuable document and it should be kept in a safe place. Having a license to do something means that you're in charge and responsible for something--mainly yourself and your well-being!

If possible, have the Teen Living Licenses laminated before presenting them to the students. Some of the information to be included on the license might need to be obtained several days in advance.