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Values Clarification in the Language Classroom

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VALUES CLARIFICATION IN THE LANGUAGE CLASSROOM

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TABLE OF CONTENTS

PREFACE

In the fall we presented a workshop on values clarification for fellow MAT's. We all had ideas on what we thought was important in teaching, and a values clarification approach seemed appropriate. But our workshop turned out to be inadequate for many people, ourselves included. We thought about our work together and took these ideas to our practice teaching sites. One of us went to Mexico, one to Colombia and two to an ESL program in Massachusetts.

At any given time in teaching it seems appropriate and productive to examine what we are doing, determine where we have been and decide where we want to go. We think that this paper is a tangible result of this very important examination. We by no means see it as an end result. It contains our ideas as we perceive them now, and we hope that we can move on from this point. Consistent with the process of values clarification, we are not attempting to provide a step by step method. Instead we have tried to raise questions and deal with some of the major issues involved in this approach.

The process involved in the writing of this paper was extremely important for us. We all took long hard looks at our teaching and tried to remain flexible when exchanging ideas. What follows is our progress report. It is our hope that others can gain something from where we have been, and where we hope to go.

PART ONE

We, as language teachers, spend a great deal of time and effort discovering and perfecting methods of transmitting the mechanics--structure, vocabulary, idioms, intonation--of the new language. But more and more students today realize that a language is more than its mechanics: it is an immensely useful tool for getting to know people and places perhaps unfamiliar to these students. And we fail as language teachers if we do not realize that knowing a language is not enough in itself. Students must be able to communicate in their new language: to use it to explore and share their feelings about themselves and their environment. They communicate about what is of vital importance to them so that the classroom becomes more integrated with their lives outside the school.

The gap between knowing the language as an academic discipline and really using the language to communicate is large. Also it is a very difficult gap to bridge. First we must make sure that our students are confident of the mechanics of the language. A student must have a good feeling about himself and a good feeling about the class before he even considers communicating something of real importance.

It is to fill this gap that we have found the methods and philosophy behind values clarification to be particularly useful. We are proposing that the philosophy behind values clarification is not only ideal but absolutely necessary for developing both communication skills and the qualities necessary for self-knowledge and self-direction.

There are, of course, many reasons why people learn languages. But

we see in language learning two dominant values:

a. Through "languaging"[1] we are able to develop our thinking processes, which we depend on for self-education.

b. It is with language that we are able to communicate our thoughts to other people; it is through "languaging" that we can examine our ideas and feelings, communicate them to others, and thereby relate to other people.

In other words, language learning is an excellent opportunity for human development--development of the thinking processes, of self-awareness, of self-confidence, of self-direction, and of an ability to relate unexploitatively to other people. Because values clarification depends on communication and language, we find it particularly suited to language learning.

Values clarification is precisely what the two words indicate: the process of clarifying one's values. It is essential to keep in mind that values clarification is a process. It is the continuing experience of becoming aware of one's values and of learning how to evaluate them. It is not just a technique, an exercise, or even a unit of knowledge. Operationally defined by Louis Raths, Merrill Harmin and Sidney Simon in Values and Teaching, a value is something that is "chosen," "prized" and "acted upon." Specifically a value must be:

a. chosen freely

b. chosen from alternatives

c. chosen after thoughtful consideration of the consequences

d. prized, or highly esteemed

e. publicly affirmed

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[1] "Languaging" is the term used by Neil Postman and Charles Weingartner to indicate that language is an active process of communicating, understanding and perceiving. We understand it to be a part of all stages of language acquisition. Neil Postman and Charles Weingartner, Teaching as a Subversive Activity (New York:Delacorte Press, 1969), Chapter vii.

f. acted upon

g. acted upon with consistency.[2]

Unless a supposed value meets each of these seven criteria, it is not considered a true value, but rather a possible indicator of a value. Things that fall short of one or more of these criteria could be values if they were acted upon or thought about more conscientiously: e.g., beliefs, aspirations, worries, purposes, interests, feelings, attitudes, convictions, activities, problems and obstacles.[3] Values clarification, then, becomes the process of applying the seven values criteria to one's beliefs, activities, attitudes, etc., to determine to what extent one actually does value what he believes he values. During the process, one becomes aware of various shortcomings in one's valuing: e.g.,a particular attitude or feeling is not acted upon, an activity has not really been chosen from among alternatives, or a conviction is not prized to the extent that one will publicly affirm and act upon it.

Some educators who have worked with values clarification have developed activities which help people become aware of their values by focusing on the above mentioned seven criteria of valuing. (Some examples of activities may be found beginning on page 44.) Some of these activities may be reflected on by an individual working alone; other activities are best handled first individually and then in small groups; still others are group activities. But central to the whole process is the group dynamics of voicing and questioning, supporting and encouraging, affirming and changing. Hence, values clarification is a continuous process of relating to and communicating with others. Moreover, the importance and method of clarifying values are

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[2]Louis Raths, Merrill Harmin, and Sidney Simon, Values and Teaching (Columbus: Charles E. Merrill Publishing Co., 1966), p.30. The theory of values clarification is delineated in Chapter iii.

[3]Ibid., pp. 30-33.

adopted by the individuals as integral parts of their thinking processes. In this way, one discovers how to learn for oneself.

However, these strategies and exercises are not the crux of values clarification nor of what we advocate in language teaching. The most important aspect of values clarification, and the essence of what we believe should be the core of language learning, is not the exercises but the philosophy: knowing what is important to oneself and why it is important enables one to make decisions in harmony with one's values and to act accordingly. According to this philosophy, education is the process of becoming aware. Implicit in this process is communication among individuals. In Schools Without Failure, Dr. William Glasser summarizes the importance of this group process of communication.

> In life there are many opportunities to speak for oneself. The more we teach children to speak clearly and thoughtfully, the better we prepare them for life. When a child can speak satisfactorily for himself, he gains a confidence that is hard to shake.[4]

The philosophy of values clarification, which takes account of and builds on the values of learners, and the activities of values clarification, which facilitate interpersonal communicating and relating, are ideal for language classes.

> We've discovered a fascinating thing: that as foreign language teachers we have an exciting opportunity to satisfy the students' need to become more aware of themselves, interact with others, and to develop more positive self-concepts...Our job is to teach communication, so we can make all these relevant and meaningful exercises (values clarification, human development, transactional analysis, and parent or teacher effectiveness training) a basic part of our classroom activities.[5]

We do not want it to appear that we are recommending teaching a language by values clarification methods alone. What we are saying is that the means

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[4] Dr. William Glasser, Schools Without Failure (new York: Harper and Row, 1968), p. 144.

[5] Virginia Wilson and Beverly Wattenmaker, Real Communication in Foreign Language (Upper Jay, N.Y.: The Adirondak Mountain Humanistic Education Center, 1973), p. 3.

and the ends should be kept clearly in mind and in perspective: our goal in teaching the language is to enable the students to use the language to think and to communicate. Various teaching methods and techniques, from audio-lingual through the Silent Way, from minimal pairs through operations may be effective for introducing and drilling the grammar. But if one concurs with us that learning grammatical precision is not the ultimate benefit of language learning--that the true value of learning a language is in nurturing self-confidence, self-esteem and a thoughtful, humanistic perspective on one's life and relationships, that real communication is the fundamental goal--then the values clarification activities and the various teaching methods can be used to complement each other, and the philosophy behind values clarification will be evident in the ultimate objective of any and all classroom activities. We believe that focusing on the individual and his values should be the integral thread pervading all educational--and all language learning goals.

PART TWO

INTRODUCTION

The study of grammar provides the necessary building blocks of a student's speech, but values clarification is the application of grammatical structures. Any values clarification activity is certainly affected by the student's knowledge of grammar. If he has not learned the past tense, no matter how hard he tries, he cannot say, "I was tired yesterday." On the other hand, the student's desire to communicate that idea to his friends may provide reason enough for learning the past tense. Values clarification, like other means to communication, can be a real and immediate motivation for learning the grammar of a language.

While values clarification activities demand the use of grammatical patterns and vocabulary, they should be sequenced and carried out independent of the grammar the students are learning. The teacher must make this distinction between the two and must consciously include both components in his lesson, the study of grammar and the real use of the language to say something that is important to the student.

Language teachers must consider their students' level of understanding before deciding whether or not to introduce a new grammatical structure. In the same way a teacher must choose values clarification activities that arise from and are appropriate to the climate of the class. Just as a teacher should not say, "In two weeks, we'll begin the conditional tense no matter how well they understand the lesson that precedes it," he would never want to prepare and follow a strict sequence of values clarification activities. A values clarification activity should be chosen because it corresponds to the feelings of trust and openness among the students. It should be aimed toward their desire or need to examine their own values.

It should not be chosen simply because it contains a particular language structure that the students are studying. There may be times when an appropriate values clarification activity also happens to contain that week's grammatical structure, but this should not be the only reason for using the exercise. Values clarification activities stimulate the students to use the language in a natural way. If special vocabulary and structure naturally come out of the activity or if the students wish to try out what they are currently studying, then the teacher can feel pleased that the lesson has served a double purpose. But if he selects a values clarification activity to teach grammar, he has compromised both the grammar and the values clarification.

Because values clarification activities should be undertaken for the purpose of introspection and communication of ideas, it follows clearly to us that not only does the teaching of grammar have no place in these activities, but the class's concern must not be with correcting grammar. Neither teacher nor student should allow grammar corrections to interfere with the primary purposes of these activities. As in any discussion, grammar may become an obstacle to understanding, at which point clarification becomes necessary. Also, the teacher may later recall aspects of the grammar that hampered discussion or led to confusion and correct the useage at another time. But the focus must always be on the ideas being exchanged.

Given the vafiety of individuals in a group and the unique style of interaction that each group has, it is unlikely that any one values clarification sequence would be applicable to more than one class. This means, too, that it would be surprising if a teacher's classes were all

ready at the same time (in terms of trust and sense of classroom community) to discuss the same values. If he finds himself using the same pacing and choice of values clarification activities for all his classes, he should probably question his sequencing. It is possible that he is ignoring the group dynamics of his classes and has either rushed or delayed the natural pace of their interaction.

SEQUENCING

Sequencing is an important part of any long term undertaking. Some sort of logical order must be preserved to obtain the maximum benefits. One of the difficulties in sequencing values clarification activities is that this order must be based on a careful analysis of some very intangible factors. Four major areas need to be considered in sequencing:

1. the classroom atmosphere
2. the individual's desire and ability to explore himself
3. the language ability of the people involved
4. the special interests of the group.

Then these factors must be filtered through the day-to-day intangibles--class and teacher's moods, weather, time of day--which affect any group's mood. All these factors affect the choice of an activity; the working through of the activity alters these factors; this in turn establishes a new framework for the next activity. Not only does the teacher analyze these factors but the students do too. Many of the activities that arise spontaneously in class do so because the students as well as the teacher realize that this is the correct time for them.

Values clarification can be very threatening. It encourages an individual to open himself up honestly to others and to let down many of his barriers and defenses. We cannot expect this process to begin until we have begun the process of establishing an open, honest, and accepting classroom atmosphere. All individuals have a hierarchy of needs:

1. physical needs
2. feeling of structure as opposed to chaos
3. need for belonging
4. feeling of self-esteem and status

5. self-actualization[6]

The most basic needs--food, air, clothing, must be met before the individual can begin to take care of needs further up in the hierarchy. Earl Stevick saw the application of this hierarchy to the language classroom.[7] In sequencing values clarification activities, we have to work up through this hierarchy. The need for belonging, for group cooperation and support must be satisfied before we choose activities which deal with self-esteem, lack of fear of ridicule, and respect for ourself and others.

Many of the components of the valuing process are private ones; each individual must begin to think about himself, his beliefs, and his feelings, and must begin to see the value in sharing these aspects of himself with others. Values clarification activities have to be chosen to stimulate this need for self-knowledge, the desire to act on this knowledge, and the ability to accept this same process in others. This too can be a very threatening process for an individual. We may have to begin with non risk-taking activities. An activity concerned with what you would do if you had a million dollars is probably much less risk-taking than one dealing with sex; however, it begins the process of self-exploration and begins to alter the framework so that activities involving greater risks can be attempted later.

Language ability clearly affects what kinds of activities can be used, but it is not as big a hindrance as it may appear to be. Many activities can be used almost pre-verbally or adapted to a very low language level. We have used values clarification activities with beginning classes with success. One of the real benefits of doing values clarification in a beginning class

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[6]Robert C. Hawley, Human Values in the Classroom: Teaching for Personal and Social Growth (Amherst: Education Research Associates, 1973) p.9. Hawley applies Abraham Maslow's hierarchy to the classroom.

[7]Earl Stevick, of the Foreign Service Institute. Lecture at the School for International Training, Brattleboro, Vt., 11/2/73

is that it stimulates a desire to communicate, which in turn creates a demand for certain vocabulary and grammatical structures.

Special interests of the group may also help determine what sort of activities can be used. An example is the following unit on drugs. However, within this unit all the other factors which make up this framework had to be considered.

Each of these four factors must be dealt with separately in sequencing activities. A beginning language class may well have a more highly developed sense of community than an advanced one, which would certainly affect the type of activities which are used in class. No matter how carefully the teacher has analyzed these factors in planning an activity, it must be remembered that the activity is going to be filtered by that particular class on that particular day.

EXAMPLES

The following are two examples of the sequencing of values clarification activities, each within a topic unit. Since all specific examples in this paper have been taken from our personal experience, we have written them in the first person singular.

Sequencing: Drug Unit

The purpose of this example is to clarify some observations about sequencing values clarification activities. It is also to exemplify one way in which values clarification can be employed in the language classroom.

We have said that the familiarity, feelings, background and other factors of the group determine the extent and types of activities used in the classroom. But a certain amount of forethought and sequencing--tempered by on-the-spot sensitivity and flexibility--help in giving values clarification activities direction. I used several values clarification activities to introduce a unit on drugs in my ESL classroom. The purpose was twofold: to consider the subject matter on fact, concept and value levels, and to utilize the search for values as a motivator for seeking more information on the topic.[8]

My class consisted of five junior and senior high school students in an American school. The students were from different backgrounds and nationalities. Their English language ability ranged from low to high intermediate. All except one student had been in the U.S. less than a year. All were experiencing problems in adapting, and each was coping with them differently. During the week, the students had told me they were interested in learning about and discussing drugs. Most were inexperienced but curious. The one boy who used marijuana regularly was confused by his use of it. Specifically he wanted to understand why people use drugs. I decided to use values clarification activities to explore their attitudes towards drugs, to get them talking and listening to each other, and to build a group feeling. I felt that they should have an opportunity to become more informed about drugs, and for this reason I made available a number of articles, pamphlets and books for them to use as they wanted. Not knowing the group well yet, I decided to concentrate primarily on their attitudes. If they indicated sustained

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[8] Sidney Simon, Leland Howe, and Howard Kirschenbaum, Values Clarification: A Handbook of Practical Strategies for Teachers and Students (New York: Hart Publishing Co., Inc., 1972) pp. 21-22.

interest in the subject, the unit could be expanded. Following are descriptions of the activities I used.

Values Voting:

First I wanted the students to realize that they had something in common with one another. I used a values voting activity with what I considered to be non-threatening content.[9] I asked my students to listen to my questions and to respond with hand gestures indicating agreement or disagreement. I stressed that they should pay attention to the other studnets' responses so that they could discuss particular issues later and so that they could know more about each other. I also asked them to give spontaneous responses and not to worry about the generalities in the questions.

How many of you
- have smoked marijuana?
- want to smoke marijuana?
- have friends or know somebody who smokes marijuana?
- have been offered marijuana?
- think marijuana is not harmful?
- think marijuana should be legalized?
- think you know a lot about marijuana?
- want to know more about marijuana?

Exclamations of surprise and laughing agreement accompanied several of the responses as students began noticing their companions' reactions. Short discussions occurred in response to a few questions. After the last question, they began asking each other for more complete explanations. This activity served as an ice-breaker and indicated to the students each other's opinions, experiences and knowledge.

Ranking:

Next I used an activity that ould continue their interpersonal discussions and encourage them to indicate their attitudes to each other.[10] I gave

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[9] Ibid., p. 38

[10] Ibid., p. 58

them sets of three situations and asked them to rank them from most desirable to least desirable using numbers. After they had ranked each set, they were given time to discuss and question their rankings with each other.

A. How do you feel about the legality of marijuana?
_____Marijuana should be legalized.
_____People should be fined for smoking marijuana.
_____People should be put in prison for smoking marijuana.

B. Which would make you feel worst?(1 is worst)
_____My brother/sister smokes cigarettes.
_____My brother/sister smokes marijuana.
_____My brother/sister drinks liquor.

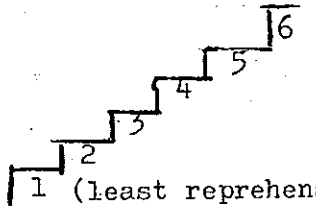
C. Which of these do you feel is the main reason why people you know use marijuana?
_____Because their friends use it.
_____Because it makes them feel good.
_____Other (write it)

The response to this exercise was also good in that discussion was generated and the students were forced to consider their attitudes.

Forced Choice Ladder:

To continue this examination, I used a forced choice ladder.[11] The students were told six situations, and they ranked them from most reprehensible to least reprehensible on a six-step ladder. Each situation had a key word (underlined in each sentence below), and the students wrote the word on each step of the ladder. Following their rankings, they were given time to think about and rearrange the rankings and to discuss their differences, citing the reasons for their choices.

1. A boy is turned in to the police by his father for smoking marijuana.
2. A girl is suspended from school for smoking in the restrooms.
3. A boy steals money from his father's wallet to buy cigarettes.
4. A boy steals money from his father's wallet to buy marijuana.
5. A girl gives some marijuana to her ten-year-old sister to smoke.
6. A boy is selling marijuana to junior high school students to get money to attend college.



(most reprehensible)
(least reprehensible)

[11] Ibid., p. 98

Values Continuum:

The last exercise I presented was a short values continuum.[12] The purpose was to get the students to publicly affirm a decision and to discuss their values with each other. I drew a line on the blackboard, writing opposing values at each end of the line. Then I asked students to place a mark along the line indicating their position on the line. They were to discuss their positions and why they put their marks to one side or the other of the other students' marks.

Marijuana should be legalized _____ People should be put in prison for using marijuana.

Throughout the activities, students were paying attention to each other instead of listening only to the teacher. They directed questions to each other. They also discovered that they did not know very much about marijuana and needed more information before they could make decisions about its use. I hoped that they also would realize the need to suspend value judgment on the use of marijuana before more information was accrued, but I am not certain to what extent this goal was reached. There was a considerable amount of discussion and interest. Grammar was not perfect, and circumlocutions were often used, but the students were able to make themselves understood. They were becoming aware of their own attitudes and knowledge and their limitations and prejudices. Meanwhile, they were learning about each other and a group feeling was being formed. They did not need perfect English for these accomplishments, but they were using what English they knew to express themselves and question each other.

In presenting this sequence of activities, I was prepared to stop, rearrange or substitute if I sensed discomfort, boredom or some other

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[12] Ibid., p. 116

dissatisfaction. I was also prepared to continue with more exercises or to concentrate on facts--or to discontinue the entire unit--depending on the students' reactions and requests. This sensitivity and flexibility are essential.

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Sequencing: Students' Futures

The following is another example of a sequence I used in my high school ESL class. The purpose of the unit was to encourage the students to focus on their own futures as they perceived them. The discussion varied with each activity because some required more thinking and reflecting than talking. I felt the positive aspects were that

1. the students were considering and discussing to varying degrees their futures, and
2. there were numerous reading and writing exercises to encourage them to further articulate their feelings.

To begin our unit, I used the "Are You Someone Who..." strategy.[13] On duplicated sheets of paper I wrote questions such as,

"Are you someone who will learn to play an instrument?"
"Are you someone who will be on welfare?"

There were about thirty such questions, each capable of being answered by checking "yes," "no," or "maybe." This prompted considerable discussion. I had them ask each other the five or six questions that interested them the most. I told them to think about their answers to these questions and to complete two additional sentences with the answers that were the most significant to them.

"I am a person who will..."
"I am a person who will never..."

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[13] Ibid., p. 366

Those who wanted read their sentences to the group. There was potential for a great deal of discussion, questioning and mutual support for each others' feelings.

The next day I had them continue with an exercise we had done before. The previous week I had asked them to list twenty things they loved to do.[14] We had kept the lists, and now we were able to use them to continue thinking about the future. I asked them to code their list in the following way:

1. Put a C next to those things your children will have on their own lists.
2. Put a B next to those things you will become better at doing.
3. Put a heart next to those things your husband/wife will put on his/her list.
4. Put a - next to those things that will not be on your list in five years.

They then shared some of their coded lists with each other, sometimes giving reasons for their opinions.

Following this, I wanted the students to think about the children they would have someday. They would draw/describe their children and tell as much as they could about the child's personality, tastes, likes, habits and so on. We did not do this because of a lack of time, but I think it would have been both appropriate and valuable for the class at that point.

Additional exercises relating to the future that I might have used were concerned with such questions/topics as:

1. Where will you be twenty years from now?
2. What problems will you have returning to your countries?
3. What courses will you take next year?
4. What will make you the happiest (today after school, when you return to your country, etc.?)
5. You are going to die in one year. What will you do from now until then
6. What presents will you take to your friends in your own countries? Will you give your family this Christmas? Do you want to receive?
7. What will you do if a boy/girl wants you to sleep with him/her?

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[14] Ibid., p. 30

8. Make a time line covering your life from now until you die.
9. Plan the house you will want to own. Draw the plans including the surroundings. What things will you want to put in it?
10. You are going on a trip to another planet/country, but you can only take one suitcase. What things will you take with you?
11. What kind of parent will you be?
12. Draw or find a picture of how you will look/feel in fifty years.
13. What will you tell your friends about your American experiences?
14. Will your English help you in your own country? In what ways?
15. How will school/families/housing be in the year 2000?

When approaching a unit such as this exploration of the students' futures, I find that making this kind of list is helpful. It allows me to be more flexible with my classroom activities because I'm prepared to move in whichever directions the students wish to expand the topic. It's not difficult once we have identified the most important questions to plan specific values clarification activities that are appropriate for the class.

I also think that the following values clarification strategies from Values Clarification: A Handbook of Practical Strategies for Teachers and Students can be easily used to help students consider the future:

Alternatives Search, page 193
Consequences Search, page 207
Getting Started, page 211
Dialogue With Self, page 221
Two Ideal Days, page 314
Self-Contracts, page 319
Ready for Summer, page 363

PART THREE

INTRODUCTION

To illustrate how we used values clarification activities in our classrooms, we are including the following case studies. They are taken from our own teaching experiences and have been chosen to represent a variety of classroom situations, age groups and English ability levels. We have included both lessons we felt achieved their goals and others we felt did not, with the hope that our explanations and self-evaluations will be helpful to the reader.

It should be clear from these studies how many factors influence a class's reaction to a values clarification activity. In writing these we are also reminded that teachers cannot expect to be skilled facilitators the first time they use a values clarification activity in their classroom. Just as it takes time for the students to develop a feeling of community and a willingness to examine their values, it will require much practice for the teacher to develop the skills necessary to facilitate them.

IMPORTANCE OF CLASS NEEDS

Students of all ages and cultural backgrounds have values that are vitally important to them. While the specific feelings and the openness with which they are usually discussed with their peers may differ according to culture, it is nevertheless important for the schools to incorporate these into the curriculum. A teacher whose cultural background is different from that of the students will need to be all the more careful to select values clarification activities that are appropriate--activities that come from the students, are of immediate concern to them, and do not violate the feelings of mutual trust that have developed in the classroom.

I was teaching five students from Hispanic and Taiwanese families in an American high school English as a Second Language class. For nearly two months we had talked about our attitudes toward such topics as drug use and education in America, contrasting our feelings with the behavior we observed in the school. We shared opinions openly and in most cases the students were interested and attentive.

As they began to discuss the American dating system, many questions were raised about male and female roles in the United States. It was an issue that had been confronting them for the six months they had been in the United States--how do American boys and girls relate on a date? How should they as foreigners relate? What aspects of their own behavior were they willing to change to conform to the American style?

To approach these topics the boys and girls in two separate groups made up lists of character traits which they felt were desirable both for their own sex and the opposite sex. These were then condensed into a questionnaire on which they ranked the traits in order of their importance.

The students themselves first filled out the questionnaire. They

discussed their individual responses, noting especially the boys' emphasis on sex and physical appearance as opposed to the girls' on sensitivity and respect.

They were then curious to see if American attitudes would be different. They went out in teams to poll a random sampling of the American student body. Although their sampling techniques were not sophisticated, the questionnaire provided some interesting results. As the ESL students compared their results to those of the American students, they were able to focus more clearly on their own expectations. They discussed at length which aspects of their beliefs and behavior they were willing to modify to meet the American conception of a "good date."

As evidence of the importance of group trust, the ESL students chose not to report the results to the student body. They recognized that it would be valuable for everyone to see, but they did not feel comfortable sharing their own values with people they did not know. The sense of trust that the students felt in the ESL class could not extend to the entire school. Possibly over a longer period of time the foreign students might gain enough confidence to affirm their values publicly, but as a first step, they were trying to define them for themselves.

ESTABLISHING CLASS FEELING

I had an advanced conversation class in Colombia. The class, which was held at lunch time in a textile office building, consisted of several young secretaries, a watchman, and one of the top vice-presidents of the corporation, just to mention a few of them. It was quite a mixture of people in a country which seems quite class-conscious. They had been together in a conversation class before in which, it appeared, the teacher had given a topic at the beginning of the hour. They were expected to talk about it for the entire class period. As a group they knew English very well, but they were completely bored with what they saw as conversation classes. What struck me as very strange was the fact that they knew nothing about each other. So I had a dual purpose in mind when I attempted to select a values clarification technique for this class. I wanted them to use their English in some sort of meaningful conversation, and I also wanted them to improve their feelings about each other. I chose the "Unfinished Sentences" exercise.[15] I supplied the first half of several sentences. For example:

On Saturdays I like to .....
If I had 24 hours to live.....
I feel best when people .....

We all completed several of these sentences in writing, and then shared them orally, but only if we felt comfortable doing so. What resulted amazed me. We were all involved in conversations that meant a lot to us. We were using English and establishing a non-threatening atmosphere in the class. We were beginning to have real communication in the class.

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In Mexico, I had a class of intermediate students ranging in age from sixteen to about sixty, most of whom had known each other before. I was expecting my new supervisor to arrive in the beginning of the fifth week of classes.

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[15] Ibid., p. 241

As I had been talking with him at a recent conference about values clarification, I thought it would be interesting to do an activity in one of the classes he was observing. I had done other values clarification activities with the class, and they generally had gone well.

I planned to do a forced choice exercise[16] as the last part of my class. The first part of the class went well. The second part was ineffective; the students were bored and restless. However, not to be daunted, I ignored this feeling, and went into the values clarification activity I had chosen. We considered four questions before I realized that it too was inappropriate.

As I look back on it, the activity was doomed before I started. First of all, my motives were completely wrong. Instead of using a values clarification activity for all the reasons we have outlined for doing values clarification, I used it to show to my supervisor. Secondly I was nervous because this was the first time I had been supervised by this particular person, and particularly nervous because I was attempting to do something that was very important to me. I am sure the class sensed my discomfort. Thirdly, I ignored everything I knew about group trust, openness, and sense of group feeling and attempted to do an activity with a stranger in the classroom, someone they had never seen before. Since the previous exercise had failed, the atmosphere was wrong for doing values clarification. I should have changed my plans entirely and done something loud and fun. Finally, because of many of the factors above, I did not take the time to explain the activity, define exactly what was expected of them, and clearly define the meaning of the words.

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[16] Ibid., pp. 94-97

FLEXIBILITY IN PLANNING

It is most important to remember that the values clarification approach to education we are advocating is an overall philosophy. Many teachers have used this approach but without the label "Values Clarification." When teaching, we always try to keep in mind the "process of valuing." Many times it is difficult to have the appropriate activity at hand. How can we know the atmosphere of a classroom each day of the week when we attempted to plan lessons in advance? If we keep in mind the values clarification philosophy, we can handle situations as they arise.

I had an intermediate group of Colombian adults. It was one of the first days of class and I wanted to create a warm atmosphere. I honestly wanted to know more about the students, and suddenly, midway through a question to one student, I realized that the past tense was required to answer the question. The student felt good about himself, and he was comfortable with me and his classmates. So the student answered the question in the present and said, "past." He knew that we as a class wanted to know personally about him, and his ignorance about the past tense did not impair communication in any way. The student had experienced the process of valuing because the atmosphere of the class permitted him to do so. I did not correct his grammar; his classmates did not snicker at his "ignorance." We were concerned with what was important to him. At this point, after the question and answer had been considered, some students asked for the correct formation of the simple past in English. Now I could concern myself with the "facts" level. It was an appropriate time to introduce the past tense. The technique for presenting this point of grammar was not important. They wanted it, and would learn it any way that I presented it. What was important was that the student chose and prized this behavior. He needed the simple past tense because he wanted no chance of confusion when he talked about something

that was important to him.

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Another case was my intermediate, adult, Mexican class. On the second day of class I started to review the verb "to be" by writing on the board, "I am a teacher," "I am an American, "I am a _____." At one point I could not think of any more words to describe myself, and spontaneously the class began to add to the list, asking either me or the other students for words they did not know in English. Then each one of them started an "I am a _____" list, continuing the same process to find words they did not know. Finally we shared our lists with each other and discussed which one out of all the characteristics we would choose as a single self-definition.

It was an activity that interested and involved the whole class. The students took control of their learning by discovering the vocabulary they really needed to know. And it was an opportunity for us to begin to introduce ourselves to each other.

****

I met weekly with a small group of Korean high school boys in an English conversation club. The members had decided at their previous meeting to discuss the American system of placing senior citizens in old folks homes, a thought which was repugnant to the Koreans' attitude of respect for the aged. However, as they spoke, they began to notice inconsistencies in their own feelings. Why did they venerate someone else's grandparents while theirs often irritated them? Given the huge generation gap that existed and the overwhelming changes that were taking place in modern Korea, what was to be the new role of old people? And more specifically, how should they as responsible young adults relate to their parents? These were issues of real and constant concern to the club members.

In order to approach the question, I suggested that the students rank themselves according to several questions: they were to place themselves on a Yes/No

continuum. I asked:

1. Do you want your parents to live with you after you have a family of your own?
2. Do your parents want to live with you?
3. If your parents won't let you marry the girl you love, would you marry her anyway?
4. If your parents want you to attend Seoul National University, will you try? (This usually means two or three extra years of preparation before taking the college entrance examination.)

Since I told the students that no two of them could be at exactly the same point on the continuum, they had to discuss the nuances of their feelings. It was a fascinating evening both in terms of clarifying their own values and in getting a feel for the range of ideas among the club members. The activity was successful because it dealt with a topic that was crucial to them both inside and outside the classroom. They themselves had proposed the discussion to clarify in their own minds how they felt. All the students realized that there was no correct answer or even any best answer to such difficult questions. Each of them had to form an answer that was appropriate to his perceptions and needs.

USE IN BEGINNING CLASS

I had a beginning ESL class of thirty sixth grade girls in Mexico. This was in a traditional, fairly authoritarian, private Catholic school. Most of the students had known each other since kindergarten. They knew each other well, but the atmosphere was competitive, and not very open or trusting.

After the first two weeks of class I felt I had to try to provide for some real communication between the students, something more than "What color is the pen?" "It is green." I also wanted to attempt to make the atmosphere of the class a little less competitive by placing them in a situation where no one was right or wrong. And I wanted them to become aware that it was fine to have and express differing beliefs.

I taught a dialogue which used the words "cute" and "nice". After we had worked on it, we talked about people who had these qualities. Then one person named a cute person and we voted by raising our hands to indicate whether we agreed. Everyone was involved and interested in each other's opinions. Next, each student wrote down the name of the nicest and cutest person. Because they didn't know the -est ending, I gave them a quick translation of it. Then we talked about what we had written. The last part of the activity was to have the students indicate whether they preferred to have a cute boyfriend or a nice boyfriend by going to one side of the room or the other.

After only two weeks of English the language level of the students was very low, so I tried to pick an activity where they were engaged in real communication but mostly on a non-verbal level. Because this was the first time they had participated in an activity like this, I tried to use a low risk topic such as cute and nice. The students were excited by the activity. They were talking

about things such as boyfriends which were important to them, and they were doing it in English. They began to realize that it was valid to have opinions which differed from those of their peers.

PROBLEM: CLASS INTERACTION

My junior high ESL class was fertile territory for values clarification activities. Although they were just beginners in English, the students (three Puerto Ricans and two Taiwanese) were still struggling to adjust to the United States. All were confronted daily with their inability to communicate which severely limited their friendships and their involvement in the school. All had unresolved problems in their families and a very confused sense of identity. These were students who potentially had a great deal to share with one another and for whom value clarification activities seemed invaluable.

We tried several different values clarification strategies using the verb "to be" plus an adjective. (For example, "I'm happy with my friends. I'm bored in school.") They were successful in terms of allowing the students to communicate their real feelings, but there was no real exchange of ideas. Each of the students was talking, but no one was listening to the others' responses. I felt very frustrated that they did not respect or even acknowledge each other's opinions. Several times I tried to discuss with them the need to listen as a simple matter of courtesy. Everyone would agree that they should be better listeners, but the results never lasted beyond that class period. In addition to this, I was uncomfortable having all the questiohs and answers directed towards me as the one who must know the answers - after all, I was the teacher.

In retrospect I can see that my expectations were too high. I was dealing with students whose constant frustrations and defeats with school and the English language had conditioned them not to listen to what was happening around them. It was difficult for them to concentrate on any subject for more than a few minutes, even if it was in a language they could understand easily. The fact that they were speaking at all about their feelings was a major step for

them and a real beginning effort to communicate. I should have been patient enough to accept the subtle signs of progress that were taking place.

Another problem that I had was my own discomfort with a teacher-centered classroom. Nobody listened or spoke to the others which is what I considered a problem but they all listened and spoke to me. I was too impatient to allow a feeling of community to develop at its own pace. Rather than accepting the students' behavior as it was and being satisfied with gradual progress, I had imposed my own expectations on the class right from the beginning. Values clarification is a long, slow process,,particularly in a class with so much built-in fear and distrust.

PROBLEM: GRAMMAR AND VALUES CLARIFICATION

We have said that the language should be studied to enable the students to use it for meaningful communication and to develop their thinking abilities. Moreover, we feel a need to separate the values clarifying process from learning the mechanics of the language. In my teaching in an ESL program in an American school, I did not separate the grammar teaching from the values clarifying activities. In fact, I was directly teaching grammar with these activities. I found this to be a mistake because the students were able to see that I was really drilling grammar using the facade of humanistic interest in the values clarifying process. There were two consequences: they learned the grammar, but they did not seriously undergo the process of valuing. The result of this intermixing of grammar and valuing, since I did it many times, was that the students looked on the activities I presented as strange grammar drills which they performed half-heartedly and meaninglessly. It would have been better for grammar drills to be presented straight-forwardly as such, and valuing to be presented sincerely and honestly.

One example was my treatment of the future tense. For the first few minutes of each class, I presented grammar drills and examples of the proper use of the "going to" future and later the "will" future. After the first few minutes, I would use questions such as a list of "Are you a person who (will learn to play an instrument)?" After the exercise, we would discuss answers briefly, but the students realized that my major concern had not really been the valuing--the consideration of their futures.

This is not to say that no good came out of the exercises. The students learned the grammar and they spent much of their time thinking in the future tense about their futures. But because they realized that the group process, valuing, and communication were not the real goals, the response was as contrived and insincere as the presentation, and my real goals were never reached.

PROBLEM: USE OF THE NATIVE LANGUAGE

We do values clarification activities because we believe in the importance of the process. We do values clarification activities in our language classrooms because we believe that by making the language real and communicative, people will want to learn the language. And we believe that the language they will be learning will be a real language, not just "the book is on the table" language, but the "I'm really bored by this class" language.

However sometimes there is a conflict between the importance of the values clarification process and the importance of practicing the language. This is especially true when all the students and the teacher speak the same language. When a discussion becomes so involving and important to the students that their frustration at not being able to say what they really want forces them into using their first language, should we as language teachers demand that the discussion be continued in the language that is being learned, or should we as values clarifiers allow the discussion to continue in the first language? The students, too, are faced with this same conflict: is it more important to concentrate on the language they have come to learn, or to communicate what is important to them in the most expressive way possible?

In my mind this is still an unresolved question. In Mexico, because all my students were Mexican and because my Spanish is fairly fluent, I found myself in this position several times. I dealt with each incident individually but inconsistently. At times I insisted that the discussion continue in English because I thought we could communicate our ideas in English even though it was

difficult for them. At other times it was obvious that communication was not taking place but that the discussion was of real importance to them, so we switched into Spanish. Maybe I was taking the easy way out and letting the students do the same. Or maybe, if the discussion was important, no matter what the topic, it should have been continued in Spanish. One time my students initiated a discussion on marriage. I managed to keep it in English until the exact minute the class ended, at which point it took off in Spanish and continued for an hour and a half more. I'm not sure what I would have done if it had been a two hour class.

PART FOUR

These sorts of self-definition activities can be done alone or shared with a partner or small group. The students underline the most appropriate response. They then draw their own conclusions to complete the bottom sentences.

Who Am I?

I am tall / short / medium

I am happy / sad / angry

I am frightened / brave / confused

I am pretty good / so-so / not very well / bad / very bad

I am healthy / sick

I am excited / tired

I am busy / lazy / bored

I am a worker / a player / a loafer

I am a music lover / an athlete / a student

I am a boy / a girl / a teenager / a man / a woman / a child / a kid

I am funny / serious

I am skinny / fat

I am hot / cold

I am light / heavy

I am happy wearing blue clothes / red clothes / yellow clothes

I am happy in the Spring / Winter / Fall / Summer

I am angry staying home from parties / failing tests

I am confused listening to teachers / reading books / writing tests

I am lonely at home / at school / downtown

I am happy in the morning / in the afternoon / at night

I am tired in the morning / in the afternoon / at night

I am always .....

I am never .....

.....sometimes .....

.....often.....

.....hardly ever.....

.....not.....

INTRODUCTION

The following are samples of the types of activities we have used, roughly divided into language levels. Pages 41 through 46 we have used with beginning classes. Pages 47 through 56 were used in more advanced classes. However, those at the beginning level certainly can be used at an advanced level, and quite possibly, some of the advanced ones can be adapted for lower level classes. They are not separated into age levels, although some are better suited to younger children than to older ones. Nor are they divided into high - low risk catagories. The teacher must make these evaluations himself.

Please be aware that these are only examples. They must be adapted and sequenced to fit your classes. Also keep in mind that using one activity is not "doing" values clarification.

We do not feel very comfortable including this section. Too many people have said to us, "Oh, yes I did values clarification, but it didn't work too well." Usually this means they have used one exercise from a values clarification book without adapting it or taking into account features, such as class feelings, which strongly influence how well each activity works. If the activity didn't stress a particular grammatical point or if the discussion didn't seem to lead to anything, they figured "it didn't work" and dropped the whole idea. We tried to show in the previous section that we too have had many failures. However, because we believe very strongly in values clarification, we believe these were failures of one activity, not of our ideas.

There are many additional suggestions and warnings about the use of values clarification activities that we believe are important. We have not included them here, because we feel they have been more than adequately covered in the source books on values clarification. We would like to suggest very strongly that before you begin to use any values clarification activities you read Part I of the Values Clarification Handbook and Parts 2 and 3 of Values and Teaching.

The following three exercises involve interviewing. Their purpose is to help the students get to know each other both at a facts and a values level. They also give the person interviewed a chance to publicly affirm his values.

What food do we like?

1) Does John like pizza?

2) Does Ramón like chocolate cake?

3) Does Marta like chicken?

4) Does Ruth like apple pie?

5) Do you like grapefruit?

6) Do we all like eggs?

7) Do Ramón and Ruth like brown rice?

8) Who likes jello?

9) When does John like rice?

10) Do we like tunafish for breakfast?

11) Do you like bread and butter?

FIND THE ANSWERS TO THESE QUESTIONS:

1. Does John have a brother?
2. Is Shu-shin the youngest in his family?
3. Does Marta have a sister?
4. Are the Torres from San Juan?
5. Does Ruth like football?
6. Did Shu-shin visit John last week?
7. Did Marta listen to records last night?
8. Where did Ruth work last summer?
9. What class did Ramón have in B Period?
10. Did John cook Chinese food last night?
11. What time did Ramón arrive home last night?
12. Does Shu-shin have a girlfriend?
13. Did Marta play the guitar this week?
14. What kind of gum does Ramón like best?
15. Did Shu-shin smoke a cigarette?
16. Does Ramón love hamburgers?
17. Does John like pizza?
18. Does Ruth watch much T.V?
19. Did Shu-shin study English this morning?
20. Did we learn a lot of English in this class?

Find out these things about your partner:

Does (he/she) play tennis? Yes, she does. No, she doesn't.

go to church every week?

watch TV every night?

like to sing?

eat watermelon?

watch movies?

go to parties?

like to dance?

have a bike?

want to have a bike?

know how to drive a ~~d~~ car?

like swimming?

come to school by bus?

go to bed before 9:00?

have any brothers?

live in a big white house?

want to marry before she is 20?

smoke cigarettes?

want to be a teacher someday?

speak Russian?

eat lunch everyday?

?

?

?

?

?

An unfinished sentence activity "helps the student reveal and explore some of his attitudes, beliefs, actions, convictions, interests, aspirations, likes, dislikes, goals, and purposes..." (Sidney Simon, p. 241)

FINISH THESE SENTENCES:

1) I had a good time when

2) When I had a letter from my friend I

3) On my birthday I had

4) When I played ping pong I

5) When I had a vacation in March

6) When I started this English class

7) When I left (Puerto Rico) (Taiwan) I

8) On the first day of class at this school

9) When I arrived in America

10) When we visited the bus station

11) When I had the last math test

12) Yesterday I

13) When I lived in my own country

14) When I listened to a record

This gives the student a chance to see how much time he actually spends on various activities in his daily life. It can be coupled with activities designed to evaluate whether the individual is spending the great part of his time on the activities he values most.

Name _____

How many hours did you watch t.v.?
I watched t.v. for _____ hours.

How many hours did you sleep?
I _____ _____ hours.

How much did you dream?
I _____.

How much gum did you chew?
I _____.

How many hours did you study?
I _____ for _____ hours.

How many hours did you listen to music?
I _____ to _____ for _____ _____.

How often did you visit your friends?
I _____ my _____ _____.

What time did you have dinner?
I _____ dinner at _____.

What did you have for dinner?

Tuesday	Wednesday	Thursda

A values continuum is a good way for participants to discover that many issues have many "answers." There is not always a "right" or "wrong." In the following exercises the students put their "marks" along the continuum provided.

Which one are you?

Alcoholic Amy _____ Dry Diana

Flora Flirt _____ Stand-offish Sue

Makeup Mary _____ Clear-faced Car

Immoral Irma _____ Pricilla Prude

Fickle Fran _____ Faithful Friede

Well-dressed Wilma _____ Sloppy Sarah

Competitive Carla _____ Passive Paula

Play-dumb Patty _____ Egghead Eller

Aggressive Ann _____ Shy Sally

Two-Faced Teresa _____ Constant Conn

Jealous Judy _____ Confident Chris

O = This is me.

X = This is the best.

Am I more like an American woman or a South American woman?

enjoy drinking a lot.	A	B	C	D	I only drink a little.
rls can smoke s much as they want.	A	B	C	D	Girls shouldn't smoke often.
think a wife ould cook and ean house.	A	B	C	D	I think a husband should help cook and clean house.
eel good when man is a entleman to me.	A	B	C	D	It's not important if a man is a gentleman.
men should take are of their children.	A	B	C	D	Men and women should take care of their children.
men should be y careful about sex.	A	B	C	D	Women should be sexually free.
ugs are bad r anyone.	A	B	C	D	Drugs are o.k. for anyone.

what beliefs and assumptions here?

How do you feel about colleges?

① Large classes with well known professors are good.	Small classes with graduate students are good.
② It's important to take some classes in all fields.	There should be no required cours
③ Class work should be graded.	There should be no grades.
④ Big schools are best.	Small schools are best.
⑤ Students should go to college right after they finish high school.	Students should work for awhile before they enter college.
⑥ A college degree is important.	A college degree isn't importa

I feel relaxed and accepted in American schools. ——— I feel uneasy and unaccepted in American schoo

When I came to school at first, I felt relaxed and accepted. ——— When I first cam to school, I felt uneasy and unrelaxed.

Adjusting to American schools is easy ——— Adjusting to American schools is hard

American students are friendly ——— American students are hard to get to know

Rank your 1st, 2nd and 3rd choice

1. What is most important to you in school now?

— learning subject matter
— making friends
— learning English

2. What do you want to do most?

— learn about America but keep your own culture
— become American and forget your culture
— keep your old culture

This exercise gives the student an opportunity to determine what is of value to him or her. It followed a week-long diary assignment. "I Learned Statements" (Value Clarification Handbook, p. 163) would appropriately follow.

Diary Worksheet

1. How many hours did you sleep each night?
   I slept _____ hours on Monday night.
   _____ Tuesday night.
   _____ Wednesday night.
   _____.

2. How many hours have you slept this week?
   _____

3. How many meals did you eat each day?
   I _____ _____ meals on Monday.
   _____.
   _____.
   _____.
   How many meals have you eaten so far today?
   _____ meals so far today.
   How many meals have you eaten so far this week?
   _____

4. How long did it take you to eat each meal? Fill in the chart telling how many minutes each meal took.

	Mon.	Tues.	Wed.	Thur.	Fri.
breakfast					
lunch					
dinner					

   How much time did you spend eating on Tuesda
   I _____ _____ hours/minutes eating on Tuesday.
   How much time have you spent eating this wee
   _____

5. What food did you like the best on Wednesday

Rank these with numbers to show which you have more of.

1. Do you have more
   ___ records
   ___ books
   ___ games

2. Do you have more
   ___ friends who are boys
   ___ friends who are girls

3. Do you have more
   ___ interesting classes
   ___ dull, boring classes

4. Do you have more
   ___ good teachers
   ___ average teachers
   ___ bad teachers

5. Do you have more thoughts about
   ___ friends
   ___ school work
   ___ yourself
   ___ fun times

6. Do you have more
   ___ shirts/blouses
   ___ dresses/suits
   ___ pants/slacks
   ___ coats/jackets

7. In your house, do you have more
   ___ chairs
   ___ tables
   ___ beds
   ___ couches

8. In your "dream house" will you have more
   ___ room for sitting
   ___ room for playing
   ___ room for studying
   ___ room for listening to music
   ___ room to be alone in

9. Do you have more
   ___ soft music
   ___ loud music
   ___ fast music
   ___ slow music

10. Do you have more
    ___ friends
    ___ very close friends
    ___ enemies

This exercise stresses a point of grammar, but the important focus is on the behavior of each student. They answer the questions and then consider their answers to complete the five bottom questions.

Have you ever felt homesick and wanted to return to your country?

Have you ever been really scared?

Have you ever wished someone were dead?

Have you ever wanted to quit school?

Have you ever felt so very happy that you loved everything and everybody?

Have you ever hated anyone?

Have you ever loved anyone?

Have you ever wanted to hit somebody older than you?

Have you ever lied?

Have you ever cheated on an exam?

Have you ever been confused?

Have you ever laughed so hard that you couldn't stop?

Have you ever wanted to die?

Have you ever been lonely?

Have you ever been jealous?

Have you ever wanted to make someone feel bad?

Have you ever helped someone when he needed help badly?

Have you ever lost anything that was very important?

Have you ever wanted to say something but thought that other people would laugh at you

Have you ever cried in a theatre?

Have you ever wanted to say something nice to someone but felt embarrassed?

Have you ever fainted?

I have often _____

_____ always _____

_____ never _____

_____ hardly ever _____

_____ sometimes

"Are you a person who...?" gives the student another opportunity to take a look at his own behavior. The students answer the question by circling either Yes, No or Maybe.

Are you a person who.....?

Y	N	M	Are you a person who.....
Y	N	M	will attend church regularly all your life?
Y	N	M	will make your children attend church regularly?
Y	N	M	will marry a person of another race?
Y	N	M	will vote in all elections?
Y	N	M	will run for a political office?
Y	N	M	will receive welfare or charity?
Y	N	M	will dream tonight?
Y	N	M	will read a book this week?
Y	N	M	will learn to play a musical instrument?
Y	N	M	will have more than two children?
Y	N	M	will die before your are thirty years of age?
Y	N	M	will learn to ski?
Y	N	M	will go to jail?
Y	N	M	will kill someone to save someong you love?
Y	N	M	will steal from a store?
Y	N	M	will give money to charity?
Y	N	M	will have pre-marital sex?
Y	N	M	will marry a wealthy person?
Y	N	M	will marry for money?
Y	N	M	will raise your children the way you have been raised?
Y	N	M	will join the armed forces and fight for your country?
Y	N	M	will live in the United States when you are an adult?
Y	N	M	will get divorced?
Y	N	M	will marry someone of a different religion?
Y	N	M	will smoke cigarettes?
Y	N	M	will probably graduate from college?
Y	N	M	will be boss in your family?
Y	N	M	will probably have a ~~gg~~ big wedding?
Y	N	M	will probably get fat?
Y	N	M	will watch a lot of TV when you are over 40?
Y	N	M	will marry more than once?
Y	N	M	will be a good father/mother?
Y	N	M	will get drunk often?
Y	N	M	will want your wife to work (male)? will work after marriage (female)?
Y	N	M	will wear long hair all your life?
Y	N	M	will write letters to the newspaper?
Y	N	M	will never want much money?
Y	N	M	will never have as much money as you want?

I am a person whom will _____

_____

I am a person who will never _____

_____

PART FIVE

In the discussion that could logically follow this activity, the participants have the chance to tell the group what they think is of value.

INSTRUCTIONS

You are a member of a space crew that was supposed to meet with a mother ship on the lighted side of the moon. Because of mechanical difficulties, however, your ship was forced to land at a spot 200 miles from the mother ship. During the landing much of the ship and the equipment aboard were damaged. Your survival depends on reaching the mother ship. From the equipment that is still in good condition you must choose the things that are most important for the 200-mile trip. The fifteen items that are still in good condition are listed below. You must list number them in order of their importance in making it possible for your crew to reach the mother ship.

1. Box of matches
2. Food concentrate
3. 50 feet of nylon rope
4. Parachute silk
5. Portable heating unit
6. Two .45-caliber pistols
7. One case dehydrated milk
8. Two 100-pound tanks of oxygen
9. Map of the stars as seen from the moon
10. Life raft
11. Magnetic compass
12. 5 gallons of water
13. Signal flares
14. First aid kit containing injection needles
15. Solar-powered FM receiver-transmitter

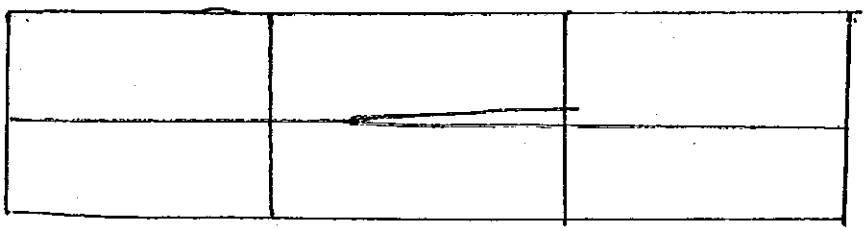
Forced choice activities[17] work well because the students can respond without talking. Some examples of forced choice questions we have used are:

Do you prefer happy or sad movies?
Do you prefer horror or love movies?
Are you happiest at the beach or movies?
Are you bored the most at church or school?
Are you saddest at home or in the park?

Values voting activities[18] do not demand a verbal response from the students either.

With very young children, a technique that has been used successfully is to have the students draw their responses. The"Twenty Things You Love To Do"strategy[19] has been adapted in many ways:

Draw six things you love to do.



Or it has been used with low level language students by encouraging them to ask each other or the teacher, or to look in a dictionary for words they do not know but need.

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17 Ibid., p. 94

18 Ibid., p. 38

19 Ibid., p. 30

The following books, although they do not deal directly with values clarification, have been very influential in shaping our ideas about education.

Ashton-Warner, Sylvia, Teacher. New York: Simon and Schuster, 1963.

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The Adirondack Mountain Humanistic Education Center, Springfield Rd., Upper Jay, N.Y. 12987 Publishes considerable material on values clarification and offers several values clarification workshops throughout the year.