VALUES CLARIFICATION
IN HEALTH EDUCATION

A graduate project submitted in partial satisfaction of the requirements for the degree of Master of Science in
Health Science
by
Eleda F. Grizzell

May, 1975
For
Dale and Christopher
and my parents

Many thanks to Dr. Sutton and Dr. Eiseman
for their assistance and encouragement.
The graduate project of Eleda F. Grizzell is approved:

Committee Co-chairmen

California State University, Northridge
May, 1975
TABLE OF CONTENTS

ABSTRACT ........................................... V

CHAPTER

I. THE NATURE OF VALUES AND THE VALUING PROCESS ........ 1

II. A RATIONALE FOR VALUES CLARIFICATION ... 11
    IN THE HEALTH SCIENCE CURRICULUM

III. METHODS AND TECHNIQUES IN VALUES CLARIFICATION .... 17

IV. SELECTED VALUES CLARIFICATION STRATEGIES ............ 27

V. SUMMARY .......................................... 57

FIGURE 1 ........................................... 13

TABLE I ............................................. 59

BIBLIOGRAPHY ........................................ 61
ABSTRACT

VALUES CLARIFICATION IN HEALTH EDUCATION

by

Eleda F. Grizzell

Master of Science in Health Science

May, 1975

The development of meaningful and clear values for effective and efficient living in a modern society is difficult at best. This condition is due to several factors: many unstable families, a tremendous increase in mobility and communications, and larger and more complex communities. Today, children are confronted with a myriad of alternative life styles. The act of choosing and developing a clear, workable and satisfying value system is difficult to accomplish.

Values clarification is a teaching aid which views values as relative, personal and situational. Its aim is to assist students in examining, clarifying, and developing values which will work for them in their environment. The theory of values clarification is based upon a process of choosing, prizing, and acting.
Values clarification can be an especially effective tool in health education. The health science curriculum is laden with value ridden material, and it is the values area of health instruction which is one of the most neglected areas. Additionally, new health problems continually confront students throughout their lives. Values clarification assists them in learning how to utilize health information, how to evaluate alternative solutions or behaviors and how they assess their personal motivations for behavior.

A number of values clarification strategies are available to the classroom teacher desiring to incorporate learning at the values level into the classroom setting. Such strategies can serve as exciting motivators for students and teachers alike.

Values clarification will not solve all the problems in education, but can assist in helping the classroom experience "come alive" and in making such experiences relevant to the students' lives.
CHAPTER I

THE NATURE OF VALUES AND THE VALUING PROCESS

Perhaps it is best to start with a definition of the term value. There is by no means a consensus definition. There is only agreement that a value represents something important in human existence. (17:9) Charles Morris views two basic types of values - operative values and conceived values. He defines an operative value as "the tendency of any living beings to show preference, in their actions, for one kind of object rather than another." (20:77) This type of valuing need not involve any cognitive or conceptual thinking. Conceived values are preferences for a symbolized object. In such a preference there is usually an anticipation or foresight of the outcome of behavior directed toward such a symbolized object. "Honesty is the best policy" would be a conceived value. (20:77)

According to Rogers, the valuing process begins very early in life. The infant values those things which clearly maintain, enhance, or actualize his organism. His valuing process is flexible, changing and not a fixed system. The evaluating process is within himself - the infant is the center of the valuing process. (20:78)
As one grows older others intrude into the valuing process; they "introject" their values into one's own valuing process. Thus, an individual's values come not completely from within. One may begin to adopt conceived values as his own; however, these values may not be what one is actually experiencing in his own life. (20:79-80)

Rogers believes that the majority of adult values are introjected values which individuals hold as their own but in reality the source of evaluation lies outside one's self. (20:81)

Raths, Harmin and Simon view values in a very similar fashion. They define values as "those elements that show how a person has decided to use his life." (17:6) They further state that the development of meaningful values is becoming an increasingly more difficult problem in today's world. The pace and complexity of modern living has so exacerbated the problem of deciding what is good and what is right and what is worthy and what is desirable, that large numbers of children are finding it increasingly bewildering, even overwhelming, to decide what is worth valuing. (17:7)

There are several factors in current life which contribute to the difficulty of developing meaningful and clear values. First of all, it should be noted
that many if not most values develop in and around the family. However, family life is increasingly a less stable source of values. Today one-third of mothers work, and one-fifth of families are broken homes. This in itself leads to a decrease in the amount of contact within families. In addition, the father's role in the family is often limited and remote. Most children do not really know what father does "at work." Then too, families are much more mobile. Approximately twenty percent of families move every year. This can be a source of instability to a child. (17:15,16)

In today's world there is a tremendous increase in travel and communication. Radio, television, movies, and increased mobility have exposed children to many different values and inconsistencies of modern life. This brings confusion, uncertainty and difficulty in determining those values which are best suited for that individual. (17:17,18,20)

In yesterday's world, communities were smaller and more personal. Standards were more easily set and enforced. Today we live in pluralistic communities where a vast array of norms exist. (26:226)

Another source of values is the church. But for many persons the impact of religion has begun to wane and is no longer a strong source of values. (17:19)
Yes, the children of today certainly are confronted with a multitude of alternatives. The act of choosing and valuing is infinitely more difficult. (12:17, 18:50-53) Indications of this difficulty abound. Confusion in valuing can lead to situational values, where the locus of control is outside of one's self. (12:20) Rogers states that when values do not come from self, then one is more insecure and more easily threatened, thus one holds onto his values more rigidly, more confusedly or both. (20:82) Much of today's delinquent behavior, drug abuse, illegitimate children, abortions, rising crime rates, children with ulcers, and suicides among children can be traced to unclear value patterns. (17:23-24) Persons with unclear values lack direction in their lives, lack criteria for choosing what to do with their time, their energy, their very being. (17:12, 18:55)

There is also evidence of unclear value patterns in the classroom. A number of children's problems currently attributed to emotional disturbances are more usefully seen as resulting from value disturbances or lack of values. (17:4) Behavior characterized by confusion, irrationality, insecurity, apathy, flightiness, uncertainty, inconsistency, drifting, overconforming, overdissenting, and role playing may all be
manifested by children unclear of the direction and meaning of their lives.

On the other hand, is the valuing process as developed in the mature person. Rogers sees this as a fluid, flexible process based on a particular moment and the degree to which this moment is experienced as enhancing and actualizing. Here the locus of evaluation is within the person and he uses outside sources of values as evidence only. The valuing person lets himself down into the immediacy of the experience and through a complex process recalls past experiences, evaluates immediate impact and hypothesizes about future consequences. The valuing process in a mature person is not an easy or simple thing, nor is it mistake free. However, the mature person is capable of rectifying mistakes. (20:84-86) In summary, Rogers hypothesizes about the valuing process:

1. There is an organismic base for an organized valuing process within the human individual. It is the capacity for receiving feedback information which enables the organism continually to adjust its behavior and reactions so as to achieve the maximum possible self-enhancement.

2. This valuing process in the human being is effective in achieving self-enhancement to the degree that the individual is open to the experiencing which is going on within himself....
3. One way of assisting the individual to move toward openness to experience is through a relationship in which he is prized as a separate person, in which the experiencing going on within him is empathically understood and valued, and in which he is given the freedom to experience his own feelings and those of others without being threatened in doing so....

4. In persons who are moving toward greater openness to their experiencing, there is an organismic commonality of value directions.

5. Those common value directions are of such kinds as to enhance the development of the individual himself and of others in his community and to make for survival and evolution of his species.

(20:87)

Rogers sees the persons with a strong valuing process as less dependent on facades, pretenses, "oughts" and pleasing others. He views such persons as becoming more real, more self directed, more one's self, more open to experiences, more sensitive to others, more accepting, and more involved in deep relationships.

(20:88)

Raths, Harmin and Simon note similar behavior in persons with a clarity of their values. They contend that persons with a clear value system know what they want in life and how to work for it and that they relate to forces, events and persons around them with considerable verve, purpose and pride. Many have important misgivings about a large portion of their
surroundings but they do have a strong interest in dealing with such elements constructively. These persons are positive, purposeful, enthusiastic and proud. Raths, Harmin and Simon view a value as something which is arrived at by an intellectual process of choosing, prizing and behaving. (17:10)

A child, or any person for that matter, cannot be given values. (26:226) When someone attempts to transmit values it is assumed that this person knows what is right, desirable and good. (9:6) In the past, and still today, attempts are made at transmitting values. There are six common approaches to doing this: 1) modeling, 2) reward punishment, 3) explanatory, 4) nagging, 5) manipulation, 6) transmital liberal arts. (9:7)

Modeling has a strong influence on children. However, the problem is that conflicting models exist for nearly every value. The question is which value to model.

In the reward-punishment approach, it is necessary first to identify desirable behavior and then encourage its repetition. One concern is that an external power, be it parent or teacher, often hinders the internal inclinations of a child and interferes with the child's processes of thought and evaluation.
The explanatory approach is useful in that it offers reasons for standards although it too is based on prior assumptions which are somewhat incomplete.

The nagging approach reminds one of what is right and wrong but does not attend to reasons.

The manipulative approach structures the environment to which one is exposed so as to favor certain value outcomes.

The transmittal liberal arts approach is based on reading widely, thinking deeply, and experiencing broadly so that the right values will emerge. The drawback to this approach is that it takes much mental stamina and ability - something all students do not possess. (9:6-11)

All of the above methods are not without some useful effect. However, they cannot do the whole job; the majority of these approaches are based on the "right" values which have been predetermined. (17:40-41)

Westerhoff writes:

Each person should develop habits of continually reexamining his purposes, aspirations, attitudes, feelings and the like if he is to find the most intelligent relationships between his life and the surrounding world and if he is to make a contribution to the creation of a better world. (26:227)

Rogers echos these sentiments when he states that
if the human species is to survive, it must become more readily adaptive to new problems, and situations and it must be able to select that which is valuable for development and survival out of new and complex situations. (20:90)

Raths, Harmin and Simon agree emphatically and it is to this end that they developed the process of values clarification. Values clarification views values as relative, personal, and situational. Its purpose is to assist students develop values that will work for him in his environment, allow him to adjust in a world which is constantly changing, and play a role in influencing the world as it changes. (17:11)

Raths once defined a value as an area of one's life which meets seven criteria, and values clarification is based upon these criteria:

1) choosing freely
2) choosing from alternatives
3) choosing after considering consequences
4) prizing and cherishing
5) publicly affirming
6) acting
7) acting with pattern (12:23-26)

"Values come out of the flux of life itself."

(17:36) Values are not static. As our life conditions change, many values change. Therefore, values
clarification or the values skills approach to values is designed to help students learn those skills which will allow him to examine or clarify his own values throughout life so that he can develop directions to his life which are personally and socially useful. It is an attempt to apply critical thinking techniques to matters that are in the affective domain. (17:9)

"What is to be done with one's life and force? In these times of increasing complexity, change, and abundance it is a question that challenges almost all of us. The growing tragedy is that it is not usually even asked." (17:11) It is the position of the authors of *Values and Teaching* that the main burden of clarifying values in this confused and confusing world can be borne by the classroom teachers of America. (17:26)

Chapter 2 of this project will present a rationale for the use of values clarification in the health science curriculum. Chapter 3 will look further into the methodology and techniques of the value clarifying process. In chapter 4 a number of selected value clarification strategies will be presented which can be utilized in a variety of units within a health science course. Chapter 5 will be concerned with some of the outcomes a teacher using values clarification can expect.
"As Thomas Huxley wrote, 'The great end of life is not knowledge but action.' Teachers have too often stopped, however, with the imparting of subject matter alone. We are suggesting that now they must help their students to act upon their knowledge." (22:164)

"Facts, information, and knowledge input are necessary for effective thinking, but where does the health educator draw the line?" (14:621) Factual knowledge is important but we are in the midst of a knowledge explosion and it is virtually impossible for even the best of students to keep pace with the myriad of new materials being published each year. (13:24, 14:621,3:43)

Educators must keep in mind that their goal is to prepare youth to take their place as productive members of society; this includes "well adjusted, rational people who can relate and feel, not just nonlinear, calculating computers." (13:23,14:621) Norman Cousins, editor of The Saturday Review suggests:

However impressive a man's acquisition of worldly knowledge, however proficient his ability to marry theory to technique, if
he cannot use his thinking ability and his skills to work for a safer and better world, his education is incomplete and he is in trouble. (1:22)

Due to the staggering amounts of information available and due to that fact that what is right today may be wrong tomorrow (particularly in the field of health), many health educators have urged that in the teaching-learning situation a better means of classifying and ordering knowledge must be utilized. (3:43) The conceptual approach developed by The School Health Education Study is one method. It allows for greater flexibility, adaptability and permanence than does a purely factual approach to health education. The conceptual approach allows one to show the interaction and interrelationships among facts as contrasted with teaching the facts as ends in themselves. (14:621)

Some educators are now suggesting that it is important to go beyond even the conceptual level. (18:61) "Facts, and concepts can still leave the student cold, abstract, and impersonal. What is needed is a personal you-centered approach." (14:621) Some believe that:

...more important than what students know about health or how they behave relative to health, is the process by which they acquire health information, develop attitudes, and decide upon behaviors. Since new health problems can be expected to develop after students are no longer
in school, it seems desirable for students to know how to acquire health information, know how to delineate and evaluate alternative solutions to health crises, and know how to assess their own motivations for behavior. (4:94)

Such approaches to health education are concerned with values and have been termed values clarification.

![Diagram of three levels of education]

**Figure 1**

The above figure represents the three levels of education. The information level does have a place in health education. "Values arrived at without an adequate sifting of information can be nothing more than passionate ignorance." (8:203) The conceptual level is important too. As stated earlier it is an excellent means of organizing masses of information into meaningful relationships. However, the values level,
often ignored in education is also important. The values level is built upon and receives support from the other levels; but it goes further in that it is involved with the personal lives of the students— their interests, concerns, feelings, attitudes, emotions, and values. (14:621, 8:198-203)

"If knowledge in reality changes behavior, then it logically follows that those who know the most will behave the best. Rational and intelligent men and women would put into practice what they believed to be true and reasonable." However, there is much evidence against this— doctors who smoke, obese nutritionists, and physically unfit physical educators. (14:621-22)

Dag Hammarskjold warned, "In modern times we are in danger of taking facts for knowledge and knowledge for wisdom." (8:204)

Raths, Harmin, and Simon state, "It is values ultimately, which give man the stars by which he steers his life." (24:21) Health, or its relative states, is something which is common to all men, and "health related behavior patterns tend to hang together for better or worse. They are usually related to broad belief, attitude and value systems that give a core of consistency to personal behavior." (11:426)

The health science curriculum is loaded with
value ridden material. It is the values area of health that is one of the most important, sensitive, and certainly most neglected areas. Health curriculum planners and teachers tend to shy away from the value issues in health, or perhaps more tragically turn students off by teaching to their own biases. But, most students want and need help in dealing with the gut issues confronting them. (11:426, 14:622, 18:51, 62)

The areas of drug use, smoking, drinking, human sexuality, and mental health are particularly rich in values. But all other content areas of health instruction - first aid, chronic diseases, communicable diseases, marriage, parenting, environmental health, and so on - also contain value dimensions. Health educators can go beyond the role of disseminators of information and begin to assist students in sorting out and clarifying what the content and concepts in these areas mean to them personally. (14:622)

Robert Russel once called health educators "warriors against pleasure." He saw health education as a discipline designed to tell people what they should and shouldn't do. (14:622) In this respect he saw health educators as value indoctrinators. Perhaps it is best to break from this role. Health education must include pertinent, controversial issues within
Hoyman suggests that health teaching should follow the principles of 1) teach, don't preach; 2) educate, don't indoctrinate; 3) be objective, but not neutral; and 4) ask them, don't tell them. (11:426) Values clarification was developed to do much of the above.

It has been pointed out:

...in making health related choices of options, young people consider; what will the experience (for example, premarital sex, smoking, drinking, drug use) do for me as well as to me? It is fatal to ignore the fact that irrational as well as rational factors are involved in health decision making. [Our task is to help them develop alternative strategies and tactics for reaching goals that are socially acceptable as well as personally satisfying.] No simple, easy solution lies ahead. (11:426)

But perhaps, values clarification can help narrow the gap between information and actions.

Chapter 3 will look more closely at various techniques and methods employed in values clarification.
CHAPTER III

METHODS AND TECHNIQUES IN VALUES CLARIFICATION

Values clarification, as stated earlier, is an attempt to apply the techniques of critical thinking to matters that are in the affective domain. (17:9) One assumption in value theory and the values teaching strategies that grow from it, is that humans can arrive at values by the intellectual process of choosing, prizing and behaving. (17:10)

The general aim of values clarification is to provide a student with an atmosphere wherein he is free to develop and clarify values; an atmosphere conducive to open and honest communication. (21:10)

The purpose of these approaches is to sensitize children to value issues, give them experience in critical thinking about issues, share perceptions with others, learn cooperative problem solving skills, and apply value skills to their own lives. (9:13)

The teaching of the values process is derived from three important assumptions: 1) we live in a democracy where people can learn to make their own decisions, 2) humans are capable of being thoughtful, and 3) values are personal. (17:39)

Once the teacher accepts the assumptions stated
above, it becomes clear, that in values education, the teacher must relinquish the authority role figure and assume the role of facilitator. The teacher and student must begin to work in a collaborative manner. (19:225, 8:196) As Raths, Harmin and Simon stated:

Why must teachers see their role only as putting things into the mind of a child? Why can't a role be defined that would help a child take all the confusion that already exists in his mind, remove it, look at it, examine it, turn it around, and make some order out of it? (17:45)

It is essential for a teacher employing values clarification to establish an environment conducive to the valuing process. The teacher must learn to accept students as they truly are. Values clarification does not aim at "changing" students, only at presenting alternatives from which to choose. Additionally, the teacher should work towards building up the self concept in students. Everyone has something he does well and which benefits his well being. (19:226) The teacher must also encourage the fact that values are personal and hence there is a great variety of values and life styles; the teacher must suspend judgement and encourage individual differences. (19:225-6) Students should feel free to express themselves without fear that the teacher will moralize or attempt to persuade
them toward specific values. (21:10)

Teachers can assist students in the values clarification process by:

1) encouraging them to make choices and make them freely
2) helping them discover and examine alternatives
3) helping them weigh each alternative
4) encouraging them to consider what they prize and cherish
5) providing an opportunity for public affirmation of values
6) encouraging them to act, behave and live in accordance with their choices
7) helping them examine repeated behavior patterns in their lives. (17:38)

Simon characterizes values clarification when he states:

Values clarification involves a series of strategies which do not force one set of right values down the throats of all students. These strategies raise issues, confront the student with inconsistencies, and get him to sort out his own values in his own way and at his own pace. (24:21)

A number of strategies have been suggested by Raths, Harmin, Simon, Kirschenbaum, and Howe. Most of these strategies are quite adaptable to health instruction. With a minimum of adaptation most strategies will serve to enrich and personalize the content and concepts of health education. (14:623)
Below is a description of the more effective, interesting and widely used techniques of values clarification. Each technique relates to at least one level of the valuing process.

**Weekly Reaction Sheets**

Reaction sheets are completed once weekly, for approximately six weeks. Each week students respond to such questions as:

1) What was the high point of your week?

2) With whom were you in emphatic disagreement or agreement this week?

3) In what way could your week have been better?

4) Did you make any change in your life this week?

A weekly reaction sheet allows students to look at their lives in a systematic and non-moralizing way. Values show up in the way we live our lives. (24:21)

**Weekly Value Cards**

This can be used as admission to Monday's class. On a small card, in any style or form, the student conveys a message about something for which he cares deeply, feels passionately or values highly. The teacher may want to limit the message on the value card to anything within the field of health. From time to time, cards can be read, anonymously, to the class. This strategy not only benefits the individual but also
opens up many new alternatives to others in class.

(24:21,16:23)

**Autobiographical Questionnaire**

This strategy allows students to grapple with the question "Who am I?" Obviously, this would be an excellent strategy to use in a unit on mental health. The following questions might be found in an autobiographical questionnaire:

1) What do you like to do best with your free time?
2) What qualities do you admire and respect the most in adults?
3) What do you see yourself doing five years from now?
4) Are you curious about pot?
5) What is your worst health habit?
6) If someone offered you $25,000 for your right eye, would you give it to him?

A strategy similar to the autobiographical questionnaire is the public interview. Questions are asked of one individual as he is seated in front of the class. Questions can cover a wide range of topics or may concentrate on just one area, for example, mercy killing or communal marriages.

**Time Diary**

How one spends his time is remarkably consistent with one's values. "In effect a person does what he values; and what he does not value he does not do."
The gap between what one says and what he does becomes very visible with the time diary.

Students should keep an accurate record of how they spent their time for a week. Time diaries are usually not handed in because they may contain some very personal material. However, at the end of the week the teacher can instruct students on how to evaluate their time. For example, how much time was spent for true gratification, was there wasted time, and where are the inconsistencies between how one would like to spend time and how it actually is spent? The evaluation could be submitted to the teacher. (24:22)

Confrontation Questioning

Values clarification questions are almost always questions to which there is no right answer. Such questions are controversial; there are many "you" questions - What is your opinion?, Where do you stand?, What alternatives did you consider? Confrontation questioning is aimed at helping students see more clearly what they are for and against and to raise the idea that change requires action. (24:22)

The Values Sheet

The values sheet is perhaps the most versatile values strategy. This strategy consists of a provocative, controversial statement designed to stir up strong
feelings. Ideas for values sheets can come from poems, song lyrics, quotations, essays, television programs, and the like. After reading the statement, the teacher then poses four to six value clarifying questions. These questions assist the student to focus his thinking on the values issues which have been raised. Value sheets generally are excellent discussion stimulators as a well designed values sheet invites involvement; it is difficult to remain neutral. (17:83,24:23,16:21)

However, there is one word of caution concerning the use of value sheets. Students should be allowed to read the statement and respond to the questions raised before getting involved in any discussion with others. Such discussions might tempt him to avoid thinking for himself and sway him to go along with the group. Although value sheets often are a stimulator for discussion, the teacher must be sure to guide the discussion so as to keep it from developing into no more than an argument between opposing viewpoints where neither side is really listening nor trying to understand the other side's position. (24:22)

The Values Continuum

The values continuum serves to open up the range of alternatives possible on any given issue. This strategy also encourages students to make public affirmation
of their stand. The continuum is developed by first presenting an issue and then establishing two polar positions on the issue. Between the two polar positions other alternatives are placed. Students are then encouraged to select their position on the continuum. This strategy can be done individually by each student at his desk, on the blackboard, or by drawing an invisible line down the center of the room and having students place themselves on the continuum. Students may then be called upon to explain their reasons for placing themselves where they did. (23:116-7)

Rank Order

This strategy gives students practice in choosing from among alternatives. This strategy can be accomplished either orally or on paper. The teacher presents an issue and three alternatives. Students rank the alternatives in their order of preference. Sometimes students do not like any of the alternatives; after the initial ranking, the teacher may ask for other possible alternatives. (23:58-9)

I Learned Statements

This strategy serves several purposes. It provides feedback for both teacher and student, helps to clarify and reinforce what students have learned and provides a good summary or wind-up for almost any activity.
Following a values activity, the teacher simply asks students to generate an "I learned" statement. This can be accomplished either orally or written. (23:163-4)

The foregoing is only a partial list of values activities. The reader is encouraged to read Values Clarification: a Handbook of Practical Strategies for Teachers and Students by Simon et al. and Values and Teaching by Raths et al. for a more thorough listing and explanation of other values strategies.

Since values clarification asks students to examine closely portions of their own lives, it becomes very personal. Some values strategies are best given to students to complete but are best not collected. Others can be collected and read by the teacher who may wish to add nonjudgmental but clarifying statements to the paper. But the very nature of values strategies disallows a "correct" answer. Values worksheets then cannot be graded in the traditional sense. At best the teacher might consider credit for doing the strategy and no credit for non-participation. However, in all strategies, a student should always be given the option of not wanting to examine that portion of his life. Students can then simply state or write "pass." This contributes to a non-threatening atmosphere in which values clarification best operates.
The actual integration of the values skills approach into the curriculum is relatively easy. Values strategies should not be used to the exclusion of all other teaching methods. Because values operate at a personal level, values strategies do serve to make the subject matter more meaningful. Values strategies can serve as an exciting introduction and motivation to a health education unit of study. The student becomes aware that the unit has or may have implications for his/her own life. Some values strategies are best employed in the middle of a unit once some of the factual material has been presented. For example, strategies concerned with weighing of alternatives might be more successful in the middle of a unit. In addition, values questions interspersed with subject matter serve to reinforce one another. Values clarification can also be used as a culminating activity. This may serve to summarize and reinforce the implications which the materials presented in the unit may have on one's personal life.

Values awareness and values clarification do not just happen in the classroom. A dynamic process unfolds as people purposefully interact with each other in an environment designed for open, thoughtful and responsible discussion. This kind of classroom atmosphere only happens when the teacher wants it to and knows how to establish it. (2:5)
CHAPTER IV
SELECTED VALUES CLARIFICATION STRATEGIES

This chapter presents various values clarification strategies which can be utilized in a health science course. The various strategies which follow are intended only as examples. There are countless numbers of other strategies available and many which could be developed by the classroom teacher. Included here are a variety of strategies which cover a broad range of health topics. Values clarification strategies are offered in the areas of mental-emotional health, personal health practices, first aid, physical fitness, nutrition, dental health, smoking, cancer, heart disease, transplants, consumer health, death, environmental health, and sex education.
"I Value..."

Place a + beside 10 items below that you value most highly. Define the items in any way you choose.

1. _____ Excitement
2. _____ Close friendships
3. _____ Inner peace
4. _____ Sense of self-worth
5. _____ Ability to make free decisions
6. _____ Personal fame
7. _____ Financial security
8. _____ World peace
9. _____ Love
10. _____ Business or professional success
11. _____ Equality for all people
12. _____ Comfort and pleasure
13. _____ Approval from others
14. _____ Being successful
15. _____ College degree
16. _____ A religious life
17. _____ Rewards for honest efforts
18. _____ Close family ties
19. _____ Clear personal goals
20. _____ Creativity
21. _____ Elimination of poverty
22. _____ Humor
23. _____ An effective world gov't.
24. _____ Courage
25. _____ Flexibility
26. _____ Great personal wealth
27. _____ Leadership
28. _____ Plenty of free time
29. _____ Loyalty from others
30. _____ Problem-solving ability
31. _____ Sense of community with others
32. _____ Caring for others
33. _____ Freedom of speech
34. _____ Beauty
35. _____ Fun
36. _____ Preserving nature
37. _____ Justice for all people
38. _____ Pleasing surroundings

Next, go back and place a 0 by the ten items that you value least highly.

Now, choose your top three. Of the 10 items marked +, pick three about which you feel most strongly, and underline them.

Finally, you may add some new items to the list. But add only items which are as important to you as are the three underlined items.
Interpersonal Relations*

Values Exercise

The class is divided into groups of approximately eight per group. Each group gets one stack of newspapers and one roll of masking tape. For fifteen minutes, each group plans a construction that will be judged for height, stability, and beauty (no physical work is permitted during the planning period). Twenty minutes are then allowed for construction.

The class examines all the constructions and judges them. After judging is completed, students record their answers to the following questions:

1. What percentage of the plan did you contribute?

2. What percentage of the plan could you have contributed?

3. Did your group have a leader? Who? How was he chosen? Characterize his style.

4. Which of the following words best describes your role in the planning session: wallflower, dominator, facilitator, inventor, negativist, questioner, clarifier, humorist. Is there another word that describes you even better?

5. How were your ideas received during the planning session?

6. How did the group generally respond to all the ideas that were expressed?

7. List three specific behaviors exhibited during the planning session that you feel were helpful.

8. List one behavior you exhibited during the planning session that you feel was helpful.

Feelings Display

1. Put a check by each of the feelings that you have had in the last few days.
2. Put a dot by the feelings that you rarely or never experience.
3. Write in some additional feelings that you sometimes have.
4. Star the one feeling (or one of the three signs below) to show one of your most common experiences.

EXCITED

WARM
AND
COZY

SAFE
AND
SECURE

HUMBLE

REBELLIOUS

MEAN
AND
DESTRUCTIVE

TERRIFIED

STRONG
AND
CAPABLE

NERVOUS

JEALOUS

HOPEFUL

LOVEABLE

OPTIMISTIC

EMPTY

SILLY

IRRITATED

DEPRESSED

FURIOUS

WORRIED

DISGUSTED

GUILTY

CHILDISH

HURT

CURIOS

ENvious
OF
OTHERS

BORED

CONTENTED
OR
FULFILLED

FEELINGS I
CAN'T PUT
WORDS ON

FEELINGS I'D
RATHER NOT
TALK ABOUT

NO FEELINGS
THAT I AM
AWARE OF

K-212-2 *COPYRIGHT ARGUS COMMUNICATIONS 1973
Rank Orders

STEP 1. In a small group, each person takes a turn saying the three italicized words aloud, to indicate the order in which he or she prefers them. Others make no comment. No explanations at this time.

STEP 2. The group explains or discusses the choices each one made.

STEP 3. When ready, the group can pick a new trio of things to rank.

Which would you prefer:
Better looks.
A better mind.
More money in the bank.

Which would you prefer:
No requirement to attend school if you didn't want to.
A few restrictions, but freedom to miss school for many more things.
Strict attendance laws.

Which would you most want a friend to be:
Completely honest and truthful with you.
Very generous to you.
Very loyal to you, no matter what.

Who should be given more influence in school:
The brains.
The social types.
The athletes.

What qualities do you most prefer in a teacher:
Humor.
Warmth.
Fairness.

Which seems most harmful in the long run:
Tobacco.
Alcohol.
Marijuana.

Which would you prefer:
A boring job that had high pay.
A fun job that paid barely enough to live on.
Marriage to someone rich but ugly.

If you liked someone a friend was sometimes dating, which would you probably do:
Flirt with that person.
First ask your friend if it's OK.
Do nothing and hope for the best.

Which is harder for you:
Getting a low grade on a test.
Losing a book report and having to do it over.
Having someone copy your work and get credit for it.

If you had to live alone on an island for a month, which would you prefer to have with you:
Ten comic books.
A record player and ten records.
A set of paints and ten canvases.

Which do you think is worst:
Carving initials into school desks.
Tossing empty bottles into the weeds.
Shoplifting from a large store.

What kind of teacher is hardest for you:
A teacher who talks too much.
A teacher who scolds too much.
A teacher who is just plain too dull.

Which are you most afraid of:
Dark places.
High places.
Closed-in places.

Where would you prefer to live next year:
Alone in your own apartment.
In a commune with other young people.
With your parents.

What occupation would you enjoy most:
Construction.
Clerical.
Computer Programming.
**Big and Little Talkers**

There are all kinds of talkers.

"What time is it?"

**Little Talker:** "About two-thirty."

**Medium Talker:** "I don't have a watch, but I think it's about two-thirty."

**Big Talker:** "For the first time in a long, long time, I didn't wear my watch today. Left it on the breakfast table. Right by the toaster, I think. But I happened to look at a clock about a half hour ago and it was a little before two then. Maybe two or three minutes before two. So my guess, which is only a guess, is that it's probably about two-thirty. But, of course, I can't be sure of it."

1. Can you think of one person who is usually a little talker? ____________________________

   A medium talker?__________________________

   A big talker?__________________________

2. Here are different situations. For each situation, check the kind of a talker that you are most likely to be.

<table>
<thead>
<tr>
<th>LITTLE</th>
<th>MEDIUM</th>
<th>BIG</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. With a small group of close friends.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. With adults you do not know well.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. In an argument.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. In a large party.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Caught doing something you shouldn't be doing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. With your pet.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. With your family at mealtime.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. On a school committee.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. With a new friend.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. On the back of this sheet, list a, b, c, d, and write some thoughts about as many of these questions as you have time for:

   a. In what ways do you like being the kind of talker you are?
   b. In what ways would you be happier if you were different?
   c. What do others do in a group that bothers you or makes you angry?
   d. What can others do to make you feel more comfortable as a talker?
MAKING SENSE OF OUR LIVES
BY MERRILL HARMON, PH.D.

Winners and Losers

1. The last time I felt like a winner was...

2. I feel like a real winner when...

3. I feel like a loser when...

4. Many people think a person is a winner if...

5. When I think of winners, I think of people like...

6. When I help someone else feel like a winner, I feel...

7. Once, when it looked as if I might be a loser, someone helped me by...

8. One thing I would really like to win at is...

9. Some things I could do to help me achieve that goal are...

10. I would hate to lose at...

11. Some things I can do to avoid losing in that way are...

12. There would be more winners and fewer losers in the world if we could only...

13. As I think about all of this, I...

K-211-5 *COPYRIGHT ARGUS COMMUNICATIONS 1973
Success Versus Failure*

Values Sheet

"There's no success like failure,
And a failure's no success at all."

To think and to write on:
1. What do you think Dylan is trying to say?
2. How can failure be success?
3. Have you ever known anyone who intentionally failed?
4. Have you ever intentionally failed?
5. Do you know anyone who fails continually?
6. Have you ever heard someone say, "See, I told you I couldn't do it?" Have you ever said this?
7. Have you ever learned anything from a failure?

Health Practices

Want Ads*

On a 3x5 card you are to place an anonymous "want ad" listing a particular behavior pattern you have which you feel is unhealthy and that you would like to change.

Your card will be collected and shuffled with other cards in the class; they will then be redistributed among the class. Working in small groups, you are to come up with possible solutions to the "want ads." Discuss, nonjudgmentally the plausibility of the solutions.

First Aid

Unfinished Sentences

1. If I pass the scene of an accident where help has yet to arrive I would ...

2. If I am at the scene of an emergency and everyone there just seems to be standing around, I would feel ...

3. When I see someone seriously injured I feel ...

4. If I was seriously injured, I would want the people around me to ...

5. I think the most important thing the owner of a pool can do is ...

6. I feel that the best way to protect little children from poisons is ...

7. I feel that people who seek first aid training are ...
Physical Fitness
Values Sheet*

"A CAUTION TO EVERYBODY"

Consider the auk:
Becoming extinct because he forgot to fly,
and could only walk.
Consider man, who may well become extinct
Because he forgot how to walk and learned how
to fly before he thought.

----Ogden Nash

To think and to write on:

1. What, if anything, does this poem say to you?

2. React to Robert M. Hutchins statement:
"Whenever I feel like exercise, I lie down until the
feeling goes away."

3. If you choose not to engage in regular activity,
list several reasons why, without becoming unduly
defensive.

4. If you have a regular pattern of activity, list
several reasons why you continue it.

5. Find someone else in class whose beliefs are dif-
ferent from yours. Without trying to persuade the
other person to your point of view, discuss your
behavior with the intent of understanding.

*Osman, J., "The Use of Selected Value Clarifying
Strategies in Health Education," Journal of School
Nutrition

Ten Foods You Love to Eat and Drink*

I. List ten of your favorite foods on a piece of paper.

II. Code your list as follows:

1. Circle the food you could most easily do without for one year.

2. Mark a plus next to each food that's relatively high in nutrients.

3. Indicate with a dash those foods high in calories and low in nutrients.

4. Star those foods low in calories.

5. Use a check mark to code those foods you eat too much of or too often.

6. Put the number 5 by the foods that would not have been on your list five years ago.

7. Put an X next to junk foods.

III. To think and to write on:

1. What did the Ten Foods exercise reveal to you about your food selection?

2. Are all of the food groups represented? In balanced amounts?

3. What, if anything, do you plan to do as a result of the exercise?

Weight Control

Reaction Sheet

1. How satisfied are you with your present weight?
   ___ very
   ___ fairly
   ___ not very
   ___ not at all

2. I feel that my ideal weight would be ____________.

3. I would be satisfied if I weighed ____________.

4. List three things that you would have to do to achieve your ideal weight.
   1) _____________________________________________
   2) _____________________________________________
   3) _____________________________________________

5. After considering the fact that my weight is too low/high, I realize that the consequences of this include ...

6. What factor contributes most to your need to diet?

7. What do you feel is the best source of a diet plan?
   ___ magazines
   ___ doctor
   ___ friend
   ___ parent
   ___ self-made

8. How often do you diet?
   ___ constantly
   ___ once in a while
   ___ rarely
   ___ never

9. If and when you do diet, how successful are you? What contributes to your success or lack of it?
Dental Health
Reaction Sheet

Which brand of toothpaste do you use?

Nationally advertised brands of toothpaste cost more than do many unadvertised brands available at a market or drug store. Would you use a cheaper, unadvertised brand? Explain.

Baking soda and water is probably just as effective as toothpaste in fighting tooth decay. Would you ever use it? Why or why not?

Which would you prefer. Rank them in order of your preference.

— crooked but healthy teeth
— beautiful, straight teeth but very cavity prone
— healthy, straight teeth but discolored
— healthy, white, straight teeth

When I think of healthy teeth I think of:

What two words/phrases do you associate with the dentist?

The reason I'm most apt to use a mouthwash is:

— for the taste
— because I'm too busy to brush
— as extra protection for bad breath
— I wouldn't, its not necessary

This city should fluoridate its water supply.

Strongly agree

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
</table>

Strongly Disagree
SMOKING
VALUES EXERCISE

<table>
<thead>
<tr>
<th>The first time I lit up a cigarette I did so because ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>I could achieve the same results ...</td>
</tr>
</tbody>
</table>

| I continue to smoke because ... |
| I'm proud of the fact that I smoke! |
| Who's in control | Me |
| The cigarette | Not at all |
| 1 2 3 4 5 6 7 8 9 10 | 1 2 3 4 5 6 7 8 9 10 |

| I have considered the consequences of my smoking; these include: |
| If I wanted to stop smoking now it would be: |
| I have tried to stop smoking before: |
| If I could have my way, I WOULD or WOULD NOT prefer that my children smoke. Because ..... |

| torture | never |
| very difficult, but possible | just a couple of times |
| not much of a problem | many times |
| just have to want to | I'm forever trying |
| a snap | *** I wasn't successful because ... |

- If I wanted to stop smoking now, it would be:
  - torture
  - very difficult, but possible
  - not much of a problem
  - just have to want to
  - a snap

- I have tried to stop smoking before:
  - never
  - just a couple of times
  - many times
  - I'm forever trying

- *** I wasn't successful because ...
CANCER

REACTION SHEET

I associate cancer with:

If I were told by my doctor that I had cancer, my first reaction would be:

If during a routine physical exam, it was found that I had cancer I would:

not want to be told
want to be told by my doctor
want my close relatives to be told but not me
want to be told by a close relative

Assume there is a bill before Congress which would tax individuals $1.00 on every $1,000 they earned. This money would be used to support more cancer research; I would:

Gladly pay it
write my congressman in support of the bill and gladly pay it
begrudgingly pay it
think it a waste of money
write my congressman expressing my displeasure with the bill

If I had terminal cancer and had a choice between 4 months to live without using drugs or about 1 year to live if I took drugs I would choose__________, even though my body would react negatively to the drugs and often make me feel sick.

The last time I voluntarily contributed to the Cancer Society was:
Heart Disease
Values Exercise

In the first column, make a complete list of items an individual can do to reduce his chances of getting or helping to prevent heart disease.

In the second column, put an * next to those items which you consistently do at the present.

In the third column, put a + next to those things which you feel you probably never will do.

Rank yourself on the scale below according to how concerned you are about heart disease.

<table>
<thead>
<tr>
<th>Very Concerned</th>
<th>Not at all Concerned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  2  3  4  5  6  7  8  9  10</td>
<td></td>
</tr>
</tbody>
</table>
You are a famous heart surgeon. Below is a list of ten of your patients waiting for a heart transplant. All of them will more than likely die within one month if a heart transplant operation is not performed. Rank them as to who will be first to receive a transplant, second, etc.

1. Bookkeeper; 31 years old
2. A young wife; 26 years old; four months pregnant
3. Black militant; second year medical student
4. Famous historian-author; 42 years old
5. Hollywood starlet; singer; dancer
6. Bio-chemist; woman; unmarried
7. Rabbi; 54 years old
8. Ex-olympic athlete; 56 years old
9. A 39 year old former prostitute; retired for 4 years
10. An architect; homosexual

Consumer Health

Brand Names*

I. On a piece of paper with 4 columns, list all the brand name products that you can find in your medicine cabinet.

II. In column II, write the name of the person who most likely chose that particular brand. (Who brought it into the house?)

III. In column III, very briefly explain why that particular brand was chosen. Was it a recommendation? Was it seen advertised? Has it been used in your house for years and years, etc?

IV. In column IV, place a check if the item was picked by making use of three criteria: It was chosen after examining several alternatives. It was chosen after thoughtfully considering the pros and cons of the alternatives. It was a free choice, not a pressured one.

V. To think and to write on: How vulnerable are you to the mass media and to the pitchman's magic?

Thoughts On Death*

Values Sheet

"GIVE THEM THE FLOWERS NOW"

Closed eyes can't see the white roses.
Cold hands can't hold them, you know.
Breath that is stilled cannot gather
The odors that sweet from them blow.
Death with a peace beyond dreaming
Its children of Earth doth endow.
Life is the time we can help them
So give them the flowers now.
Here are the struggles and strivings.
Here are the cares and the tears.
Now is the time to be smoothing the frowns
And the furrows and fears.
What to closed ears are kind sayings?
What to hushed heart is deep vow?
Nought can avail after parting --
So give them the flowers now!

Source Unknown

To think and to write on:

1. Without long thought or even complete sentences, what are your present thoughts about this poem? What does it say to you?

2. When was the last time you gave someone "flowers?"

3. Have you ever felt "guilty" after the death of a loved one -- that perhaps you withheld some "flowers" from them?

4. React to the statement: "There are possibly more 'hang-ups' in our country with personal death than with personal sexuality."

5. What are the implications in this values sheet for your own life?

6. Contract with yourself, in writing, the living person who will be the recipient of your "flowers." By when? How often? Date and sign the contract.

Environmental Health

Values Sheet*

"People like to make money. If more profit can be made by polluting the earth, people will pollute. If more profit can be made by replacing an old machine, it will be thrown away. Increased profit has been the main reason for our high standard of living in the United States. Everybody is for making the environment a better place until it costs them more money. If pollution control causes a person to lose his job or causes him any inconvenience, he is not for it."

To think and to write on:

1. Do you agree with the author's point of view about people and what they seem to value most?

2. Can you think of five things you value even more than money? List them.

3. What percentage of your allowance (income) would you be willing to give to improving the environment?

4. If you had to give up five electrical appliances or machines in your house to cut down on pollution, which would be the five easiest to do without?

5. How would you feel if a new law was passed requiring you and your family to reduce electricity usage by one-third? Would you do this without a law?

ENVIRONMENTAL HEALTH

Ranking Exercise

In column #1 list 10 things you as an individual could do to help reduce pollution or conserve energy.

In column #2 rank order your list so that the most meaningful (item which would help the most) is first, the second most meaningful is #2, etc.

In column #3 place an * next to those items which you probably will not do with regularity.

In column #4 place an X next to those items which you consistently do at the present.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write one I learned statement concerning this exercise.
Sex Education

Value Sheet

Bob and Jane have been married 10 years; they have two children - an 8 year old girl named Jill and a 6 year old boy named Mark.

Bob and Jane have not talked to their children about sex education. In fact, they do not really know for sure how to approach the subject.

Bob learned his sex education by talking with friends and older kids on the streets of Kalamazoo, Michigan and Jane received some information from her parents. However, this was limited because her parents never really sat down and talked with her as they didn't know how to answer her questions directly.

Bob feels that the best way for both Jill and Mark to learn their sex education is by talking with their older friends as they grow up. Jane feels that the kids should receive their sex education from their parents but not until they are about fourteen years old.

Bob and Jane do not see eye to eye on this subject and might decide to put off talking with their kids altogether.

1. What do you feel sex education consists of? What is family life education? Is there a difference?

2. Which parent do you agree with? Perhaps you don't agree with either one. Where then should children get their sex education? How much? How soon?

3. What are some of the advantages of parents being the primary source of sex education for their children?

4. What do you feel should be the role of the public schools in the area of sex education? What are some of the advantages of the schools also being disseminators of sex information?

5. What could Bob and Jane do to come to a better understanding about this subject and their own feelings?
Masculinity/Femininity

Agree or Disagree

Please indicate whether you agree or disagree with the following statements by placing an "X" in the appropriate column. If you strongly agree or disagree, you may change your X to a *.

Agree  Disagree

1. A woman's place is in the home.
2. A husband should help his wife with the housework. (washing dishes, etc)
3. Women with young children should stay home and take care of them, rather than work.
4. Men are almost always smarter than women.
5. A husband should have more education than his wife.
6. A woman should be paid less than a man working at the same job.
7. Men are physically and emotionally stronger than women.
8. A man should never cry.
9. The man should be the "boss" of the family.
10. I would like to see a woman become President of the U.S.
11. Mowing the lawn is a man's job.
12. If a man sews, he is a sissy.
13. Women should be allowed to play on professional sports teams.
14. A man and a woman of equal ability apply for a job. The man should get it because he will do a better job.
15. Within 10 yrs. from now, women will be in control of the country.
Write your opinions in the spaces below. Later, you will have a chance to hear what others are thinking.

1. St. Thomas Aquinas once said, "As regards the individual nature, woman is defective." What reactions have you to that statement?

2. Some women believe that women should be soft and non-aggressive. Some men believe that men should be forceful and non-emotional. What do you think?

3. Do you feel that there are some advantages in being the sex you are? List some, if you can.

4. Do you feel that there are some disadvantages in being the sex you are? List some, if you can.

5. Complete with six or more words:
   A man should...

6. Complete with six or more words:
   A woman should...
Marriage

Unfinished Sentences

1. The most important ingredient in a marriage is ...

2. The ideal age for marriage is ...

3. Teenage marriages are ...

4. Marriages between people of different races are ...

5. Living together without a legal document is ...

6. Communal marriages are ...

7. Contract marriages, which are up renewal every two years, are ...

8. The 50/50 marriage is ...
Parenthood
Values Sheet*

Tied Down?

Why be tied down by parenthood? Let PRO-FAM raise your infant into a responsible, successful adult. Class A offers: Father 38, mother 36, and grandmother 67. Four-child unit has an opening for one, aged 4-6. Adult family members are certified in child management and development. Diet exceeds government requirements. Telephone contact allowed. Opportunity for offspring visits to bioparents during summer vacation period. Art, religion, and other cultural experiences will be encouraged upon request. Contracts - 2, 4, 6 years (two years minimum). Mail contract TODAY and be free TOMORROW!

Indicate your reaction to this advertisement by checking one of the following choices. Be able to defend your position.

1. Out of the question. Do not like the idea. Only parents can successfully raise children.

2. Child development is the joint responsibility of parents and schools only.

3. This type of case is not plausible but some extended type of day-care might be encouraged.

4. Possibility of relinquishing 24-hour parental responsibilities to other sources such as day-care centers, full-time schools, camps, and group families.

5. I would make some modifications but the idea is essentially sound.

6. I like this program. When do I send the children?

Divorce

Values Sheet*

DIVORCE

Divorce was one way out and so they took it -- escaped from their prison marriage to unbarred air.

Crazy with freedom, two so long cramped and crooked, they danced different ways and began to lose that pallor, laughing along at last where the wind has no door.

They were like school bent children released into summer as if after June there were nothing further to learn -- chewed candies of whim and swam when the days turned warmer; from their lives in the leaves no one could call them home.

Wintered again, they look back at that green illusion, pick at their locks and their partners, dreaming a plan to tunnel a way through the walls of their own confusion and find outside, the woman, the ideal man -- the god they needn't love, who will worship them.

_Harold Witt

To think and to write on:

1. How are you going about finding someone to marry? Describe your approach.

2. What is your understanding of the last part of the poem?

3. What are some of the pitfalls of this marriage game? List them.

4. What are you going to do about finding a marriage partner?

Abortion

Forced Ladder Choice

Below are listed 12 individuals. Rank them in order according to the person you respect the most to the person you respect the least.

1. A college student who lends his/her money to a friend who is going to obtain an abortion.

2. A doctor who makes his/her living off of illegal abortions.

3. A woman who is married and has become pregnant from a man other than her husband and has decided to have an abortion.

4. An individual who counsels a friend into a therapeutic abortion which is based on rape.

5. An individual who tries to convince an undecided friend into having an abortion because the doctor says she might have a defective child.

6. An individual who feels abortions are wrong under all circumstances.

7. An individual who advises an unmarried woman to put her unwanted baby up for adoption after birth rather than have an abortion.

8. A doctor or health worker who travels to high schools lecturing about the dangers in trying to self-abort a pregnancy with such things as vacuums and lysol cleaner.

9. A man/woman who kicks dogs.

10. A teacher who always looks the other way when kids cheat on tests.

11. A 40 year old woman who already has three children; the youngest is 12 years old. She has decided for her family's sake to have an abortion.

12. A young woman whose husband has just left her. She now finds that she is 2 months pregnant. He refuses to return; she opts for an abortion.
Abortions

Forced Ladder Choice

(continued)

Person I respect least

Person I respect the most
CHAPTER V
Summary

Emotional needs initially reveal themselves in the first years of life - the need for affection, security, achievement, safety, and so on. Values are acquired later; only when the "self" is recognized can values truly develop. Behavior associated with emotional needs is pervasive; valuing is selective - it leans towards the intellectual side of life. A potential problem exists when a child with unmet emotional needs attempts to utilize the valuing process. This may be particularly difficult for him because he must examine himself. (17:197-99) The confusion and distinction between values and emotional needs must be analyzed.

Raths, Harmin and Simon suggest that the relationship between thinking and valuing is in need of further study. Thinking involves the ability to see alternatives and understand; whereas, valuing involves choosing from alternatives and making a decision. (17:201)

It is necessary to analyze the distinction between emotions, values, and thinking because a teacher using values clarification techniques must be able to judge whether a child's behavior signals a problem with thinking, unmet emotional needs, or values confusion. (17:203)
Greenberg also suggests a number of topics which are worthy of further research endeavors: 1) the means by which values related to health are acquired, 2) the relationship of significant others' behaviors and professed values to one's own values, 3) the importance of commercial media in the development of values, and 4) the significance of peer group influence on values formation. (4:95)

In any event, "values clarification is not a panacea for all that ails children and education." (17:8) It is a teaching technique which, when utilized by the classroom teacher, provides experiences for students at the values level of their education.

Values clarification can be a refreshing variation in teaching that will encourage student involvement and group interaction. (21:10) Tolar suggests that teachers can contribute to the emotional well being of their students when they make the classroom "come alive," by making classroom experiences relevant to the students' goals in life. When the material presented in a classroom has meaning for an individual he is more likely to become involved and interested in it. (25:71)

Table I, presents some of the specific advantages of the values clarification approach for both teachers and students.
Table I
Advantages of Value Clarification for the Student

1. Lifts facts and concepts to a personal level.
2. Humanizes education by encouraging students to examine their feelings.
3. Provides students with a consistent, reliable reference point (the process of valuing).
4. Encourages reflective thinking and/or introspection on the part of the student.
5. Minimizes teacher power and authority.
6. Assists students in answering:
   a. Who am I?
   b. What do I stand for?
   c. Where am I going?
7. Helps students move toward greater consistency between thoughts and speech, speech and action.
8. Individualizes instruction by providing each student the opportunity to get in touch with what he believes is right for his own life at that point in time.
9. Minimizes value inculcation by the teacher.

Advantages of Value Clarification for the Teacher

1. Removes the "blahs" and boredom from teaching.
2. Provides educators with specific teaching strategies.
3. The teaching strategies are flexible and adaptable to different grade levels and learning situations.
4. Creates a nondirective, nonthreatening, nonjudgmental classroom atmosphere.
5. Teacher no longer has to defend or justify traditional value positions held by society.
6. The seven-step process of valuing provides educators with a framework for course design. (14:622)
Perhaps the greatest advantage of employing values clarification in the classroom is long term rather than immediate. Values clarification is an attempt to impart to a student skills which will enable him to clarify his values and make value decisions throughout life. Obviously, some individuals will become more skilled in this than others. It is difficult to predict what values will emerge from an ongoing valuing process. Most likely some values will be maintained, others altered, and some dropped by the wayside. Young people will make mistakes in the valuing process; but behind the process lies the assumption that one is capable of correcting mistakes. (12:29-30)

In a field such as health, where there is no one critical mass of common values necessary to the health and vigor of society, humanistic education can provide us with the tools and techniques necessary for a more creative teaching-learning environment. Additionally, humanistic education allows for a greater emphasis to be placed on examining alternatives for the achievement of a more satisfying self-concept, respect for one's body and one's well being. (19:227)
BIBLIOGRAPHY


