

LESSON 19: Identifying Personal Values



REFERENCE

Page 355 [TRAINING: The ability to check MORAL VALUES]



WHAT YOU NEED

- (2) LSM: 'Value-rich Areas in My Life'
- (3) (4) LSM: 'On Pilgrimage'

AIM

- To help the learners identify their own values

OUTCOMES

- KUI Learners gain an awareness of, and insight into, their values.

TEACHER'S NOTE

This lesson does not aim to be an exercise in critical reflection, but rather one which facilitates the surfacing of the learners' personal values. Respect the values and views of the learners, even when you don't agree with them. It's often better to let them express theirs before you express yours. (See CORD p 344.)

LESSON OUTLINE

1 Introduction

Recap from the previous lesson the definition of a value (see CORD page 355):

- It exercises a force on me or it directs my life.
- It is something I hold important.

2 Values in My Life

Distribute the Lesson Materials page 'Value-rich areas in my life' which is based on the list in CORD p 356. Using the list of 'value-rich areas', the learners try to identify some of their own values by completing the statements: "What I really value in this area of life (for example: money) is....."

3 Selection of Values

The learners are invited to reflect on their own values. This is done by completing Exercise A on the Lesson Materials page 'On Pilgrimage'.

4 Quiet Reflection

Learners complete the Destiny List (Exercise B), and then reflect upon the following question: Do you see any connection between what you now value (Exercise A) and what you'd like to be remembered for (Exercise B)? Invite some sharing, but respect the learners' privacy.

OTHER IDEAS

5 Virtues I Admire

To the right is a list of virtues. Drawing on this list, invite learners to make two lists of their own:

- Which do they admire most in other people?
- Which would they like to work on themselves?

If there is a difference between their two lists, can they explain the reason?

(This exercise is based on Pennock & Finley. (1984)

Christian Morality and You, Indiana: Ave Maria Press, p 109-110.)

generosity
patience
willingness to work hard
discipline
persistence
humility
ability to forgive
ability to laugh at oneself
purity
honesty

MATERIALS

LEARNER

- CIE 2005. 'Value-rich areas in my life'
- Michael Pennock. 1983. 'On Pilgrimage' in *Your Church and You*. Indiana: Ave Maria Press, p. 169-170



Lesson Materials



Value-rich Areas in My Life

For each area of your life listed in column 1, write down in column 2, the things that you consider to be of value for you.

Area of My Life	What I Really Value About this Area
<p>Money (how we obtain it, how we use it and treat it)</p>	
<p>Friendship, love & sex (how we deal with relationships)</p>	
<p>Education (our aspirations, motivation, and approach to learning)</p>	
<p>Religion (what we hold as our basic beliefs)</p>	
<p>Leisure (how we spend our free time)</p>	
<p>Politics and social organization (who we support and why, how co-operation is organised, what laws and policies are passed)</p>	

Work/...

Lesson Materials



VALUE-RICH AREAS IN MY LIFE (cont)

Area of My Life	What I Really Value About this Area
Work (choice of vocation, time and energy spent working, attitudes to work)	
Family (how we behave in family relationships)	
Maturity (what we strive for in order to become responsible, independent, grown-up)	
Character traits (what we are like, how we behave)	

© CIE. 2005 (based on Michael Burke. 1991. 'Value-rich areas in my life' 183 in *Connections*. Pietermaritzburg: Centaur publications, p 148

Lesson Materials



On Pilgrimage

A. *Your Values.* The pilgrimage has been a very important part of Christian spirituality from about the fourth century up to our own day. Values - repentance, prayer, respect for the holy, sharing and an eternal destiny animated the pilgrims who left home for far-distant lands.

You too are a pilgrim on a journey through life. What values do you take along on the journey? Tick any of the following which help define what you are - or what you are not: I place much value on (✓) I don't place much value on (✗)

having friends	saving my soul	helping others be happy
my freedom	loving and being loved	exploring and/or risking
my family	helping others	keeping busy
my church	recreation	silence
having lots of money	prayer	my heritage
having enough money	traveling	my future
my achievements	working for peace	(Add others)

In small groups discuss any insights into yourself that this exercise triggered.

B. *Destiny.* When your life's pilgrimage is over, what would you like to be remembered for? Tick two of the following traits. Then list some things you are *now* doing that demonstrate that the traits you selected are truly descriptive of you.

Traits

famous	open-minded
idealistic	dependable
hard worker	helpful
loving	cooperative
good family person	rich
individualist	patriotic and/or loyal
religious	

List/...

Lesson Materials  
ON PILGRIMAGE (cont.)

List

1. -----
2. -----
3. -----

Discuss: Do you see any connection between what you now value (exercise A) and what you'd like to be remembered for (exercise B)? Explain.

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LESSON 20: Values Clarification



REFERENCE

Page 356 [TRAINING: VALUES CLARIFICATION]



WHAT YOU NEED

- (3) LSM: 'Values Clarification'
- (4) 'Destiny List' (Exercise B) of Lesson 19
- (5) Bible

AIM

- To introduce the class to the process of values clarification

OUTCOMES

- KUI Learners gain an understanding of the values clarification process.
- SKL Learners are able to apply the process to their values.

TEACHER'S NOTE

In the previous lesson, learners tried to identify their own personal values. But, usually, the values we claim and the values we actually live are never quite the same. This lesson looks more deeply at the question and provides a way of checking on whether the values we claim (theoretical values) are in fact the ones we live by (practical values).

In this and the following lessons, challenge the learners when there is inconsistency and inadequacy of perspective. (See CORD p 344.)

LESSON OUTLINE

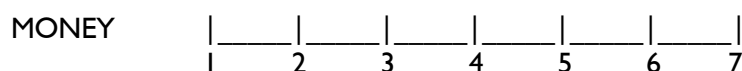
1 Introduction

In the previous lesson, learners tried to identify their own personal values. But, are the values we claim the same as the ones we live by? Introduce the distinction between:

- Theoretical values (ideals, from which values can grow)
- Practical values (motives, or those things which drives our action)

2 Identifying Theoretical and Practical Values

Ask the learners individually to draw a continuum such as the one illustrated below:



- They spend a few minutes brainstorming a few key words, which describe what the concept means to them (in this case MONEY).
- They then write a letter 'T' (theoretical value) on the scale at the point (1 low, 7 high) that indicates how important they believe money ought to be in their lives.

GRADE 10 Personal Morality

- Then they place a letter 'P' at the point that indicates how they actually behave in their daily life with respect to money.
- What does it mean if the distance between T and P is large? What if they coincide?

Do another exercise of the same nature with the concept 'RELIGION' or 'EDUCATION'.
(This exercise is based on 'Identifying Act and Choice Values' in Kalven/Rosen/Taylor in *Value Development*, p 37-38).

3 Values Clarification Theory

The previous exercise (2) gave some practical indication of whether a claimed value was indeed real or not. However, it involved a personal judgment, which might not be entirely objective. The Theory of Values Clarification provides us with a means of making a sounder judgment based on a set of seven criteria. Distribute the Lesson Materials Page 'Values Clarification Theory'. Present the process along the following lines:

- Values Clarification Theory makes the above distinction between theoretical and practical values in the following terms: value indicators or undeveloped values, and real or fully developed values.
- The theory outlines seven criteria that can be used to test whether a stated value is, in fact, real.

Allow time for discussion, and aid the understanding of the criteria by supplying examples where necessary.

4 Applying the Theory

Return to the Destiny List (Exercise B) of Lesson 19. Invite learners to recall the traits they selected, and to apply the seven criteria to them.

5 Prayer

[Romans 12: 1-2]

This short passage from scripture could be used as a quiet reflection at the end of the lesson: opening ourselves to be changed.

- Can we do this?
- Do I want to be renewed?
- Dare I?

OTHER IDEAS

6 Value Continuums

Invite learners to think of areas in their lives where they are feeling confused or are experiencing difficulty in making choices. They construct value continuums (as in 2 above) for these areas, and apply the exercise. This may help to clarify their options.

MATERIALS

LEARNER

- Michael Burke. 1991. 'Value-clarification process – the seven criteria' 184' in *Connections*. Pietermaritzburg: Centaur Publications, p 148



Lesson Materials



Values Clarification

SEVEN CRITERIA

For something to be a full value,

1. it must be freely chosen CHOOSING
2. it must be chosen from among alternatives
3. it must be chosen after careful consideration of the consequences of each alternative
4. it must be prized and cherished: I must be happy with my choice PRIZING
5. I must be willing to affirm my choice publicly
6. it must be acted upon; I must DO something about it ACTING
7. it should be repeatedly acted upon, building a consistent pattern.

If something is really to be a value for me, I must choose it freely from alternatives whose consequences I carefully consider; I must prize it both interiorly and sometimes publicly; and I must act on it consistently.

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LESSON 21: Testing Values



REFERENCE

Page 356 [TRAINING: The ability to check MORAL VALUES]



WHAT YOU NEED

- (1) 'Seven Criteria' (Lesson 20)
- (2) (3) LSM: 'Your Choice?'

AIM

- For the learners to test their personal values against the criteria of the values clarification theory

OUTCOMES

- KUI Learners gain further insight into their own values.
- DAP Learners begin to be critical of their own values through applying the values clarification theory.

TEACHER'S NOTE

Help the learners to look honestly at their own values and choices. However, be non-judgmental and supportive.

LESSON OUTLINE

1 Introduction

Refer learners back to the seven criteria of the values clarification theory which they met in Lesson 20. They made a first attempt at applying them to a set of values they had listed in Lesson 19. In this lesson, they will consolidate their ability to apply the theory.

2 Scenarios

Distribute the Lesson Materials page 'Your Choice?' and invite the learners to respond to each of the scenarios listed. Having done that, they identify the value that lies behind their choice.

3 Clarifying Values

They now apply the seven criteria to the values they have identified in the previous exercise.

4 Feedback and Discussion

Invite some feedback from the learners:

- How easy/difficult was it to identify the value in each case?
- Did the test against the criteria affirm the value as yours?

OTHER IDEAS

5 Personal Values and Family Values

GRADE 10 Personal Morality

It is often said that values are “caught not taught”, and, of course, our family members are the first persons to impress their values upon us. The following exercise can be used to examine the influence of family members on our values. This exercise is a follow-on from the exercise in Lesson 3 based on ‘Identifying Act and Choice Values’ in Kalven/Rosen/Taylor, *Value Development*, p 37-38.

- On a separate sheet, for each member of the family they grew up with, they draw three continuums for the three areas in that exercise - money, education religion. They place the letters T (theoretical value) and P (practical value) where they believe the choices and actions would fall for that particular person.
- They reflect on the following:
 - Whose values are closest to yours?
 - Is that the person whom you have felt closest to in your family?
 - Whose values are most dissimilar to yours?
 - Is this the person with whom you have the most conflict?

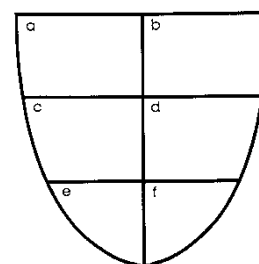
6 Personal Values and Society

It is not only the family which influences our values, but society as well. The learners now do the same exercise with a few institutions from society. Get them to list other value sources, for example school, church, political parties, television, peer groups. The learners then compare the values of the “institution” with their own.

7 Coat of Arms

Invite the learners to draw a coat of arms for their religious values. They draw a symbolic picture in each of the areas to depict their beliefs about each of the following questions:

- What do you think is the most serious moral issue in the world today?
- What virtue best describes you?
- What trait of Jesus do you most admire?
- What one value would you never surrender, even if threatened with death?
- What person do you most admire?
- What one quality of your life would you like to change for the better?



(See Michael Pennock. 1979. ‘Exercise 6’ in *Moral Problems*. Notre Dame: Ave Maria Press, p 101.)

8 Ideals & Values

An interesting way we can explore the concept of vision in the development of values is to investigate our best-loved characters in fiction. They are apt to embody our vision of the person we would like to become as well as the skills to which we aspire. Learners write down three of their favourite characters in fiction. They may be taken from novels, films, plays, or fairy tales. They list three or four characteristics of each of their choices.

(See Kalven/Rosen/Taylor, *Value Development*, p 37-38.)

MATERIALS

LEARNER

- Michael Pennock. 1979. ‘Exercise 5’ in *Moral Problems*. Notre dame: Ave Maria Press, p 99-100



Lesson Materials



Your Choice?

Clarify some of your own values. Check which of the following is most representative of what you think or would do.

1 You have just won R500 in a church raffle. What would you most likely do with the money?

- Give some of it to the poor.
- Buy something for yourself.
- Save it for school.

2 Your best friend is hooked on drugs. What would you do?

- Tell his or her parents.
- Tell a school counselor.
- Take him or her to a drug clinic.

3 You are trying to decide what kind of job you'll take after school. Which of these is most appealing to you?

- Teach retarded kids.
- Become a business executive.
- Work in a factory.

4 Imagine you are on a desert island for a year. Which of the following would you rather have with you?

- a set of encyclopedias.
- the bible.
- the collected works of your favorite author.

5 If you thought you were going to die in a week how would you spend your remaining days?

- with your family.
- with your friends.
- travelling.

6 For which group of people do you feel most sorry?

- the sick.
- the lonely.
- homosexuals.

7 A close friend has just painted a picture for you. You don't like it. When she asks for your opinion, what would you do?

- Be honest.
- Tell her you liked it.
- Give it a little praise.

Lesson Materials
YOUR CHOICE (cont)

- 8 What do you fear the most?
- being a failure at school.
 - not having many friends.
 - not making enough money.

Scenario	Value identified	Value clarified
1		
2		
3		
4		
5		
6		
7		
8		

© Michael Pennock. 1979. 'Exercise 5' in *Moral Problems*. Notre Dame: Ave Maria Press, p 99-100

LESSON 22: Yours and Mine



REFERENCE

Page 359 [EXPLORING: Respect for HUMAN MATERIAL RIGHTS]



WHAT YOU NEED

- (1) (6) Bible
- (2) LSM: 'Ten Commandments'

AIMS

- To promote a positive understanding of the Commandments as guides for being truly human
- To tease out the implications of the Seventh Commandment

OUTCOMES

- KUI Learners have an understanding of the commandments as a guide for healthy living.
- DAP Learners can apply the spirit of the 7th Commandment to life decisions.

TEACHER'S NOTE

This lesson offers a study of values with particular reference to the commandment related to material rights. It is important not to stress the commandments as law but rather as a guide to more human living. Respect for property is a two-way action: I respect yours and you respect mine. Many people see only one side: If I steal it is all right - if I don't get caught. No thought is given to the harm done to others. This needs to be challenged.

LESSON OUTLINE

1 Introduction

- Invite the learners to share one rule (in the school or at home) and indicate the need for that specific rule.
- And/or, you may choose to invite the learners to reflect on the following scripture verse: Deuteronomy 4:1.

2 Making the Right Choice

Recall the Ten Commandments by providing the learners with the Lesson Materials Page 'Ten Commandments'. This lesson focuses especially on the 7th, and the following one, on the 10th. Extend the introductory sharing to discuss the 7th Commandment: Why do we need such a rule or guide?

3 You Shall Not!

The commandments are typically worded in negative terms 'You shall not!' Ask the learners to suggest what sort of behaviour the 7th Commandment seeks to prevent. Make a list. (Things that could be mentioned are stealing, shoplifting, damaging, cheating, fraud, corruption, unfairness, and exploitation.)

4 You Shall!

GRADE 10 Personal Morality

Commandments bestow rights, and accompanying responsibilities. I do not really own anything, because everything belongs to God. I am only appointed as steward of my material possessions. What would the attitudes and behaviour of a responsible steward be? Again make a list to compare with the one in (3). (Some examples: trust, honesty, sharing, empowering, respecting, caring for possessions, frugality, gratitude.)

5 Application

In small groups learners discuss the following, giving both positive and negative examples:

- How does the 7th commandment relate to
 - school?
 - home?
- How do I view ownership
 - my own possessions?
 - somebody else's?
- How do I apply this commandment in my interactions with others: for example, with my parents or guardians, with my brother(s) and/or sister(s), my friends, my strangers?

Give learners an opportunity to give some feedback. Comment where necessary.

5 Prayer

[Psalm 119: 1-8]

Learners may write their own prayer as a private reflection.

OTHER IDEAS

7 What Would You Do If...?

Present the learners in groups with a few of the following scenarios, or others like them. For each scenario you give, the group must find consensus on a course of action, and describe why they choose it.

- The neighbour's hosepipe has come adrift, and water is pouring down her driveway into the drain.
- You are offered a slice of cake: the pieces on the plate are all different sizes.
- A person ahead of you on the sidewalk drops a R50 note.
- You pick up a R50 note in the supermarket.
- You are on tour and sharing a room in a hotel with a fellow learner. He suggests that you take the towel as a souvenir.
- You walk past a pile of clothing in the school grounds belonging to one of the younger children.
- The till keeper at a supermarket gives you R20 change instead of R10.
- An elderly person is heading for the only available good seat in the cinema, and you know you could get to it before him.

MATERIALS

LEARNER

- CIE 2005. 'Ten Commandments'



Lesson Materials



The Ten Commandments

From the beginning, the Bible says, the good and the right way for people to live is to love the God who made them and to love one another.

This good and right way to live is set out in the Ten Commandments. These were laws that God gave a group of people called the Israelites thousands of years ago as they traveled from Egypt, where they had been slaves, to a land where they could be free: free to live as God intended.

1. I, the Lord, am your God; you shall not have other gods beside me.
2. You shall not take the name of the Lord your God in vain.
3. Remember to keep holy the Sabbath Day.
4. Honour your father and your mother.
5. You shall not kill.
6. You shall not commit adultery.
7. You shall not steal.
8. You shall not bear false witness against your neighbour.
9. You shall not covet your neighbour's wife.
10. You shall not covet your neighbour's goods.

[Exodus 20:1-17; Deuteronomy 5:6-21]