•

-

ERIC Full Text Provided by ERIC

PATTERN OF HEALTHFUL LIVING:



·2 ~

**



ERIC PROTEST PROMOTE STREET

ERIC Full Text Provided by ERIC

ゆ

1.-

17FE 18 THE PILLS V PART (TI

og se jes 💏 s



. ,

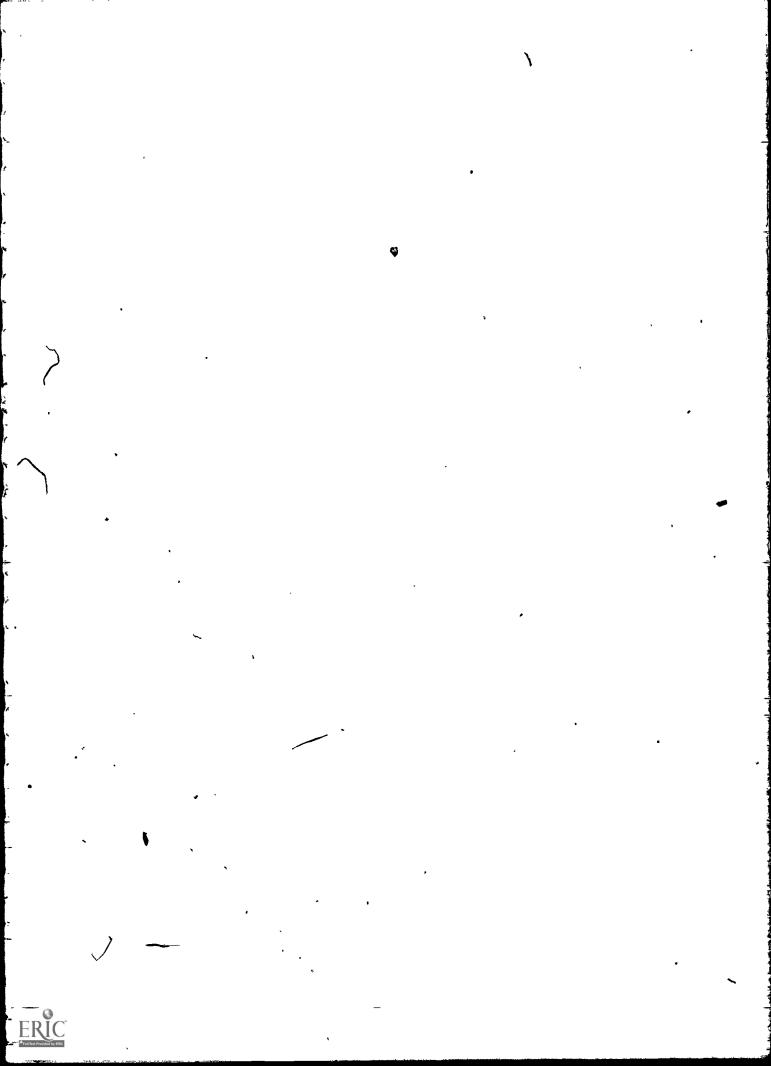
The relief of the relation of the little to the relation of th



. E que trata en 1900 a la 1900 a la

L









ERIC "
Full Text Provided by ERIC



ERIC Full Text Provided by ERIC

ERIC

Full Text Provided by ERIC

).~

AND THE PROPERTY OF THE PROPER

1 2 4 1 1

- · Carry Carry
- ** * "1212 3" 12 " 14"

12" W 45" Babl #2

The purpose of the Park Trace control Park Trace control of the Park T

15*************

The Lettenie Cutalet in Elett ie griefidel
train the Come of the course to be an interiore fee of
train and trained on with all the interiors and a come of the course fee of
the and the come of the exercity of the come of

Pur exit in these strates es insultant swit swit satisfier in some six of the effect heresold of the effect heresold of the effect heresold of the estimates of the company of the satisfier of the estimates of the company of the com

The edite of the distance will be obered to them. tine in their price disputtions (length proces their ture the ent methodele ette these The value of these expendences, tesends to a great extent worm trene caus es come introspection and reflection on the same of each student. Therefore, it is emportant that students have frequent opportuning thei to restord to these expensences and activing ties. Ethe responses can be shared bubilling. but mary responses will be very personal to ratine 'To meet this need, each student should maintain a journal for whittem responses throughtut ints unit. These responses may ward from ire word to a complete essay Docasionally, he may want to share sections of his journal with other members of the class, but unless he volum-teers to do so, the journal will be his own pri-. A to affair . Tournais will not be read by the teacher unless the student asks for consultation. For the purposes of evaluating this unit, however, the teacher may ask students to volunteer journais, mameless, for analysis.

CENTENÇE COMPLETION ACTORITA

		*, '		
		•	•	
	•	· · · · · · · · · · · · · · · · · · ·	', '	
			•	
				•
*****	: r,se	• :		•
•	6			·
ø				
				
			4	
			<u> </u>	
	<u>,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,</u>	ر ر د د د د		
: tire	- pesp	.e 'S <u>/</u>		<u> </u>
	<u></u>			
o		,		
	<u> </u>			
<u>·</u>				
	•			
		•		
	_			<u>-</u>
	٠		•	
	•			•
W 15				
W 15	٠,		, ,	/
			tother people is	

ERIC Full feet Provided by ERIC

Some of my friends worry about	: am most afraid whe	±	•	·	
what I want most in the whole world is			\$	• • •	٠ .
what I want Tost in the whole world is				•	
In at I want most in the whole world is	Some of my friends w	orry about_	• .	٠,	• •
what I want Tost in the whole world is	,	•		-	•
If I could live anywhere I wanted I would live in The best thing about where I live now is This school is When I think about the future world, the change I want to happen is Changes that I would stop are The people I care about who would probably feel the sa			,	1	
If I could live anywhere I wanted I would live in The best thing about where I live now is This school is When I think about the future world, the change I want to happen is Changes that I would stop are The people I care about who would probably feel the sa	3555 ·				
If I could live anywhere I wanted I would live in The best thing about where I live now is This school is When I think about the future world, the change I want to happen is Changes that I would stop are The people I care about who would probably feel the sa	אים במסי באמת ב שמה ב	tue muote mo	FIG 15		
If I could live anywhere I wanted I would live in The best thing about where I live now is This school is When I think about the future world, the change I want to happen is Changes that I would stop are The people I care about who would probably feel the sa				¥	
The best thing about where I live now is This school is			*		,
This school is	If I could live anyw	nere I wante	d I woul	d live i	n
This school is	•				. \
This school is	•		- 		
This school is				•	
When I think about the future world, the change I want to happen is Changes that I would stop are The people I care about who would probably feel the sa	ine best thing about	where 1 11v	e now is		· .
When I think about the future world, the change I want to happen is Changes that I would stop are The people I care about who would probably feel the sa		٠,	•		
When I think about the future world, the change I want to happen is Changes that I would stop are The people I care about who would probably feel the sa		•			
When I think about the future world, the change I want to happen is Changes that I would stop are The people I care about who would probably feel the sa	This school is		<u>*</u>	· • • • • • • • • • • • • • • • • • • •	
When I think about the future world, the change I want to happen is Changes that I would stop are The people I care about who would probably feel the sa	3	•	`	• ,	
When I think about the future world, the change I want to happen is Changes that I would stop are The people I care about who would probably feel the sa				•	
Changes that I would stop are The people I care about who would probably feel the sa	nikan tabini abanda		•	aha-sa '	T
The people I care about who would probably feel the sa	to happen is	ie ruture wo	ria, ine	change.	ı want
The people I care about who would probably feel the sa	•				
The people I care about who would probably feel the sa					•
The people I care about who would probably feel the saway about the future are	Changes that I would	stop are			
The people I care about who would probably feel the saway about the future are					
The people I care about who would probably feel the saway about the future are	,				
ine people I care about who would probably feel the saway about the future are	Th. 1	, kk •	اللمين الم	可 1 チェニリッ	, .ha
	ine people I care above way about the future	out who woul are	a probab	iy reel 1	rne sau
	* .				

LEVEL VIII

LESSON 2 - VALUES

, PURPOSE:

To help students understand the concept "values" and become more aware of the values that are operative in their own lives.

FOCUS:

Values

PREREQUISITES:

None

TERMINAL OBJECTIVES:

- 1. The student will define "values."
- The student will identify some ways in which our behavior often demonstrates what is really most important to us,
- 3. The student will be able to identify in a hypothetical situation involving personal choice at least one behavior that indicates a more deeply held or underlying value.



ENABLING OBJECTIVES:

- 1. Students will brainstorm the meaning of values.
- 2. Students will identify personal values.
- Students will represent several personal values symbolically.

MATERIALS:

Large sheets of newsprint and markers. Quantity: one sheet for each small group - five to six is adequate for average size classes.

Evaluation Form

13.

LEARNING EXPERIENCES:

1. Introduction

Everyday we all have to make dozens of choices. Have you wondered what causes you to choose as you do? Our choices usually come from our feelings, attitudes, and beliefs, or other things that are important to us. Therefore, a person's choices can be signals or indicators of the things in life that he or she values. Today's activities are planned to help us explore these ideas.

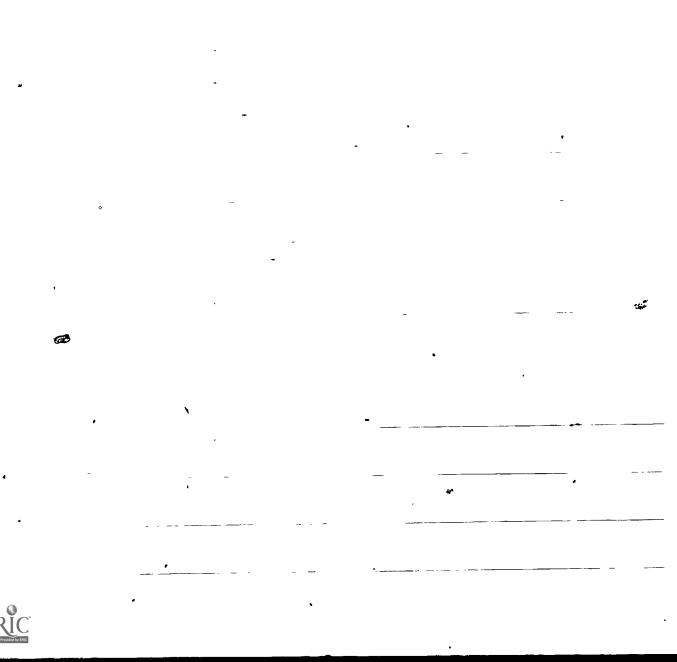
- 2. Defining what a value is: (Allow 15 to 20 minutes)
 - A. Ask students to volunteer definitions of "values."
 - B. Divide the class into groups of five to six and assign each group the task of agreeing upon a single definition of what a value is. *

À

ERIC

Full Took Provided by ERIC

- ERIC





•

* *

and the second of the second o

اله تما هما المستخدم من المن المن المن اللها اليها الي تعطيبي الله . و المناف الم

in the state of t

• •

.

A STATE STATE

100 mm; 100; 2 mg/m 4 mm - 10 mm - 10 mm miles months Land down many miles modified to make the second of the sec

Who is the The Charter, but the Total Tables
 White Williams
 White Williams
 The Charter
 The Charter
 The Charter
 The Charter
 The Charter
 The Charter

* • •

(*) I have been been at the proof of the fight of the part of t

**211 12 112*1*

Ar a terrat se alt silvitur infermity salvæl trom i to catori aggeari de om

1 Anthropagnets take that the to read through the major of the coupling the fittee.

#*4* TareTe**: * The COMMETCAT OF AND THE TOTAL OF AND THE TET AND THE COMMETCATION OF AND THE COMMETC

Robert 1 hawley and others, <u>Composition for Personal Browth</u>, 2 28

* "[[-[+]]]"

when are some things that you he should about the feet something and the feet of a Tee-Shirt?

when singer, saying, winds on protunes would you print on the front of the tens?

Some ideas might be

Comething you do best - something you on your femily ere most ormud of - three words that describe "who I Am" - Your briggest success - your tero or heroine to



FRONT

BACK

EVALUATION

if you were Archie Burker, what would you put on your dee-shint?

FFON-

BACK.

Write your reasons for putting these on Archie's shirt.

25

ARCHIE BUNKER LOOKS AT FLIP*

Racial jokes are also the staple of television's other top comedy show, All in the Family - but with a difference. Where Flip Wilson kids conventional prejudices by turning them inside out, Family's archbigot Archie Bunker (Carroll O'Connor) is a living example of these prejudices. To see how Archie might react to Flip, TIME asked Family Producer - Writer Norman Lear to imagine a scene in the Bunker living room after the family has watched Flip's show. Lear's script:

GLORIA: Daddy, Flip Wilson really flips you, doesn't he?

ARCHIE, Flip Wilson? I can/take him or leave him.

MIKE: Come on, Arch, I can't remember when I saw you laugh so hard.

EDITH: That's right Archie. Especially when he got in them lady's clothes...

ARCHIE: Edith, stifle!

EDITH: And played Ernestine...

ARCHIE: I said, stifle! I don't know what it is with you guys. We seen the show, we enjoyed it...

MIKE: Enjoyed it, hell! I saw you split a gut! The guy is just plain funny... why can't you admit it?

ARCHIE: So. He's funny. I'm the foist to admit it. But I didn't split no gut. I do that maybe for Bob Hope. He's really funny!

GLORIA: "What's Bob Hope got to do with this?

ARCHIE: Nothin'. He's just the daddy of 'em all, that's all!

EDITH: (amazed) Bob Hope is Flip Wilson's

father?

ARCHIE: Edith!!

Archie, I never heard you laugh at Bob Hope the way you just laughed at Flip

Wilson.

ARCHIE: Go on! The man entertained our boys.

through three wars...don't that mean

nothin' to you? -

MIKE: Okay. So he entertained the troops.

But that doesn't make him funnier.

ARCHIE: The hell it don't! He paid his dues,

sonny boy,...and he came up the hard

way, too!!

MIKE: What the hell does that mean, Bob Hope

came up the hard way?

ARCHIE: Well, he didn't have whatchya call yer

natural endowerments. His people

wasn't all singers and dancers an' like

that!

MIKE: You mean he wasn't black?

ARCHIE: Right.

MIKE: So Bob Hope came up the had way...and

Flip Wilson had it ready, made and

waiting! Is that it?

ARCHIE: You're takin' what I said out of con-

test, like ya always do. Mr. Big Liberal. All I meant was, being colored, Flip had a natural advantage

of entertainin' being in his blood.

EDITH: I thought it's tougher bein' born

black.

ARCHIE: Edith, you gotta stop readin' what them two bleeding hearts bring home! I'm tellin' ya...you wanna get into sports or entertainment, it's easier bein' black. That's it!

How the hell do we get from one hour of your solid laughter at Flip Wilson to another of your broadside attacks against all blacks?

ARCHIE: There you go...just about ready to accuse me of prejudice again, ain't ya?

MIKE: (hopelessly) Yeah, Arch, "just about neady."

ARCHIE: An' all because I paid you favorite minority a few compliments.

MIKE: But you said black Flip Wilson wasn't as funny as white Bob Hope. Or are you gonna tell me you don't think of them as black an' white?

ARCHIE: Well, I don't.

MIKE: You phony....

ARCHIE: Except when they're innerduced, and one steps out in his black skin, and the other is in his white; then I got two eyes, don't I?

*Reprinted from <u>Time</u>, January 31, 1972. p. 59.

LEVEL VIII

LESSON 4 - VALUES AND CHOICES

PURPOSE:

To help the student to recognize the relationship between values and choices.

FOCUS:

Valuing

PREREQUISITE:

Lesson 2 and 3

TERMINAL OBJECTIVE:

The student will be able to rank three personal values in order of his priorities.

ENABLING OBJECTIVES:

- Students will identify behavioral alternatives to a value dilemma and explore the consequences of each.
- 2. Students will weigh several personal values against value criteria.



MATERIALS:

Copies of "Weighing Your Values" Form

LEARNING EXPERIENCES:

1. Introduction

We have been talking about values and how they can affect what we do. We have also seen that observing what we do and say can point to the things that we really prize and value.

The situations that are most likely to rely on our values are those which involve choosing between several attractive alternatives. That is what is known as a dilemma. Nearly everyone gets caught in all kinds of dilemmas all through life. That is why it is so important to learn what it is that we really value because only then do we choose wisely. On the other hand, it is through having to make difficult choices that we can learn more clearly what our actual values are. To-day we are going to consider a dilemma and some of its alternative solutions.

2. Role-play

*A. Introduce this activity with a brief explanation of role-playing as a learning experience, its purpose, and the procedure to be followed.

The basic steps to be followed are:

- (1) Warm-up
- (2) Select participants

*Note to Teacher: If you are not familiar with role-playing as a teaching strategy, a brief description of the steps in the strategy appears in the appendix. An excellent resource is the book by Fannie and George Shaftel, Role-Playing for Social Values: Decision-Making in the Social Studies, 1967.





ERIC **

*Full Text Provided by ERIC

ERIC Full text Provided by ERIC

Ú

ERIC Fruit frontised by ERIC

* .			990	-		-	-		-		
	• • • • • • • • • • • • • • • • • • • •	•		-	_	_		- -	·	· .	t
	-										
	,										
			_		=	-	-	_	-	-	-
,			-	-	-	-	-	-	_	-	-
				-	-		-	-	_	-	-
			-	-	-		-		_	_	-
			-	-	-	-	-	-	-	-	-
				-	-		-	-	-	-	
- man	-				-	-			-	-	
	-										

ø

LEVEL IN ...

LECTIA E - ATTLIB AND NALVED

1.11.11

To recommend the second section of a recommendation of a recommendation of the second sections.

: -..

. 7 . * .

729* **: .8.727 ⁽1

liudent, will rimmu alt a detimal relăltie. Brich will e qua titte te at ctif dictity lu ra uită

EMARLINE CELECT VES

itizetti will be eb e ti

- Tiert () perional delicitori trat rave deer altes with
- 2 Analyze hiw these sects one were made, and reflect on how act he on these sections have been beneficial in his line.



*#1_[1[1]

Francis Cassette (Leveloping Values), Part II. Francis 61-81 - Elicance Associates

icurration dagan and dance

LEARNING ESPERTENCES

There are many washing which we indicate or point to say we contribute or and to say we contribute and project of that worth all but a thing is attempted or say we will be acted or repeatedly enough for a to be a recognized a pattern in our set of that is a pattern or our set of the contribute we take acted again.

- - A Drow filmstr s "levelssing values." Fart 11 frame: 60-83. Conflict Situation Three Suidance Associates
 - introduction where the t
 - " what walles are in confinct here?

 - 3 Are Arm & friends selfish, or are they concerned about her? Explain



^{*}Drawn from Discussion Guide accompanying filmstrip 'Developing Values,' pp. 13-14. Suidance Associates

- (4) Does Ann condone drinking and the use of pot?
- (5) Should the legality of marijuana possession affect Ann's decision? Why?
- (6) How would Ann's friends react if she forced them to leave her house?
- (7) What might happen to Ann if her parents learned she had broken her promise?
- (8) What is most important in this situation? Keeping a promise? Pleasing your friends? Satisfying your parents?
- tween what your parents wanted and what your friends wanted?

3. Deciding and Acting

٤

- A. Ask students to think of, and write down, two decisions that they have made and acted on.
- B. Form groups of six to eight.
- C. Instruct group to discuss: (1) what these decisions were, (2) how they went about making the decisions, and (3) how acting upon these decisions helped in their lives.
- D. Allow about 15 minutes for steps A, B, and C; then allow about 5 minutes for each student to make an entry in his journal.

4. Journal Entries

Allow five minutes or so for students to enter some "I learned..." Statements in their journals. It is important to the effectiveness of many of these activities that students are given the opportunity, frequently, to reflect upon their experience in the activities and make written responses about them.

EVALUATION:

Ask students to write a short paragraph illustrating the relationship between acting and valuing. Students may wish to use a personal experience or one they know of to explain the relationship. Reflecting upon Ann's experience in the filmstrip should help students think of an experience meaningful to them.



FEAET AIII

LESSON 6 - VALUE INFLUENCES

PURPOSE:

To develop awareness of the factors which influence the formation of values.

FOCUS:

Value determinants and influences

PREREQUISITES:

Lesson 2, 3, and 4

TERMINAL OBJECTIVE:

Students will be able to identify major influences in the formation of an individual's values.

ENABLING OBJECTIVES:

- 1. Students will be able to recognize some values that his parents have tried to instill in him.
- After viewing filmstrip, state some of the ways in which our values are shaped by outside forces or influences.

MATERIALS:

Filmstrip/Cassette "<u>Developing Values</u>," Part I (Guidance Associates)

Class copies of "Discussion Questions"

LEARNING EXPERIENCES:

1. Introduction

Perhaps, during the last few class sessions, we have learned a little about what some of our values are. Have you wondered, ever, how we happened to develop those particular values that we hold? If we want to understand ourselves and others better, it might be helpful to look into some of the factors that influence us.

2. Parents as Influences

Instruct students to:

- A. "List in your journals (or on a separate piece of paper) some of the values that your parents have tried to instill in you.
- B. List some values that your parents say they strongly believe in or espouse. Do they always practice these values? Why not?
- 3. Show filmstrip, Developing Values, Part I
- : 4. Discussion
 - A. Distribute copies of "Discussion Questions" from filmstrip discussion guide, pp. 11-12.

- B. Ask students to respond to questions.
- C, Form groups of four.
- D. Each group should select one item on the questionnaire to react to.
- E. Share conclusions in large group as to what some of the major influences in the development of an individual's values are (community, school, religion, friends, parents, etc...)
- Provide time for journal entries as a conclusion to the lesson.

EVALUATION:

Rank order by numbering 1 to 8 (most to least), the importance of each of the influences in determining your present values.

<u> </u>	_Religion .
	Parents
	Friends
	_Movies/TV
	Advertising
	School
	Self
•	Other (Describe)

. DISCUSSION QUESTIONS

- 1. In what areas of activity do you compete? Do you think competition should be encouraged? How important in your life is winning or being "first?"
- . 2. Can you think of any circumstances in which cheating would be morally justified? Explain your answer.
 - 3. What are the issues in the scenes involving the young girl and the principal? Is the principal fair? Should the girl protect her friends? Why?
 - 4. Do you feel that your friends influence your values? In what ways? Have you ever sacrificed something in which you believed in order to be included or accepted by a group?
- 5. To what groups do you belong? Are you a leader or a follower in these groups? Is compromise among group members necessary for a group to set and achieve its goals?
- 6. In what ways do you think society's values have changed over the last decade? Have changing social values affected your personal Beliefs? Explain your answer.
- 7. Do values portrayed in movies, TV shows, magazines and advertising influence your value choices? In what ways?
- 8. Are there any social practices considered unacceptable in your community? Would you risk public disapproval to support something in which you believed? Give an example.
- 9. What is the effect of religious teachings on your decisions? Bo you think churches or synagogues are important and/or useful in today's society?

 Why do you think that?



LEVEL VIII

LESSON 7 - THE COMMUNITY* AS A VALUE INFLUENCE

PURPOSE:

To study the general characteristics of the community in which the stydent lives to provide a perspective through which to see how it influences his way of life.

FOCUS:

Characteristics of a community (or neighborhood).

PREREQUISITE:

None

TERMINAL OBJECTIVE:

Students will select and describe representative characteristics of their community giving reasons why particular selections were made.

* For lessons\?, B and 9 it may be easier or more suitable in some cases for students to use the concept of inerghborhood in flace of icommunity in Additionally, these lessons may be optional as they are perhaps more suitable for social studies

ENABLING OBJECTIVES:

- Using prior knowledge of the city or codmunity, the student will recail, in brainstorping, its most outstanding features, places, population characteristics, groups, etc...
- Using data from brainstorming, students will group and label items into catagories:
- Students will generalize from categor es about the community.
- Students will predict and evaluate future community inarges.

MATERIA

Biackboand, rewigning or intriparency fine recording data from its dent deat and the recomming information activities,

carge pictures, pasters, etc. cestificity the community liene

Waterials from the local Shamper of Comments for display on bulles in opensor in his mail library centers

The Company Stern Stem?

LEARNING ENGREEPEEE



V

-

ï

- -

ERIC Full Text Provided by ERIC

Ò

÷ ,

.

**

The second secon

.

•

-

•

•

ERIC

THE COMMUNITY COENE

#...me .c. are max of a mod con community. Thire about the in ognitive of the community are most typical or representations of the community are community to the community of t

#T#IDout IP De unite the place in terms of pize provided a second of the pize provided and the pize provided a second of the pize provided and the pize pr



	NARRATOR'S SCRIPT
	1
	2
	3
	<u></u>
	4
	• '
	\$
	· · · · · · · · · · · · · · · · · · ·
·	6
	7
	8
	9
	· · ·
Cluc. /W-ion a company	e or two as to why this is a s
e	



TELE ATII

LESSON 8 - COMMUNITY VALUES: PART I

PURPOSE:

To increase understanding of the general nature of the community population.

FOCUS:

Community population

TERMINAL OBJECTIVE:

The student will be able to identify ways in which an individual may be influenced by the values and characteristics of the community.

ENABLING OBJECTIVES:

- Utilizing local resources, the student will locate basic facts and information about the population in his community.
- The student will generalize from the information about what the people in his community are like in terms of geographic and cultural origins, traditions, income, problems and priorities.

 The student will write a short paragraph or story about the first week's experiences, feelings or problems of someone new to the community.

MATERIALS:

Informational materials such as (Chamber of Commerce pamph) ets, brochures, etc.; or news media that describe the local population would add to the lesson, but are not necessary to completion of the objective.

Also, data from interviews of local professional persons familiar with a broad segment of the population, such as a counselor, doctor, lawyer, minister, law officer, school administrator, etc. would be helpful. This material could be available in the form of taped or transcribed interviews, or from visits to the class or school by those persons as speakers.

FORMS AND QUESTIONNAIRE HANDOUTS:

- 1. "Community Population Study Form #1
- 2. "Problems and Concerns" Form #2

LEARNING EXPERIENCES: PART I

1. Introduction

Focusing Questions:

Do people "make" the place where they live what it is, or does the place shape the way people are?

If we can't really know our community without considering what the people who live there are like, what are some of the ques-. tions we need to ask in order to learn about the people?

Would things such as the use of money and the use of time reflect some general attitudes and values? Why?

What does knowing what a person (or a group of people) values tell you about that person? In other words, if you knew for certain that religion and health were the most prized values of someone you had never met, what would you expect that person to be like in terms of his/her likes, dislikes, preferences, or life-. style?

How can we go about answering these questions? That is to say, what are some of the things or indicators we would need to find out about in order to get a general idea of what our fellow citizens are like as a group or total population?

2. Inquiry

Distribute forms "Community Population Study" (Form #1). Instruct students to scan the questions listed on the sheet. Ask students if they think that finding the answers to these questions will provide enough information for study, or if there are additional questions that need to be investigated. If any are volunteered, write them on the board so that students may add them to their lists.

The purpose of these questions is to guide the students' inquiry and study of the information that is provided through the lessons for any further study that the teacher may wish to develop.

Be sure to provide time at some point for the information that is gathered via the questionnaire to be shared by students with the entire class.

3. Providing Informa $m{t}$ ion and Data:

Distribute any prepared or printed materials about the population and allow time for students to read, and/or:

Present any audio-visual materials that either you or the students may have prepared such as tape-recorded interviews with selected professional persons from the community.

4. Summarizing

- A. Distribute forms "Problems and Concerns of our Community" (Form #2)..
- B. Ask each student to recall what has be learned about the community in the past few lessons. After reading the list of problems on the form, the student is to place a check beside each problem that he believes is a serious problem for the people in this community.
- G. After completing the checklist, students are to work in pairs to reach an agreement on the <u>five</u> most important problems.

5. Assignment:

- A. Find the information you need in order to complete the questions in the "Population Study."
- B. Study the advertisements and articles in today's newspaper and then list in rank order at least five things that you think the people in our city (town) enjoy doing most in the way of sports and recreation.

COMMUNITY POPULATION STUDY

.(Or, What are the People Like?

- 1. How many are there?
- 2. Where do they come from, mostly?
- 3. What kinds of jobs bring people here?
- 4. What do they like to do best in their spare time?
- 5. What do they spend most of their money on?,
- 6. What makes them angry?
- 7. What do they want for their children?
- 8. What do they expect from the schools?
- 9. What do they want churches to provide?
- 10. What ways do they differ most from one another?
 - Race?

- Economic Status?

- Religion?
- Social Class?
- Political views?
- Age?
- 11. In what ways are they most alike?
- 12. What are some of the major problems and concerns of the entire populations?



PPOBLEMS AND CONCEPNS OF

Read the list of possible problems and concerns listed below and place a queck beside each one that you believe is a major worry to the people in our companity.

when you have finished, first a partner in the stass and agree on the five that are most important. Share your list in a group of you have

TO THE STATE OF TH
#UT?#C. UE T##FF.C
##50 TF# (1757 T#T) 1
E**P.↓!+#T.\"
·, ::::::::::::::::::::::::::::::::

· · · · · · · · · · · · · · · · · · ·

Eiz. iiii

LESSON 9 - COMMUNETY HALLES FARES !!

M1-[:]1.:

- 5 Size Community Faculty (Form #1)
- The first sense of the Common tell a form #4

- A. E. Entre This Court the Caelt the Established Established Court to Figure 1. The Caelt the Ca
- The state of the state of
 - Section 1.
 Section 2.
 Section 3.

Control of the state of the sta

- - - .
 - *
 - •

r

-

- -

.

• • • •

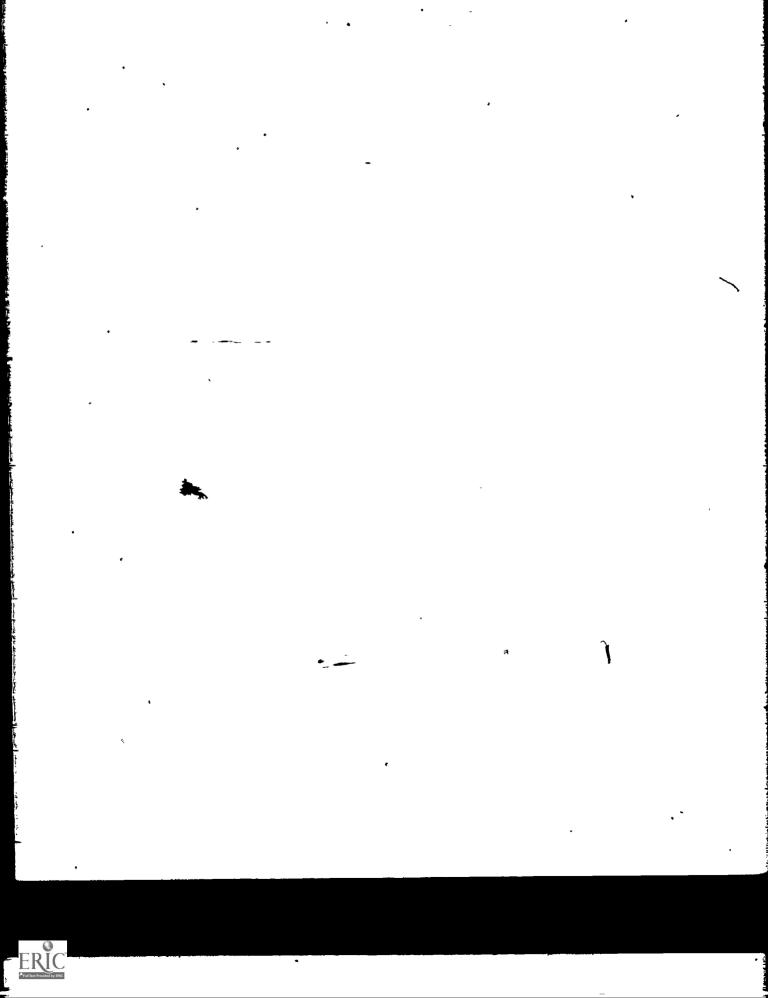


*(** ERIC ENIT Text Provided by ERIC

•

8





#17E#[1]

Firsting and recommon <u>life on the Pocks</u>, Part 1 Pestinghouse Learning Componation. New York, 1974

LEARNINE EXPERIENCES

The of the problems of our community have to do with a conditand drug use it would be beneficial, at this point, to evanise come of the attributes and drug items turnounding the use of alconotic hadened boday.

instructions and discussion questions are from the frintstrip teacher signide, as 18-19

It is consisted that the instruction consists of an action frame consists as a factor of an action of an action of an action of a factor of action of a factor of

the largest drug problem in the U.S.?

Another pause might take place for student discussion after frame 69. Do the viewers consider drinking a learned behavior? What contributes most to teenage drinking: parental attitudes or pressures from friends?

Continue to the end of Filmstrip #1.

3. Discussion

To open discussion, refer back to the narration beginning with frame 94.

What attitudes concerning drinking have we adopted from adults? Do a couple of extra drinks solve problems? Relieve tensions? Is the amount of beer a person can consume a test of manliness? Do teenagers pressure each other to drink? Do adults?

4. (Optional) Role Play

- A. Ask students to describe a situation in which junior high school teenagers might pressure each other to drink.
- B. Suggest that two or three volunteer to spontaneously role-play this episode.
- C. Exploratory follow-up questions:
 - What are we afraid will happen if we do not conform to peer pressure?
 - Does that always really happen?

- How can a person "be himself?"
- What makes kids try to pressure others to drink or smoke pot?
- How many of you have experienced a situation like this?
- Do you wish it could turn out differently? Why?

EVALUATION:

Students will write a statement expressing his belief as to the chief cause of <u>teenage drinking</u> and list the reasons for his choice. These may be shared with the class or kept in his journal.

LEVEL VIII

LESSON 11 - "LIFE ON THE ROCKS" - PART II

PURPOSE:

To encourage moderation in alcohol use through an awareness of the impact of alcohol addiction on families, business and industry.

FOCUS:

Alcohol addiction

TERMINAL OBJECTIVE:

The student will be able to explain why Alcoholics Annonymous has worked for many individuals.

· ENABLING OBJECTIVES:

- After viewing mediă and participating in discussion, the student will be able to examine orally the effects of job pressures on drinking practices.
- 2. The student will consider possible alternatives for the characters in the filmstrip as they respond to their life situations.

MATERIALS: /

Filmstrip/record: Life on the Rocks, Part II

Information materials describing the work of Alcoholic Anonymous.

Optional: A guest lecturer from the nearest Alcoholic Anonymous Office for either this lesson or the next.

LEARNING EXPERIENCES:

1. Introduction

The main theme of the filmstrip presentation we will have today is alcohol addiction. We will see how job pressures contribute to alcoholism.

As we view the filmstrip, try to think of some alternative ways that the persons in the story might have handled their situations.

 Filmstrip presentation, Part II (Instructions and discussion questions are from "Teachers Guide," Life on the Rocks, pp. 28-30).

At the conclusion of Part II, it is suggested that the instructor review the narration beginning with frame 73 and continue through frame 79. This concluding segment will help to focus student discussion on the humanistic features of jobs in a highly industrialized society.

3. Discussion:

- A. Is Jim's problem an unusual one?
- B. How many persons do you know whose drinking causes problems for either



themselves or their families? What are the kinds of problems that the drinking causes? Financial? Social? Health? Job?

- C. In your opinion, what factors seem to contribute or cause problem drinking?
- D. What can children do when they have an alcoholic parent? (possible answers: find out about alcoholism by talking to someone who is knowledgable about the topic, or through AA or reading materials available in the libraries.)
 - E. Was there something in Jim's personality that might have led him to drink too much when things "got tough?"
- F. How many of you have heard of Alcoholics Anonymous? What is it? What does it try to do? (This question serves as an introduction to a discussion of the work of AA.

4. Alcoholics Acceymous

The basic information that students should dearn concerning AA is the tasic purpose, (2) its mode of treatment. If wro it serves, and is when and how to context AA. This information can be provided either in a trief teacher lecture, by a nescurbe person from AA or through prepared materials which can be obtained from your local AA office.

EVALLATION

The student will describe the principles of treatment for allogical and sec in Alcoholist Anonymous, and tell why he thinks in it on its not an effective note of treatment.

The leading centremark project on desert statement statement to the restrict the same to a more than the same of t

الماينة الماينة المعتبرة

The pumpose of the discussion outsides of and the theory designed of the property of the prope

:_

ERIC

 $\frac{1}{2} \left(\frac{1}{2} \right) \right) \right) \right) \right)}{1} \right) \right) \right)} \right) \right) \right) \right) \right) \right) \right)} \right) \right) \right) \right)} \right) \right) \right) \right)}$

.

• ••

7

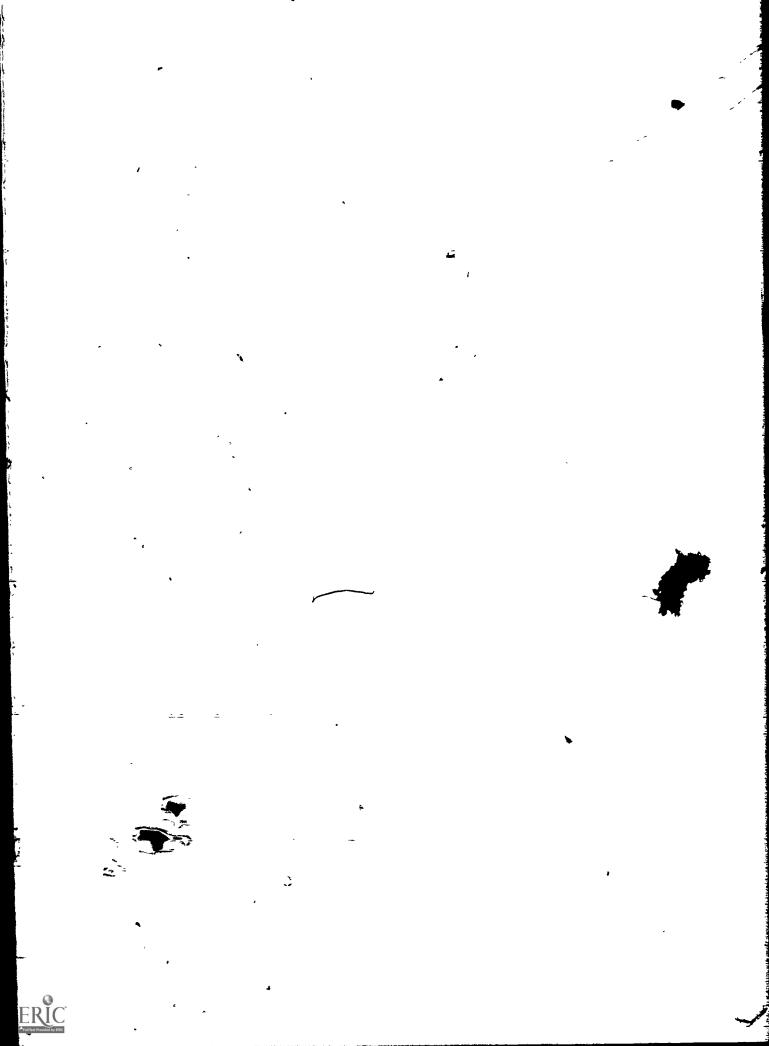




ERIC Full faxt Provided by ERIC



ERIC Full first Provided by ERIC



MYLEK:TT?

I.rrevi magazines trought by s婦dents (each , illiter: 'I asked in try to bring at least tree

LEARNINE EXPERIENCES

: * : * : : : : : *

#::: Jeta to the transfer aware of an image of the content of the povies, TV, and require the content of the presented in movies, TV, and require acceptation way of actions to the content of the conten

Tries. It and advertising have contriinter to lone widely held notions about what the typical teerager is like today. And lecause of these notions, it is inintert to lock at ideas about what the typical teerager is like.

it might be interesting for us now to which them a secrete boy and girl - make them a secretely are like entirely and from what we find in the media, plus our series escut what typifies teenagers exertwhere

Ireating the Stenettypes

Firm film groups, two groups if till and two groups of girls.

ERIC

(2) Assign task as follows:

Create a typical teenage boy

Group #1 (boys)
Group #2 (girls.)

Create a typical teenage girl

Group #3 (boys) Group #4 (girls)

(3) Instructions to groups

Create your group picture or collage of a typical teenage boy or girl by cutting out pictures from magazines

Name your creation

EVALUATION:

Each student will write a paragraph describing the "likes" and "dislikes" of the teenager his group created.

LEVEL VIII

LESSON 14 - TEENAGING TODAY - PART II

PURPOSE:

To examine stereotypes of contemporary adolescence as an influence on personal value formation.

FOCUS: 1

Teenage ideals

PREREQUISITES:

tesson 13

TERMINAL OBJECTIVE:

Using his selections from group-created criteria of the ideal teenager, the student will compare himself to his or her idea of today's typical teenager.

ENABLING OBJECTIVES:

- The student will identify specific traits and characteristics that his ideal male or female teenage image possesses.
- The student will compare himself to the prevalent adolescent stereotypes.

MATERIALS:

Forms, "The Two Me's"

LEARNING EXPERIENCES:

1. Introduction

Today we will continue our discussion of what the typical teenager is like. We will meet in the same groups that were formed yesterday and work together in describing your model teenagers.

2. Traits

Instructions to groups

Select a recorder to jist the personality traits and characterstics of your model teenager.

Discuss the kind of person this box or girl is, in terms of personality traits, preferences, rabits, worries, attitudes, beliefs and values. For example:

- -What does he or she do with spare time?
- -Favorite type of music, sport, etc.
- -what do they do about smoking, deveking, be drugs?
- -Church or synagogue"
- -#376
- -5:*:: "







3 Large group priscussion

Use the board to summarize creations of small proups. Form two columns, one for the popularity and their be rames created by groups and their fist under each the trains and characteristics attends to them by the students

Compare the teerage girl created by the girls in the class wise the one created by the boys

-Are there ofference:

Perest the Indiana for teamere bas

A Prince to time for utility of the copy of the control of the copy of the cop

14.4.

Italiant Braits sitts with the Control of the Contr

en de la composition della com

•

gregoria de la composición del composición de la composición del composición de la composición de la

•

ERIC

Full Text Provided by ERIC

=



1

`8

ERIC Provided by ERIC

ERIC Full text Provided by EBIC

1

LEARNING EXPERIENCES:

1. Introduction

"In your journals, describe the ways in which the kind of students we have in our school affect you personally."

When student have had adequate time to complete their journal entries, ask them to form groups of three and discuss their journal entries with one another.

2. Value influences of the school

"In addition to your schoolmates, what are some of the other value influences in our school?" (Teachers, administrators, counselors, curriculum, etc...)

Small group discussion questions:

In what ways do the faculty and administration affect the formation of your values?

Are, you affected by what is taught here? By what is not taught?

As a group, rank in order of power each of the following value influences: students, faculty, administration, curriculum, etc....

Large group discussion:

Each small group is to share its conclusions with the large group.

Conclude the session with several "I learned...." statements.



EVALUATION:

The student will describe the influences of his school which have been positive forces in his development and those which he feels have had negative effects for him.

Teacher: Compile two lists of the forces on the board from students willing to share their findings. A discussion should follow the listing.

LEVEL VIII

LESSON 17 - FAMILY INFLUENCE

<u>PURPOSE</u>

To explore the family as in influence in value formation.

FOCUS:

Family influence

TERMINAL OBJECTIVE:

The student will be able to identify at least three important ways in which the family has an influence upon his development.

ENABLING OBJECTIVES:

- The student will explore some of the values held by members of his family and how these values are indicated in their daily lives.
- 2. The student with be able to rank in order of importance those values he feels are most strongly held by his family.

3. The student will be able to analyze ways ,in which families foster value formation in family members, and ways in which families may hinder development of values.

MATERIALS:

Transparency or newsprint with "Important Values" listed (Optional)

Transparency or newsprint with "Alternative Courses of Action" listed (Optional)

Forms: "Family Awareness"

LEARNING EXPERIENCES:

1. Introduction

During the last few class sessions we have been examining some of the forces in our society that influence our values. Certainly, a major influence in most lives is the family. Today, we will be exploring things about our own families which may help us to see more clearly how each of us is affected by his family.

- 2. Family values
 - A. Instruct students to list in their journals or on paper, "Ten Commandments of My Family." These are the "always," "the not," "never" kinds of statements that we hear in our homes. However, they often are not stated, but only implied. That is to say, we get the message even though it may never be in the form of spoken words.

- B. Form groups of four for individual sharing of these "commandments."
 - (1) Are there some commandments that appear on everyone's list?
 - (2) Are there any differences in the lists of group members? Why?
 - (3) Do these commandments reflect some values?
- C. After groups have had sufficient time for each member to talk about his family's "commandments," dismiss groups and:
 - (1) Ask students to individually go back over their lists and determine what values each of these commandments seems to express.
 - (2) Write that value in the margin.
- 3. Ranking

Α.	List the	following	values	on, the
	board or	on a trans	sparency	/

Self Worth	
	•
Security	
Health	
Parents (Spouse)	~ `. `
Brothers and Sisters	(Children)

Ask each student to copy this list of values into his journal and then rank them in order of how important they are to his parents (together or mother and father separately) and then in order of importance to him personally.

B. Group discussion

- (1) "If your values were not the same as your parents' values, how would you feel?"
- (2) "Would you do anything about the value conflict?" (List on board the suggestions volunteered by students on what course of action they would take?)
- (3) When three or four solutions to the problem/conflict have been written on the board, ask each student to privately rank order from the best course of action to the least desirable. Allow those who wish to do so, to share their rankings with the class.

4. Assignment

Family Awareness

The main influence of families upon members is through the values they express. Since real values are not always the ones that people espouse or say they hold, it is helpful in discovering real values to look at some value indicators. Two indicators that we have talked about are "time" and "money." Family use of



time and money often helps us to understand what is important to its members. Your task in this assignment is to complete the activities on the forms provided so that you may examine some of the value indicators which exist for your family.

EVALUATION:

The student will list three values that he shares with members of his family and explain how he believes these were developed in each member. If he shares no values with his family, he may explain how his values came to be totally different than his family's.

FAMILY AWARENESS

1. HOW WE SPEND OUR TIME

			, N				FAMILY MEMBERS	
,				ė .	-		MORNING	
					:		AFTERNOON	WEEKDAYS
		7				• •	EVENING	
			,				SATURDAY	WEEKENDS
ERIC.			101	96		~	SUNDAY	ENDS

II. HOW WE SPEND OUR MONEY

Make a guess as to what percentage of your family's total income is spent on the items listed below. When you have finished, rank-order the five items that cost the most. Check your guesses with your parents to see how close your figures are to what is actually spent in your family for these things:

snerver (renv., nouse payment, utilities)	-
Home maintenance (repairs, lawn care, etc	.)
Furniture and appliances	,
Food (groceries, restaurants, school lunc	hes)
Transportation (gas, car payments, repair bus and taxi fares)	,
Gifts and contributions	
Clothing	
Education (tuition and fees)	
Books, magazines	
Entertaining (parties, etc.)	
Alcoholic beverages	
Cigarettes	•
Recreation (sports, tickets for events)	
Vacations ^	
Medical Care	,
Other	
he five things that we spend most on are:	
	4
·	سمع •
	_
	_ /
	_

I	I	Ι	•	R-E	ACT	Į	0	NS	,
---	---	---	---	-----	-----	---	---	----	---

Complete the following statements as briefly and honestly as possible;

- 1. I was surprised to see that
- 2. I was pleased to see that
- 3. I was disappointed that ________
- 4. What puzzles me most is ______
- 5. Three things my family likes to do are.
- . 6. What I like best about my family is_____
 - 7. If I could change anything about my family it would be
- 8. I learned that

LEVEL VIII

LESSON 18 - SHAPING IDENTITY

PURPOSE:

To become aware of the importance of defining oneself and to accept oneself as a worthwhile person.

FOCUS:

Self Identity

TERMINAL OBJECTIVE:

The student will be able to name various persons who have helped shape his identity and analyze the influence they had in his life.

ENABLING OBJECTIVES:

- The student, as a result of viewing a filmstrip presentation, "Shaping Identity," will discuss influences on one's identity, both internal (hereditary) and external (environment).
- 2. Student will be able to list traits that he admires in others and traits he dislikes in others.

MATERIALS:

Form, "Influential People"

Filmstrips and cassettes, "Shaping Identity," Part I and .II.

LEARNING EXPERIENCES:

Introduction

The main purpose of our present study is to encourage young people to make an honest appraisal of who they are and what they can be. That is, to help develop a sense of identity and self worth.

Identity

The sense of self which we call "identity" has had many definitions. In essence, it is the self-concept, the "I," the picture of "who I am," which deter= mines how a person will react in any given situation. identity factor operates on both a conscious and an unconscious level. It is the "I" which functions as the decision-making mechanism in many life situations: e.g. am I one who takes advantage of an opportunity even if it is harmful to others? Am I one who speaks truth even when ht hurts? Do I see myself as a person who is liked, and therefore, how shall I handle this situation?

This concept of oneself has evolved from a combination of internal and external events which include pre-natal influences, heredity, environmental pressures,

nutrition, health, and peer influences, to name but a few. To a great extent this concept of self is also determined by the manner in which significant others respond to us throughout our lives. (From Discussion Güide, "Shaping Identity," pp. 7-8.)

2. Filmstrips for "Shaping Identity"

A: Part I (8 minutes)

¿Discussion:

(The following statements are reproduced from the Teacher's Guide. Use them as a spring-board for discussion.)

Frames 22 and 23:

"I mean, everybody gets so uptight over marijuana and drugs and sex - no one ever seems to get upset if a kid is worried about the kind of person he is."

Frames 33 and 34:

"You hear people tell you about how they found themselves, and most of the time you know right away that what they did wouldn't work for you at all. And you're right, because everyone has to find himself in his own way. The really important thing is to try."

B. Part II

Discuss the idea that the chief focus should be on the interdependence between heredity (e.g. how tall one is) and environment (e.g. how one has been led to feel about his height). Understanding that mixture is where learning about oneself actually starts. (p. 15, Discussion Guide)

Form small groups to discuss:

- (1) What factors have had the most influence on your sense of who you are at this point in your life?
- (2) What is the importance of physical characteristics on one's self-concept?
- (3) Evaluate the effect of the following influences: parents, brothers and sisters, friends, school, teachers, plans for the future, social pressures, etc.

3. Personal Traits

Ask student individually to:

- A. List traits they admire in others.
- B. List traits they dislike in others.
- C. Check mark those traits on the lists which they think they possess themselves.

D. Discuss with their group whether or not changing some traits would change their feelings about themselves.

EVALUATION:

The student will complete a form which assists him in identifying those persons who have been most influential in his life.

Evaluation Format:

INFLUENTIAL PEOPLE

People who influenced me most during the first half of my life:

People who influenced me during the last half of my life: .

The four people who are most influential in my life now:

1.

2.

3.

4:

Look, over the entire list and place a check-mark by those names who were good influences.

Write a sentence for each person telling why he or she was a good influence.



LEVEL VIII

LESSON_19 - WHO I AM

PURPOSE:

To become more aware of the importance of defining oneself and accepting oneself as a worthwhile person.

Rocus:

Self-Identity

PREREQUISITES:

Lesson·18

TERMINAL OBJECTIVE:

Following the learning experiences, the student will be able be identify his personal values.

ENABLING OBJECTIVES:

- The student will be able to identify activities which provide him with high excitement.
- The student will be able to draw a picture or write a brief paragraph describing, "Who I Am."





 List the "Ten Commandments" for his family, peers, school, teachers, and for himself.

MATER PALS:

None

LEARNING EXPERIENCES:

1. Introduction

Focus Question:

How can we know or understand ourselves better? i.e., are there ways for a person to see himself more clearly?

Possible Responses:

Through knowing more about our values, personal traits, likes, dislikes, goals, the ways we think others see us, and the sort of person we would like to become.

2. Exciting Moments

- A. Individually, students list the ten most thrilling moments experienced during the last five years.
- B. List several exciting moments from earlier years.
- C. "Do you detect patterns?" "What conditions needs to be present for you to experience high excitement?"

3. Commandments

- A. Individually, students list "Ten Commandments" for each of the following:
 - Family
 - (2) School
 - (3) Peers
 - (4) Teachers
 - (5) Commandments that you would like to live by.
- B. If time permits, these lists can be shared in small groups.

4. Either or Choices

One way we can understand ourselves better is to decide which of two extremes we are most like. For example, a city person or a country person? During the next few minutes let us try this activity by each person going to opposite ends of the room according to how you would place yourself in each of the either/or choice. I will call out the two traits and designate which end of the room represents each trait. You are then to move to the room end that you think you come closes... to belonging in. If you cannot decide, then stand in the middle. Move as soon as I state the choice.

- A. Are you a passive person or an aggressive person?
- B. Talkative or quiet?
- C. A saver or a spender?
- D. A joiner or a loner?
- E. "Uptight" or "hanging loose?"

Teacher: Add other choices as you see fit.

EVALUATION:

What personal values reflected by your list of "Commandments would you like to live by?" Make a list of the values opposite your list of commandments.

LEVEL_VIII

LESSON 20 - DECISION-MAKING - I

PURPOSE:

To develop appreciation of the role of decision-making in personal development.

FOCUS:

Decision-making

TERMINAL OBJECTIVE:

The student will identify a strategy that he has recently applied in making a difficult decision.

ENABLING OBJECTIVES:

- 1. The student will be able to identify a variety of strategies commonly used in making decisions.
- The student will be able to use essential features of formal or rational decision-making to analyze one of his past decisions.
- The student will experience the process of making choices in his own life.

MATERIALS:

Överhead projector

Transparencies or Handouts

- #1 "Strategies for Deciding"
- #2 "Elements of Decisions"
- #3 "Steps in the Decision-Making Process"

LEARNING EXPERIENCES:

郷? 1. Introduction

Currently, we have been thinking about the person that each of us is today and how we became that way. Did you ever stop to think that the way you are right now and what you will be in the future is largely the result of your choices or decisions?

Focus .Questions:

- A. Think back over today. How many decisions have each of you made already, beginning with getting up this morning?
- B. What was your easiest decision?
- C. What was your most difficultdecision? What made it difficult?
- D. What longterm effect do the decisions you made today have on the sort of person you are?
- 2. Décision-Making Strategies

Frequently, we fail to make decisions effectively when a difficult choice confronts us. Individuals may use



various strategies or ways for solving the "problem-at-hand." Also, different situations call for different strategies. So, a strategy in itself is neither good nor bad - it's effectiveness depends on the individual and the situation.

Here are some strategies that have been used frequently by a number of junior high school students:

*(Show Transparency #1, "Strategies for Deciding")

Discussion:

Think about the students in our school and about the typical decisions they make each day.

- A. Which strategy do you think is the most common?
- B. Which strategy do you think is the least common?
- C. Which strategy do you use the most?
- D. Which strategy is easiest?

*Note To Teacher:

In showing transparencies with information in list or step form, it is most effective to cover the transparency with a cardboard or sheet of paper that is gradually removed to display only what is being presented at the moment. This aids the learner in focusing on what is being said at the time, and in preventing the distraction of reading ahead or being presented with too much information at once.

- E. Which strategy is best?
- F. What would you do as you find yourself using the Agonizing Strategy or the Paralysis Strategy?
- G. How does a person develop his style of decision-making?
- H. What all is involved in decision-making? *...
- 3. Elements of Decision-Making

Lecture

(Show Transparency #2, "Elements of Deciding") See Note to Teacher on preceeding page.

Eveny choice that we make involves a value judgment, either conscious or unconscious. Therefore, making good decisions is much more likely to occur when we consider and clarify what the underlying values, are.

Another essential ingredient of effective decision-making is knowing what the end-goals of the decision are. That is, what exactly is supposed to be accomplished by solving the problem? Are the goals desirable, or worthwhile, or practical? Deciding the value of the goals is an important part of every decision. That is why we can't separate decisions from values - iall decisions are founded on value judgments.

Becoming aware of the ingredients of decision (goals and values) helps us to decide important matters.

^{*}The discussion questions and strategies are drawn from pages 44-45 in H.B. Gelatt and others, Deciding. College Entrance Examination Board, New York, 1972.

4. Steps in Decision-Making

Decisions <u>can</u> be made rationally, in a planned and orderly manner. In fact, formal decision-making is a process which has specific steps. Learning these steps and how to apply them to problem situations is a valuable tool for effective living.

Repeat question from discussion: "What is involved in making a decision?"

(Show Transparency #3, "Steps in Decision-Making")

- 5. Difficult Decision
 - A. Form groups of three students
 - B. Task:
 - (1) Think of the most difficult decision you made this year.
 - (2) Discuss this decision with the two other members of your group (allow 2-3 minutes for each person) and have them share in helping to identify:
 - possible alternatives or solutions
 - consequences of each alternative
 - how you went about deciding on the course of action that you took
 - what values underlie the decision

EVALUATION:

The student will identify a difficult decision that he has made recently, list alternative solutions, and possible consequences of each. This may take place in the form of small group discussion such as the one outlined above in Learning Experience #4, or as an individual, written activity.

STRATEGIES FOR DECIDING

IMPLUSIVE.

Little thought or examination, taking the first alternative, "don't look before you leap."

FATALISTIC

Letting the environment decide, leaving it up to fate, "it's all in the cards."

COMPLIANT

Let someone else decide, following someone else's plans, "anything you say, Sir."

DELAYING

Taking a moratorium postponing thought and action, "cross that bridge later."

AGONIZING

Getting lost in all the data, getting overwhelmed with analyzing alternatives, "I don't know what to do."

PLANNING .

Using a procedure so that the end result is satisfying, a rational approach with a balance between knowledge and emotion, "weighing the facts."

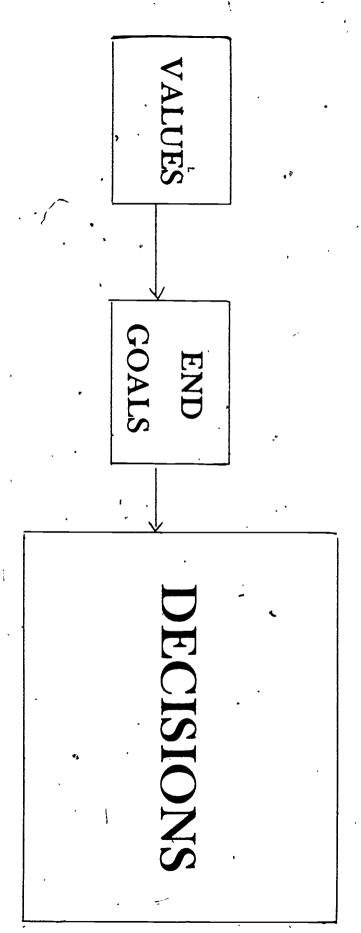
INTUITIVE

A mystical, preconscious choice based on "inner harmony," "it feels right."

PARALYSIS

The decider accepts responsibility, but is unable to approach it, "can't face up to it."

Elements of Decision



124

STEPS IN THE DECISION MAKING PROCESS

- STEP I Identify the end-goals of the decision
 - What is it that you are trying to accomplish by this choice?
 - What is the real problem that/ you're trying to solve?
- STEP II List all available alternatives.
 - What are all the options or possible solutions?
- STEP III Evaluate the consequences of each alternative.
 - Examine the value of each option; that is, what's good and bad about each possible solution?
- STEP IV Select the best solution, based on how well the values of each option matches the endgoal.

LEVEL VIII

LESSON 21 - DECISION MAKING - II

PURPOSE:

To increase skill in decision-making.

FOCUS:

Decision-making

PREREQUISITE:

Lesson 20

TERMINAL OBJECTIVE:

Following learning experiences, the student will utilize a force-field analysis procedure to make a personal decision.

ENABLING OBJECTIVES:

- 1. The student will recall and use the basic steps of decision-making.
- The student will participate in force-field analysis of an issue.



MATERIALS:

Transparencies, or handouts:

#3 "Steps in the Decision-Making Process"

#4 "Force-Field Analysis"

#5 "Force-Field Analysis: Should I Drink?"

LEARNING EXPERIENCES:

1. Introduction

Review:

- A. Ask students to recall steps in decision-making that were presented in previous lesson.
- B. Outline on board and discuss each step as it is recalled (or review transparency #3).

· Focus Question:

- A. What do you think is the most difficult part of making decisions?
- B. Which do you think are the most difficult decisions to make: individual or group? Why?
- C. What are the advantages and disadvantages of individual decisions?
- D. What are the advantages and disadvantages of group decisions?

- 2. Force Field Analysis
 - A. What we have actually done in trying to decide between individual or group decisions is to look at the options we have in decision-making and to evaluate each one. That is, we have examined both the good and the bad (positive and negative) factors of each.

When that procedure is outlined; it looks something like this:

(Show Transparency #4, "Force-Field Analysis")

, OPTIONS ·	POSITIVE (+)	NEGATIVE (-)
Individual Decisions	•	
	-, ,	
Group Decisions	•	,
. •	,	

B. To illustrate again how it works, let's apply it to an everyday problem such as drinking. First, we define the problem.

"Should I Drink?"

Then we clarify our end-goal and underlying value:

End-goal: To reach a con-

clusion concerning the desirability

of drinking.

Value:

(Health? Self Respect? Economy?

Safety?)

Now let's evaluate the options:

(Ask volunteers to suggest reasons for both sides of the outline.)

Some of you may wish to work out the problem on your own with this or some other personal concern, such as a decision about smoking, or using drugs.

EVALUATION:

The student will select a personal area of indecision and use a force-field analysis of the problem to reach a decision. (This can be accomplished as a journal activity or on paper to be turned in to the teacher.)



TRANSPARENCY #4 FORCE FIELD ANALYSIS'

POSITIVE (+)		NEGATIVE	E (-)	
			*	· · · · · · · · · · · · · · · · · · ·
		•		· · · · · ·
· ·		• •		,
		-		· · · · · · · · · · · · · · · · · · ·
	,			\ \\.\.\.\.\.\.\.\.\.\.\.\.\.\.\.\.
	-	,	•	
	(,			
•			ŧ	
	•			á

"SHOULD I DRINK?"

1. Not at all	(+) REASONS FOR	OPTIONS)
2. At my own discretion		
2. At my own discretion		1. Not at all
2. At my own discretion		•
	The state of the s	
3. Yes, but according to established rules that limit consumption		
3. Yes, but according to established rules that limit consumption	· · · · · · · · · · · · · · · · · · ·	The state of the s
3. Yes, but according to established rules that limit consumption		
		3. Yes, but according to established rules that limit consumption
131	131	

LEVEL VIII

LESSON 22 - GROUP DECISIONS

PURPOSE:

To develop awareness of the complexities of making group decisions where differing values exist within the group.

FOCUS:

A Decision-Making

TERMINAL OBJECTIVE:

The student will identify the difficulties in making group decisions and suggest ways of alleviating them.

ENABLING OBJECTIVES:

- In a simulated experience, the student will participate in a group decisionmaking activity.
- 2. In a group, the student will decide on arules for alcohol use.
- The student will analyze the difficulties that may arise in making decisions as a group.

MATERIALS:

None . Group Decision-Making Form (Optional)

LEARNING EXPERIENCES:

1. Introduction

In recent weeks we have explored what values are, how they are acquired, how they influence decisions and guide our lives. To conclude this series of lessons, it would be useful to try to apply some of the learning from our study to a simulated situation where some value judgments and decisions are to be made.

- 2. SimûTation
 - A. Form group's of five to six
 - B. Instructions to groups:

"Imagine that you are a group of colonists from Earth who have just arrived on a newly-discovered planet for the purpose of establishing a brand new society."

"Your small group here represents a governing committee appointed by the colonists to decide which institutions, customs, practices and products are to be established or provided in the new society."

Task:

Consider this sample list of things which now exist in our present earth society. Would you bring all of these things to the new society? Check those that you would and discuss the reasons. Also, discuss the reasons for not including any one of these items.

I , `	II
weapons	cars
schools	alcohol
church, synagogue	tobacco
marriagé	marijuana
_	

If your committee decided to allow items in Group II, would you have rules or laws for their use?

You must agree (reach consensus) as a group on these decisions.

3. Assignment:

In your journals:

- A. State whether or not you would allow alcohol and drugs in a new society.
- B. If you would allow alcohol, would you have rules for its use?
- C. If so, list the rules you would make for using alcohol.

EVALUATION:

The student will describe the difficulties encountered in reaching agreement in a group and suggest ways of resolving them, "Group Decision-Making Form" may be utilized for this task or students may prefer doing the task verbally in groups.

[valuation Form: (Optional)

GROUP DECISION-MAKING.

What is the chief difficulty in reaching agreement in a group?

2. How can these difficulties possibly be resolved in a situation where agreement or decisions must be made?



BIBLIOGRAPHY

BOOKS

- Hall, Brian P. Value Clarification as Learning Process.

 New York: Paulist Press, 19/3.
- Hawley, Robert C., Sidney Simon, and D.D. Britton.

 Personal Growth Through Composition. New York:
 Hart Publishing Company., Inc., 1973.
- Hawley, Robert C. <u>Human Values in the Classroom</u>. Amherst, Massachusetts: <u>Educational Research Associates</u>, 1973.
- Joyce, Bruce R., Marsha Weil, and Rhoada Wald, <u>Three Teaching Strategies for the Social Studies</u>. Chicago: Science Research Associates, Inc., 1972, pp. 141-150.
- Shaftel, Fannie R. and George, Role Playing for Social Values: Decision Making in the Social Studies. Englewood Cliffs, New Jersey: Prentice Hall, 1967.
- Simon, Sidney B., Leland W. Howe, Howard Kirschenbaum.

 Values Clarification. New York: Hart Publishing Co.,
 Inc., 1972.
- Deciding. New York: College Entrance Examination Board, 1972.

MEDIA

- "Developing Values," <u>The Adolescent Experience</u>. Pleasantville, New York: Guidance Associates, 1973.
- "Shaping Identity," <u>The Adolescent Experience</u>. Pleasantville, New York: Guidance Associates, 1973.
- <u>Life on the Rocks</u>. New York: Westinghouse Learning Corporation, 1973.

A P-P E N D I X

· INTERACTION BRIEFS - ROLE PLAYING

Role playing is a forceful technique for helping children understand themselves and others and an excellent means of teaching inter-personal and group skills. In addition, it can enrich the study of persons of distant times and places and bring the characters of literature to life.

The biggest payoff from role playing comes when it is put to work on real classroom situations, such as finding how a fight emerged, why a group failed to follow
directions, or how the class representative can best present an idea to the student
council. Although many teachers are familiar with the potential value of role
playing, they feel too uncomfortable in the director role to make full use of it.
For that reason, this month's "Interaction Brief" presents a series of steps
designed to help both teacher and class develop role-playing skills.

As a first step, teachers unfamiliar with the introduction of role playing might begin by asking students to put themselves in the place of figures they are studying. When a teacher asks, for example, "What feelings do you think Columbus had that moment when the queen finally agreed to support his venture?" he is introducing an essential component of role playing: identification with another person or role. When a class discusses a character's feelings, the subject becomes more real, and the students realize that they can use their own emotions as a guide to help them understand the feelings of others.

Asking students to take parts of characters in a story or historical situation adds a second dimension of role playing. Once the situation is chosen, the actors take a few minutes to adjust themselves to their roles; then the action begins. When the teacher-director senses that the students have achieved a peak of involvement, he stops the action and opens discussion of the scene.

First the role players tell how they felt in their own roles and what they felt about the other players; then the rest of the class joins in to discuss their observation. Questions like, "From the way Joe acted, how do you think Abraham Lincoln felt in that situation?" and "How did Joe seem to feel when Mary reacted the way she did?" will highlight the emotional aspects of the interaction.

Although we all know that emotions affect the way we relate to one another, we often overlook their influence. Highlighting them brings this important part of behavior or consciousness.

The third step, developing characters within the context of a social studies unit, introduces a deeper level of participation by calling for a more personal contribu. on from the students than does recreating a specific historical or fictional character.

For example, children learning about Eskimos might act out the scene in which the men of the village are returning from a successful hunt. The class develops the

From Today's Education. January, 1969. p. 67-68.



133 . 138

Role Playing cont'd.

cast of characters--the leader, two or three followers, several village women and children--and selects the players. Then groups of two or three can help each actor develop his role.

The director sets the scene and begins the action, which may continue until it reaches a natural close or until the actors seem to be losing steam. In other cases, the scene might be stopped when it has gone far enough to generate material for a class discussion. As in the previous case, discussion can begin by centering on how each player felt when cast in the role he played. Later, it can move to more general interchange about life for each kind of person in the village.

A background of experience in directing role-playing situations like those described above should prepare the teacher for the fourth step, which is to improvise a role-playing scene in response to something that happens in the classroom. Here is an actual illustration from a first grade room:

During a reading session conducted by a teacher aide, John was increasingly restless and preoccupied. His book was always open to the wrong page, and he concentrated more and more on the pictures he was drawing on his trousers. When the aide tried for the fourth or fifth time to capture his attention, he responded sharply. The aide was about to retaliate when the teacher, who had been observing, intervened.

The teacher suggested that the group role play for the whole class what had just happened in this small group. Everyone agreed, including John. The incident was reenacted, with John playing the part of the aide while a classmate played his part. John managed to include certain peevish qualities in his excellent characterization of the aide and the classmate reproduced John's behavior with precision.

After the action and the initial comments by and about the actors, the teacher asked the class to talk about why John had behaved as he did. The discussion included speculation about John's mood this morning and its origins. Some suggested that he had had a fight with his brother before school, others, that he hadn't had breakfast. (The teacher noticed that some of these ideas applied more to the persons presenting them than to John.) The aide's mood and its possible origins also came up for discussion. Some children noted that she seemed more irritable than usual this morning.

The conclusion was that John had not been ready to read and that the aide had been less accepting than usual. Both participants accepted the analysis. The air was cleared, and John, the class, and the aide had new insights.

In the fifth stage in role playing, which can be called class-centered, the class determines the problem, establishes the situation, and casts the characters in te ms of their own inside - or outside - the classroom concerns. After the initial role-playing situation has produced some insight into the problem, the participants replay the situation so that they can become more confident in managing the particular problem.



Role Playing cont'd.

Role Playing can be an excellent classroom technique for understanding ourselves and others in the role we play and for practicing interpersonal in-group skills. It is important to remember that role playing is useful in dealing with a distinct group of problems involving human relations. Many other procedures serve to meet the educational requirements of various group situations, and it is wise to reserve role playing for situations where it is really required.

Role playing as used here is synonymous with sociodrama, not psychodrama, In the examples, no one has been asked to play himself or to become so personally involved that personal and private feelings could become the primary focus. Psychodrama is better left to a trained therapist.

Role playing in the classroom can be enriched and varied as the teacher and class become more practiced and confident. With experience some will want to build new structures for getting at specific problems. Such ideas as the use of alterego techniques (where a second person expresses what he believes the other is thinking) and of coaches for actors are described in the literature of role playing, but many classroom groups will be able to invent these adaptations in relation to their own specific needs.

The basic role-playing technique offers excellent opportunities for developing the inventive abilities of any group as well as increasing human relations skills and insights.

A

A Brief Guide to

Alcoholics

Anonymous

- What is alcoholism?
- What are the symptoms?
- What is A.A.?
- How does A.A. help the alcoholic?
- What are A.A. meetings?
- Who belongs to A.A.?
- Does an alcoholic have to go "all the way down" before A.A. can help him?
- Are there any young people in A.A.?
- Who runs A.A.?、
- What does it cost to belong to A.A.?
- What can families of alcoholics do?
- What does A.A. NOT do?
- How can you find out more about A.A.?

Alcoholism is recognized as a major health problem. In the U.S., it is the third great killer, after heart disease and cancer—and it does not damage alcoholics alone. Others are hurt by its effects — in the home, on the job, on the highway. Alcoholism costs the community millions of dollars every year. So whether or not you ever become an alcoholic yourself, alcoholism still can have an impact on your life.

We have learned a great deal about how to identify and arrest alcoholism. But so far no one has discovered a way to prevent it, because nobody knows exactly why some drinkers turn into alcoholics. Doctors and scientists in the field have not agreed on the cause (or causes) of alcoholism.

For that reason, A.A. concentrates on helping those who are already alcoholics, so that they can stop drinking and learn how to live a normal, happy life without alcohol.

What is alcoholism?

As A.A. sees it, alcoholism is an illness. The alcoholic cannot control his drinking, because he is ill in his body and in his mind (or emotions), A.A. believes. If he does not stop drinking, his alcoholism almost always gets worse and worse.

Both the American Medical Association and the British Medical Association, chief organizations of doctors in those countries, also have said that alcoholism is an illness.

What are the symptoms?

Not all alcoholics have the same symptoms, but many — at different stages in the illness — show these signs: They find that only alcohol can make them feel self-confident and at ease with other people; often want "just one more" at the end of a party; look forward to drinking occasions and think about them a lot; get drunk when they had not planned to; try to control their drinking by changing types of liquor, going en the wagon or taking pledges; sneak drinks; lie about their drinking; hide bottles; drink at work (or in school); drink alone, have blackouts (that is, cannot remember the next day what they said or did the night before);

drink in the morning, to cure severe hangovers, guilty feelings and fears; fail to eat and become malnourished; get cirrhosis of the liver; shake violently, hallucinate or have convulsions when withdrawn from liquor.

What is A.A.?

Alcoholics Anonymous is a worldwide fellowship of men and women who help each other to stay sober. They offer the same help to anyone who has a drinking problem and wants to do something about it. Since they are all alcoholics themselves, they have a special understanding of each other. They know what the illness feels like — and they have learned how to recover from it in A.A.

An A.A. member says, "I am an alcoholic"— even when he has not had a drink for many years. He does not say that he is "cured." Once a person has lost the ability to control his drinking, this A.A. would explain, he can never again manage to drink safely— or, in other words, he can never become "a former alcoholic" or "an ex-alcoholic." But in A.A. he can become a sober alcoholic, a recovered alcoholic.

How does A.A. help the alcoholic?

Through the example and friendship of the recovered alcoholics in A.A., the new member is encouraged to stay away from a drink "one day at a time," as they do. Instead of "swearing off forever" or worrying about whether he will be sober tomorrow, the alcoholic concentrates on not drinking right now — today.

By keeping alcohol out of his system, the newcomer takes care of one part of his illness—his body has a chance to get well. But remember, there is another part. If he is going to stay sober, he needs a healthy mind and healthy emotions, too, so he begins to straighten out his confused thinking and unhappy feelings by following A.A.'s "Twelve Steps" to recovery. These Steps suggest ideas and actions that can guide him toward a happy and useful life.

To be in touch with other members and to learn about the recovery program, the new member goes to A.A. meetings regularly.

What are A.A. meetings?

Alcoholics Anonymous is made up of about 20,000 local groups, in 92 countries. The people in each group get together, usually once or twice a week, to hold A.A. meetings, of two main types:

- (1) At "open meetings," speakers tell how they drank, how they discovered A.A. and how its program has helped them. Members may bring relatives or friends, and usually anyone interested in A.A. is also welcome to attend "open meetings."
- (2) "Closed meetings" are for alcoholics only. These are group discussions, and any member who wants to may speak up, to ask questions and to share his thoughts with his fellow members. At "closed meetings," each A.A. can get help with his personal problems in staying sober and in everyday living. Some other A.A. will have had the same problems and can explain how he handled them often by using one or more of the Twelve Steps.

Who belongs to A.A.?

Like other illnesses, alcoholism strikes all sorts of people. So the men and women in A.A. are of all races and nationalities, all religions and no religion at all. They are rich and poor and just average. They work at all occupations, as lawyers and housewives, teachers and truck drivers, waitresses and clergymen

A.A. does not keep a list of members, but groups do report how many people belong to each one. From these reports, the total membership of A.A. is estimated at 650,000.

Does an alcoholic have to go "all the way down" before A.A. can help him?

A.A. was started in 1935 by a New York stockbroker and an Ohio surgeon, who had both been "hopeless" drunks. At first, most A.A. members also had been seriously ill; their drinking had sent them to hospitals, sanitariums or jails. But more and more people began to hear about A.A., and soon many alcoholics found they did not have to let their illness do that much damage. They could recover in A.A. before their health had been totally wrecked, while they still had their jobs and their families.

Are there any young people in A.A.?

In recent years, a great many young alcoholics have come into A.A. The pamphlet "Young People and A.A." gives the personal stories of ten who joined when they were under 30—including one who joined at 18, one at 16. These young people are cheerfully staying sober and taking part in A.A. activities.

Who runs A.A.?

A.A. has no real government. Each group is free to work out its own customs and ways of holding meetings, as long as it does not hurt other groups or A.A. as a whole. The members elect a chairman, a secretary and other group officers. These officers do not give orders to anybody; mostly, their job is to see that the meetings run smoothly. In the average group, new officers are elected twice a year.

But the individual group is not cut off from the rest of A.A. Just as A.A. members help each other, so do A.A. groups. Here are three of the means they use to exchange help:

- (1) Groups in the same area set up a central office or "intergroup" office.
- (2) Groups everywhere share their experiences by writing to the A.A. General Service Office, in New York City.
- (3) Groups in the U.S. and Canada choose representatives to go to the A.A. General Service Conference, held once a year.

All these A.A. offices and the representatives at the Conference make suggestions, based on the experiences of many different A.A. groups. But they do not make rules or issue commands to any groups or members.

What does it cost to belong to A.A.?

Newcomers do not pay any fees for membership. And members do not pay dues.

But money is needed for some A.A. purposes: renting the meeting hall, buying coffee and other refreshments, buying A.A. books, pamphlets and magazines. So a basket is usually passed around during the meeting, and members put in whatever they can afford or wish to give. Groups also contribute money to support central offices, the General Service Office and other A.A. activities.

In return for the A.A. help that members give to other alcoholics, these members are never paid. Their reward is something much better than money — it is their own health. A.A.'s have found that helping other alcoholics is the best way to stay sober themselves.

What can the families of alcholics do?

A.A. is just for the alcoholics, but two other fellowships can help their relatives. One is Al-Anon Family Groups. The other is Alateen, for teenagers who ave alcoholic parents.

What does A.A. NOT do? ^

- 1. A.A. does not run membership drives to try to argue alcoholics into joining. A.A. is for alcoholics who want to get sober.
- 2. A.A. does *not* check up on its members to see that they don't drink. It helps alcoholics to help themselves.
- 3. A.A. is not a religious organization. Each member is free to decide on his own personal ideas about the meaning of life.
 - 4. A.A. is not a medical organization, does not give out medicines or psychiatric advice.
 - 5. A.A. does not run any hospitals, wards or sanitariums or provide nursing services.
- 6. A.A. is not connected with any other organization. But A.A. does cooperate with organizations that fight alcoholism. Some members work for such organizations — but on their own — not as representatives of A.A.
- 7. A.A. does. not accept money from sources outside A:A., either private or government.
- 8. A.A. does not offer any social services, does not provide housing, food, clothing, jobs or money. It helps the alcoholic stay sober, so he can earn these things for himself.
- 9. Alcoholics Anonymous lives up to the "Anonymous" part of its title. It does not want members' names to be told on TV or radio or in newspapers. And members do not tell other members' names to people outside A.A. But members are not ashamed of belonging to A.A. They just want to encourage more alcoholics to come to A.A. for help. And they do not want to make heroes and heroines of themselves simply for taking care of their own health.

How can you find out more about A.A.?

- 1. Most towns and cities have an A.A. listing in the telephone book, for a group or central office. Often, local A.A. has a public information committee to tell people what they want to know about A.A.
- 2. If you do not find an A.A. listing in your phone book, write to:

General Service Office

Box 459

Grand Central Station

New York, N.Y. 10017

3. You can get other A.A. pamphlets either from your town's A.A. office or by writing to the General Service Office (address above), which will send you free one copy of each pamphlet you want. Some titles are:

A.A.—44 QUESTIONS AND ANSWERS YOUNG PEOPLE AND A.A.

WHAT HAPPENED TO JOE and

IT HAPPENED TO ALICE (two A.A. stories told in comic-book form)

A CLERGÝMAN ASKS ABOUT A.A.

THREE TALKS TO MEDICAL SOCIETIES

ALCOHOLICS ANONYMOUS AND THE MEDICAL PROFESSION

A.A. IN YOÛR COMMUNITY

A.A. FOR THE WOMAN

A.A. AND THE ALCOHOLIC EMPLOYEE

THE ALCOHOLIC HUSBAND

THE ALCOHOLIC WIFE

A.A. IN PRISONS

A.A. IN HOSPITALS

MEMO, TO AN INMATE

BACKGROUND INFORMATION ON A.A.

COOPERATION BUT NOT AFFILIATION

4. In local libraries, you may find copies of these A.A. books:

ALCOHOLICS ANONYMOUS

ALCOHOLICS ANONYMOUS COMES OF AGE TWELVE STEPS AND TWELVE TRADITIONS THE A.A. WAY OF LIFE (new title-AS BILL

SEES IT)

THE A.A. GRAPEVINE (monthly magazine) may be obtained from your local A.A. office or by writing for information to:

Box 1980

Grand Central Station,

New York, N.Y. 10017

MATERIALS LIST - PATTERN OF HEALTHFUL LIVING

LEVEL 6 WINSTON PRESS 25 Groveland Terrace Minneapotis, Minn. 55403 Mr. Jack Dickerson, Sales Representative Values In Action "Terry Takes A Ride" \$ 15.00 "Its All Your Fault" AUDIO VISUAL SERVICES, INC. (Westinghouse) 2310 Austin Street Houston, Texas 77004 Mr. Richard Hunter, Sales Representative **Our Values Series** \$ 16.50 "Equality: Does Equal = Same?" PHOTOGRAPHIC LABORATORIES 1926 West Gray Houston, Texas 77019 Mr. Bob Drake, Sales Representative \$ 15.00 "Basketball Game" LEVEL 7 PHOTOGRAPHIC LABORATORIES 1926 West Gray · Houston, Texas 77019 Mr. Bob Drake, Sales Representative \$ 15.00 "Wanting A Bicycle" \$ 15.00 "Advertising" LEVEL 8. AUDIO VISUAL SERVICES, INC. (Westinghouse) 2310 Austin Street Houston, Texas 77004 Mr. Richard Hunter, Sales Representative \$ 59.00 "Life on the Rocks" (3 filmstrips)

"Developing Values (Parts I & II)
"Shaping Tdentity (Parts I & II)

GUIDANCE ASSOCIATES

New York, New York 10017

757,3rd Avenue

\$ 41.50 41.50

U TOTA

\$234 00