ERS INFORMATION AID

Values Education

In an eleventh grade science class, a teacher is attempting to start a discussion on moral values by sharing with the students the following dilemma:

> In Europe, a woman was near death from a very bad disease, a special kind of cancer. There was one drug that the doctors thought might save her. It was a form of radium that a druggist was charging ten times what the drug cost him to make. He paid $200 for the radium and charged $2,000 for a small dose of the drug. The sick woman's husband, Heinz, went to everyone he knew to borrow the money, but he could only get together about $1,000, which is half of what it cost. He told the druggist that his wife was dying, and asked him to sell it cheaper or let him pay later. But the druggist said, "No, I discovered the drug and I'm going to make money from it." So Heinz got desperate and broke into the man's store to steal the drug for his wife."
> Should the man have done that? Why? [109]*

This is but one example from a current program in values education. The purposes of this ERS Information Aid are: (1) to provide a brief background on the current status of values teaching, (2) to describe two values education approaches which frequently have appeared in recent educational literature—values clarification and cognitive development, (3) to discuss methods of initiating values programs, (4) to furnish examples of how schools are using different values programs in their curricula, and (5) to offer a working bibliography on values education, focusing on values clarification and cognitive development.

From the outset, the phrase "values education" seems to open a Pandora's Box of questions: Should the schools teach values at all? Is values education synonymous with religious instruction? How will the parents and the community react? How could school personnel start a program in values education?" What exactly is "values education?" Does it differ from "moral education?" What is meant by "values," "valuing," and "values clarification?" Answers to most of these questions are not simple; this publication is designed to summarize relevant information.

The following definitions, taken verbatim from the literature, are provided as points of reference for the remainder of this Information Aid:

Values: Criteria for determining levels of goodness, worth, or beauty. (For example, if someone dislikes a politician because he or she is dishonest, then that person would possess the value of honesty.) [204:xiv]

A personal guide that gives direction to life, helps relate to the world and take purposeful action. [182:40]

Valuing: The process of developing or actualizing values. [204:xiv]

References cited in the text are noted by numbers within brackets. The number before the colon indicates the entry number within the bibliography beginning page 57; the number following the colon indicates the page within the entry. Where no colon appears, the citation refers to the entire entry. Multiple citations are separated by semicolons.

> The process of choosing, prizing, and acting in obtaining values. [160:27-30]

Values Clarification: Most often refers to the process by which students are helped to perceive the bases for their decisions and actions. [34:9]

Values Education: The explicit attempt to teach about values and/or valuing. [204:xiv]

Moral Education: The direct or indirect intervention of the school which affects both moral behavior and the capacity to think about issues of right and wrong. [159:659]

> The word "moral" . . . is popularly associated with the use, abuse, or non-use of alcohol, drugs, sex, and the like. In the "hidden curriculum" of many teachers, it is tied to punctuality, neatness, docility, and conscientiousness in schoolwork. But many of those who are pressing for moral education in the schools obviously have in mind a wide range of issues, including parent-child relationships, civil disobedience, business ethics, the moral status of war, mercy killing, inequalities in society, crime and punishment, and "quality of life." [199:11]

Religious Education: Deals with a wider context than morality; it can include-- and be based on--the study of doctrine, sacred writings, liturgy, mysticism, church law and history, and so on. Religious education normally implies a commitment to a particular set of beliefs (although it is impossible to teach *about* religion without seeking or assuming personal commitment). [34:9]

Many persons believe that the school *should* play an important part in the teaching of values; however, there seems to be little agreement on methods of program implementation. A 1968 survey of 269 Michigan school superintendents found that they consider values to be an integral part of the educational process, whether developed through teacher example, extracurricular activities, or an expanded curriculum. [40:19] A 1970 Colorado study of a 76-member high school faculty indicated that practically all those surveyed recognized the school's importance in the students' valuing process. Yet the faculty was unsure as to whether or not the school's function should be to inculcate certain societal norms or to allow the students to analyze their own values. [129] One of the questions asked 1,558 persons in the Seventh Annual Gallup Poll of Public Attitudes Towards Education (1975) was: "Would you favor or oppose instruction in the schools that would deal with morals and moral behavior?" Seventy-nine percent answered in the affirmative. [56:CE7] In that same year, a survey of 1,000 Phi Delta Kappa members found that 88 percent of the 561 respondents recognized the importance of values education in the school, but differed among the ways to effect such a program. [170]

For many, the question of whether or not to teach values in the classroom is, in reality, a moot point. Morality is taught every day, they argue, whether it be in the form of discussing the school's dress code or the history of Blacks, Native Americans, and other minority groups in the United States. Purpel and Ryan note: "Education is simply not value-free. One cannot involve a child in schooling from the time he is 6 until he is 17 or 21 and not affect the way he thinks about moral issues and the way he behaves." [159:662]

Another major question then follows: Should teachers inculcate their students with certain values or simply allow them to choose their own values based on cognitive reasoning? On the subject of indoctrination, George S. Counts has stated that "the big question . . . is not whether we should impose anything on the child in the process of education, but *what* we should impose."

(Emphasis in the original) [29:188] Most values education programs profess, however, to let the child choose his own values rather than having a set of traditional values be imposed by society through the teacher. Indoctrination is frowned upon by most persons currently active in values education.

VALUES CLARIFICATION

Among the approaches to values education currently being advocated and used experimentally in schools are *values clarification* and *cognitive development*.

The major aim of the values clarification (VC) approach is to help those students who suffer from a confusion of values or lack of purpose (the "apathetic, flighty, uncertain, inconsistent and the drifters, overconformers, overdissenters, and role players") to become more "positive, purposeful, enthusiastic [and] proud." [160:5-7] The entire program is geared to having the students discover what their own values are, not what society demands their values to be.

The fundamental process a person uses to locate, focus, and clarify one's values is called "valuing." Louis E. Raths and others identify a seven-step method for defining values based on three processes: choosing, prizing, and acting.

CHOOSING: (1) freely
           (2) from alternatives
           (3) after thoughtful consideration of the consequences of each alternative

PRIZING: (4) cherishing, being happy with the choice
        (5) willing to affirm the choice publicly

ACTING: (6) doing something with the choice
      (7) repeatedly, in some pattern of life [160:30]

Howard Kirschenbaum has expanded the seven-step method in the valuing process as follows:

I.   FEELING
    1. Being open to one's inner experience.
        a. awareness of one's inner experience
        b. acceptance of one's inner experience

II.   THINKING
    1. Thinking on all seven levels.
        a. memory
        b. translation
        c. application
        d. interpretation
        e. analysis
        f. synthesis
        g. evaluation
    2. Critical thinking.
        a. distinguishing fact from opinion
        b. distinguishing supported from unsupported arguments
        c. analyzing propaganda, stereotypes, etc.
    3. Logical thinking (logic).
    4. Creative thinking.
    5. Fundamental cognitive skills.
        a. language use
        b. mathematical skills
        c. research skills

III. COMMUNICATING – VERBALLY AND NONVERBALLY
  1. Sending clear messages.
  2. Empathic listening.
  3. Drawing out.
  4. Asking clarifying questions.
  5. Giving and receiving feedback.
  6. Conflict resolution.

IV. CHOOSING
  1. Generating and considering alternatives.
  2. Thoughtfully considering consequences, pros and cons.
  3. Choosing strategically.
      a. goal setting
      b. data gathering
      c. problem solving
      d. planning
  4. Choosing freely.

V. ACTING
  1. Acting with repetition.
  2. Acting with a pattern and consistency.
  3. Acting skillfully, competently. [93:105-106]

To help the student attempt to clarify his or her values, the values clarification approach relies heavily on a number of different strategies or teaching techniques that can be used in and out of the classroom.   These strategies can include rank-ordering exercises, dilemmas, group discussions and forced choices.   In these exercises, students must have the freedom to "pass" as well as to participate. *Values Clarification: A Handbook of Practical Strategies for Teachers and Students*, by Simon, Howe, and Kirschenbaum, details 79 such strategies. [189] The following are examples of values clarification strategies:

Strategy #1: Twenty Things I Love to Do

    Basic to this strategy in the search for values is the question "Am I really getting what I want out of life?" To build the good life we must know what it is we value and want. This activity assists students in examining their most prized and cherished activities.

    Group members are asked to write down a list of 20 things they truly love to do.

    After this is completed members can publicly share a few of their most special loves if they like. Then the leader will ask them to code their list in the following manner:

    Date – next to each item put the date you last did this love
    R   – next to any item involving risk
    I   – next to any item which involves intimacy
    65   – next to those items you expect to enjoy after retirement
    L   – next to those items which required formal lessons
    *   – next to five items which are the most special and which
            you would give up last

    When coding is completed, the strategy of "I learned" statements begins.

Strategy #2: "I Learned" Statements

  • I learned that I . . .   • I realized that I . . .
  • I re-learned that I . . .   • I was surprised that I . . .
  • I noticed that I . . .   • I was pleased that I . . .
  • I discovered that I . . .   • I was displeased that I . . .

Students are to use any one of the sentence stems to share with the group one or more of their feelings. Students are not called on, but volunteer to speak whenever they feel comfortable about it.

The purpose of "I learned" statements is manifold. It provides feedback to the teacher and group about the previous activity. It helps clarify and reinforce what the students have learned. It crystallizes new learnings and sets a powerful searching tone in the group. Finally, it provides a good summary or wind-up for almost any activity. [187:56-57]

Strategy #3: Rank-Ordering

Here various sets of three possible situations are to be ranked as a person perceives them, from best to worst, or if he perceives them as all good (or bad), from most to least good (or bad). Rankings should first be made individually, and then compared and discussed with the others in the group. It may be, as with any of these strategies, that students will prefer to open discussion to the class as a whole. Following are several examples of rank-ordering sets:

1. Rank these situations:
    a. You are an Air Force bombardier about to drop bombs on suspected enemy concentrations, knowing that innocent people are likely to be killed and injured at the same time.
    b. You are the executioner who must pull the switch on a convicted murderer in the electric chair.
    c. You are a homeowner who is about to shoot at a dark, moving shape that has entered your house at night.

2. As the principal of this school, how would you rank the following situations as to their desirability to you?
    a. The students love you.
    b. Your colleagues respect your opinion.
    c. Your school is the showplace of the district.
    After discussing your rank-ordering of these situations, try to expand the list by making up a situation that would be more desirable than the one you put at the top, and one that would be less desirable than your bottom-ranked one.

3. As the parent of a seventeen-year-old daughter, rank these:
    a. You discover that she has been behaving promiscuously with all the boys around.
    b. The police call to say that she has been arrested for possession of marijuana.
    c. She announces to you that she is engaged to marry a boy of another race.
    After discussing your rankings, consider how the order might change if (b) had involved heroin instead of marijuana. [75:21]

Values clarification advocates note that these different strategies may be used either in a separate course or in conjunction with the regular classes in the curriculum. They contend that when used within the regular curriculum, values clarification helps both students and teachers explore the values level of subject content, in addition to facts and concepts. According to its proponents, the values clarification approach can be adapted to fit practically any course or area of study, as shown in a partial listing below:

- Afro-American History [186]
- Counseling [185]
- Drug Education [13; 42; 151; 209]
- English [99; 155]
- Environmental Education [58; 101; 102; 210]
- Foreign Languages [84; 139; 201; 221; 222; 223; 224]
- Health Education [9; 81; 82; 149; 150; 162]
- History [72]
- Home Economics [95; 168]
- Latin-American Studies [21]
- Mathematics [71]
- Mental Health [212]
- Psychology [60]
- Reading [158; 195]
- Religious Education [184; 190; 191; 192; 215]
- Science [2; 24; 73; 179]
- Sex Education [26; 78; 140; 161]
- Social Studies [23; 35; 92; 126; 218]
- Speech Communications [66]

The role of the teacher in the values clarification approach is that of discussion leader, not inculcator. It is most important, values clarification advocates insist, that the teacher be completely non-judgmental about the values he or she might hear students express. The valuing process is intended for the students to make up their own minds on what *they* value. Even if a value contrary to acceptable norms is chosen (e.g., lying or stealing), the teacher must refrain from "correcting" this value. One proponent discusses three main goals for the teacher in the values clarification process: (1) open up students to share thoughts with others, (2) accept their thoughts, and (3) stimulate additional thinking. [75:20]

In "Clarifying What and How Well?" Dennis Loggins writes that values clarification is "one of the most popular approaches to values education on the contemporary scene." [128:2] Sidney Simon remarks that "it is impossible to list all the schools now using values clarification, but, as an example of its increasingly wide acceptance, all the language teachers at Kenston High School in Cleveland, Ohio, use it; it is a junior high elective at a parochial school in Woburn, Massachusetts; and it is used in drug education in the Tempe, Arizona, elementary schools." [188:682n] Teacher training programs in values clarification have been favorably received by practically all of the teachers in the Akron City Schools (Ohio) who attended training sessions in 1971 and 1972. [65:351-352] From responses to a questionnaire sent to former students, a professor who taught an introductory college-level course in values clarification found that "the course had been successful, that teachers were using values clarification, and that they felt it had helped personally and professionally, and that they wished to pursue their learnings in this and related areas." [94:43-44]

The values clarification approach has many critics, however. It has been criticized so frequently that in 1975 the leaders of the approach published a paper titled "In Defense of Values Clarification." [97] According to its detractors, values clarification has the following weaknesses:

- "Of the criticisms made against Values Clarification, probably none is made more frequently or more loudly than the charge that it is inadequate, ineffective, and possibly even dangerous because of its basic moral relativism." [200:686; 127:46-48; 148]

- "The most frequent comment I hear is, 'But what do we do now?' or 'Where do we go from here?' These teachers will tell you that VC is good, but it simply isn't enough, and eventually both the teachers and the students become bored." [200:684]

- The values clarification theory is so lacking that "practice is liable to be mis-construed seriously: a teacher is left to believe that once he or she has engaged in values clarification he or she has discharged the responsibilities to moral education. That might well be a mirage." [27:237] Another critic states that the theory is "philosophically indefensible and psychologically inadequate." [200:686; 148]

- Charges of superficiality focus on values clarification's emphasis on content rather than structure, and a lack of a concern for the "why" in the valuing process. [200:684; 128:3]

- Reliance on peer pressure, flawed validating research, and failure to see the importance of developmental psychology likewise have been noted. [200:684, 687; 128:4]

- Although Raths has stated that "clarifying is not therapy," [160:80] one reviewer argues that values clarification actually is a type of client-centered therapy. [127:40-46]

COGNITIVE DEVELOPMENT

Another approach to values education is known as cognitive development or sometimes as moral development. Building on the philosophies of Jean Piaget and John Dewey, Lawrence Kohlberg states that "an adequate morality is principled, that is, that it makes judgments in terms of universal principles applicable to all peoples." [103:672] At the foundation of this theory are six stages of moral reasoning that Kohlberg has developed through cross-cultural research. [103:670] These stages have been reproduced as Table 1 on page 8. Edwin Fenton explains that in order to deter-mine an individual's stage of moral development, a trained "scorer" would give the person a moral interview consisting of three moral dilemmas with a series of follow-up questions pertaining to the dilemmas. From the person's responses to these questions, the scorer can then identify the stage of the subject's moral thought. [45:189-190] "Moral thinking" is primarily located in one stage, but may overlap into the previous and following stages.

Cognitive developmentalists also notice a tie between chronological age and the level of moral reasoning:

Everyone reasons as a young child at Stage 1. Most people then move to Stage 2. As early as 9, but usually later, most Americans enter Stage 3, and some of them pass into Stage 4 in middle or late adolescence. The transition to Stage 5 takes place, if at all, when people are in their late teens or early twenties, or even later in life. Very few people attain Stage 6, and those who do are usually older than thirty. So far as we know, no one ever skips a stage, and once someone has attained a parti-cular stage, he or she never retrogresses to earlier ones. But people can have their development arrested at any stage. Most adult Americans think at the Conventional Level, Stages 4 or 3, and only a small minority -- perhaps five or ten percent -- attain full Stage 5 thought. Few, if any, high school students reason mainly at Stage 5. [45:189-190]

Kohlberg contends that an individual can comprehend a moral argument at, below, or one stage above his own level. Furthermore, higher moral stages relate to more universal principles and thus are considered better than lower ones. Thus Fenton believes that "we should aim to raise the level of moral thinking of all children to the stage that will enable them to understand the

TABLE 1.--Levels and Stages of Moral Development

The Preconventional Level
(Stages 1 and 2)

At this level, people consider the power of authority figures or the physical or hedonistic consequences of actions, such as punishment, reward, or exchange of favors. This level has the following two stages:

Stage 1: The Punishment and Obedience Orientation

At this stage, the physical consequences of doing something determine whether it is good or bad without regard for its human meaning or value. People at Stage 1 think about avoiding punishment or earning rewards, and they defer to authority figures with power over them.

Stage 2: The Instrumental Relativist Orientation

At Stage 2 right reasoning leads to action which satisfies one's own needs and sometimes meets the needs of others. Stage 2 thought often involves elements of fairness, but always for pragmatic reasons rather than from a sense of justice or loyalty. Reciprocity, a key element in Stage 2 thought, is a matter of "you scratch my back and I'll scratch yours."

The Conventional Level
(Stages 3 and 4)

People at this level value maintaining the expectations of their family, group, or nation for its own sake and regardless of its immediate consequences. People at the conventional level show loyalty to the social order and actively maintain, support, and justify it. This level has the following two stages:

Stage 3: The Interpersonal Sharing Orientation

At this stage, people equate good behavior with whatever pleases or helps others and with what others approve of. Stage 3 people often conform to stereotypical ideas of how the majority of people in their group behave. They often judge behavior by intentions, and they earn approval by being "nice."

Stage 4: The Societal Maintenance Orientation

Stage 4 thought orients toward authority, fixed rules, and the maintenance of the social order. Right behavior consists of doing one's duty, showing respect for authority, or maintaining the given social order for its own sake.

The Principled Level
(Stages 5 and 6)

At this level, people reason according to moral principles which have validity apart from the authority of groups to which the individuals belong. This level has the following two stages:

Stage 5: The Social Contract, Human Rights and Welfare Orientation

People at Stage 5 tend to define right action in terms of general individual rights and standards which have been examined critically and agreed upon by the entire society. Stage 5 people stress the legal point of view, but they emphasize the possibility of changing laws after rational consideration of the welfare of the society. Free agreement and contract bind people together where no laws apply.

Stage 6: The Universal Ethical Principle Orientation

At Stage 6, people define the right by the decision of their conscience guided by self-chosen ethical principles such as justice, equality, or the dignity of the individual. These principles appeal to logical comprehensiveness, universality, and consistency. Instead of being concrete rules, such as the Ten Commandments, they are abstract ethical principles, such as the categorical imperative.

SOURCE: Fenton, Edwin. "Moral Education: The Research Findings," *Social Education,* 40 (April 1976), p. 189.

principles behind the Declaration of Independence and the Constitution [Stage 5 documents]. That is the Societal Maintenance Stage, Stage 4." [45:19] Studies by Blatt and Kohlberg indicate that exposure to a higher stage will lead to more advanced moral thought. [12] Fenton states that "at least two experimenters have found a high correlation between moral thought and action in experimental situations." [45:193] The results of a study conducted by Sharie McNamee also indicate that Kohlberg's theory predicts moral behavior. [131] The entire aim of the moral development approach, then, is to guide the child from the lower stages to the higher stages of moral development.

The chief method used for stimulating stage development is the moral dilemma, as exemplified by the story of Heinz, his dying wife, and the druggist (see page 1). Dilemmas can be presented in almost any form, from role-playing to films to records. They may be adapted from real-life situations, experiences of the students, or course content. [10:196]

According to Galbraith and Jones "a good group discussion of a moral dilemma depends on three variables: a recognized moral dilemma, a leader to help focus the discussion on moral reasoning, and a classroom climate that encourages students to express their moral reasoning freely." [55:18] Another author, Barry Beyer, indicates that moral discussions should improve students' learning skills, self-esteem, attitudes toward school, knowledge of key concepts and should facilitate changes in stage. [10:195-196] Moreover, moral dilemmas should be simple, open-ended, contain two or more issues having moral implications, and should provide a choice for action. [10:196]

The following dilemma and teaching plan are used in Holt, Rinehart and Winston's *Teacher's Guide for Shaping of Western Society:*

SHARON'S DILEMMA

Sharon and her best friend Jill walked into a department store to shop. As they browsed, Jill saw a sweater she really liked and told Sharon she wanted to try the sweater on. While Jill went to the dressing room, Sharon continued to shop.

Soon Jill came out of the dressing room wearing her coat. She caught Sharon's attention with her eyes and glanced down at the sweater under her coat. Without a word, Jill turned and walked out of the store.

Moments later the store security officer, sales clerk, and the store manager approached Sharon. "That's her, that's one of the girls. Check her bags," blurted the clerk. The security officer said he had the right to check bags, and Sharon handed them over. "No sweater in here," he told the manager. "Then I know the other girl has it," the clerk said. "I saw them just as plain as anything. They were together on this." The security officer then asked the manager if he wanted to follow through on the case. "Absolutely," he insisted. "Shoplifting is getting to be a major expense in running a store like this. I can't let shoplifters off the hook and expect to run a successful business."

The security officer turned to Sharon. "What's the name of the girl you were with?" he asked. Sharon looked up at him silently. "Come on now; come clean," said the security officer. "If you don't tell us, you can be charged with the crime or with aiding the person who committed the crime."

QUESTION: Should Sharon tell Jill's name to the security officer?

TEACHING PLAN FOR SHARON'S DILEMMA

PART I: ORIGINAL DILEMMA

Distribute Class Handout 10 which describes Sharon's dilemma. Make sure that the students understand the terminology in the dilemma and can state the nature of the dilemma which Sharon faced.

Determine by a show of hands or in some other way how the class feels
about whether Sharon should tell her friend's name to the security officer.
If the class divides with no less than one-third of the students on each
side of the issue, choose one of the four strategies listed in the overall
instructions for teaching moral dilemmas and proceed with the discussion,
skipping the alternative dilemmas.

PART II: ALTERNATIVE DILEMMAS

If the class agrees that Sharon SHOULD tell, one of the following alter-
native dilemmas can be used to provoke disagreement.
  A. Suppose that Sharon knows that Jill is on parole and will be
      sent back to jail if she is caught committing a crime. In
      this case, should Sharon tell?
  B. Suppose Jill has done Sharon many favors, and that Sharon thinks
      she will lose lots of friends if she tells on Jill. What should
      she do in that case?
If the class agrees that Sharon SHOULD NOT tell on Jill, one of the
following alternative dilemmas can be used to provoke disagreement.
  A. Suppose that Jill and Sharon are not good friends. In fact,
      suppose that Sharon doesn't even like Jill very much. What
      should she do in that case?
  B. Suppose that Jill had stolen things before and had promised
      Sharon that she would never shoplift again. What should Sharon
      do in that case?
When the class divides over one of these alternative dilemmas, choose one
of the four strategies and proceed with the discussion.

PART III: PROBE QUESTIONS

  1. What obligation does Sharon have to Jill? Why?
  2. What obligation does Sharon have to the store owner? the law?
      herself? Why?
  3. Which set of obligations, to Jill or to the storeowner and the
      law, are more important? Why?
  4. When, if ever, would it be right to tell a lie to protect a
      friend who has done something wrong?
  5. When, if ever, would it be wrong to tell a lie to protect a
      friend who has done something wrong?
  6. Why might Sharon feel badly if she did tell?
  7. Why might Sharon feel badly if she did not tell?

SOURCE: Fenton, Edwin (General editor). *The Shaping of Western Society.*
         Teacher's Guide. New York: Holt, Rinehart and Winston, 1974,
         pp. 174-75.

         Copyright © 1974 by Holt, Rinehart and Winston Publishers, New York.

The role of the teacher in the cognitive development or moral development approach, according
to Kohlberg, is not to inculcate students with any certain "bag of virtues." Galbraith and Jones
state that "teachers must help students to *confront* a moral problem involved in a dilemma, to
state a position on the dilemma, to *test* the reasoning behind their position, and to *reflect* on
their reasoning and that of others during a discussion." [55:19] Jantz and Fulda caution
teachers

  to consider the types of moral judgments they are asking children to make.
  These moral judgments ought to be consistent with their level of moral think-
  ing. Just as children are not expected to make the same intellectual judgments
  as most adults because they do not have fully developed information processing
  skills, children ought not to be required to make the same kinds of moral
  decisions adults are called on to make. [87:28]

Barry Beyer, whose strategy for leading moral discussions is shown in Figure 1 on page 12,
lists some of the skills teachers should exhibit in leading moral discussions:

- Establish and maintain a supportive classroom atmosphere.
- Involve students in moral discussions.
- Ask questions which do not threaten students.
- Encourage student-to-student interaction.
- Identify and cope with substantive diversions. [10:202]

One teacher observed from personal experience in a classroom moral discussion that:

You could really see the differences among the kids; the Kohlberg stages stood right out. Some would say, "You can't do that; it's against the law," and so on, and refuse to consider it further. I could see the quality of the discussion improving. I can't really say that I noticed changes in Kohlberg's stages in individuals throughout the course, but I wasn't looking for them. I can only tell about their classroom behavior, not their outside behavior. I think the course taught some of them to rethink situations. [199:12]
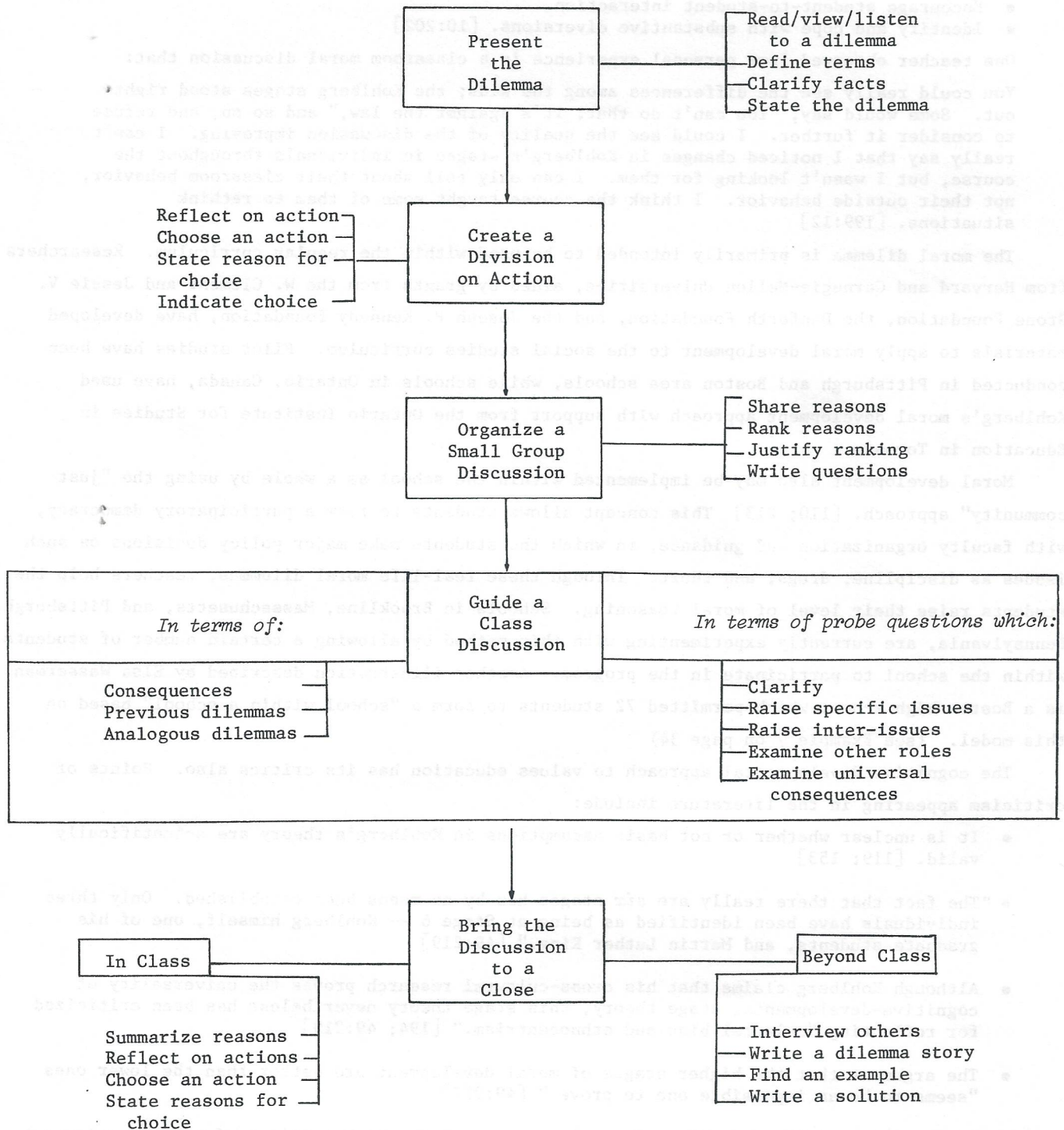
The moral dilemma is primarily intended to be used within the regular curriculum. Researchers from Harvard and Carnegie-Mellon Universities, aided by grants from the W. Clement and Jessie V. Stone Foundation, the Danforth Foundation, and the Joseph P. Kennedy Foundation, have developed materials to apply moral development to the social studies curriculum. Pilot studies have been conducted in Pittsburgh and Boston area schools, while schools in Ontario, Canada, have used Kohlberg's moral development approach with support from the Ontario Institute for Studies in Education in Toronto.

Moral development also may be implemented within the school as a whole by using the "just community" approach. [110; 213] This concept allows students to form a participatory democracy, with faculty organization and guidance, in which the students make major policy decisions on such issues as discipline, drugs, and theft. Through these real-life moral dilemmas, teachers help the students raise their level of moral reasoning. Schools in Brookline, Massachusetts, and Pittsburgh, Pennsylvania, are currently experimenting with this method by allowing a certain number of students within the school to participate in the program. Another illustration described by Elsa Wasserman is a Boston high school which permitted 72 students to form a "school within a school" based on this model. (see Example 7 on page 34)

The cognitive developmental approach to values education has its critics also. Points of criticism appearing in the literature include:

- It is unclear whether or not basic assumptions in Kohlberg's theory are scientifically valid. [119; 153]

- "The fact that there really are *six* stages has by no means been established. Only three individuals have been identified as being at Stage 6 -- Kohlberg himself, one of his graduate students, and Martin Luther King." [49:219]

- Although Kohlberg claims that his cross-cultural research proves the universality of cognitive-developmental stage theory, this stage theory nevertheless has been criticized for reflecting "cultural bias and ethnocentrism." [194; 49:219]

- The argument that the higher stages of moral development are better than the lower ones "seems to be an impossible one to prove." [49:217]

- Since such a small percentage of people ever reach the higher stages of moral development, Stages 5 and 6, the approach has been called "intellectually elitist." [48:15-16]

- If it is true that most people are at the conventional level of moral thinking, "it would seem important to devise ways to get everyone up to and firmly entrenched at this stage." Yet Kohlberg has failed to stress this idea. [49:218]

FIGURE 1:--A Strategy for Guiding Moral Discussions

Present the Dilemma
- Read/view/listen to a dilemma
- Define terms
- Clarify facts
- State the dilemma

Create a Division on Action
- Reflect on action
- Choose an action
- State reason for choice
- Indicate choice

Organize a Small Group Discussion
- Share reasons
- Rank reasons
- Justify ranking
- Write questions

Guide a Class Discussion

In terms of:
- Consequences
- Previous dilemmas
- Analogous dilemmas

In terms of probe questions which:
- Clarify
- Raise specific issues
- Raise inter-issues
- Examine other roles
- Examine universal consequences

Bring the Discussion to a Close

In Class
- Summarize reasons
- Reflect on actions
- Choose an action
- State reasons for choice

Beyond Class
- Interview others
- Write a dilemma story
- Find an example
- Write a solution

SOURCE: Beyer, Barry K. "Conducting Moral Discussions in the Classroom." *Social Education*, 40 (April 1976), p. 199.

- "'Good-boy'morality [is not taken] seriously enough" and the developers of the approach do "not appreciate that moral rules have to be learned in the face of counter-inclinations." [152:678]

- Assignment of stages are too arbitrary; "the discussion of one moral dilemma after another" has been called "too passive and redundant." [144]

- Moral dilemmas are too "classical," abstract, and simplistic to be meaningful. [48:14; 49:220; 122:4]

- The worth of the moral interview, the differences between and the idea of stages, and the validating experiments have been questioned. [49:219]

- "The theory places rather unrealistic demands on the classroom teachers once they *do* engage students in moral discussions . . . How can a teacher who reasons at Stage 3, for example, be expected to present a Stage 5 argument to a Stage 4 student (so as to foster stage growth) if he or she cannot understand what such an argument is?" [49:218]

SOME FACTORS IN BEGINNING A VALUES EDUCATION PROGRAM

This section briefly outlines some of the areas that school personnel may wish to consider in starting a program in values education: location of information and materials; importance of faculty and community cooperation; and program development, implementation, and evaluation.

Sources of information and materials.--Of the books and journal articles providing a general introduction to different values education approaches, the following three have been chosen as samples from the literature. *Values Education Sourcebook* (262 pp.), published by the Social Science Education Consortium, reviews five of the major approaches (inculcation, moral development, analysis, clarification, and action learning) and identifies student and teacher resources for use in each approach. [204] In their short article "Value Education in the Public School," Forcinelli and Engeman discuss four approaches: values clarification, cognitive development, Lifeline, and Character Education. [48] The June 1975 issue of *Phi Delta Kappan* was devoted to moral education. A closer examination of materials on the values clarification and cognitive development approaches, discussed in this *Information Aid*, follows.

Values Clarification.--Primary sources on values clarification include those on theory [160], practical strategies [189], curriculum usage [70], a series of readings [98], and an annotated bibliography [96]. In *Values Education Sourcebook* Superka and his associates summarize 26 student and 13 teacher values clarification instructional aids [204:109-176], and list 39 student and 26 teacher materials in their annotated bibliography [204:214-224].

The following organizations provide further information on obtaining values clarification books, articles, and instructional aids, and on teacher training workshops:

National Humanistic Education Center
Springfield Road
Upper Jay, New York 12987
(after 10-1-76: 110 Spring Street
Saratoga Springs, New York 12866)

Philadelphia Humanistic Education Center
8504 Germantown Avenue
Philadelphia, Pennsylvania 19118

Cognitive developments.--The *Collected Papers* of Lawrence Kohlberg is a primary source of information on the cognitive development theory. [104] Kohlberg's articles also have appeared in various journals (see bibliography). *Social Education* devoted its April 1976 issue to the moral development approach to values education, including articles on theory [45], the "just community" [213], leading moral discussions [10], and an annotated bibliography [167].

Regarding instructional aids, James Rest summarizes four different kinds used in the moral development approach. [164:250-251] Superka and his associates highlight five sets of student and four sets of teacher materials [204:37-53], and list six student and ten teacher materials in their annotated bibliography [204:201-203]. Galbraith and Jones have developed a set of instructional aids for teachers and students. [54; 55] Beyer states that in-service consultants are available for those teachers and administrators wishing to obtain help for setting up their own programs. [10:202]

Information about the cognitive-developmental approach may be acquired from:

> The Laboratory of Human Development
> Harvard University
> Larsen Hall
> Appian Way
> Cambridge, Massachusetts 02138
>
> Social Studies Curriculum Center
> Carnegie-Mellon University
> Pittsburgh, Pennsylvania 15213

Faculty relations.--As in any new addition to the curriculum, a program that stresses values should be accepted first by the faculty and administration. Some practitioners believe that, in initiating a program, the coordinator should enlist only those teachers who are enthusiastic about using values in the classroom. Care then should be taken not to compel those teachers who may feel uncomfortable or unsure in a values discussion. [86] Underlining the basic importance of the faculty, the experience at one Ontario school "suggests that successful moral education programs will be largely dependent on the general cooperation of the school staff." [199:13]

Community relations.--"Selling" the idea of values education to wary parents may be a major concern. Some parents may immediately object to a values program on the grounds that it is no more than religious instruction. Others may contend that the school is inculcating certain values, denounce the program's "moral relativism," or may be unsure of the program's purpose.

Mrs. Walter Kimmel, president of the National Congress of Parents and Teachers Association, stated concern for the lack of public understanding of programs in values education. Speaking in Philadelphia at the National Conference on Moral/Citizenship Education (MCE) in June 1976, she gave the following observations:

1. The public is unaware of the scholarly MCE movement.

2. The public thinks of MCE in different terms than the individuals at this conference (e.g., alcohol and drug abuse programs). However, programs like these do address the issues being considered at the conference.

3. The public is aware of the need for MCE in the schools, although at the present time, neither the public nor the scholars involved in MCE understand what the other group wants.

4. The public is unwilling to provide financial support for MCE until it understands how this money will be used.

5. The public is greatly concerned that MCE is related to the issue of religion in the schools. [142:28]

Educators in schools with values education programs have mentioned the following ways of avoiding negative public reaction:

1. Parents, the PTA, and the community should be kept informed on all aspects of the program. They should be given an opportunity to join with the school staff and students in planning a program, deciding on objectives, and choosing materials.

2. Treatment of controversial issues should be balanced, e.g., a discussion on abortion also should include an examination of the "right to life" argument. A student may discover that the values brought out in class discussion conflict with values held by his or her parents. If this happens, the parents may object to this type of classroom values inquiry. The teacher then should deal with the disagreement immediately and openly, such as calling a parent-student-teacher conference to resolve the differences.

3. Those schools using a non-inculcative values education approach should stress that the program's major objective is to have the student better understand his or her own values, not to teach any certain set of values. Values in the curriculum are discussed, as much as possible, in a non-indoctrinative manner.

4. Many teachers prefer to stress that values are used only as a means to an end, that is, to improve, update, or make more relevant an existing subject in the curriculum.

5. Some have attempted to lessen pejorative overtones that might accompany a program in "values education" by emphasizing the areas these programs help to develop: "personal growth," "finding yourself," or "decision-making skills."

"If the public is adequately informed and the staff properly prepared," Peter Carbone, Jr., states, "there is no reason why a course in moral education should not become one of the most interesting, informative, and exciting courses in the curriculum." [19:72]

Program development and implementation.--What steps are needed in the implementation of a values education program? The basic consideration would include a decision on the values approach most appropriate for the individual school or school district. James Deneen offers these suggestions for developmental procedures:

- Identify courses and teachers to be involved.
- Provide orientation materials for parents, teachers, and students.
- Locate in-service teacher education resources.
- Develop evaluation and reporting procedures. [34:9-10]

Raths, Harmin, and Simon give these "guidelines for getting started" in a values clarification program:

1. Work toward a psychologically safe classroom atmosphere.
2. Work at eliminating tendencies to moralize.
3. Start slowly, but not too slowly.
4. Keep administrators and other teachers informed.
5. Talk about the value-clarifying process in tentative terms.
6. Prepare for some conflict.
7. Make the ideas fit you.
8. Encourage several colleagues to join you. [160:168-174]

Representatives from education, government agencies and foundations, and special-interest organizations who met at the National Conference on Moral/Citizenship Education (MCE) sought to "develop substantive ('what') and implementation ('how') recommendations for MCE research, development, and diffusion."[142:1] The participants frequently mentioned the following areas as those most needing present attention:

Theory: 1. Underlining the usage of non-sectarian, universal values based on such documents as the Bill of Rights and the UN Charter on the Rights of Man, stressing individual decision-making skills over inculcation.

2. Analyzing and integrating the many present theories on MCE.

3. More clearly defining the exact meaning of MCE.

4. Clarifying MCE's goals "before we can promote it."

5. Continuing the research in this field and establishing regular meetings of experts to discuss directions and problems of MCE.

Implementation: 1. Avoiding a battle over semantics and "red flag" slogans over the terminology used in MCE.

2. Training teachers and parents in MCE.

3. Seeking the input and cooperation of the community.

4. Realizing the importance of external factors, such as the family, church, media, peers, and community, when considering MCE.

5. "Assess[ing] local communities' varying perceptions of MCE need."

6. Stressing a local, rather than a "national mandate" approach to MCE. [142]

Program evaluation.--A serious drawback to values programs in general has been "a lack of reliable, tested, usable evaluation procedures and instruments to measure values development in students." [204:ix] *Values and Teaching*, by Raths, Harmin, and Simon, attempts to outline an evaluation method for values clarification programs [160:174-185], yet those who have used such programs report that they find empirical evaluation difficult. Most seem to feel, however, that values clarification does help students understand their values better. According to Howard Kirschenbaum, "there has been no systematic evaluation of v.c. on a large scale in the schools," [123]; the research seems instead to focus on evaluations of individual, experimental programs [94].

In the Ontario Moral Education Project, a cognitive-developmental series of programs, "the general approach to evaluation has been to test experimental and control classes prior to the teaching experience, to test them immediately after the program, and then to test them once later." [199:12] Porter and Taylor give guidelines for cognitive-developmental evaluation in *How to Assess the Moral Reasoning of Students*. [156] Another method of evaluation, aimed at practicality, is given below:

> Initially, at least, it is far more desirable for teachers to have freedom and enthusiasm than to attempt a neatly designed program for all Grade 9 literature classes, or statistically balanced populations of all Grade 6's in experimental and control classes. Admittedly, this makes life rather complicated and untidy for those charged with evaluation. But any class initiating a program of moral education should permit anecdotal reports, observations, studies of student and teacher attitudes, and other "soft" but, for beginning programs, quite appropriate evaluation methods. [34:10]

EXAMPLES OF VALUES EDUCATION PROGRAMS

The following examples were obtained from a search of the literature on values education and from telephone inquiries to schools and school districts which have used values programs in their curricula. Due to space limitations, most of the examples have been excerpted from larger handbooks or teacher guides, but all include either a statement of program aims, strategies employed, a curriculum outline, or teaching approaches. Inclusion in this *Information Aid* does not imply endorsement by ERS. The materials used in this section were provided by the following:

1. ALABAMA STATE DEPARTMENT OF EDUCATION (Montgomery, Alabama)
2. SAN DIEGO COUNTY DEPARTMENT OF EDUCATION (San Diego, California)
3. BOLTZ JUNIOR HIGH SCHOOL (Ft. Collins, Colorado)
4. RICHARDSON PARK JUNIOR HIGH SCHOOL (Wilmington, Delaware)
5. VALUE EDUCATION PROJECT (Aurora, Illinois)
6. ANNE ARUNDEL COUNTY PUBLIC SCHOOLS (Annapolis, Maryland)
7. CAMBRIDGE HIGH AND LATIN SCHOOL (Cambridge, Massachusetts)
8. DARTE (DRUG ABUSE REDUCTION THROUGH EDUCATION)
   DEARBORN PUBLIC SCHOOLS (Dearborn, Michigan)
9. DARTE (DRUG ABUSE REDUCTION THROUGH EDUCATION)
   WAYNE COUNTY INTERMEDIATE SCHOOL DISTRICT (Detroit, Michigan)
10. CHARLOTTE-MECKLENBURG COUNTY SCHOOLS (Charlotte, North Carolina)
11. M.S. HERSHEY JUNIOR HIGH SCHOOL (Hershey, Pennsylvania)
12. HARRIS COUNTY DEPARTMENT OF EDUCATION (Houston, Texas)
13. UTAH STATE BOARD OF EDUCATION (Salt Lake City, Utah)
14. ARLINGTON COUNTY PUBLIC SCHOOLS (Arlington, Virginia)
15. COOPERATIVE EDUCATIONAL SERVICE AGENCY NUMBER EIGHT (Appleton, Wisconsin)

EX 1   ALABAMA STATE DEPARTMENT OF EDUCATION (Montgomery, Alabama)

(The following excerpt deals with the teacher's role in increasing the students' positive self-image.)

DEVELOPING A POSITIVE SELF-CONCEPT

Introduction

The needs of greatest significance to man are those related to one's self-esteem and reputation status. All that happens to him from birth to any given time in life contributes to his self-concept which he expresses in positive or negative behavior. His positive self-concept is expressed in his feeling of self-respect and self-confidence. With this feeling he is interested in and motivated to set and achieve academic, moral, and social goals for living.

General Strategies

It is the primary task of the school to provide a curriculum or guided experiences for all students which contribute to the development of a positive self-concept. The curriculum must bring into focus existing social, economic, political, and moral problems which influence one's self-concept and behavior. It must be experiential centered, providing opportunities for positive action to balance the abstract experiences. Emphasis must be given to individual performance as a contribution to cooperative endeavor. Each student must develop skills in setting and evaluating his personal academic, moral, social, and ethical goals which are unique for him. To provide a curriculum which will help students develop these values and skills, it will be imperative that

MONTGOMERY, ALABAMA (*Continued*)

faculty groups study and make curriculum changes which give emphasis to such value-based concepts as self-knowledge, living and dying, cooperation-competition spectrum, family responsibility, future orientation, growth of American technocracy, and self-discipline.

Specific Strategies

The teacher is recognized as the greatest force in helping students gain a positive and realistic image of himself as a learner. His beliefs about himself and his students are crucial factors in determining his effectiveness in the classroom.

Each teacher needs to view himself with respect and acceptance. He is then in position to build positive and realistic concepts in his students. He needs to ask himself the following questions:

1. How do I show students that I am calm, supportive, and facilitative in helping them grow as persons?

2. How do I show students that I am interested in and aware of their individual uniqueness?

3. How do I convey my expectations and confidence that students can accomplish work, can learn, and are competent?

4. How do I exemplify my standards of values, meet the demands of competence, and display skills in guidance toward solutions to problems?

5. How do I work with parents to enhance the academic expectations and evaluations which they hold of their children's ability?

6. How do I serve as a model of authenticity for the students?

7. What opportunities do I create to establish private or semi-private communication with my students?

To implement a value-based curriculum which gives emphasis to developing a positive self-concept, the following sample list of instructional practices is appropriate:

1. Individualize instruction.

2. Involve students in planning and developing experience units which include value concepts, such as

   a. Who Am I
   b. Do I have What It Takes
   c. How I Make Decisions
   d. My World of Work

3. Use evaluation practices which recognize action or participation as well as the cognitive learning.

4. Use teaching practices which help students to face problems and accept themselves.

   a. Study of biographies
   b. Role-play real problem situations
   c. Organize groups to develop skills, leadership, and self-confidence

5. Design and use instruments or forms which help students to observe their behavior and progress in the development of their self-concept. Examples:

MONTGOMERY, ALABAMA (Continued)

A Look At Myself

My strong points	What I can do to improve	How these may help me later

My greatest needs _____

_____

_____

****

What I Think of My School Work

Subjects I am taking	Ones I like very much	Ones I don't like	Ones I did well in	Not so well	Average

****

Self-Study and Appraisal

My goals	What I need to reach my goals	Difficulties I may have in reaching my goals	Plans for reaching my goals

6. Use standardized instruments designed to give information relating to the self-concept of students, such as

   a. The Thomas Self-Concept Value Test, by Walter L. Thomas, Ed.D.
   b. The Differential Value Profile, by Walter L. Thomas, Ed.D.

7. Encourage students to examine and evaluate printed and audio-visual materials on self-discovery or self-concept which are being published, such as:

   Ron Willingham. *Adventures in Self-Discovery*. National Education Corporation, Inc., 459 South McDonough Street, Montgomery, Alabama 36104 (Appropriate for junior and senior high school)

MONTGOMERY, ALABAMA *(Continued)*

> Harold C. Wells and John Canfield. *About Me.* Combined Motivational Educational
> Systems, Inc., 6300 River Road, Rosemont, Illinois 60018 (Appropriate for
> primary level)
> Audrey Peterson. *Motivation Advance Program.* Combined Motivational Educational
> Systems, Inc., 6300 River Road, Rosemont, Illinois 60018 [141:7-9]

E X 2   SAN DIEGO COUNTY DEPARTMENT OF EDUCATION (San Diego, California)

(These exercises are intended as teacher aids in such areas as values, information analysis, and decision-making.)

It is best that you, as the teacher, develop your own exercises with your students. The following *suggested* exercises might, however, give you some ideas how to develop and extend the student's understanding of the importance of values in the decision making process. Feel free to take all or some parts of the activities listed and use them according to your individual needs. In all the suggested activities there are no right or wrong answers.

RECOGNIZING HOW VALUES INFLUENCE THE PRIORITY AND EVALUATION OF DECISIONS

Objective: To help youngsters apply their value system in setting priorities and evaluating alternatives.

Learning: The students will learn the process of applying their values to the decisions they have made and to determine their validity with respect to these values.

Student Activities:

A. Ask the students to identify decisions they have made that day or throughout the last week. Write these decisions on the board or on a transparency for an overhead projector and use them as a basis for developing a class definition of an important decision. Lead the discussion to have the class develop a definition of a critical decision. Use questions like the following:

   1. What decisions have you made in the past week?
   2. Were any of these decisions more important than others?
   3. Why were these decisions more important than the others?
   4. What determines when a decision is important or critical?
   5. What determines what you want or whom you care about?
   6. Do we always know when we are doing something that may turn out to be critical or important?
   7. How, then, could we describe or define when a decision is critical or important?

IDENTIFYING DECISIONS THAT INVOLVE PERSONAL VALUES

Objective: To enable the student to identify and categorize values involved in the making of decisions.

Learning: To teach the student to identify his or her own values which are involved in the making of his or her personal decisions.

Student Activities:

A. Discuss which of the following decisions involves a person's values.

   1. Choice of a marriage partner.
   2. Choice of an occupation or vocation.
   3. Choice of a college.
   4. Choice of a diet or specific types of food.
   5. Choice of a religion.
   6. Choice of a hobby.

SAN DIEGO, CALIFORNIA *(Continued)*

    B. Ask the following questions to start the discussion:

        1. How would you rank these decisions in terms of importance?
        2. Would someone else rank them differently? Why?
        3. What values might be involved in these decisions?
        4. Why is there no right or wrong answer in a personal decision or choice?

HOW VALUES INFLUENCE THE ACCEPTABILITY OF AN ALTERNATIVE

Objective: To help the student recognize how personal values influence the acceptability of an alternative.

Learning: The student will understand better that many of the decisions which are made adhere most closely to personal values.

Student Activities, *in sequence:*

    A. Present this situation to the class:
        Next weekend all the students will have the freedom to do exactly what they want.
        What will they need to know or think about in determining how to spend their time?

    B. Lead in to the following questions. Have the students answer the questions with regard to the above situation.

        1. Do you know what you want and value?
        2. Do you know all the possibilities from which you can choose in every decision making process?
        3. Do you know what the result of each choice will be?
        4. Do you know what choice is most likely to give you what you want and value?
        5. How have your personal values affected the decision you made?

WHAT IS A CRITICAL DECISION? Applying and Comparing Personal Values in the Decision Making Process

Have the students, either through discussion, reporting, or role playing, identify the following decision making situations as critical or noncritical.

    1. Deciding to go out for sports instead of having free time after school.
    2. Deciding not to fight with your parents about when you are to come in at night after a party.
    3. Deciding to drop band to take study hall after the first quarter of the school year.
    4. Deciding to sneak out to see friends your parents do not approve of.
    5. Deciding to drop a friend who is considered a misfit by the rest of the group.
        [225:12, 14-15, 26-27, 39]

EX 3   BOLTZ JUNIOR HIGH SCHOOL (Ft. Collins, Colorado)

(The following material was provided by a junior high school which has used values extensively in its social studies curriculum. Included are a teachers' statement on the importance of values education (A), an outline of the civics program and its objectives, with emphasis on values (B), two outlines of values-related elective courses (C and D), and a letter to parents describing the goals of a values-related course (E).)

A. POSITION OF THE SOCIAL STUDIES CURRICULUM

    Concerning a social studies curriculum, we believe:

    That any curriculum should meet the emotional, societal, and intellectual needs of students appropriate to their age and grade level.

FT. COLLINS, COLORADO *(Continued)*

That we should be teaching children the emotional, psychological, and intellectual skills necessary to cope with a changing world.

That factual knowledge is not an end in itself[*], that the application of inquiry, decision making, value clarification, and analysis skills, using factual knowledge as a model, is the prime importance of our endeavor.

That the program should have common themes and skills taught, identified, and tied into the whole program.

That the program not only allow students to explore course possibilities, but should encourage the application of those skills through participation in local institutions.

That we should begin teaching the application of decision making, analysis, value clarification, and inquiry skills instead of holding students responsible for the accumulation of factual knowledge.

B. CIVICS OBJECTIVES AND PROGRAM, 1974-75

1. Students will understand or become aware of personal value systems and value systems of others. They will learn how to cope with conflicting value systems in themselves and others.

2. Students will become aware of the institutions around them: their effects, influence and how to work within them.

3. Students will develop an increased desire to participate within the institutions around them - to influence them and work for positive change.

4. Students will develop the following learning skills:

   a. Increased ability in decision making process
   b. Increased ability to listen and communicate
   c. Increased ability to find information and demonstrate research skills

CURRICULUM:

Semester I		Semester II	
Individual Personality	9 weeks	Economics	3 weeks
Family		Careers	6 weeks
School			
Community		Birth to Death	9 weeks
Courts and Law			
State Legislature	9 weeks		
Communism and other forms of government			

C. PROPOSED ELECTIVE: STUDENT LEADERSHIP COURSE

Rationale: Since our students will be the social, economic, and political leaders of the future, it is most essential they have the opportunity to learn the skills, problems, and outcomes of leadership.

Course Structure: There will be one section established as a pilot. The recommended class size is 25-30 students and is open to 7th, 8th and 9th grade students. The course will be designated a one-semester elective.

Objectives: By the end of the semester students will be able to:

1. Demonstrate the ability to organize and lead a student project.
2. Demonstrate the ability to use parliamentary procedure.
3. Identify the structure of governmental institutions.

---

[*]Studies found in the *Handbook of Research on Teaching* (N.L. Gage, ed.) indicate that retention of factual knowledge from year to year is approximately 5 percent. It is agreed, however, that the accumulation of factual knowledge is valuable and perhaps reinforced with other experiences, but should not be the focus or basis of program accountability from year to year.

FT. COLLINS, COLORADO *(Continued)*

Basic Generalizations: POLITICAL AND ECONOMIC SYSTEMS ARE INSTITUTED BY PEOPLE.

MAN IN GROUPS, CONTRIBUTING THROUGH HIS UNIQUE QUALITIES, INFLUENCES THE GROUP AND IN TURN IS INFLUENCED BY THE GROUP.

1. Leadership can be learned and created in others.
2. Leadership is the most important factor in successfully completing group tasks.
3. Leadership is a blend of ideas, abilities, and sensitivity to people and their needs.

Course Content:

1. Learning the leadership role
2. Assessing personal qualities and needs
3. Learning and operating through parliamentary procedures
4. Organizing and completing student projects

Evaluation:

1. Student self-assessment test
2. Teacher observation
3. Teacher-made tests
4. Pre- and post-attitudinal survey
5. Parent feedback

D. THE BIRTH TO DEATH UNIT

Proposed Outline

I.   Rationale: Why study birth to death?

    a. This unit is the cumulation of all the civics units.
    b. It stresses the skills of analyzing ideas and decision making.
    c. It helps students adjust to situations that occur within society.

II.   The Beginning

    a. Information about the development of the fetus and birth.
    b. Discussion about genetic selection, experimentation, deformities, birth defects, etc.
    c. Attitudes surrounding birth, pregnant mothers, expectant fathers, feelings, changes in feelings, and the new family member.
    d. Birth issues: abortion, population control, crib death.

III. Through the Years

    a. The first five years
       1) mothers and day care
       2) play and toys
       3) role development
       4) mentally retarded
    b. Ages five to twelve
       1) extending world associations
       2) responsibilities and independence
       3) expectations, contributions, problems (child abuse, discipline--love, foster children, adoption, orphans)
    c. Ages thirteen to eighteen
       1) physical development - sexual drive, status
       2) emotional development - handling feelings, the other side of guilt
       3) social development - dating, love, going with a person, competition
       4) attitudes about premarital sex, young marriage, alcoholism, use of time
    d. Young adulthood (18-35)
       1) handling the outside world
       2) choice - college, job, marriage, remaining single, other alternatives
       3) dealing with conflict

FT. COLLINS, COLORADO (*Continued*)

    e. The middle years (36 to 62-65)
      1) establishing a life style
      2) use of excess time
      3) changing roles
    f. The golden years
      1) attitudes about old age, senior citizens, nursing homes
      2) retirement and rejection

IV. An Approach to Death

    a. Changing attitudes toward death
    b. Prolonged life, prolonged vs. tragic death, suicide, euthanasia or life support system
    c. In the mind of the dying person
    d. Accepting death
    e. Accepting one's own death

E. LETTER TO PARENTS ABOUT THE UNIT

Boltz Junior High School
April 14, 1975

Dear Parents:

As the school year quickly comes to an end, the social studies staff would like to explain what we have been doing in our civics program. During the past year we have attempted to build a program that teaches students to recognize their personal beliefs, tolerate the ideas of others, understand the institutions around them, and develop the desire to participate within them. In an attempt to increase the horizons of our students, we began the curriculum with the individual and proceeded through the family, city, law and court system, careers, economics, and the legislative process. Now, our last unit, "Birth to Death," will be the culmination of many weeks of building the awareness that is required of good citizens in a democracy.

The "Birth to Death" unit was developed and piloted by two teachers last year and used successfully with five classes. We feel that this unit emphasizes the decision-making and analyzing skills students have been developing throughout the year. We also feel that the unit will afford students the opportunity in the classroom to deal with life situations that occur in today's society.

"Birth to Death" will be divided into three sections: (1) birth: the beginning, (2) through the years, and (3) old age and death. In the first section we will examine various attitudes and customs surrounding birth, feelings of mothers and fathers, changes in the family and various issues surrounding the creation of life. The second section will be an analysis of the ideas and changes that humans go through as we grow from infancy to adulthood (i.e., play, discipline with love, child abuse, emotional changes during adolescence, choosing a life style). The third section will be devoted to an understanding of the way Americans look at growing old, old age and death.

Our staff is quite enthusiastic about teaching this unit and would welcome any comments and feedback you could offer. If you have any questions concerning the unit content or would like to view the materials used in the unit, or would like to visit with our civics teachers about this unit or our civics program, you are cordially invited to an informal coffee in the Boltz IMC this Thursday, April 17, at 7:30. If that night is inconvenient, you are always welcome to attend any of our classes during the day. I'm sure your ideas and experiences would be of great value to our class discussions.

                Sincerely yours,

                Bill Lamperes
                Social Studies Center Leader

E
X **4** RICHARDSON PARK JUNIOR HIGH SCHOOL (Wilmington, Delaware)

(The following gives a general description of the values approach used by Richardson Park Junior High School.)

Every day each of us faces and copes with life situations which call for thoughtful selection from alternatives, decision-making, and realistic action. Some of these situations are casual, some novel, and some are of extreme importance to us. Regardless of the magnitude of importance of a situation, our behavior is guided by a need to maintain and enhance our perceived self. The courses of action we take and the decisions we make are based on our consciously and unconsciously held perceptions of our beliefs, attitudes, and values.

Students also face problems and decisions by the hundreds day in and day out. They agonize and search for what and how to think, believe, and behave. Often what goes on in the classroom has little relevancy to the real things that are going on in their lives. Many daily encounters with peers, parents, teachers, and authority figures result in an assault on the student's self-image. Let's take a typical day in Toby's life and see how it begins.

I A L A C (Pronounced I-ah-lack)

Toby's a good hearted kid who really wants to do his best in all areas. We'll give him a self-concept sign to wear which says, "I am lovable and capable (IALAC)." For each daily event which negatively affects him we will tear away a part of that sign.

TOBY, A FIFTH GRADE BOY, IS STILL IN HIS BEDROOM LOOKING FOR HIS HOMEWORK THREE MINUTES AFTER THE ALARM GOES OFF. ALL OF A SUDDEN HIS MOTHER CALLS HIM, "TOBIN, YOU LAZY BONES, GET YOUR BODY OUT OF BED, GET WASHED AND DOWN HERE BEFORE I SEND YOUR FATHER UP THERE!" (RIP! ! !)

HE GOES TO THE BATHROOM AND HIS OLDER SISTER, WHO HAS ALREADY LOCKED HERSELF IN, TELLS HIM TO "DROP DEAD!" (RIP!!!)

HE GOES TO BREAKFAST AND FINDS SOGGY CEREAL, WHICH HE HATES, WAITING FOR HIM. (RIP!!!)

HE LEAVES FOR SCHOOL, FORGETS HIS LUNCH AND HIS FATHER CALLS TO HIM, "TOBY, YOU FORGOT YOUR LUNCH: YOU'D FORGET YOUR HEAD IF IT WASN'T GLUED ON!" (RIP!!!)

HE RUNS TO THE BUS STOP BUT JUST AS HE GETS TO THE BACK OF THE BUS, IT PULLS OUT. (RIP!!!)

HE'S LATE FOR SCHOOL AND THE SECRETARY GIVES HIM DETENTION. (RIP!!!)

THE PRINCIPAL HEARS HIM PROTEST WHILE TRYING TO EXPLAIN AND GIVES HIM A LECTURE. (RIP!!!)

HE GETS A 68% ON A TEST THAT HE SPENT THREE NIGHTS REVIEWING FOR! (RIP!!!)

HE'S THE LAST ONE PICKED TO PLAY BALL AT RECESS AND THEN HE IS ON THE GIRLS TEAM! (RIP!!! RIP!!!)

Toby illustrates the terrible conflict we find in our children today. They have a need to build up their signs in an environment that seems determined to rip it off, an environment that says one thing but does another. It seems that this is a growing trend in which people, especially our youth, are being confronted with awesome situations which they are not equipped to deal with because they have no way of processing these situations so that their actions can come into closer harmony with their stated values.

At Richardson Park Junior High School, we are attempting to help the student find answers through a valuing process. We think that values clarification is a process whereby the student discovers, develops and strengthens his or her <u>own</u> values and at the same time increases his or her decision making skills. Some of the questions or areas we try to process in our ninth grade Teen-Age Problem Class are:

(The list is topical and order has no significance, nor is it complete.)

    a. Student-raised problems, no matter what the topic, are always developed
    b. Rules, authority, law and order
    c. Prejudice of all types
    d. Respect for others' feelings and thoughts
    e. Common fears and anxiety sharing
    f. Drug scene

WILMINGTON, DELAWARE *(Continued)*

   g. Put-downs and killer statements and their effects
   h. Compassion and understanding toward yourself and others
   i. School attitudes
   j. Anger and control
   k. Self-acceptance and rejection
   l. Personal needs
   m. Family relationships - conflict and harmony
   n. Peer groups - influence, conflicts, needs
   o. Personal habits - good and bad
   p. Responsibility for yourself and consequence of your actions
   q. Personal feelings
   r. Self-evaluations
   s. Goal setting

Our youth today are confronted by many more choices than we were. They are surrounded by a far more sophisticated array of alternatives. They are no longer provincial. Television, propaganda techniques and a liberal society have made their sphere of experience far more complex and wide-ranging. This has made their choosing a course of action enormously more difficult. It has also made teaching values more complex, because we no longer live and experience a narrow band of the spectrum. We now live in and react to the entire spectrum in all its splendor which often by its brilliance tends to confuse us and throw us into conflict about what we believe and value . . .

Is it any wonder we find ourselves, and especially our children, making important choices and life decisions based on advertising propaganda, peer pressure, or unthinking submission to the power influence?

Another problem with direct transfer arises from the fact that most often the corruptness of today's society has touched those givers of values, and they are only paying lip service to the same set of values they are trying to give to our young.

The *values clarification approach* tries to help young people develop their own value system. It is not a new approach. There have always been parents, teachers, and other educators who have sought ways to help young people think through values issues for themselves. They have done this in many ways.

The approach we like is a systematic approach formulated by Louis Raths. This approach is not concerned with the content of a person's values, but rather the process of valuing. The focus is on how we come to hold certain beliefs and establish certain behavior patterns . . .

The values clarification approach does not aim to instill any particular set of values. The goal is to help students utilize the seven processes of valuing in their own lives, to apply these valuing processes to already formed beliefs and behavior patterns and to those still emerging.

To accomplish this, the teacher uses approaches which help students become aware of the beliefs and behaviors they prize and would be willing to stand up for in and out of the classroom. He uses materials and methods which encourage students to consider alternative modes of thinking and acting. Students learn to weigh the pros and cons and the consequences of various alternatives. The teacher also helps the students consider whether their actions match their stated beliefs and if not, how to bring the two into closer harmony. Finally, he tries to give the students options, in and out of the classroom. For only when students begin to make their own choices and evaluate the actual consequences, do they develop their own value systems.

E X 5 VALUE EDUCATION PROJECT (Aurora, Illinois)

(This project was designed to help K-8 teachers in the Aurora schools with values education. Excerpted materials include the goals of the project, teaching approaches with areas to stress and avoid, and outlines for teaching strategies in one classroom subject.)

The guiding principles of the Value Education Project are:

   * Each person has values.

   * Each person needs an examined system of values to operate effectively.

AURORA, ILLINOIS (Continued)

* Values are most effective when clearly understood and consciously chosen.

* Values are better when chosen freely rather than imposed.

* Most values are diverse and lack broad social agreement; schools should neither pressure nor prevent their development, but aid each student to develop the values most meaningful and workable in his life.

* Students should be aided in recognizing and accepting that others may have different values.

* Values operate in shaping behavior whether one is conscious of them or not; value clarification brings values to a conscious level.

* Values are most useful when they form a pattern touching most of life.

* Values operate in a hierarchy; one needs to understand his ranking of values to achieve the most meaningful and useful system for his life.

The goal of the project is to assist teachers in Aurora in the area of value education. The teachers are the experts in knowing their students. Our role is to ASSIST. We plan to this in the following ways:

* Provide each teacher with materials suitable to grade level and subject matter for implementing value education. This will be by:
  * supplying each teacher with a handbook
  * providing selected books for the professional library in each building
  * providing or suggesting audio-visual materials and learning resources

* Provide results of our research and review through:
  * annotated bibliography
  * lists of instructional materials
  * recommended strategies
  * summaries of various value theories

* In-service training through:
  * workshops
  * consultation service

TEACHING APPROACH

Basic Approach

Perceptive, conscientious teachers understand well the complexity of the teaching-learning process. In designing teaching strategies, the teacher must take into account many variables simultaneously. What are the objectives to be obtained? What are the developmental sequences in process and concept? What are the differences in experiential background, capabilities, and readiness of individual learners? What is the institutional setting like? And, importantly, what is the personal teaching style of the teacher?

In making decisions about appropriate strategies in value education, a further consideration must be given to the nature of values. Central to value education are the premises that value decisions are personal, and that individuals are capable of choosing values and internalizing them when their own intellectual capabilities are involved in that selection.

Given the nature of values, it follows that if an atmosphere conducive to value inquiry is to exist within the classroom, the teacher needs to provide a climate of openness of ideas and freedom of expression. Students must be allowed the free and independent determination of their own personal values. No student ideas or responses are rejected. Clarification comes as they choose from among several possible alternative values and consider the consequences of these alternatives.

Classroom Environment

Value education strategies in this project are most successful when the teacher is able to create a classroom environment of psychological safety for individual students. Students will not be able to "hold up their values" for themselves and others to see and clarify unless their

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perception of the teacher and the class allows them to feel safe. Of central importance is the ability of the teacher to establish a trusting relationship among the students and between students and teacher. Essential ingredients in establishing this kind of relationship involve being warm, friendly, understanding, accepting, sensitive, open, caring, responsive and non-judgmental. If students feel that they may be rejected or ridiculed by disclosing their values, they will not participate in the strategies. Trust involves an element of risk for both teacher and students. Teachers will be able to show their trust of students when they also participate in the strategies. Becoming aware of one's own values and the values of others should help to establish close relationships which can be supportive.

Two important processes in becoming more skilled in producing a safe environment involve empathetic listening and the clarifying response. Students must feel that others can and want to "hear" them. They must feel that they have the psychological and real "space" to express themselves and that the teacher and classmates believe that what they have to say is important. Sometimes this is called "being on focus." This is the feeling and the practice of placing an individual in a position so that he will feel accepted and will not be interrupted while he speaks. Silence with a nod or a simple "I see" are ways to achieve empathetic listening. Teachers must practice this technique of listening and by example and instruction help students to learn to LISTEN to each other.

Teaching Style

Responses by the teacher are central to value clarification. In dealing with values, however, the nature and style of responding or questioning will be markedly different than is the case with subject matter. First of all, the purpose of questioning is not to lead to a predetermined conclusion or add ideas, but to cause the student to think about ideas he already has. In this same vein, responses to student comments are non-judgmental. Responses such as "good," "okay," "I don't think that's such a good idea," are not appropriate for clarifying. Instead the teacher would respond with questions such as, "How do you feel about that?" "What does that mean to you?" "Do you mean . . .?"

Typically, use of clarifying questioning will be of a short duration with a single student. It may involve only a single question on the part of the teacher, often no more than 3 or 4. The intent is to initiate thought on the part of the student and then leave it.

This is a third major difference, then. In the usual content questioning an attempt is made to reach a conclusion. In value clarification this is not the case. You intend to leave the student less certain at the end of the brief encounter than he was at the beginning.

Raths, Simon and Harmin have an excellent chapter, "The Clarifying Response" in their book *Values and Teaching* which gives more details and many examples.

GROUND RULES

Before going further, please read the following:

DO

-- think through why you want to deal with values in your classroom
-- consider ways to protect the student's personal and family privacy and help him feel
  psychologically safe
-- emphasize that students may always pass rather than respond on these techniques
-- recognize that you will need to consciously avoid moralizing and passing judgment,
  especially nonverbal cues such as tone of voice and facial expression
-- proceed gradually
-- select techniques
  with which you can feel reasonably comfortable
  which are relatively simple and concrete at first
  which deal with areas of importance to the students
-- expect some conflict at times
-- let your principal know what you are doing
-- share with other teachers
-- review the theory section periodically
-- do remember that most of what students tell you about their feelings should be treated as
  confidential information

AURORA, ILLINOIS (Continued)

AVOID

-- using these or other techniques without thinking through why you are doing them
-- using techniques as therapy
-- superimposing your values
-- using these techniques as fill-in without prior planning
-- asking too many questions, especially "why" questions which challenge and judge
-- overdoing it
-- making psychological judgments on the basis of student responses
-- proceeding further if you aren't sure of the reasons for each of the items above.

CONSUMER EDUCATION

Upper Grades

1. Public Interview Questions

   a. Do your friends influence what you buy? In what ways?

   b. How do you try to get your money's worth?

   c. How do you decide which of two items to buy if you discover you only have enough money for one of them? What questions should you ask yourself?

   d. Are you ever convinced after watching a television commercial that you just have to have what was advertised? What purpose does advertising serve? Do you think that advertising a product adds to its cost?

   e. Should the government prevent consumers from being cheated?

   f. Would you like to handle all your own expenses at your present age?

   g. What is your opinion of buying on credit?

   h. Have you ever purchased an item that did not work? What did you do?

2. Examine popular TV, magazine or newspaper ads. Try to determine what values or attitudes are being played upon to get people to try the product. Are they related to the product or not? [69:3, 41-42, 47, 103-104]

EX 6 ANNE ARUNDEL COUNTY PUBLIC SCHOOLS (Annapolis, Maryland)

(The curriculum guide given below is one example from 50 different social studies courses taught at the secondary level by Anne Arundel County Public Schools. Of note here is the inclusion of the concept of valuing within the course.)

LEVEL IV (GRADES 9-12)

Survey of the American Past - A

This course presents the development of America's stated goals of democracy and equality for all. Changes and realignments of power, both foreign and domestic, will be examined. Recurring conflicts connected with these power shifts and related to basic value differences will also be investigated. While the entire span of America's historical past is acceptable content for this course, special emphasis will be given to the twentieth century.

Required Performance Objectives

1A Power/Change

The student will evaluate the changes in power of individuals, groups, or institutions and project the implications for society.

ANNAPOLIS, MARYLAND *(Continued)*

1D Power/Valuing	The student will analyze the power of the same organization or group at different times or in different societies to recognize and state how the predominant values in each case affected the use of power.
1E Power/Utilization	The student will compare the relative power of selected states of the world to demonstrate how each uses power to control resources and project which states will have the most power to control the utilization of resources in the future.
2B Conflict/Interaction	The student will analyze conflicts to discover the factors which lead to constructive action.
2D Conflict/Valuing	The student will critically examine his and society's values concerning conflict resolution and formulate plans to deal with any differences that exist.
3A Interdependence/Change	The student will analyze changes which a nation has made in its dealings with other nations and evaluate the effects of these changes.
5B Individual Differences/Interaction	The student will evaluate how non-conforming individuals bring about changes in the behavior of other people in society.
8A Institutions/Change	The student will assess the types of changes that institutions undergo and evaluate the implications of these changes for the future of these institutions.

Suggested Units	Possible Themes	Performance Objectives
I. Politics In theme one, the student examines the continual shifting of power among the three branches of the federal government. In "Participatory Democracy" the student investigates the influence of citizen groups in the growth of democracy in our country and the extension of that democracy to include an ever-widening number of those citizens. In "The Bill of Rights" the student considers the ideas contained in that document and the continuing struggle of Americans to make theory become reality.	Shifts in Power and Leadership Participatory Democracy: Growth and Action The Bill of Rights: A Constant Struggle	1A, 8A 1D, 2B, 5B 2B, 5B
II. Foreign Affairs In this unit the student examines the historical relationships of America to the rest of the world. In theme one, the students consider economic and diplomatic efforts to aid and control other parts of the world. Theme two includes major alliances, changes in our allies, and the depths of our involvements. Efforts of Americans to pursue a policy of neutrality and isolationism will also be investigated. Theme three considers the reasons for America's involvement in foreign wars and the results of those wars.	The Dollar, Diplomacy and Imperialism America Goes to War Changing Alliances	1E 1D, 2D 3A

ANNAPOLIS, MARYLAND *(Continued)*

Suggested Units	Possible Themes	Performance Objectives
III. American Values		
In this unit the student investigates American values from a broad historical perspective. The first theme will include considerations about what most Americans believe and how those broadly-based beliefs have undergone changes during certain periods of our history. Included in this theme will be a study of various expressions of these common values in American arts and literature. In theme two, the student investigates the values of important groups and the challenges they have presented to the dominant American values.	Middle America	1A, 2D
	The Challengers and Extremists	2B, 2D, 5B

ANNAPOLIS, MARYLAND *(Continued)*

Unit I: Politics
Theme: Democracy: Growth and Action

Performance Objective	Media	Author	Date	Title	References
1D Power/Valuing	TXT	Holt Social Studies Curriculum (Text)	1971	A New History of the U.S.	Chap. 10, pp. 242-268
	TXT	Gross and Michaelis	1971	Perspectives in U.S. History (Paperback - "Politics in America")	Chap. 8-12
	TXT	Gerda Lerner	1971	The Woman in American History	All
	TXT	Robert E. Burns	1973	Episodes in American History "From Revolution to Reform"	Unit 6
5B Individual Differences/Valuing	TXT	Gross and Michaelis	1971	Perspectives in U.S. History (Paperback - "Politics in America")	Chap. 8-12
	TXT	Gerda Lerner	1971	The Woman in American History	All
	TXT	Trevor Lloyd	1971	Suffragettes International	PP. 73-83
	TXT	James E. Bruner, Jr.	1972	Industrialism: The American Experience	Chap. 2

Unit II. Foreign Affairs
Theme: American Goes to War

Performance Objective	Media	Author	Date	Title	References
1D Power/Valuing	TXT	Holt Social Studies Curriculum	1971	A New History of the U.S.	Chap. 7, pp. 173-178
	TXT	Gross and Michaelis	1971	Perspectives in U.S. History (Paperback - "American Foreign Affairs")	Chap. 13-16 Chap. 1-4
	TXT	Ernest R. May	1964	From Imperialism to Isolationism	All
	TXT	Robert E. Burns	1973	20th Century America	Sections 1,5,10, 11,12,15
	TXT	Dorothy S. Arnof	1968	A Sense of the Past	Chap. 2,3,8,19, 23,29,30

Unit II. Foreign Affairs *(Continued)*

Performance Objective	Media	Author	Date	Title	References
2D Conflict/Valuing	TXT	Holt Social Studies Curriculum	1971	A New History of the U.S.	Chap. 27, p. 182
	S-FS	(Sound filmstrip w/accompanying record, tape, or cassette)		United States as a World Leader	Chap. 13,14, pp. 316-366
	TXT	Gross and Michaelis	1971	Perspectives in U.S. History (Paperback - "American Foreign Affairs")	Chap. 13-16, Chap. 1-4
	TXT	Warren W. Hassler, Jr.	1971	The President as Commander-in-Chief	All
	TXT	Ernest R. May	1964	From Imperialism to Isolationism	All
	TXT	The Shaping of America Program	1972	Encounters with America's History	Section 5

Unit III: American Values
Theme: Middle America

Performance Objective	Media	Author	Date	Title	References
2D Conflict/Valuing	TXT	Gross and Michaelis	1971	Perspectives in U.S. History (Paperback - "American Values")	Chap. 25, 26 Chap. 1 and 2
	TXT	W. Richard Stephens	1972	Life in America Series - "Education in American Life"	All
	TXT	Thomas R. Frazier (ed.)	1973	The Underside of American History: Other Readings	Chap. 4

Unit III: American Values
Theme: The Challengers and Extremists

Performance Objective	Media	Author	Date	Title	References
2D Conflict/Valuing	TXT	Gross and Michaelis	1971	Perspectives in U.S. History (Paperback - "American Values")	Chap. 26-28 Chap. 2-4
	TXT	Thomas R. Frazier	1973	The Underside of American History: Other Readings	Chap. 2,3,5,6
	TXT	Thomas Wagstaff	1969	Glenco Press - The Insight Series - Black Power: The Radical Response to White America	All
	TXT	Richard C. Wade (ed.)	1970	Negroes in American Life	All
	TXT	Robert E. Burns (ed.)	1973	Episodes in American History - "Division, Unity, and Expansion"	Unit 7, pp. 18-24
	S/SL	Sound Slide		The Origin of American Values: The Puritan Ethic to the Jesus Freaks [198:43-53]	All

E X 7 CAMBRIDGE HIGH AND LATIN SCHOOL (Cambridge, Massachusetts)

THE JUST COMMUNITY CONCEPT

Origin: "In June, 1974 . . . . a group of teachers, parents, and students asked permission to open a new alternative school within Cambridge High and Latin School." Called the Cluster School, this "school within a school" was formed to "implement Kohlberg's concept of a Just Community School. This approach integrates social studies and English curricula with a program of moral discussions and a governance structure based on a participatory democracy."

Size: Seventy-two students from grades 9-12 form Cluster School and were "initially selected from volunteers by random lottery stratified by neighborhood, race, year in school, and sex to reflect the larger high school population."

Seven staff members, including one counselor, volunteered from the regular Cambridge High School faculty. In addition, Kohlberg and two associates provided regular consulting work.

Curriculum: "All students participate in the Cluster School core curriculum in English and social studies. Students from ninth through twelfth grades enroll in the same classes. This core curriculum centers on moral discussions, on role-taking and communication, and on relating the governance structure of the school to that of the wider society. This fall the curricular theme focuses on communities. Students combine visits to communities in such institutions as churches, Alcoholics Anonymous, and prisons with classroom activities which have focused on interviewing skills, writing, and group presentations. Elective courses, many of them minicourses, include peer counseling, democracy class, journalism (the journalism class produces the school newspaper), United States history, the literature of adolescence, a writing workshop, and career explorations. We also offer health and physical education classes."

Administration: "The Cluster School is working to define and maintain the degree of autonomy it needs to function within the larger high school. There has been strong support from the Superintendent of Schools, the head-master, and other key administrators. The staff of the school established a cooperative relationship with the administrators who have traditionally handled discipline, curricula, and guidance functions. Trust and respect are developing as the Cluster School continues to evolve its governance structure and handles difficult problems."

"The administrative structure of the Cluster School is in keeping with the school's democratic structure. Each month the staff selects a new person to represent the school in all meetings within the school system which require the presence of an 'administrator.' No major decisions or commitments are made without consulting the entire community. Thus the conventional administrative pyramid has been replaced by a flexible structure which encourages the authentic sharing of authority, power, responsibility."

Goals:
1. Exposure to cognitive moral conflict
2. Role taking
3. Consideration of fairness and morality
4. Exposure to the next higher stage of moral reasoning
5. Active participation in group decision making

CAMBRIDGE, MASSACHUSETTS *(Continued)*

School
Structure:

Cluster School "revolves around community meetings, small group meet-ings, advisor groups, the discipline committee, and the staff-student-consultant meetings." The School has its own rules, made by staff and student vote.

Small group meetings "precede the community meetings so that the issues and arguments around a specific argument can be clarified. The small groups encourage personal involvement in moral discussions, more role-taking, and more exposure to higher-stage reasoning. In addition, they lead to more widely discussed and carefully thought-out decisions in the community meeting. The small group meetings are essential for the creation of a viable governance structure and for an increased sense of community."

Operation:

It took several months before a viable democracy was worked out, but after that time, "the conditions for moral growth - consideration of fairness, concern for the community, role-taking, and active partici-pation in and a sense of responsibility for group decisions - are now directly observable in most community meetings. There is a greater awareness of and concern for the feelings of community members who are diverse ethnically, academically, and in life styles."

"Preliminary
Progress
Report":

"The clearest signs of success in the Cluster School lie in an emerg-ing sense of community and in high morale. Students have assumed in-creasing responsibility for their own behavior and for the behavior of others. Many students have become competent at participating in community meetings, and a smaller number have learned to lead commu-nity meetings skillfully. These skills should carry over to other school and community activities. Another important by-product of the school is the friendships that have formed among students of widely different background who might never have had an opportunity to inter-act in a traditional, tracked high school. The staff has also observed some positive changes in the behavior of students with long histories of difficulty in school. These students say that the changes in their behavior came about mainly because the Cluster School treats them fairly and gives them a forum in which they can protest unfair treat-ment. The staff believes that many students in the school have begun to progress in moral reasoning up the Kohlberg scale, but research to test this hypothesis has only begun."

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Ex **8** DARTE (DRUG ABUSE REDUCTION THROUGH EDUCATION)
DEARBORN PUBLIC SCHOOLS (Dearborn, Michigan)

(The following excerpts introduce the elementary teacher to values clarification and provide three different strategies for classroom use.)

QUESTION: Why this booklet?
ANSWER: To introduce you to the approach of values clarification and suggest some possible uses through subject matter.

QUESTION: Why do we need values clarification?
ANSWER: Values clarification is an excellent means of helping children clarify their values and face the enormous array of choices in today's world.

QUESTION: How can I fit values clarification into the already crowded school day?
ANSWER: Although values clarification was introduced outside of the content area, this booklet shows that it has a wider application for the classroom teacher today. If you teach content, you are teaching "values."

DEARBORN, MICHIGAN *(Continued)*

QUESTION: Aren't you indoctrinating! Whose values are you teaching?
ANSWER: As you understand values clarification you will discover that you are doing the
           opposite of indoctrination. You are not teaching values because children are
           learning how to make rational decisions and accepting the choices of others.

QUESTION: Should I be concerned about parental reaction?
ANSWER: Experience in Dearborn has shown us that where values clarification has been used
           in the classroom, parents have been very receptive to this approach.

QUESTION: How do you evaluate the teaching of values clarification?
ANSWER: The teachers' observations of student behaviors, attitudes, beliefs and general
           classroom atmosphere is your best evaluation. "Like most good things in the
           classroom they are felt."

QUESTION: Are teachers using values clarification techniques in Dearborn?
ANSWER: Yes. We feel this process has been used for many years. However, the focus now
           is on values clarification techniques.

GUIDELINES FOR USE

- No right or wrong answers
- No moralizing
- No winners or losers
- Option to pass
- No judgments
- Freedom to respond

- Awareness of self-determination
- An atmosphere of acceptance
- Makes a personal choice
- Open-ended teaching and learning
- Develops listening skills

LANGUAGE ARTS: ORAL COMMUNICATION, LISTENING, WRITTEN COMMUNICATION, NON-VERBAL COMMUNICATION

VALUES JOURNAL

Purpose: Provides a place for the student to record information collected about himself.

Values Concept: Expressing and examining one's values.

Description: Introduce the Values Journal by talking about the importance of recording personal
information; how and what we choose and the feeling about our choices.

Give each student a notebook to jot down values-related activities. Stress that this is to
be the student's own private property and no one will be allowed to look at it, not even the
teacher, without the student's permission.

From time to time, the teacher can ask the students questions about their journals.
For example: Are your values at all different from what they were a month ago? Of course,
any student may pass during discussions.

"ING" NAME TAGS

Purpose: To get acquainted with others.

Values Concept: Students look at themselves and make a public affirmation.

Description: The teacner gives each student a piece of paper (5x8) and a pin. Every student
writes his first name with large letters on the paper. Then they are to write five or six words
ending in "ing" which tells something about themselves, (ex. reading, fun-loving). When com-
pleted, the students pin on the cards. The teacher asks everyone to move about the room and
discuss their choice of words. Teacher participates.

DEARBORN, MICHIGAN *(Continued)*

Variations: Instead of ____ing words, other stems may be used.
   ____able (lovable, improvable)
   ____ful (trustful, wasteful)
   ____ist (ecologist, realist)

Personal Adjectives: Each child brings in a picture of himself and glues it in the middle of a sheet of construction paper. He selects words from magazines and newspapers which describe himself and glues them around the picture.

PUBLIC INTERVIEW

Purpose: To share personal information.

Values Concept: Gives the student an opportunity to publicly affirm and explain his values.

Description: Teacher asks for volunteers who would like to be interviewed about some of their beliefs, feelings, and actions. The volunteers may sit at the teacher's desk, in the front of the room, or at their own desks. Teacher or interviewer may ask questions about his life and values. If the student answers the question, he must answer honestly. However, the student has the option of passing. The student can end the interview at any time by simply saying, "Thank you for the interview."

Variation: The student may, at the completion of the interview, ask the interviewer any of the same questions that were put to him. [208:1-3, 37-38, 43]

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X 9   DARTE (DRUG ABUSE REDUCTION THROUGH EDUCATION)
     WAYNE COUNTY INTERMEDIATE SCHOOL DISTRICT (Detroit, Michigan)

(The following was extracted from a DARTE publication explaining the link between values clarification and drug prevention programs. One strategy also is included.)

Values – decision-making – education. What do these words really have to do with one another in the context of drug abuse education?

This booklet presents a rationale that links these terms together. It explores the meaning they have for building drug abuse education programs with *prevention* as the focus. It also provides detailed suggestions for how *values clarification strategies* can be used by teachers in classrooms to help children and young people gain greater control over personal decision-making processes.

*   *   *   *

How have schools and school people responded to the drug problem--once events have forced a recognition that drug abuse does exist, and often in their own schools? Responses can be fairly characterized by the following sequence:

Many schools thought drug abuse among young people, at least "their" young people, was relatively insignificant. Or if the problem did exist it was regarded as a medical problem or a legal problem or a social problem--somebody else's problem but not the business of educators. The sheer inability to "grab hold" of the school dimensions of the problem--to define, describe, and characterize it--led to many delays and false starts.

Next, schools tended to respond to the clamors, urgings, and pressures of parents, students, and community by developing "information-about-drugs" programs. This was the schools' "will do their share in combatting drug abuse" approach . . .

Where educators have relied solely on information about drugs, on descriptions of life styles of addicts or dependent individuals, on scare and horror stories, or on attempts to indoctrinate young people with sets of attitudes about drug substances, they have stretched credibility limits between young people and adults . . .

DETROIT, MICHIGAN *(Continued)*

Here we assume that information about drugs is provided within a broad context of related experiences and that it needs to be internalized by each individual and related to his maturity, feelings, and values. A focus continues on drug abuse behaviors but as much or more emphasis is on the total growth of human beings.

Young people today are confronted with choices and decisions in every aspect of their lives. Decisions for and against drug use and abuse, for many young people, may be watershed decisions. Without training in critical thinking or inquiry or values clarification, they may well let others, particularly their peers, make these decisions for them. Practice in decision-making processes in elementary school can give teenagers the tools and approaches and processes they need to deal with these life-involving questions later.

Educators can have a significant impact where there is conflict about values and feelings by helping individuals and groups clarify their thinking and values systems. Values too frequently seem to have little to do with fact. They are also related to personal emotions and biases of individuals . . .

There are other promising proposals which should be related to a total educational effort. The point is that preventive education in drug abuse should be related to a total educational effort. The point is that preventive education in drug abuse should encompass a variety of techniques and processes, built into an interrelated, coherent whole, featuring value clarification and decision-making techniques and processes . . .

VALUES CONTINUUM

WHAT IT IS: An appropriate, useful way of handling discussions of complex, and often controversial, issues. Involves the use of a continuum to discuss alternative ways of responding to the selected issue or problem.

WHAT IT DOES: Provides a way of helping people use a continuum to look into the various aspects of an issue or problem --

> to identify alternatives and reduce "either/or" thinking,
> to show that it is useful to search for alternatives, and
> to predict consequences before making a choice

HOW IT WORKS: The leader takes an issue which is relevant to what the group is studying or interested in, draws a continuum on the chalkboard, and identifies two polar extreme positions.

FOR EXAMPLE: *ISSUE:* RESPONSIBILITY

DO NOTHING _____ LET ME AT IT
DAVE   LOUIE

The leader then asks group members to identify a range of behaviors that fall in intermediate positions on the continuum. The leader writes these behaviors on the continuum, positioning them appropriately. Sometimes the leader suggests one or more alternatives when he thinks of some the group has overlooked.

After representative positions are written down, individuals on a representative panel or "volunteers" identify where they personally are and their names are written below the line opposite the behavior they can identify with.

A VARIATION -- Draw a continuum on a long piece of shelf paper which is taped to the chalkboard. State the issue across the top. Have members of the class identify alternative positions or behaviors along the continuum, and write them above the line. Leave a felt tip pen handy. During the week, let students decide where they are by writing their names below the line in appropriate positions. Also leave a roll of masking tape handy so that students can cover up their names if they change their minds and want to write in their names elsewhere. After students have had time to "own" different behaviors, the leader may initiate a discussion or ask them to consider what consequences of some of the alternative behaviors are.

DETROIT, MICHIGAN *(Continued)*

KEEP THE MOOD OF THE ENTIRE EXERCISE NON-JUDGMENTAL!

WHAT HAPPENS: People begin to realize there aren't just two positions on any question -- there are alternatives and each has its own consequences.

SOME SAMPLES AND EXAMPLES

1. *ISSUE:* A teacher discovers a student smoking marijuana in the school bathroom. What should he do?

    BANISH HIM FROM
    THE COUNTRY _____ INVITE EVERYBODY TO
    A POT PARTY

2. *ISSUE:* A student discovers a teacher smoking marijuana in the teachers' lounge after school. What should he do?

    BANISH HIM FROM
    THE COUNTRY _____ JOIN HIM

3. *ISSUE:* Students are regularly throwing food around and at each other in the cafeteria. Almost all students seem to be participating. What should the faculty and administration do?

    CLOSE THE
    SCHOOL _____ GIVE THEM
    FOREVER MORE
    "AMMUNITION"

4. *ISSUE:* A social studies teacher has been working with one of his students who needed a lot of help. One session, the student tells the teacher that a group of five boys--none of whom are personally known to the teacher--are shooting heroin regularly. What should the teacher do?

    SEND THEM
    TO TURKEY _____ LINE UP A
    FOR OPIUM BETTER PUSHER

5. *ISSUE:* A seventh grade student is walking down the hall swinging his jacket. Just as he passes the Assistant Principal, he drops the jacket. As the Assistant Principal picks up the jacket to hand it to the student, a bag of marijuana and some pills fall out. What should the Assistant Principal do?

    SEND HIM
    TO _____ MAKE AN APPOINTMENT WITH
    MEXICO THE STUDENT SO THAT BOTH
    CAN TRY SOME DOPE

6. *ISSUE:* You feel someone is "messing over you" all the time, and you're angry. What do you do?

    SHIP HIM
    TO SIBERIA _____ HUG HIM

7. *ISSUE:* A student has confided in a teacher that he has been experimenting with drugs. What should the teacher do?

    BANISH HIM FROM
    THE COUNTRY _____ JOIN HIM

8. *ISSUE:* Both teachers and students have observed two students frequently selling or distributing pills and pot to other students in the school and on its grounds. It's an open secret. What should these teachers and students do?

    CLOSE DOWN
    THE SCHOOL _____ SET UP
    A STORE

9. *ISSUE:*

10. *ISSUE:*
[209:1-6, 27-29]

E
X **10** CHARLOTTE-MECKLENBURG COUNTY SCHOOLS (Charlotte, North Carolina)

(The excerpts below are taken from an elementary program in values clarification, with the focus on environmental education. One strategy on Energy Conservation is provided as an example from this program.)

What's It All About?

"Valuing the Environment" is an invitation to learning _in_ and _about_ the environment. It is an enrichment program based on clarifying values. It is _not_ a new course. Rather it is an inter-disciplinary program which complements the existing curriculum. It was designed by teachers to help students, K-6, develop an awareness and better understanding of the community, themselves, and the spaceship earth.

Program packets include: Environmental Encounters, grouped grades K-2, 3-4, and 5-6, and a chart of Topical Themes and Conceptual Schemes. Topical Themes lead teachers and students through seven main areas of awareness: "Plants and Animals," "Water," "Air," "Energy," "Natural Resources," "Land Use," and "Aesthetics and Pollution." Conceptual Schemes under each area of awareness increase in complexity according to the development level of the students. However, teachers are encouraged to use materials from all grade levels if it seems appropriate. Flexi-bility is a key to the program.

Environmental Encounters are action-oriented, student-centered activities, which provide "hands-on" learning experiences for students in the classroom, on the school grounds, or in the nearby community. Environmental Encounters encourage students to consider alternative solutions to environmental problems. Each encounter provides background information for the teacher, behavioral objectives and activities, values clarification strategies and a resource reference listing.

Values Clarification strategies are interwoven into the program because development of attitudes and a lifestyle compatible with the natural environment is not only related to awareness and understanding of environmental issues, but it is also related to daily decision-making and action.

As future citizens, students of today will be asked to make decisions in the marketplace, in the home, in the voting booth and in the business world which will have an impact on environ-mental quality. "Valuing the Environment" introduces students and teachers to some of these choices--choices about everyday events which affect environmental quality.

When using the values clarification strategies, teachers are urged to encourage an atmosphere of openness, acceptance and respect. If students sense that something they value is going to be frowned upon, they will not want to share their feelings.

If a student does not want to respond, the student should be allowed to pass--with respect! Whenever possible, the teacher should participate. However, it is best for the teacher to express his or her view toward the end, so as not to influence student choices.

Instructions on major values clarification strategies used in the program follow. Further information on values clarification and full explanations of each strategy appear in _Values Clari-fication, A Handbook of Practical Strategies for Teachers and Students_ by Simon, Howe and Kirschenbaum.

1. Continuum
   The teacher draws a long line on the board. The teacher and the class
   determine two polar positions on an issue. The positions are placed at
   the opposite ends of the line, and a series of points are marked along
   the continuum. The teacher whips around the room, asking students to
   tell where they stand on the issue, briefly describing the position.
   After five to ten students respond, everyone determines his or her own
   position. Followed by a free-wheeling position.

CHARLOTTE, NORTH CAROLINA *(Continued)*

2. Alternatives Search
   The teacher states a value-laden problem such as "ways to save energy"
   or "things to do to improve the playground environment," and asks stu-
   dents to individually brain-storm alternative solutions to the problem
   (three to five minutes). Students then, in groups of three or four,
   combine individual lists, add new solutions, and choose the three al-
   ternatives they like best and rank order these (in about ten minutes).
   Groups report results to the class.

3. Values Wheel
   Teacher reads a percentage question, asking students to record their
   answers on an individual circle which they divide into pie-shaped seg-
   ments representing the relative strength of their answers. Each stu-
   dent chooses a partner and discusses the reasons for the valuation
   (approximately two minutes).

4. Values Auction
   Items listed to be sold at an auction to the highest bidder, accord-
   ing to the following rules. You are to pretend that you have none of
   the items listed; you have a total of $5,000 to spend; and you can
   spend no more than $2,500 on any one item. Bids must open at no less
   than $50 and no more than $500, and must proceed by increments of no
   less than $50 and no more than $100.

5. Role Playing
   An environmental issue is described and students assume roles of individ-
   uals who are seeking solutions to the problem.

6. Values Grid
   List some general issues, such as water pollution or population control.
   Next to the issue students privately write a few key words to summarize
   their position on each issue. The teacher reads the following questions:

   1. Are you proud of (do you prize or cherish) your position?
   2. Have you publicly affirmed your position?
   3. Have you chosen your position from alternatives?
   4. Have you chosen your position after thoughtful consideration
      of the pros and cons and consequences?
   5. Have you chosen your position freely?
   6. Have you acted on or done anything about your beliefs?
   7. Have you acted with repetition, pattern or consistency on
      this issue?

   For each issue, students check the appropriate box if they can answer
   the question affirmatively.

7. Values Voting
   After each question is read, the students take a position by a show of
   hands. Affirmative, hands up; negative, hands down. The undecided
   fold their arms. Discussion is tabled until all questions have been
   completed.

8. Rank Order
   Teacher presents three or four alternative choices for responding to each
   question (generally written on the board), and asks students to rank
   order the choices, on paper, according to their own preferences.
   Teachers call on six or eight students to give their rankings. Discussion
   follows.

Pre-post tests have been developed by teachers that will measure conceptual knowledge and
values judgment. Contact the Environmental Education Center at the Charlotte Nature Museum,
1658 Sterling Road, Charlotte, N.C. 28209, 704-333-0506. In addition to the testing, an atti-
tudinal inventory is available from the same source that can be used with students or parents.

Sixth grade students may participate in a planetarium program, "Viewing the Earth from
Space," as a culminating activity and a sequential part of the planetarium usage.

VALUING THE ENVIRONMENT

	Topical Themes						
Grade Level	PLANTS AND ANIMALS: Give and Take	WATER: Liquid Life	AIR: Air Today -- Gone Tomorrow	ENERGY: Go Power	NATURAL RE-SOURCES: Treasures of Our Earth	LAND USE: Mirror of Values	AESTHETICS AND POLLU-TION: Good and Bad
1-2 (SCHEMES)	Living things are interdependent.	Water is vital to all living things.	Almost all living things need air.	Energy means power.	People depend on the earth's resources.	Earth has the capacity to support many changing environments.	What is pleasing and what is not?
3-4 (CONCEPTUAL)	Interdependency of living things involves the natural and man-made environment.	Water can change the earth's land surface.	Air is a necessity of the living and non-living.	Waste not-want not.	Abuse and misuse has led to environmental degradation.	The use of land is determined by people's values.	Man has the ability to manipulate and change the environment.
5-6	Unplanned growth affects the balance of nature.	Man must learn the wise reuse of water.	Man is his own worst enemy.	Energy is the central force in the patterns and cycles of living and non-living.	Man's survival depends on his wise use and management of the resources in his environment.	Environmental quality should be the guide for community development.	Conflicts emerge between private land use and environmental quality for the public.

CHARLOTTE, NORTH CAROLINA (Continued)

ENERGY CONSERVATION -- grades 3 and 4

I. INTRODUCTION

Fuel resources on this "Spaceship Earth" are limited or finite. It is true that new coal and oil deposits are being discovered, but the rate is so slow that these resources must be considered non-renewable resources--resources which will not replenish themselves as plants and animals do, and as water through the water cycle does. The per capita demand for energy in the United States is skyrocketing. Between 1950 and 1970, U.S. consumption of energy resources doubled, growing twice as fast as the population was growing. An alarming fact: Americans consume for air conditioning the same amount of power that all 800 million Chinese need for everything.

Fuel Consumption in the U.S.	
Year	1970
Household	19%
Industrial	41%
Transportation	25%
Commercial	14%
Other	1%

We have large supplies of coal in this country, but our supplies of oil and gas are not abundant. To protect ourselves from shortages we must control use of energy resources and individuals must learn to conserve energy.

The automobile is a big consumer of fuel. Twenty-five percent of the fuel used in the U.S. is used for automobiles and other types of transportation. Per passenger mile, cars are less than one-half as efficient as buses, and airplanes are only one-fifth as efficient as buses.

Much heat is lost by buildings which are poorly insulated. Appliances consume varying amounts of power, measured in watts. Electrical energy is not nearly as efficient as burning fuels directly. It requires twice as much fuel to heat electrically as by gas or oil.

We are all part of the "energy crisis," because in our daily lives we use great amounts of energy, much of which we are unaware of. It is the individual's responsibility to become aware of individual energy consumption, and consciously curtail consumption.

II. ENVIRONMENTAL ENCOUNTER
  A. Behavioral Objectives:
     At the conclusion of a successful encounter the student should be able to:
     1. Discuss energy consumption in the school, home and community.
     2. Describe energy waste in home, school and community.
     3. Discuss laws passed to conserve energy. (55 m.p.h. speed limit, 68 degree thermostats in winter, 78 degree thermostats in summer).
     4. Describe ways to conserve energy in the home.
     5. Have an awareness and understanding of major energy producing sources in this country. Examples: water, sun, atomic, gas, oil, coal, steam (geothermal).
     6. Understand where these energy sources are found in the U.S.

  B. Activities:
     1. Take a walk around the school and neighborhood. Observe ways energy is used or consumed. Observe meter box and discuss its purpose.
     2. In the library, research the amounts of energy various appliances use. For example: The Charlotte Observer (November 14, 1973 issue) had an article on "One Family's Plan To Save Energy."
     3. Illustrate one way there is an energy waste in your home, school or community.
     4. In the library, research ways to conserve energy. For example: turning off lights when they are not in use, or turning off the TV and any electrical toy when you are not using them.
     5. Discuss new laws passed to conserve energy.
     6. Look at filmstrips entitled: "Wealth in Oil," "Oil: From Earth to You," "Water Pressure at Work," and "A Visit to Yellowstone National Park."
     7. Locate on a large class map of the U.S., energy sources--oil, coal, steam (earth), nuclear sources, gas (natural), and major dams (hydroelectric).

CHARLOTTE, NORTH CAROLINA *(Continued)*

III. VALUES CLARIFICATION
    A. <u>Values</u> <u>Judgment</u>:
        1. Ask the students to make a list of at least twenty items at home that use electricity. Beside this list draw five columns and label, Very easily, Easily, With some difficulty, With great difficulty, and Impossible. Ask the students to check the column which best describes their attitudes. There are no right or wrong answers.

    B. <u>Rank Order</u>:
        1. If you were rushing out to school, and had a chance to do one thing before leaving, how would you rank the following:
            a. Make up your bed
            b. Turn the light in your room off
            c. Water a plant

        2. If you were eating breakfast, and needed more light, how would you rank the following:
            a. Turn on the overhead light
            b. Open the shutters or draperies
            c. Eat in the dark

        3. If you were in a classroom that was 68 degrees, and you were cold, rank the following:
            a. Push the thermostat up
            b. Put on a sweater
            c. Complain

        4. If you needed to go to the shopping center which was near your house, how would you get there? Rank the following:
            a. Get your mother to take you
            b. Walk
            c. Ride your bike

        5. If your father works downtown and is thinking of the best plan for getting there, rank the following:
            a. Drive alone in his car
            b. Join a car pool going downtown
            c. Get his wife to take him and pick him up daily

    C. <u>Continuum</u>:
        1. Since you have learned about energy consumption, mark your family as to how they feel about energy conservation.

        Careless   Careful
        Consumers ┬──┬──┬──┬──┬──┬──┬──┬──┬▨▨┬──┬──┬──┬──┬──┬──┬ Consumers

IV. RESOURCES

Pamphlet:

    North Carolina Public Schools, Vol. 38, No. 3, 1974.

Newspapers:

    "Help a Bunch During the Fuel Shortage," *Mini Page*, January 28, 1974.
    "One Family's Plan to Save Energy," *The Charlotte Observer*, November 14, 1973.
    "Why the Energy Shortage?", *Mini Page*, January 28, 1974.

Filmstrips:

    "Wealth in Oil," Encyclopedia Britannica.
    "Oil: From Earth to You," The American Petroleum Institute.
    "Water Pressure at Work," Filmstrip of the Month Club.
    "A Visit to Yellowstone National Park," Eye Gate House.
    [210:1-3, 32-33]

EX 11 M.S. HERSHEY JUNIOR HIGH SCHOOL (Hershey, Pennsylvania)

(Shown below is how one junior high school attempted to "improve citizenship attitudes" by values teaching.)

In an attempt to use feedback from the eighth grade experience of participating in Pennsylvania's Quality Assessment, it was determined by the faculty of Hershey Junior High School to use as its long range goal for the 1975-76 school year, An Attempt to Improve Citizenship Attitudes. Realizing that this was a most difficult task because of the problems involved with measuring attitudes and their growth and improvement, we used the following as a working plan:

General Objective: To create a feeling of respectful interaction for one's self and others among administration, faculty and students.

Performance Objective: The students will demonstrate respect for themselves and others by a 50% increase in the following: talking courteously to others, listening when others speak, complimenting people, following given instructions, helping others when the need is demonstrated, keeping halls and classrooms clean of trash.

We used the results of a 55-item teacher-made questionnaire as an index with which to measure growth or improvement. The thrust of the program was in seven areas: respect for property, team spirit, helping others, showing concern for others, demonstrating responsibility, showing respect for rules, and good manners.

Tabulations from the questionnaire indicated overall strength in team spirit, respect for property and demonstrating responsibility. Weaknesses in helping others, showing concern for others and good manners were noted and shared with the faculty. The results for each grade and for each section within the grades were discussed and programs were planned to counteract these weaknesses.

Last year a number of our faculty members participated in a Value Sharing course which was offered for teachers in ours and neighboring districts. An inservice program early this year was devoted to "Values" in an attempt to have our teachers recommit themselves to stressing these principles in their teaching.

Teachers also agreed to participate in an Advisor Program which was begun this fall. The goal of this program was to foster the individualistic ideal of education by more personal contact between teachers and students. Each teacher was assigned 15 students, some from 7th, 8th, and 9th grades whom they could get to know on an individual basis. Contacts made by the teachers with these students have been friendly, spontaneous and non-threatening so that all students in the building are aware of the fact that they do have at least one special friend among the faculty.

Being aware of the strengths and weaknesses in these particular areas has helped our faculty rededicate themselves to the teaching not only of facts but of certain basic modes of behavior with emphasis on prevention of misbehavior rather than correction.

In April students will again be asked to respond to the questionnaire and their attitudes will be assessed. Hopefully, some degree of growth will be measured and the faculty will be able to look at the program as a positive approach to student behavior and a preventive approach to discipline. The teachers will have explained what both acceptable and unacceptable conduct are: they will have determined that students know the difference and have made it clear to them what is expected of them. Once these behavioral standards are known, the student should be able to handle responsibility for his or her own conduct.

<u>SUGGESTED WAYS TO INTRODUCE VALUE CATEGORIES</u>

AFFECTION

1. Discuss pet ownership.
2. Read story such as *Huckleberry Finn* and discuss relationships.
3. Why do people need friends?

HERSHEY, PENNSYLVANIA *(Continued)*

4. Congratulate child who does something nice for another.
5. Have a Conference Time at a specific time each day – maybe only for 10 minutes. Children can sign up to have a conference, or special time to talk to you all by themselves at that time.
6. Class sends a get-well card to a student who has been sick for some time.
7. Have a "Friendship Corner" where children who are having a disagreement go to iron out the problems. When the matter is settled, they re-join the class.
8. Have a note corner on the blackboard for you to write notes to the children, such as "Thank you, Carol, for the pretty flowers."
9. There are many stories and books that can be found about friends and friendship.

POWER

1. Discuss voting procedures.
2. Sharing of power through decision making.
3. Choosing class officers.
4. Look for reasons for antisocial act.
5. Class monitors elected instead of appointed.
6. Children vote on how they liked a film, assembly, etc.
7. Children pick up and hand in work themselves instead of having it passed out and collected.
8. Children decide for themselves what they will do when their work is finished – clay, library books, etc.
9. Discuss people they think are very important, and what important people or leaders do.

RESPECT

1. Show movie about the flag.
2. Celebrate a birthday.
3. Discuss manners.
4. Discuss customs of other people.
5. Rotate positions of leadership.
6. Use nickname or name child prefers.
7. Have a "Meet So-and-So" activity: each child introduces and tells class about another child in the class, stressing his good traits.
8. Give out awards at the end of the year (month) for each child. (Friendliest, Best Helper, Nicest Smile, etc.)
9. Have a discussion about borrowing: a) with permission; b) handle carefully; c) return promptly.

WEALTH

1. Study of occupations.
2. Children talk to their parents and then at sharing time they tell the class what their moms or dads do at work.
3. What is an allowance?
4. Doing a service for someone else.
5. Children work with play money in class: making change, etc.
6. Problem solving for role playing: A child wants a toy, but it costs quite a bit of money. What can he do?

ENLIGHTENMENT

1. Analyze a TV program.
2. Evaluate contributions of great scientists.
3. Discussion of how and why people like to learn things; ways a person can go about learning something he wants to know.
4. Children try different ways of learning things: books, TV, reports by other children, resource people, etc.
5. Children set their own standards whenever possible: i.e., how many words they think they can learn for the next week, etc.
6. When a child has done some outside learning, or just seems to know a little extra about something, he can be declared the "Expert Authority on XXX."

HERSHEY, PENNSYLVANIA *(Continued)*

7. Children test each other--everyone thinks of a question about something you have been studying and asks another person in the class, one by one, so the others can hear the question and answer.

WELL-BEING

1. Health lessons about such things as good breakfasts, hours of sleep, etc.
2. Safety lessons - safety in the home can be brought out by using a doll house; safety in your town by setting up a toy village.
3. Mental well-being: teaching all the value categories, learning about self and others.
4. Music therapy in the simple form of playing soothing music at a low volume to calm class after recess.
5. Having plants and animals in class can help children learn about their health needs by taking care of other living things.
6. Necessity for school rules.
7. How your moods affect you.

RECTITUDE

1. Classroom discussion about telling the truth, making promises, etc.
2. Role-play various problems that come up in the classroom, and think of different ways the problems could be solved.
3. Discuss courtesy; practice courteous acts. (A pretend visitor, introductions, etc.)
4. Children illustrate a playground situation that shows fair play.
5. Have children record their feelings about their behavior on a prepared ditto (happy-sad facts) and then hide it away. Then take it out again in two weeks or a month and compare how they feel now with how they felt then. No one sees it but the child.
6. Discuss situations where we obey authority and why.
7. Set up class rules and decide why they are necessary.

SKILL

1. Each child thinks of some special skill that he can do a little better than lots of children. (Making sounds like a duck, twirling a baton, etc., are perfectly acceptable.) Have a show.
2. Study some historical or present day figures that became famous because of a special skill they had.
3. Discuss and name skills used by athletes.
4. Certificates can be given out to a child who shows a marked improvement in a skill. (They don't have to be best - just improved.)
5. Display work that reflects children's skill: pottery, art, etc.
6. Teach children to use audio-visual equipment.
7. Visit a bakery, garage, factory, etc.

EX 12 HARRIS COUNTY DEPARTMENT OF EDUCATION (Houston, Texas)

(This pattern is taken from the third grade component of the values-oriented *Patterns of Healthful Living* series published by the Harris County Department of Education. Included here are the main objectives and concepts of the Grade 3 program, suggestions for using the program, and two lessons dealing with values, problem solving, and decision making.)

Patterns of Healthful Living

Unit III: "Learning to Live with Others"

INTRODUCTION

The main objective and underlying theme of Level III is the broadening of a child's value process from a basically egocentric point of view to a focus on other people in his life. Expanding his

HOUSTON, TEXAS *(Continued)*

self-concept in such a way as to value his own worth and dignity will enable the child to begin to understand the individual differences, the uniqueness, worth and dignity of others. The unit will explore the various groups a child belongs to and the dynamics involved in these group memberships.

Some of the basic value concepts included in developing this theme will be:
I. Understanding the Worth and Individuality of Others
II. Developing a Concern for the Feelings and Rights of Others
III. Exploring the Various Groups One Belongs to and the Rights and Responsibilities that Go with Membership in Each Group
IV. Understanding Individualism vs. Conformity
V. Developing the Ability to Make Wise Choices and Decisions

Peer Group Relations--Objectives:
1. Identifying various peer groups
2. Getting better acquainted with members of this group
3. Exploring individual differences among group members
4. Making new friends
5. Learning about sharing
6. Developing a sense of honesty and fairness
7. Learning not to "follow the crowd" without using critical thinking
8. Showing concern and consideration for the feelings and rights of others

School Group Relations--Objectives:
1. Identifying various school groups
2. Planning together to develop rules for classroom management
3. Learning the value of being a good listener and observing quiet times
4. Learning to be responsible and to voluntarily accept responsibility
5. Cooperating with class members in performing tasks
6. Showing care and respect for school and classroom property
7. Using good manners in the classroom, in the lunchroom, and on the playground
8. Making new class members feel welcome
9. Learning respect for the authority of adult members of the school group
10. Showing consideration and concern for the feelings and rights of others

Family Group Relations--Objectives:
1. Understanding the roles and responsibilities of family group members
2. Understanding the role of trust between family members
3. Exploring the need of rules to live by
4. Learning about the role of sharing in family work and fun
5. Understanding the basic human need for security - the feeling of well-being
6. Understanding and resolving conflicts between family group goals, peer group goals and individual goals
7. Showing concern and consideration for the feelings and rights of others

SUGGESTIONS FOR USING THIS PROGRAM

1. This should be a participation experience rather than a vicarious learning experience.
2. Children should be encouraged to take an active role in developing the ideas and presenting the materials.
3. The teacher's role should be one of providing space, time, and materials needed for each lesson. She will also act as the guiding leader during group discussions.
4. A definite time should be set aside and designated for values lessons. Children learn better when the curriculum is presented on a systematic regular basis.
5. There should be enough time for the ideas and concepts to be absorbed. Don't try to crowd the lessons into a short time-span.
6. Elicit support for your program from your administrator, counselor and parents. *Patterns of Healthful Living* should not be a segmented part of a child's life, but fit into all of his life experiences.
7. The materials and suggested activities in this book should serve only to supplement your own imaginative and creative ideas.

HOUSTON, TEXAS *(Continued)*

8. Provide time to share and plan with your colleagues who are also teaching values. Sharing experiences and ideas will add immeasurably to the success of your program.
9. Try to keep students from feeling that they will be evaluated by their participation in this program. The children will learn to evaluate themselves.
10. Protect children from expressing too much personal information.
11. Be aware of the feelings being expressed verbally and nonverbally.
12. Be careful not to force a shy or nonverbal child to participate. Respect his right to be silent.
13. Try not to make psychological inferences from the children's activities.
14. Protect children from group pressures or personal embarrassment.

SHARING WITH MY FRIENDS

UNIT 3

LESSON 10

Purpose:
To introduce the decision-making process through class group discussion.

Concepts:
Steps in the decision-making process, give and take in interpersonal relationships, sharing, care and respect for personal property.

Terminal Objective:
Pupils in the class will work together to reach a solution to the problem presented by the story, either verbally or in written form. The group will explain step by step how it arrived at the solution.

Enabling Objectives:
1. Each pupil will hear the story "Sharing with My Friends" and join in the discussion following it.
2. By participating in a class group exercise designed to reach a solution to the problem, each child will either verbally offer a suggestion on how the boy in the story could solve his problem, or internalize the thoughts given verbally by others to help him sort out his own ideas.
3. Each pupil will experience the step by step process used to reach the solution and be able to verbalize how the class finally arrived at its decision concerning what the boy should do.

Learning Experiences:
1. Introduce the story be asking the class the meaning of the word <u>sharing</u>. Encourage a free and open discussion so that children will not be embarrassed about expressing their opinions.
2. Then say, "The boy in the story has a problem and needs help. Listen carefully to the story and see if you can come up with some ideas that may help him solve his problem."
3. Read the story, "Sharing with My Friends."
4. Have the group respond to the general feeling of the story.
5. Ask for someone to state the problem. It may take several responses before a clear definition of the problem is elicited.
6. Next, ask for ideas on how the boy can solve his problem. Jot down the ideas on the chalkboard or overhead and continue until ideas are exhausted.
7. Have the class look at the list and choose those that are more suitable to solving the problem.
8. Ask, "How can we decide which are the most suitable of all the answers?"
9. Select the most popular suggestion or offer one (like voting) if none is forthcoming.
10. Have the class choose the most suitable solution.
11. Next have the group discuss the step by step process they used in reaching their final decision. This is very important because it builds the basis for future practice in the decision making process.

HOUSTON, TEXAS *(Continued)*

Note to Teacher: If time permits, the lesson may be expanded into two lessons by repeating the story and having several small groups volunteer to role play a suggested ending or solution. Follow steps 8-11 above after all groups have finished.

You might want a student who is a good reader to read the story to the class.

Evaluation:
The class group will demonstrate an ability to use the problem solving technique to reach a decision and be able to relate the step by step process used to arrive at the decision.

Materials:
None

SHARING WITH MY FRIENDS

I have this problem I would like for you to help me with. I guess it's a problem we all have, but mine seems to be really bugging me.

You see it's like this. I've got really neat parents; really super most of the time. They let me do fun things and buy me real nice toys and stuff to play with. For example, last week was my birthday and I got a new bike, just like I always wanted. I also got some model cars and planes. I'm really proud of my things and I try real hard to take good care of them. Dad says he's proud of the way I treat my toys.

Well - yesterday two of the boys who live on my block came over to play. They had come over once before and I didn't like the rough way they treated my stuff. One kid broke the wing off my blue fighter plane because he threw it down the stairs to see if it would fly! What a dumb thing to do with a plastic model! They even left without helping me put away all the toys they had taken out. Boy was I mad.

Anyway - they came over again yesterday and wanted to play with the new stuff I'd gotten for my birthday. I said, "no," and they said, "Why not?" And I told them I wanted to keep my toys nice and that they didn't know how to play with things without breaking them all up!

Well we soon got into this big argument on the front porch. Mom came out to see what the fuss was all about. When I told her she said I needed to learn to share my things if I wanted to have any friends over to play. I was so mad, I could've cried. She didn't even take up for me.

I know it's nice to share, but isn't it also important to take care of your belongings? I do want to have friends over - but I also want to keep my toys and stuff from getting broken up.

I don't know what I should do.
What do you think I should do? [132:xix-xxi, 3-41 to 3-43]

E
X **13** UTAH STATE BOARD OF EDUCATION (Salt Lake City, Utah)

(The Utah State Board of Education's rationale for undertaking a values program within its secondary level social studies curriculum is given below.)

SOCIAL STUDIES DEFINED

Social studies is the name given to a field of study, just as mathematics, language arts, and science are the names given to other fields of study. The field which we call "social studies" is concerned with human life--past, present, and future; it deals with the basic needs of people, citizenship, education, institutions developed by man, and man's relationships to his natural environment. It attempts to explain human interactions and the various forces affecting it, whether these be natural or man-made.

Social studies is based upon principles developed and refined by generations of mankind. Foremost among these principles are: (1) an affirmative recognition of the dignity and worth of each person, (2) the acceptance of responsibility for one's own welfare and the well-being of his

SALT LAKE CITY, UTAH *(Continued)*

fellowmen, and (3) implementation through democratic processes. Anthropology, economics, geography, history, philosophy, political science, psychology, and sociology as well as other behavioral sciences should be utilized by social studies educators in helping the individual achieve to his optimum level of success and perception.

A RATIONALE FOR CHANGE IN THE SOCIAL STUDIES

Will Rogers is reported to have said, "Things ain't what they used to be and probably never was." One might add, "That's right. And things ain't what they're going to be, either."

The distinguishing characteristic of the latter half of the century is the increasing rapidity with which change is occurring in all phases of human activity. Scientific discoveries have given birth to technological advancements in activities of peace and war, on the domestic scene as well as in foreign lands. These technological achievements have challenged old social patterns, threatened traditional social values, initiated new social relationships, and established different patterns of social thinking and acting by the individual and by his social organizations. Change has also come to the social studies.

The teacher who interprets learning simply as the acquisition of facts and does not seek to foster the development of critical and analytical thinking by his pupils has, as the proverbial ostrich, put his head in the sand.

That school which is committed to value indoctrination rather than value inquiry and clarification is setting the stage for value rejection by its pupils.

The teacher who underrates the ability of children and youth to learn is downgrading the potential of the next generation and is content with mediocrity.

That school which attempts to shelter children and youth from the so-called harsh realities of life rather than to orient them to the challenges of living is denying them the opportunities of their birthright.

The teacher who limits his pupils to the study of a single discipline (or even two or three) rather than opening the whole vista to them is dishonest to the trust placed in him by the people.

That program which forces pupils into the same content and the same kinds of experiences year after year rather than broadening the horizon of knowledge and deepening the well of understanding places "blinders" upon the aspirations of its pupils.

The teacher who demands conformity rather than fostering creativity kills the genius of the individual.

The acquisition of facts as an end within itself, value indoctrination, erroneous evaluation of pupil ability, false sheltering, restricted scope, circumscribed experiences, and conformity are the characteristics of the poor teacher, the inadequate school, and the useless program. These must be changed—it is simply a matter of individual and national survival.

To the question: "What education is of greatest worth?" the social studies teacher answers:

* That education which clarifies values and builds allegiances.

* That education which fosters reflective thinking, inquiry, problem-solving, and questing.

* That education which guides an individual to the discovery of himself.

* That education which enables man to serve his fellowmen. [47:13-15]

E
X **14** ARLINGTON COUNTY PUBLIC SCHOOLS (Arlington, Virginia)

A STATEMENT FROM THE SUPERINTENDENT

ON THE PROPOSED

BOARD GOAL OF CRITICAL THINKING SKILLS

(Proposed August 25, 1975 and adopted February 19, 1976)

In January 1974, the School Board identified four goals that it wanted the entire instructional staff to stress. These goals cut across all subject areas and all levels of schooling.

Stating them publicly has helped us clarify our thinking about what we do in reading, math, human relations and the humanities. Also, it may have begun to exert some influence upon student performance, if the recent improvement in standardized test scores is any sign. Moreover, by focusing upon the essentials these four goals have proved useful in developing objectives for Annual School Plans and in giving direction to staff development centers, central office staff and the superintendent. Finally, the clear statement of goals has helped to establish budget priorities from the local school to the Education Center.

Since the purpose of stating goals clearly is to provide direction for staff, the School Board has tentatively identified another goal for staff review this year. This goal is "to improve the critical thinking of students."* The Board believes that critical thought adds another intellectual dimension to already established academic goals in reading and math; moreover, the proposed goal cuts across all subject areas and highlights skills that can be improved through instruction. As in the other goal areas, the Board realizes that much work is already underway in teaching critical thinking from kindergarten through senior high school. However, by clearly stating improvement in critical thinking as a goal, the Board believes that more concerted attention on teaching these skills would improve both how we approach intellectual inquiry and how we teach it. The past year's experience with reading and math seems to support that belief. If adopted, this goal should strengthen our commitment to providing a sound, basic schooling for all students.

But why critical thinking? Each of us lives in a world of ideas. That applies to children as well. From the moment their feet touch the floor in the morning until bedtime, a steady drumbeat of ideas from parents and peers, from television and teachers bombard children. This daily bombardment upon adults and children calls for decision-making. Choices must be made – be they as mundane as which shampoo to buy or as essential as which job to take or which candidate to vote for. Moreover, judgments are made daily: that abstract painting is excellent; that rock-and-roll group is better than another; that commercial tries to fool people; those french fries are terrible.

Opportunities to make decisions, choices and judgments begin early in a child's life and seldom stop. A six-year-old says, "That's a beautiful dog." An eight-year-old circles "Yes" in his workbook to answer the question, "Fish can swim." An eleven-year-old solves a math problem, yet realizes the answer is wrong. A seventeen-year-old writes a poem, but decides it needs reworking before submitting it to the school newspaper.

These instances require students to have some information, examine what they have, compare and contrast that information against some standard and then make a judgment as to what should be said or done. Naturally, varying for different ages, these intellectual steps embrace the concept of critical thinking.

But critical thought just doesn't happen by chance. Nor is it simply inherited. Children need help to learn to think critically. Instruction can make a difference. Of course, these

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*After staff review during this school year, this goal, if adopted by the Board, would become a target for implementation in all schools in 1976-77. Commonly accepted synonyms for critical thinking are: reflective thinking, problem-solving, making judgments, etc.

ARLINGTON, VIRGINIA *(Continued)*

skills can be learned informally outside schools and for many people probably are. But just as reading and math, for example, can be learned at home and in the neighborhood, school instruction could better serve the individual and the community by consciously developing intellectual skills. After all, it is fair to ask: If young people do not learn to think while in school, where and with whom will they?

Within various subjects both in elementary and secondary schools there have been periodic emphases on thinking critically. Individual teachers have stressed such skills as part of their particular approach to teaching. No doubt both continue within the schools. The question is: are critical thinking skills of sufficient importance to a basic education (as reading, math, human relations and humanities have been so identified) that they require systemwide focus and emphasis? The Board's answer is yes. They tentatively agree with the noted Educational Policies Commission report that "the common thread of education is the development of the ability to think."[1] As with reading and math, critical thought is too important to be left to chance either in curriculum or classroom. Enough educational research has shown that thinking critically--like reading and math skills - just doesn't happen for most people. Instruction can develop and strengthen student performance in all of these areas.

Now, what are critical thinking skills? First, there are the basic skills. These are the intellectual building blocks of critical thinking that are necessary for children to master if they are expected to move on to problem solving, creative thought and the like. While there is some disagreement over exactly what these thinking skills consist of, most writers have detailed those common to critical thought. Louis Raths, for example, lists what thinking skills students should learn. These include the skills of:

- comparing
- observing
- summarizing
- classifying
- interpreting
- applying facts to new situations[2]

- looking for assumptions
- collecting and organizing data
- hypothesizing

In another comprehensive listing of intellectual abilities, Benjamin Bloom explored six broad areas: knowledge, comprehension, application, analysis, synthesis and evaluation. The last four cover commonly accepted thinking skills.[3]

Second, there are various strategies of thought such as problem solving, creative or productive thinking and the like. The skills mentioned above are the building blocks of these strategies to critical thought. Classic examples of thinking strategies are the steps of the scientific method or the five stages of problem solving:

1. recognition of a problem
2. analysis of the problem
3. suggestion of possible solutions
4. testing of consequences
5. judgment of selected solution[4]

Clearly, clusters of skills are involved at each step in solving problems.

None of this description should imply that the anatomy of critical thought is mapped out completely. Much remains to be done. The structure of intellect from which theories of thinking are produced is itself host to a number of hunches. So, too, with the literature on how children think. A number of investigators, in particular, Jean Piaget, have laid out the various steps by

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[1] *The Central Purpose of American Education* (Washington, D.C.: National Education Association, 1961)

[2] Louis Raths, et al., *Teaching for Thinking* (Columbus, Ohio: Charles Merrill, 1967)

[3] Benjamin Bloom, *Taxonomy of Educational Objectives, Part I, Cognitive Domain* (New York: Longmans, Green and Company, 1956)

[4] John Dewey, *How We Think* (Boston: D.C. Heath, 1910)

ARLINGTON, VIRGINIA *(Continued)*

which critical thought, judgment and imagination develop through childhood to adolescence. Any effort at a systematic introduction of critical thinking into the curriculum and instruction would, of course, have to take into consideration the various stages of development of children's capacity to think.

Fortunately, past practice in education and existing practice in Arlington give us a rich harvest of what to do and how to do it. We do know more than enough about how children think to begin a serious focusing upon developing and strengthening critical thinking. We know that children have been taught to think. Materials are available. Tests have been constructed. Moreover, for over a half-century parents and citizens have expected schools to teach critical thought.

From this brief listing of thinking skills and strategies, it should be obvious that the teaching and use of critical thinking skills can be an integral part of every subject area: in the science laboratory, through inquiry in the social studies, in analysis of literature, in solving math problems, in discussions of classroom management problems, in running student govern- ment, in developing strategies for winning football games -- to name only a few possibilities. Moreover, narrative and creative writing is nothing less than thinking on paper. And reading itself requires comprehension, analysis and evaluation. In effect, there is very little in formal schooling that does not require thinking skills if the staff focuses on it. Finally, skills are stressed - not content. These examples, and only a sampling is suggested here, illustrate the cutting across of all subjects.

There is no suggestion of getting children to think any particular way. Emphasis is on how, not what, to think. The intent is to nurture and strengthen the skills of questioning, analysis, judging alternatives and hopefully, how to make wise decisions - which is, after all, the prime goal of a basic education.

The Board has asked the staff to explore how to implement such a goal. The review process should generate enough suggestions for implementation so that when the Board considers formal adoption of critical thinking as the fifth Board goal there will be sufficient information and staff development opportunities mapped out that teachers and principals who will have been involved in the review will feel ready to move ahead for 1976-77.

The following steps should be included in any review process:

1. An Advisory Council Task Group should be appointed and charged to develop further the content of the goal and the means of implementation.

2. Advisory Committees should be asked to explore how critical thinking skills can be integrated into the respective subject areas.

3. Curriculum coordinating committees, curriculum specialists, TCI's, and principals should be asked to explore how critical thinking skills can be integrated into the school's instructional program and the various subject areas, and what implementation steps (i.e., staff development) are necessary.

4. Possible objectives, teaching materials, and means of assessment should be developed or compiled.

In the past when school boards have identified goals, too often there has been insufficient time for the staff to review alternatives available to implement the goals; insufficient time to work out ways for teachers and principals to plan for their implementation; and insufficient time for the instructional staff to increase their knowledge and skills in the goal areas. The intent of presenting this fifth Board goal now is to give all of us that precious lead time while keeping the community informed.

I feel the Board has identified another essential to a quality education, and I look forward to working with you in this important task of preparing for it.

E
X **15**   COOPERATIVE EDUCATIONAL SERVICE AGENCY NUMBER EIGHT (Appleton, Wisconsin)

(The following strategies are taken from a teacher's guide on values for Grades 1-6.)

FORCED CHOICE GRID (ALSO FORCED CHOICE LADDER)

GRADES 2 - 6

Purpose:

The purpose of any Forced Choice Grid is to present a situation where the student <u>must</u> make choices among competing alternatives. This kind of situation forces the student to do a considerable amount of thinking in weighing the relative importance of alternatives and their consequences.

When writing up situations for a forced grid activity, it is important to choose alternatives that are relevant to the group. This will create a high interest activity.

The Forced Choice Grid is also a good way of getting a group into a discussion on issues and values.

Note: The directions that follow are meant to be quite general, so as not to suggest that this is the only way to handle a Forced Choice Grid. The numbers, extremes, and markings, for example, may be altered and changed completely to fit your particular activity. Feel free to innovate as long as you keep your objective in mind.

Directions:

The teacher presents the students with six situations read aloud. The student is asked to choose the situation he considers to be most right or most wrong and write the key word of that situation in the grid.

Students may cross out, draw arrows, or make changes as new items are presented. At the end, they have a few minutes to make their final arrangement.

The teacher may then ask for volunteers to reveal what they said was most right to most wrong.

FORCED CHOICE LADDER

GRADES 2 - 3

Arrange the names below to meet your feelings as to which student you would most like to have as a classmate or friend to the student you would least like to have as a classmate or friend. Write the key word on the appropriate step on the ladder.

Liked the Most

Liked the Least
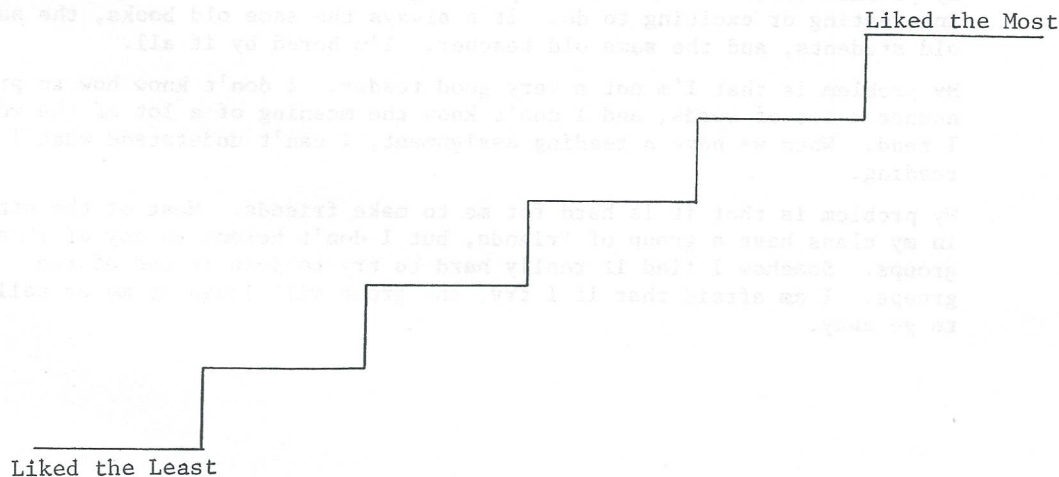
APPLETON, WISCONSIN *(Continued)*

(Bother Bug)	Constantly interrupts the class by talking to the teacher and bothering other students.
(Bully)	Beats up classmates and younger children.
(Tattletaler)	Rats on a friend.
(Cry Baby)	Cries when he can't answer a question that the teacher asks him or when he does poorly on a test.
(Copy Cat)	Cheats on tests. Copies answers from the person sitting in front of him.
(Name Caller)	Makes fun of his classmates by calling them names such as, "Four-eyes," "Fatso," "Dum-Dum," etc.

FORCED CHOICE GRID

GRADES 4 - 6

The following is a list of problems students sometimes have. After each problem is read, have the students indicate their response by writing the key word (or words) in the appropriate box on the grid according to which problem would be the easiest for them to solve to which would be the hardest. Think about what you would or could do if you had that problem.

Students are free to change their responses at any time during the activity.

Easiest

1	2	3
4	5	6

Hardest

(Poor in Math)	My problem is that I do poorly in math. Just when I start to understand things, we move on to something new. I get confused and most of the time I'm totally lost. I just don't understand this new math and that's why I get poor grades in math.
(Poor in Spelling)	My problem is that I do poorly in spelling. Just when I start to learn our spelling list, we get another list and I get confused again. I end up not knowing the words on either list. It's getting so I can't even spell some of the words I knew before.
(Bored)	My problem is that school is very boring for me. There's never anything interesting or exciting to do. It's always the same old books, the same old students, and the same old teacher. I'm bored by it all.
(Poor Reader)	My problem is that I'm not a very good reader. I don't know how to pronounce a lot of words, and I don't know the meaning of a lot of the words I read. When we have a reading assignment, I can't understand what I am reading.
(Making Friends)	My problem is that it is hard for me to make friends. Most of the others in my class have a group of friends, but I don't belong to any of those groups. Somehow I find it really hard to try to join in one of the groups. I am afraid that if I try, the group will laugh at me or tell me to go away.

APPLETON, WISCONSIN *(Continued)*

(Not Good Looking)   My problem is that I don't think I am good looking. The other kids seem
                          to be better looking than I am. Their hair always looks nicer than mine.
                          Mine just never looks combed. The other kids' clothes look nicer on them
                          than mine do. I look so fat in mine. I think I am the fattest kid in
                          the class. Sometimes I just feel so ugly. I wish I were better looking.
                          [206:50, 54, 59-60]

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Virginia 22210. The price schedule for documents is as follows: *Hard Copy:* 1-25 pages, $1.58;
26-50 pages, $1.95; 51-75 pages, $3.32; 76-100 pages, $4.43. (Add $1.27 for each additional
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E R R A T A
Values Education (ERS Information Aid)

Page 2, Lines 21-22 should read:

"(although it is possible to teach *about* religion without seeking or
assuming personal commitment)."

Page 6, Line 18 should read:

"Social Studies [22; 35; 92; 126; 218]"

Educational Research Service regrets the errors and any inconvenience to the
readers of this publication.

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