



TIME ALLOTMENT

90 minutes

OVERVIEW

The Yale Social Development Project demonstrates the benefits of teaching social skills to young learners. While that project featured in the mental health, prevention, film aired on the PBS psychology series (“An Ounce of Prevention”) focused on problems solving skills and the influence of mature role models on the climate in schools, the series developed from “The Book of Virtues” by William Bennett invites parents and teachers to use literature to promote discussion on core values.

In this lesson future leaders will: 1.) acknowledge the role of self-esteem in motivation, 2.) explore values that comprise positive, human potential, 3.) share and review current delivery models in their own work, 4.) view clips for questions in the classroom about the PBS series on values, qualities and characteristics that impact student lives.

The virtues will be the centerpiece of this workshop that will utilize interpersonal skills, small group discussion, personal presentations and a review of current life skills in each person’s classroom. Other multiple intelligences include spatial visual and intrapersonal

SUBJECT MATTER

Psychology
Communications
Literature
Visual arts

LEARNING OBJECTIVES

Students will be able to:

- Analyze the attitudes, ideas and beliefs of characteristics that assist humans in living a positive, proactive life that values self, family, community, nation and world.
- Identify their own strengths as individual
- Research the social programs that are assisting teachers and parents elsewhere
- Apply critical thinking and organizational skills to the selection of virtues to include in their curricula.



STANDARDS

National

Social Studies General:

Exemplary social studies programs also prepare students to connect knowledge with beliefs and action using thinking skills that lead to rational behavior in social settings. These include the thinking skills involved in: (1) **acquiring, organizing, interpreting, and communicating information**; (2) **processing data in order to investigate questions, develop knowledge, and draw conclusions**; (3) generating and assessing alternative approaches to problems and making decisions that are both well informed and justified according to democratic principles; and (4) **interacting with others in empathetic and responsible ways**.

“A Vision of Powerful Teaching and Learning in the Social Studies: Building Social Understanding and Civic Efficacy”

<http://databank.ncss.org/article.php?story=20020402115147994>

<http://www.ncss.org/> (National Council for Social Studies)

Psychology

have learners consider how such factors as memory, thinking, beliefs, emotions, personality, perceptions, attitude, and abilities may affect their decisions and actions at any particular moment and may be used to interpret and comprehend possible decisions and actions by others;

<http://www.ncss.org/standards/teachers/vol1/psychology.shtml>

History

guide learners in practicing skills of historical analysis and interpretation, such as compare and contrast, differentiate between historical facts and interpretations, consider multiple perspectives, analyze cause and effect relationships, compare competing historical narratives, recognize the tentative nature of historical interpretations, and hypothesize the influence of the past;

<http://www.ncss.org/standards/teachers/vol1/history.shtml>



STANDARDS CONTINUED

State

English and Language Arts

Standard 3.0: Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times

Standard 9.0: Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose

Standard 10: Students participate in discussions to offer information, clarify ideas, and support a position.

Visual Arts

Standard 1.0: Students know and apply visual arts media, techniques, and processes.

Standard 1.5.3: Create artworks using various media, techniques, and processes to communicate ideas.

MEDIA COMPONENTS

Video

“Adventures from the Book of Virtues” marketed by PBS for Kids
Executive Producers Bruce d. Johnson and William T. Baumann

1. Honesty
2. Responsibility
3. Courage
4. Self-Discipline
5. Perseverance
6. Work
7. Compassion

Websites

<http://www.hi-ho.ne.jp/taku77/refer/titus.htm> This site makes the case for teaching values in the everyday curricula. A review of the strategies will offer the Nevada teacher moments of connections as many educators already do this.

<http://www.livingvalues.net/> Global education resource of how other educators teach values around the world. This site is offered in three languages. Lesson plans on Love, Respect, Peace, Tolerance, Honesty, Humility, Cooperation, Freedom, Unity, etc.

<http://home.att.net/~c1network/socialsk.htm> Laura Candler has specific steps for teaching a variety of social skills from taking turns to resolving conflicts.



MEDIA COMPONENTS CONTINUED

<http://www.humsci.auburn.edu/parent/socialskills.html> Review the resources for preschool and kindergarten teachers to develop social competence.

http://www.psc.uc.edu/sh/SH_Social_Skills.htm One can find a list of social skills and methods for teaching them.

<http://www.ship.edu/~cgboeree/maslow.html> Site that lists core values with a focus on Abraham Maslow's work on the self-actualizing person.

<http://info.med.yale.edu/comer/> Dr. James Comer's project that focuses on healthy child development "...as the keystone to academic achievement and life success."

MATERIALS

Per Individual

1 pen/pencil,

1 Focus for Media Interaction Worksheet (questions)

One quote

1 set of Values materials

1 Rubric for core values (class behaviors) for students

Crayons, markers, glitter, glue, feathers, sprinkles, assorted stickers, etc.

1 poster board

For instructor

Marking pens for the board

Computer with Internet Access

Masking tape

LCD projector

PREP FOR TEACHERS

Organize CDs as back up for all the sites that you want to explore. Make sure the room has enough space for value oriented participants to work on the floor (if no large tables are present for the art group work). Prepare several PowerPoint guides for: 1.) Values Activities, 2.) Closing Quote

"The World of Abnormal Psychology: An ounce of Prevention"
November 18, 1995

Cue to Adolescents title page



**PREP FOR
TEACHERS
CONTINUED**

“Adventures from the Book of Virtues” Series

Courage

Cue to “Father, you never miss.....you must believe in yourself.”

William Tell

Perseverance

Cue to “Don’t Quit” poem

Work

Cue to Tom Sawyer seeks to get help. - “Wonder if I can pay someone to take over.”

Pause when it gets to scene of play.

Ask: “When is work satisfying or like play?”

Compassion

Cue to “....someone else will come along, right?”

Self-Discipline

Cue to “...anger makes us do foolish things” (story about Khan)

Responsibility

Cue to “If” poem

Honesty

Cue to To “showing of camera....to breaking of it”

**INTRODUCTORY
ACTIVITIES:
SETTING THE
STAGE**

(10-15 minutes depending on group size)

Step 1:

Distribute quotes as value oriented participants enter the room.

Step 2:

Introduce yourself and the topic. Ask participants to say who they are and what grade level they teach.

Step 3:

Instruct the value oriented participants that public speaking skills are a major ability for people to discuss values. As they meet each other, they will “read and be read to”. This will set the climate for the journey. Model this with one person. Ask the participants to get up and read their quote to at least four people before returning to their chair/desk. Call time in five to seven minutes. (Note the progress of the activity. Instructor joins in where s/he can.)



INTRODUCTORY ACTIVITIES CONTINUED

Step 4:

Process the quotes with these questions.

1. Who has a quote you think the entire group needs to hear?
2. Who has a quote that speaks to a personal value in your life?
3. Who has a quote they would like for world leaders to hear?

While the instructor can comment on these in any way they perceive will add to the objectives, a few quote speak directly to the video clips and activities/web sites featured today.

Poll the group to see how many people currently teach social skills or values in their classrooms. Post this numbers on the board.

LEARNING ACTIVITIES

Focusing Event (25 minutes)

Step 1: Introduce the first clip from **Courage**

CUE to “Father, you never miss.....you must believe in yourself.”

William Tell **PLAY STOP**

Step 2: Ask participants to list 10 things “they are good at” This can be anything from cooking to teaching, etc. (3 minutes).

Step 3: Tell participants that now that they have their list, the group needs to think about advertising. What are the elements of good advertising? Post these on the board.

Step 4: Using these ideas your next task is to make a “BILLBOARD” to showcase **one** of your many talents. Be as courageous as you want as you use the materials to design your billboard. (10 minutes)

Step 5: Museum Walk for all to see as the billboards become part of the environment.

Values PPT, Activity and Auction (30 minutes)

Step 1. Refer back to the Courage clip. Say: One part of believing in one’s self is the need to know and understand the self. Socrates said: “The unexamined life is not worth living.”

Step 2. Distribute the Personal Values papers. Use the ppt. to guide the instructions.



LEARNING ACTIVITIES CONTINUED

Step 3. Choose, Prize Act comes from work on values done in the last 40 years. The first step is to Choose. So on your paper, select your top five values. (approx five minutes)

Step 4. Next find one partner near you. Say: "You will be selecting three of the values to talk about, only you may not use any of the words on the page. You will talk about life. What is happening in your life related to the value. The partner will listen to your story and guess which one it is. Two guesses only and then reveal as this is a brief warm up activity." Ask for questions for clarification before beginning. This is the Prize part of values work.

Step 5 (If there is time, you can ask for three volunteers to come forward to deliver "values speeches" where the entire group attempts to guess the values in the stories.

Step 6. Say: " Now comes the Affirm part of the values process. This is where you are willing to publicly let everyone know that a certain value is important to as you will bid on items. You will have \$25,000 to spend. First, budget for the items you want. (three minutes)

Step 7. Begin the Auction. This is fun and should be fast paced. Transition: Ask participants how they currently teach values. (Listen for role play, reading, etc.) Show a few web sites if the technology is available. If not, show sites on ppt.

CULMINATING ACTIVITIES

Table Topics (20 minutes)

Step 1. Say: Now, let's turn our attention to the adventures from the Book of Virtues produced by PBS for Kids

Step 2. Distribute the Focus for Media Interaction worksheet.

Step 3. Show clips and lead discussion on questions- each table discusses the question and one person reports to the group.

Step 4. Close with questions after the "If" poem by Rudyard Kipling and the closing Quote: "It is better to dare mighty things and fail that to live in a grey twilight where there is neither victory nor defeat." Theodore Roosevelt



CROSS-CURRICULAR EXTENSIONS

Cultural Literacy topics are a major focus in these films. History, literature, fables, etc. can increase the knowledge base. Explore the sites mentioned in the Media Components and Resources.

Apply the work of Lawrence Kohlberg to the decisions and behavior in each of these films.

COMMUNITY CONNECTIONS

Invite guests who would be willing to talk about these values.

Look for movies that model the values.

“Finding Nemo” is filled with values as is “Seabiscuit”.

STUDENT MATERIALS

Personal Values Worksheet

Life Auction Catalogue Sheet

FOCUS FOR MEDIA INTERACTION worksheet

Quote Resources:

<http://www.inspirationpeak.com>

<http://www.cyber-nation.com>

<http://www.quotationspage.com>

“All labor that uplifts humanity has dignity and importance and should be undertaken with painstaking excellence.” Dr. Martin Luther King

“Better to light one small candle than to curse the darkness.” Chinese Proverb

“Never doubt that a small group of thoughtful citizens can change the world. Indeed, it is the only thing that ever has.” Margaret Mead

For what is the best choice, for each individual is the highest it is possible for him to achieve. Aristotle

“There are only two ways of spreading light - to be the candle or the mirror that reflects it.” Edith Wharton

Somehow I can't believe that there are any heights that can't be scaled by a man who knows the secrets of making dreams come true. This special secret, it seems to me, can be summarized in four C s. They are curiosity, confidence, courage, and constancy, and the greatest of all is confidence. When you believe in a thing, believe in it all the way, implicitly and unquestionable. Walt Disney

Great things are not done by impulse, but by a series of small things brought together. Vincent Van Gogh

My mother drew a distinction between achievement and success. She said that achievement is the knowledge that you have studied and worked hard and done the best that is in you. Success is being praised by others. That is nice but not as important or satisfying. Always aim for achievement and forget about success. Helen Hayes

I hope that my achievements in life shall be these — that I will have fought for what was right and fair, that I will have risked for that which mattered, and that I will have given help to those who were in need that I will have left the earth a better place for what I've done and who I've been. C. Hoppe

The way to get things done is not to mind who gets the credit for doing them. Benjamin Jowett

You must be the change you wish to see in the world. Mahatma Gandhi

And the day came when the risk it took to remain tight inside the bud was more painful than the risk it took to blossom. Anais Nin

Do not go where the path may lead, go instead where there is no path and leave a trail. Ralph Waldo Emerson

Most of the important things in the world have been accomplished by people who have kept on trying when there seemed to be no hope at all. Dale Carnegie

What lies behind us and what lies before us are tiny matters compared to what lies within us. Ralph Waldo Emerson

Each of our acts makes a statement as to our purpose. Leo Buscaglia

Men achieve a certain greatness unawares, when working to another aim. Ralph Waldo Emerson

A purpose you impart is no longer your own. Johann Wolfgang Von Goethe

You are only as strong as your purpose, therefore let us choose reasons to act that are big bold righteous and eternal. Barry Munro

It is essential that we enable young people to see themselves as participants in one of the most exciting eras in history, and to have a sense of purpose in relation to it. Nelson Rockefeller

Adventure is worthwhile. Amelia Earhart

Everything I did in my life that was worthwhile I caught hell for. Earl Warren

The only true happiness comes from squandering ourselves for a purpose. William Cowper

If you want a place in the sun, you must leave the shade of the family tree. Osage Saying

Love is the discovery of ourselves in others and the delight in the recognition. Alexander Smith

Strong lives are motivated by dynamic purposes. Kenneth Hildebrand

You gain strength, courage and confidence by every experience in which you really stop to look fear in the face. You are able to say to yourself, "I lived through this horror. I can take the next thin that comes along." You must do the thing you think you cannot do. Eleanor Roosevelt

Whatever you can do, or dream you can, begin it. Boldness has genius, power and magic in it. Goethe

The only service a friend can really render is to keep up your courage by holding up to you a mirror in which you can see a noble image of yourself. George Bernard Shaw

Personal Values

Review the personal values listed below. Place a + next to the top five you consider most active in your life. Which one is least important?

- ACHIEVEMENT** (sense of accomplishment, mastery)
- ADVANCEMENT** (promotion)
- ADVENTURE** (new and challenging experiences)
- AFFECTION** (love and caring)
- COMPETITIVENESS** (winning, taking risks)
- COOPERATION** (working well with others))
- CREATIVITY** (being imaginative, innovative)
- ECONOMIC SECURITY** (steady, adequate income)
- FAME** (being famous, well known)
- FAMILY HAPPINESS**
- FREEDOM** (independence, autonomy)
- FRIENDSHIP** (close relationships with others)
- HEALTH** (being physically and mentally well)
- HELPFULNESS** (assisting others, improving society)
- INNER HARMONY** (being at peace with yourself)
- INTEGRITY** (honesty, sincerity, standing up for beliefs)
- INVOLVEMENT** (participating with others, belonging)
- LOYALTY** (duty, respectfulness, obedience))
- ORDER** (tranquility, stability, conformity)
- PERSONAL DEVELOPMENT** (use of potential)
- PLEASURE** (fun, laughs, leisurely life-style)
- POWER** (control, authority, influence over others)
- RECOGNITION** (sense of accomplishment, mastery)
- RESPONSIBILITY** (accountable for results)
- SELF-RESPECT** (pride, sense of personal identity)
- SPIRITUALITY** (strong spiritual beliefs, closeness to a higher being)
- WEALTH** (making money, getting rich)
- WISDOM** (understanding life, discovering knowledge)

Life Auction Catalogue Sheet

BUDGET	BID	ITEM
		1. Production of a worthy offspring.
		2. Active and satisfying sex life.
		3. Ability to influence others.
		4. Ability to draw love from others.
		5. Power over things (fix cars, program computers, build boats, etc.
		6. Artistic ability.
		7. Active and satisfying athletic life.
		8. Opportunities for risk and adventure.
		9. Intellectual Ability.
		10. Good health.
		11. Vast wealth .
		12. Approval of the opposite sex.
		13. Intellectual Ability.
		14. Physical Attractiveness.
		15. Prestige.
		16. Ability to initiate and maintain friendship.
		17. Resilience
		18. Ability to love and be loved.
		19. Socially significant activity.
		20. Close and supportive family life.
		21. Spiritual strength.
		22.

Resource: Adapted from Hawley's "Human Values In the Classroom", p. 194-197.

FOCUS FOR MEDIA INTERACTION

Courage

“Father, you never miss.....you must believe in yourself.” William Tell
What is the importance of self-esteem for intrinsic motivation?

Perseverance

“Don’t Quit” poem
What are some ways your currently promote resilience or an attitude of “effort counts”?

Work

“When is work satisfying or like play?”

Compassion

“...someone else will come along, right?”
What community service projects are ongoing at your school?

Self-Discipline

“...anger makes us do foolish things” (story about Khan)
What active programs assist young people in coping with anger. Bobby Jones story...and the change in his game.

Honesty

“What was the boy’s first mistake?” “The second” What should he do?
What strategies do you have to encourage discussions of the right thing to do?

Responsibility

What would your question be after this clip?