DEVELOPING SKILLS AND COMPETENCY IN USING

VALUE-CLARIFYING RESPONSES DURING INTER-ACTION

.WITH PUPILS

by

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ABSTRACT

The purpose of this paper was to further understanding and increase competency in the teacher's use of value clarifying responses in her interaction with her pupils. The process of value clarification is a method of responding to a student in a way which causes him to reflect on his choices, on what he prizes, on what it is that has meaning in his life. Value clarification stimulates the student to clarify his thinking about what he believes in and what is important in his life. It is a way of holding up a verbal mirror to a student, which encourages the process of valuing.

In carrying out this project, the teacher selected values-oriented experiences and exercises drawn from the literature. Full class and small group discussions were conducted during which time the teacher responded to individual students by using clarifying responses. These activities were conducted daily over a four week period of time.

The methods used for analysis of teacher behaviour and development of competency in this strategy were video tapes and a self-evaluative record. Three video tapes were taken demonstrating the teacher's use of clarifying responses at the beginning of the project, at midway, and at the end of the four week period. Each tape was subjected to a self-analysis in the presence of a coding schedule. The tapes and self-analyses were examined by the teacher's senior supervisor. In the first two tapes the supervisor made suggestions for increased competency; in addition the teacher made commitments to specific change The coding schedule used in the self-analysis of the video tape performances showed an increase in the percentage of the teacher's use of the clarifying response during each values-oriented experience. Self-analysis profiles also showed a decrease in the teacher's attempts to guide the students towards an acceptance of teacher-imposed values.

The data derived from the video-tape screening and the self-analysis profiles indicate the fulfillment of the teacher's objective to increase competency in the use of the clarifying response with her students.

ACKNOWLEDGEMENTS

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CHAPTER I

Introduction

My chosen life work is guiding and directing children. Meeting a new class each fall, a teacher soon learns to distinguish them by the differences in their physical appearances; height, weight, color of eyes and hair, and shape of features. The variety of physical appearances soon seem to be insignificant when these are compared to the variety of differences in children's behaviour, modes of thinking and attitudes that make up their personalities. How delightful is the group who are alert and curious, anxious to learn and try out their own ideas. How frustrating are those, who although physically fit, are listless and negative, find little to interest them and seldom settle to any project. The moment of dismissal seems to be their most anticipated time of day.

It is with these listless and negative children that I spend the greatest part of my time and energies. As well as trying to motivate them to engage in purposeful activities in the classroom I must spend a great deal of out-of-class time on their behalf. Interviews with teachers who have previously taught these children, interviews with the school nurse and counsellors and the remedial teacher must be set up. The parents of these children must also be consulted. The great amount of time that a teacher must spend in these activities lessens the amount of time she is able to devote to other aspects of her job such as curriculum planning and professional growth. The rest of the class at times may feel neglected and resentful toward these difficult pupils. The tone of the class is affected.

Problem pupils are not welcome members in project groups and are usually rejected, thus are denied the opportunity of working with people who are able to organize their time and energies profitably.

It is easy to hypothesize that there is a relationship between the behaviours cited previously and the amount of learning done by these children. This hypothesis is borne out by a study made by Stern in which he concludes that where nothing specific is done, these types of behaviours tend to persevere.[1]

One might ask how children become negative and what factors cause them to be listless but this is only one part of the teacher's job. It would seem to me an equally worthwhile endeavour to search for the specific ways one could promote change.

Raths, Harmin and Simon put forth a theory which suggests that the listless, negative children who are my concern may lack clear purposes and criteria for choosing what to do. These children do not seem to be clear how to relate to things and people around them. They seem to have learned a pattern of behaviour that compensates for not knowing how to deal with the dynamics of the surrounding world. These children have not yet found a meaningful role for their lives and are therefore unable or unwilling to marshall up their full intellectual resources for use in the crucial game of living. The common malady of these children seems to be a confusion in values.[2]

Value theory and teaching strategies associated with it are presented

1. Stern, Ira Leroy, "The Perseverance or Lack of It of Specified Behaviours Among Children in Selected Elementary Schools in Nassau County, New York." New York University 1962.

2. Raths, Louis E., Harmin Merrill; & Simon, Sidney B.; Values and Teaching, 1966 pp.3-12.

in this book. Procedures for helping children to clarify their ideas,
attitudes and beliefs and evaluating the outcome are offered and these pro-
cedures are the basis for this project.

CHAPTER II DISCUSSION OF THE LITERATURE

What are Values and How are They Attained?

The ancients saw the process or law through which all success and happiness could be attained in a precept "Know Thyself". These words were inscribed over the entrance to the Temple of Apollo at Delphi.

Nicholas Rescher, writing in 1972, stated:

"Values represent the ultimate reasons people have for acting the way they do - their basic aims, objectives, aspirations, and ideals. Values are intangibles. In the final analysis, they are the things of the mind that have to do with the visions people have of "the good life" for themselves and their fellows."[3]

Raths, Harmin and Simon define the term "Values" as those elements that show how a person has decided to use his life.[4]

Carl Rogers believes a man may find an organismic valuing base within himself if he can learn to be in touch with it - evaluating transaction with his world - appreciating or rejecting his experiences as they have meaning for his own actualization. Man is subjectively free. His personal choice and responsibility account for the shape of his life. He is the architect of himself.[5]

J. Edward Carrothers claims:

"There is no longer any questions that man has the ability to manipulate his environment and his own nature, and to bring the whole quality of life under the control of his choices, but, that while man is free to choose from a fantastic array of options, he cannot escape the fact that he must face the consequences of his choice making."[6]

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3. Rescher, Nicholas, "What is Valuing," Forum Spring/Summer 1972 p.3

4. Raths, Harmin and Simon, op. cit., p.6.

5. Rogers, Carl, Freedom To Learn, p. 102.

6. Carothers, J. Edward, Human Values and Advancing Technology, p.9.

Gail Inlow states that values are the determiners of life's choices, and thus of man's behaviour. They are the products of myriads of man's influences past and present. Some are hand-me-downs from previous generations. Others are original products forged at a given point of time in the crucible of social living. They flow from the culture and into the culture.[7]

Risieri Frondizi poses a basic question in determining what a value is. He asks if we desire a thing because it is good or if it is good because we desire it. He believes that one's values are not only based on our personal experiences but also have unreal qualities which he interprets as Gestalt qualities. A gestalt is more than an aggregate of its parts. He cites a very simple example...drinking beer. This may be a value because of the pleasure afforded while drinking it. If there is no pleasure there is no value. This is a subjective point of view. The objective point of view would imply that the quality is inherent in the beer. Social and cultural factors would force us to consider how we felt about drinking alcoholic beverages in the first place. Frondizi believes that these different points of view are a Gestalt and can't really be separated. There are three great sectors of reality: things, essences and phychic phenomena. He illustrates how marble becomes a beautiful statue in the hands of a sculptor. Although still retaining all the characteristics of the marble, it then has esthetic value added.[8]

Aschenbrenner declares that a study of value theory must begin with the language system we use. We should surely be able to express our thoughts in any direction we please if our language system is fully developed but Aschenbrenner does not believe this is so. He says that when we attempt to

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7. Inlow, Gail M., _Values in Transition_, p. 198.

8. Frondizi, Risieri, _What is Value?_ pp. 74-82.

go against the grain of a standard concept such as conflict, we have only language to speak of conflict in a negative manner. On the other hand the use of the word charity has only positive connotations.[9]

While Aschenbrenner believes we could obtain insight into character and values by analyzing selected value words, Hall believes that the status of values could be determined by an analysis of sentences containing value terms. Hall defines our perceptions and emotions as unconventional sentences. Perceptions make assertions and are true or false. Emotions make value claims and are legitimate or illegitimate. He argues for a coherence theory of verification to both conventional and unconventional sentences to attain our values.[10]

Pepper comments on the great division that has sprung up in the last few decades between those who conceive value theory as the study of value terms and those who conceive it as the study of value facts. Pepper questions what these distinctions have to do with ethics of values generally. Ethics traditionally deal with human conduct and the motives for the decisions of conducts. And if any moralists have been concerned with the meaning of 'good' and 'ought' and of sentences containing these concerns, their concern was not to discover distinctions among forms of sentences but data on human conduct.[11]

Werkmeister states that we must first examine the very nature of man as disclosed in our sciences, and then must deal with the problem of values as guides and standards of human conduct. His major premise is that man exists not simply in a world of things and other persons, but that he always finds himself in 'situations' in a world, that is, as understood and as shaped by

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9. Aschenbrenner, Karl, _The Concepts of Value_ pp. 24-30.

10. Hall, Edward W., _Fact and Value_ p. 17.

11. Pepper, Stephen C., _The Sources of Value_ pp. 19-26.

him. His understanding may be faulty and his ability to change things narrowly limited, but the world man responds to and in which he lives is in a basic sense his own world – comprehended and created by him. And it is in this, in his own, world that man encounters his values.[12]

Dewey has presented educators with a theory of valuation which declares that:

"In the degree in which existing desires and interests (hence valuations) can be judged with past conditions, they are soon in a context which enables them to be re-evaluated on the ground of evidence capable of observation and empirical test. The power of prediction increases as we analyze the consequences of our choices."[13]

Raths has built his theory of values partially on the work of Dewey to give concrete and effective aid to teachers who are wanting to apply critical thinking techniques in the affective domain.[14]

Raths is less concerned with the particular value outcomes of any one person's experiences than with the processes that he uses to obtain his values. Three aspects of value are postulated in his Values Theory and seven criteria are noted. Unless something satisfies all seven of the criteria it is not called a value. The three aspects are choosing, prizing and acting and the seven criteria are listed here:

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

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

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12. Workmeister, W.H., *Man and His Values* p. 24.

13. Dewey, John, *Theory of Valuation* p.29.

14. Raths, Harmin and Simon, op. cit., pp. 7-9.

Acting: (6) doing something with the choice
            (7) repeatedly, in some pattern of life

These processes collectively define valuing. Results of the valuing

process are called values.[15]

Why is there Confusion in Values?

In 1960 Maxwell Maltz published his book, "Psycho-Cybernetics". The

word cybernetics comes from the Greek word which translated means 'steersman'.

Each of us carries a mental blueprint of ourselves. It may be vague and

ill-defined and not be consciously recognized, but this self-image is our own

conception of 'the sort of a person I am'. Most of these beliefs have been

formed from our past experiences, our successes and our failures, our humil-

iations and our triumphs and the way other people have reacted to us,

especially in early childhood. From these we mentally construct our 'self'.

Once an idea or belief about ourselves goes into this picture, it becomes

true as far as we are concerned. We do not question its validity, but pro-

ceed to act upon it just as if it were true. Our mind is our 'steersman'

and our actions, feelings and behaviours and even our abilities are consist-

ent with this self-image.[16]

We make our choices based on our self-image. Raths, Harmin and Simon

indicate that the child of today confronts many more choices than the child

of yesterday. So many alternatives are offered for the choosing and he has

inadequate ways of sizing them up. Mass media expose him to many inconsis-

tencies: we stand for peace but engage in war; we have excess food while

people around the world are starving; there are many poor here but we are

15. Ibid., pp. 28-30.

16. Maltz, Maxwell, Phycho-Cybernetics pp. 35-37.

urged to send help to the needy abroad. In the area of products many alternatives face the child. Think of all the kinds of beauty aids, detergents, cars and toys. How do they know what to believe? What is good and what is bad; what is right and what is wrong; what is just and what is unjust?[17]

Kirschbaum believes the confusion and conflict in the world today can be attributed in part to the very accessible communication and transportation available to us. We are bombarded from all sides by many points of view and brought into contact with others with different life styles than our own. In traditional societies only one set of beliefs and one set of behaviours were accepted. Advances in technology and changes in institutions have added alternatives, but have also made visible many inconsistencies in what we see and hear. Many people do not seem to be clear about how to relate to the things and people around them. There is much personal confusion. Rather than being purposeful, positive and enthusiastic these people tend to be uncertain, negative and apathetic.[18]

Ritchie states that Western man is at war with himself. That he is at war is, for some, a source of frustration, confusion and despair. Behind much of our present conflict and uncertainty in the field of values, however, lie also the forces of that complex, interrelated series of changes which we loosely call "The Industrial Revolution". Over the past two centuries, it has touched, disrupted, even re-created almost every aspect of life in the Western world. It is still doing so, and is now rapidly throwing up sweeping challenges to the social structures and value systems of the whole rest of the world besides. We see how change in one sphere of human life, in this case the economic, can sweep change through all others —

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17. Raths, Harmin & Simon, op. cit., pp. 15-26.

18. Kirschbaum, Howard, A World of Confusion and Conflict, p.6.

the political, the social, the ethical and the religious - tumbling and changing value systems in their wake.

Western man has been swept along by a second revolution: "The Scientific Revolution". Through the work of its Darwins, its Freuds, and its Einsteins, the Scientific Revolution has transformed man's perception of his universe and himself.[19]

Toffler cites many other kinds of revolutions which now appear to be occurring simultaneously concerning affairs of youth, economy, race, sex and technology. In other words we are in the midst of a super-industrial revolution. Toffler illustrates the implications of revolutions in today's world for the world of the future.

Revolution implies novelty. It sends a flood of newness into the lives of countless individuals, confronting them with unfamiliar institutions and first-time situations. Reaching deep into our personal lives, the enormous changes ahead will transform our family structures and sexual attitudes. They will smash conventional attitudes between old and young. They will overthrow our values with respect to money and success. They will alter work, play, and education beyond recognition.[20]

Values are not only changing but they are shorter lived. Value turnover is faster now than ever before in history. Home, school, corporation, church, peer group, mass media and myriad sub-cults - all advertise varying sets of values. The result for many is an 'anything goes' attitude - which in itself is still another value position. We are a society that has lost its consensus....a society that cannot agree on standards of conduct, language and

19. Ritchie, Donald, "Values in Conflict", Couchiching Conference Report, p. 3-10.

20. Toffler, Alvin, Future Shock, p. 186.

manners, on what can be seen and heard.

Faced with colliding value systems, confronted with a blinding array of new consumer goods, services, educational, occupational and recreational options, the people are driven to make choices in a new way. They begin to 'consume' life styles the way people of an earlier, less choice-choked time consumed ordinary products. Toffler believes that failure to identify with some group or sub-cult condemns us to feelings of loneliness, alienation and ineffectuality. We begin to wonder who we are. Most of us are desperately eager to find a set of guidelines that help reduce the complexity of choice to manageable proportions. In the welter of conflicting moralities, in the confusion occasioned by overchoice, the most powerful, the most useful 'super-product' of all is an organizing principle for one's life.[21]

Why Must We Clarify Values?

Richmond notes that while charges of irrelevance against education are as old as the public education system itself, never have the consequences of a valueless education system been as profound as they are today. He further adds:

> "Curricula of the last twenty years have been developed with the latest theories of child development and learning. Major changes have been, and are being seen, in school and classroom organization and the child's learning experiences. There is, in the revised curricula, an effort to teach more content at earlier levels, to integrate new topics and to minimize time spent on those topics of decreasing importance. With this abundance of change, the curricula are often devoid of activities necessary to be relevant for the community living of the 70's. Graduates are technically ready to meet the demands of society, but they have no solid foundation for decision-making."[22]

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21. _Ibid;_ pp. 304-312.

22. Richmond, E.W., "Let's make Values a Basis for Curriculum Development", _The B.C. Teacher_, March 1973, p.190.

Postman and Weingartner state that the student must be central in any curriculum development:

> "Not central to the limit that we bear him in mind as we construct our intellectual houses, but central in that our curricula begin with what he feels, cares about, fears and yearns for. Most curricula are concerned with the comfortable past. We want a curriculum concerned with the here and now, the difficult present. If we can say that all human discovery starts with an answerable question, then we ought to look at the curriculum as a series of questions from students that the school helps them to explore - regardless of how indelicate those questions might be. Any curriculum, after all, ought to recognize the existance of the real world."[23]

Weinstein and Fantini claim that pupils must deal in personal terms with problems of human conduct. They state that relevance connects the cognitive and affective domains, and that the affect is an expression of the basic forces of behaviour. They list three important pupil concerns:

1. Self image
2. Connectedness (to know where one fits in the scheme of things)
3. Control over one's life [24]

Prescott Lecky, one of the pioneers of self-image phychology, commented on the relation between learning and self-image. He theorized that if a pupil was having trouble learning it could be because (from the pupil's point of view) it would be inconsistent for him to learn. These pupils often identify with their mistakes. Instead of saying, "I failed this test", they conclude, "I am a failure".[25]

Jones declares that the consideration of personal-emotional factors in a theory of instruction are of particular importance because of the countervailing professional posture which systematically seeks to exclude such factors from the instructional process...a conspiracy of silence.[26]

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23. Postman & Weingartner, _Teaching as a Subversive Activity_, p.160.

24. Weinstein and Fantini, _Towards Humanistic Education_, p.47.

25. Lecky, Prescott, _Self-Consistency, A Theory of Personality_, p.4.

26. Jones, Richard M., _Fantasy and Feeling in Education_, p.125.

Jones enters it as a fundamental rule that the cultivation of emotional issues in schools, whether by design or in response to the unpredictable, should be means to the ends of instructing the children in subject matter. This, not only for the reason that the resolution of emotional issues, when integral to learning, tends to deepen learning; but also for the reason that in the setting of a schoolroom emotional issues cannot be optimally resolved until they become relevant to educational objectives.[27]

Jones further emphasizes that:

"(1) the subject matter should be believable (or make-believable)
(2) the approach to the subject matter should be such that all emotions and images are welcomed and sought after and assumed to be ultimately relevant to the educative process - not shunned and belittled or assumed to be threatening to children."[28]

In her article, "Conflict as Viewed by Children", Lane further adds that children understand far more than we give them credit for, but children must be taught strategies for coping that will protect them and at the same time help then understand the need for these strategies. Teachers must be honest with children in presenting situations, and consistent in their support of children. If pupils are able to perceive that teachers have courage, are fair and can cope - then they can live through conflicts and become stronger, more purposeful and emphatic. The need is for caring and wise teachers who are themselves 'all together'. Moralistic judgements, bitterness, anger, retaliation, fear or withdrawal are of no value.[29]

Pupils can participate in class discussions about problems they face in the neighbourhood or classroom and help make decisions about what should be done. If children are given a chance to help in problem solving, they may find

27. Ibid., p. 160.

28. Ibid., p. 183.

29. Lane, Mary B., "Conflict as Viewed by Children" Journal of the Association of Childhood Education, Vol. 49, No. 5; pp. 238-241.

more creative solutions than if their teachers posed the solutions.[30]

Margaret Mead in thinking of the question referred to by Archibald Macleish in his lines:

"We have heard the answers, all the answers, it is the question that we do not know."

decided that now we can say that we do know at least who must ask the questions...the children. The young must ask the questions that adults would never think to ask, but enough trust must be re-established so that the elders will be permitted to work with them on the answers. Margaret Mead relates how she was raised by a grandmother and parents who did not think they could set their children's feet on any given path. She was reared almost seven decades ahead of her time, as today's twenty year olds proclaim they will raise their children, leaving them free to grow, straight and tall, into a future that must be left open and free. She concludes by saying, "The Future is Now."[31]

How to Clarify Values

For the purpose of this study the basic strategy of value clarification rests on a specific method of responding to things a student says or does. It is a way of responding that results in a student considering what he has chosen, what he prizes, and/or what he is doing. It stimulates him to clarify his thinking and behaviour and thus to clarify his values.

Raths, Harmin and Simon list ten essential elements of the Clarifying Response:

"1. It avoids moralizing, criticizing, giving values or evaluating.
2. It puts the responsibility on the student to think and decide for himself what it is he wants.

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30. Ibid., pp. 238-241.

31. Mead, Margaret, Culture and Committment: A Study of the Generation Gap, pp. 74-76.

3. It entertains the possibility that the student will not look or decide or think. It is permissive and stimulating but not insistent.
4. It does not try to do big things with its small comments. It works more at stimulating thought relative to what a person does or says. It aims at setting a mood. Each clarifying response is only one of many; the effect is cumulative.
5. It is not used for interview purposes. The goal is not to obtain data, but for the student to clarify his ideas and life if he wants to do so.
6. It is usually not an extended discussion.
7. The teacher does not respond to everything everyone says or does in a classroom.
8. A clarifying response is often for an individual.
9. It operates in situations in which there are no right answers.
10. It is not a mechanical thing. It must be used creatively and with insight but with purpose in mind: when a response helps a student to clarify his thinking or behaviour, it is considered effective."[32]

The purpose of the clarifying response is to raise questions in the mind of the student, to prod him gently to examine his life, his actions and his ideas, with the expectation that some will want to use this prodding as an opportunity to clarify their understandings, purposes, feelings, aspirations, attitudes, and beliefs. [33]

(See Appendix A)

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32. Raths, Harmin & Simon, op. cit., pp. 53-54.

33. Ibid. p.80.

CHAPTER III   PROCEDURES

Planning the Project

The purpose of this project was for the teacher to develop skills and competency in using Value-clarifying responses during interaction with pupils. Value-oriented experiences were planned with the full class of thirty-four students on a weekly basis. Due to the difficulty of conducting full-class discussions in the open area in which the class is housed, arrangements were made to hold forty-minute class meetings each Monday morning in the closed classroom adjacent to the open area. During these class discussions the teacher would use value-clarifying responses.

The class was divided randomly into three groups by using the number assigned to them in the class register. These groups were called V (for Value) Groups and each group had one twenty minute meeting per week in a seminar room. During the V-Group meeting the teacher would also use value-clarifying responses. The V-Group discussions were based on situations which might occur while learning to work in groups.

As well as the full-class and small group meetings written exercises were provided to help the pupils determine what is of value to them. Descriptions of these exercises follow. (See Appendix B)

1. "Profile of Me".[34] This profile rates general self-feelings and was seen as a good place to begin. Each pupil was asked to rate himself on an eight point scale (#1 = low, #8 = high). There were thirteen specific areas such as intelligence, reading ability, ability to express ideas clearly etc. (See Appendix C)

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34. Gorman, Alfred.H., Teachers and Learners: The Inventive Process of Education; p. 154.

2. <u>"Admired Qualities"</u> and <u>"Disliked Qualities"</u>.[35] In this activity the class was asked to survey itself and discover the qualities its members admire and dislike in people their own age. In seeing the results of the survey, the individual student might gain a clearer notion of why some people are accepted and others rejected in the group.

3. <u>"What the Group Wants"</u>.[36] The aim of this activity was to show members of the class whether their individual behaviour norms coincide with those of the group. A child's conformity to or deviation from a strongly held group norm will affect how much or how little he is accepted by the group. The reaction stories allowed the pupils to compare their private norms with those of the class. (See Appendix D)

4. <u>"Our Class"</u>.[37] This questionnaire gave the pupils an opportunity to rate their feelings about their own classroom group. After tabulation the results were charted for the pupils to compare their feelings with the group norm. (See Appendix E)

5. <u>"Twenty Things I Like to Do"</u>.[38] The pupils were asked to list the twenty things they like to do and then in the columns provided by each item were asked to use the following code:

$ - An activity costing more than $3.00 to do
A - An activity done alone
P - A people-oriented activity
3 - An activity which would not have been on your list
    three years ago
R - An activity requiring risk
F - An activity which might have been on your Father's
    list when he was the same age as you are now

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35. Limbacher, Walter J., <u>I'm Not Alone</u>, p. 141.

36. <u>Ibid.</u>, p. 151.

37. <u>Ibid.</u>, p. 164.

38. Simon, S., "What do you Value", <u>An Introduction to Value Clarification</u>, J.C. Penney Company (Folder 1).

M — An activity which might have been on your Mother's list when she was the same age as you now are

This activity brings to a conscious level choices about what one prizes doing. The pupils were encouraged to draw implications from the categorizing activity and were able to compare their personal choices and categorizations with those of the other members of the class after the results had been compiled. (See Appendix F)

6. "Voting".[39] This is a technique that brings to the acting level, thoughts about issues and ideas. The acting level here refers to the act of voting by hand-raising to indicate how you feel about a particular question or issue. Responses to the questions were made as follows:

A positive response:	RAISE HAND
A strong, positive response:	RAISE HAND AND WAVE IN THE AIR
No opinion or pass:	HOLD HAND HORIZONTALLY
A negative response:	LOWER HAND
A strong negative response:	LOWER HAND AND SHAKE IT

The twelve questions used for this exercise in public affirmation were:

1. How many of you read a newspaper daily?
2. How many of you like to write letters?
3. How many of you live in a house that is kept too neat and tidy to suit you?
4. How many of you would like to take a trip to Mars, if you could afford it?
5. How many of you have ever told a secret you promised not to tell?
6. How many of you get regular physical examinations?
7. How many of you think families should have a family meeting at least once a week to talk over problems, make plans, work out conflicts, etc.?
8. How many of you think men and women should share housework equally?
9. How many of you would like to have a prayer, ritual or ceremony at the beginning of the family dinner?
10. How many of you would be upset if you had to do without T.V. for the next few weeks?
11. How many of you would seriously choose not to get married?
12. How many of you take vitamins regularly?

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39. Ibid., Folder 2 .

Performed sensitively and paced evenly, voting is likely to encourage participants to understand how many persons feel and will lead to further personal thinking and discussion either within or outside the group.

7. "Personal Coat of Arms".[40] A coat of arms is a symbol of who you are. In medieval times this insignia was embroidered on the light garment worn over armor and usually symbolized the name or status of the bearer or his achievement or aspiration. Coats of arms came to distinguish families as well as individuals. This exercise is designed to help pupils learn more about some of their most strongly held values and to learn the importance of publicly affirming what you believe in - that is literally wearing your values out front on your shield.

The pupils were asked to divide a shield shape into six sections and to draw the following in the appropriate section:

1. A picture to represent something you do very well
2. A picture to represent something you wish to do better
3. A picture to represent an activity your family enjoys
4. A picture to represent your future career
5. A picture to represent something you think all men should believe in
6. Print three words which you hope people would say about you such as happy, polite, friendly. (See Appendix G)

8. "Sentence Completion".[41] The pupils were asked to complete ten sentences such as:

1. On Saturday, I like to .....
2. If I had 24 hours to live.....
3. If I had my own car....
4. I feel best when people....
5. If I had a million dollars I would....
6. Secretly I wish....
7. My children won't have to....
8. I like people who....
9. If I were principal of my school .....
10. The hardest thing for me to do is.....

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40. Ibid., Forum, p.5.

41. Ibid., p. 10.

This strategy helps the individual reveal and explore some of his attitudes, beliefs, actions, convictions, interests, aspirations, likes, dislikes, goals and purposes - in other words, his value indicators. What often emerges from the completed sentences is a growing awareness of developing values.

After completing the sentences, they were coded in the following ways:

P - was placed in front of those sentences of which you are
    proud and willing to affirm publicly
C - was placed in front of those sentences for which alternatives
    were considered
CF - was placed in front of those sentences which you have chosen
    freely
A - was placed in front of those sentences which you have or are
    willing to act on
    (See Appendix H)

9. "Thought Sheet".[42] The pupils were asked to write their thoughts about the value-oriented exercises of the week. During the first week our theme had been personal qualities and the need to belong, so the pupils wrote of their feelings about rejection. The second week they were asked to list which of the items from their list of "Things I Like to Do" they had done during the week. The third week they were asked to tell about one thing they decided to do that was either like or opposed to their group. The fourth week they were asked to list any ways they thought they could help make our class successful.

Records of the Pupil Exercises and Discussion Groups

Exercises

1. "Profile of Me" was a self-analysis and was considered a personal rating and filed in a special Values file in which each pupil collected his or her own Value papers. The pupil chose his favourite colour for the file and designed a personal totem to decorate the cover. This exercise was not used

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42. Raths, Simon and Harmin, op. cit., pp. 130-134.

for value-clarifying. Its purpose was to give the pupils an opportunity for self appraisal.

2. "Admired Qualities and Disliked Qualities" were tabulated and the results were recorded on a large chart displayed in the classroom. The responses were classified and the number of times each quality was mentioned was noted. The qualities were then listed in order of preference. They admired people who were kind, friendly, helpful, good sports, polite, generous, agreeable, understanding, humble, clean, fun and pretty. They disliked people who were cry babies, bullies, smart alecs, hot-tempered, pests, poor-sports, rude, trouble-makers, sulky, tattletales, liars and thieves. Value-clarifying responses were used by the teacher. (See Appendix I)

3. "What the Group Wants" indicated that the group norm for a situation where they saw a class member cheating would be to tattle. They would do the same thing if they were wanting to get back a stolen ball. If they heard someone talking after the class had been directed to work quietly they would ignore the incident. If they were the teacher dealing with one pupil seeking revenge they would ask the pupils involved to explain the situation. A chart was completed and posted for these results.
(See Appendix J)

4. The "Our Class" questionnaire revealed a positive attitude by a large majority of the class in areas of working, planning and playing together. They did feel, however that there were certain people who were not generally included in activities and were, in fact, picked on. They also felt that they argued a lot in the class. These are two areas which need further clarifying. These results were posted on a chart. Value-clarifying responses were used by the teacher. (See Appendix K)

5. When the results from the "Twenty Things We Like to Do" were classified
and recorded on a large chart it was noted that every member in the class
had an interest in some kinds of sports. There were fifteen different kinds
of sports listed. Their interests are in the following areas: sports,
hobbies, reading, recreation, television, movies and playing musical instru-
ments. We decided, after studying the tabulations of the coding, that over
half of the things we like to do cost money; more of this class enjoy people-
oriented activities than doing things alone; about half the class have
learned new activities within the past three years; many of the activities
which they enjoy involve risk and more of these activities would have been
on their mother's list when she was the same age than on their father's list
when he was at the same age. Two charts were made and posted. One showed
our class preference of activities and the other a tabulation of the coding.
The teacher used value-clarifying responses. (See Appendices L, M, N and O)

6. A record was kept of the positive and negative student responses in the
"Voting". We discovered that our class felt positively about reading the
newspaper, the cleanliness of our homes, keeping secrets, enjoying T.V. and
getting married. The class felt negatively about writing letters, going to
Mars, getting physical examinations, saying grace and having family confer-
ences. They were evenly divided in their opinions on taking vitamins and
whether men and women should share the housework equally.. A chart of the
results was posted in the classroom. Value-clarifying responses were used
by the teacher. (See Appendix P)

7. The "Personal Coat of Arms" exercise was one that was enjoyed very much
by the class. As soon as the pupils had them completed those who wished
stapled them on the wall at the entrance to our class area. All but seven
of the class chose to do this. There were many opportunities for the teacher

to help the pupils clarify their values as they were doing their illustrations.

8. While doing the "Sentence Completion" exercise only a few pupils coded P (Proud) for actions they might take if they had only twenty-four hours to live. Several said they would rob a bank.

When asked about the kind of people they liked many did not consider alternative answers.

It was difficult for most of the pupils to say what their own children would not have to do.

The teacher used value clarifying responses during interaction with the pupils.

A chart showing the tabulation of the coding was prepared. (See Appendix Q)

9. The "Thought Sheets" have been filed for the time being in their Values folders. A Thought-Sheet reading day is planned for later on this term as a follow up for this project. The teacher will read from the thought sheets and the pupils will listen to and experience contact with students who may be doing exciting and important things. We may hear of alternatives or consequences in life we have never considered. This activity should be most productive in terms of value-clarification.

Diary of Discussions

Week One

The subject for the class meeting was Personal Qualities we admire or dislike in our peers. The teacher repeated several of the statements and paraphrased others. She asked for examples and for definitions of terms. Questions were asked about the consequences and how the students life was affected.

The second meeting of the week was seminar V-Group in which the topic "The Need to Belong" was considered. They discussed getting along with other members of the classroom group, the way they felt when they did or didn't get along, and who cared how they felt and how they related to others in the class.

A spontaneous discussion occurred at the request of several of the pupils. They were very concerned about certain teachers insisting that they remain outdoors in the morning unless they had a "Learning Contract". They felt that this was most unfair as they generally wished to come into the school in the morning to leave some things such as lunch and homework, pick up other things and return outside if the day were fine. On rainy days they would like the privilege of staying inside and doing things quietly.

Week Two

The full class meeting concerned Personal Values. Each pupil had completed the "Twenty Things I Like to Do" worksheet and coded with the recommended symbols. The discussion was lively. Pupils who hadn't offered to participate before joined in. They were most anxious to help organize the data from the coding so they could make graphs in their math project. The teacher once more posed questions asking what the consequences were, where the idea came from, if it was something the pupil had thought a lot about, cared a lot about, if it is what the student believed and how this affected the student's life.

The V-Group discussed how "What the Group Wants" affects individual decisions and behaviour. Even though a group may expect certain behaviour from its members, an individual may choose to behave differently. Several pupils reported that it was a difficult decision to make while others said they just followed the leader without thinking much about the consequences.

They were so interested in this discussion that they carried it on to the next period.

Week Three

This class meeting took the form of a Public Opinion Poll. The questions were asked at a fairly rapid pace and without discussion. The pupils were asked to write and hand in their own questions for voting at a later date. This will give the pupils an opportunity to air issues that are on their minds and also to see how others feel about these issues.

The weekly V-Group discussion revolved around the problems encountered in learning to work together. Two members of the group expressed their feelings when they were not included in a group they wished to join. Other pupils gave examples of group work they had done which had been successful, because everyone in the group liked the project they were working on and planned it together.

Week Four

The last group discussion was delayed from Monday until Friday so we could make the video tape. The pupils were disappointed not to have the regular Monday morning class meeting, and want to carry on with them after this project is completed. They are beginning to take a very active part in the proceedings. Two boys arrived at 7:30 a.m. to set up the equipment. They put two chairs up front for the public interview and requested that the pupils be allowed to choose the topics for discussion. Five pupils were interviewed. Two people discussed cheating, two discussed stealing and the new boy discussed his impressions of our school and community. The other pupils urged him to take part. There were many opportunities for teacher use of the value-clarifying response.

Records and Analysis of Teacher Responses

A video-tape was made during the first week of the project. The tape was made in the classroom adjacent to the open area where the class usually work. Other group discussions have been held around a library table with the teacher part of the group, but on this occasion the teacher was in front of a class seated in conventional rows. The subject which was discussed was the pupil-use of the school building.

The tape was viewed, the total number of responses recorded and the value-clarifying responses noted. There were ninety-two teacher responses on this tape of which thirty were value-clarifying responses. Table I shows the categories used and their frequency:

Table I

Value-Clarifying Response	Frequency
Repeating the statement	8
Paraphrasing the statement	3
Asking for an example	4
Asking for a definition	2
Asking for a summary of the statement	1
Asking what the consequences were	3
Asking where the idea came from	1
Asking if this is something the student cares a lot about	1
Asking if this is something he does often	1
Asking if this is what the student believes	4
Asking how this affects the student's life	2
	30

These thirty value-clarifying responses represent 32.7% of the total responses.

The Senior Supervisor of the project viewed the tape and advised focus on the following areas:

1 . Cut down on the time spent with each pupil
2. Work on the final responses, using "I see" and "I understand" rather than "Good" or "Right.
3. Relax and be natural

A video tape was made furing the second week of the project. The class was again in the closed classroom adjacent to their home area. This time the

desks were moved back and both teacher and pupils were seated on the floor.
The pupils were discussing items from their list of "Twenty Things I Like
to Do".

The tape was viewed and the total number of responses recorded. There
were seventy-one responses of which twenty-three were value-clarifying
responses. Table II shows the categories used and their frequency:

Table II

Value-Clarifying Response	Frequency
Repeating the statement	5
Asking what the consequences are	3
Asking where the idea came from	3
Asking if this is something the student has thought a lot about	1
Asking if this is something the student cares a lot about	3
Asking if this is something he does often	1
Asking if this is what the student believes	3
Asking how this affects the student's life	4
	23

These twenty-three responses represent 32% of the total responses.

The Senior Supervisor noted that this tape too, revealed a formal
teacher and that only a very few of the recommended types of responses were
used. However it was encouraging to note an improvement in the final respon-
ses, and a more natural tone for the last part of the tape.

A video tape was made during the final week of the project. The class
was in the seminar room. This was a tape of a Public Interview at the request
of the class. Three topics were discussed: cheating, stealing and our school
and community.

The tape was viewed and the total number of responses were recorded.
There were one hundred and three responses of which sixty-two were value-
clarifying responses. Table III shows the categories used and their
frequency.

Table III

Value-Clarifying Response	Frequency
Repeating the statement	14
Paraphrasing the statement	12
Distorting the statement	1
Asking for an example	2
Asking for a definition	4
Asking if there is an inconsistency in the statement	1
Asking if something is being assumed	2
Asking what the consequences were	5
Asking where the idea came from	3
Asking if this is something the student cares a lot about	5
Asking if this is something the student has thought a lot about	1
Asking if this is what the student believes	3
Asking how this affects the student's life	3
Asking if this is something the student does often	6
	62

These sixty-two value-clarifying responses represent 60% of the total responses.

The comparison of the first and last Video tapes made for this project revealed noted improvement in the number and kinds of responses used. The percentage of value-clarifying responses increased by 28%. Skills and competency in using the value-clarifying response seem to have shown improvement, however because of the limited number of trials this is only preliminary data. It would also seem that the best place to use this technique is not in a full class discussion but rather in the casual encounters that one has with individual children before and after classes, at noon and at recess.

The three video tapes which were made for this project are submitted as part of this special project in value-clarifying.

CHAPTER IV

Reactions to Learning to Use the Value-Clarifying Response

The purpose of this project has been one of developing skills and competency in using value-clarifying responses during interaction with pupils. In order to determine if, indeed, there had been an improvement in skills and competency it was decided to video-tape full class and group meetings with pupils. This necessitated a rather artificial situation and the responses seemed contrived or rehearsed. The goal of clarifying often miscarried and ended up with extended discussions. It was difficult to avoid moralizing and giving responses such as "right" and "good".

Earlier taping sessions during the present term had been used to develop teacher-questioning skills and some of these strategies became confused with the value-clarifying responses.

The schedule for the class and group meetings was posted and the enthusiasm of the class was noted as they reminded everyone of the plans for the day. They gathered about the charts as soon as they were posted and carried on further discussions. These charts became a focal point for the parent-pupil-teacher conferences held recently. Several parents expressed approval for work in this area of values.

Other teachers have shown interest in the program, asked for source material and indicated a desire to implement a similar project with their classes.

The teacher might now say that value-clarifying has become a personal value of her own as it meets the seven valuing criteria based on choosing, prizing and acting.

Implications for Further Study

One of the concerns of this study has been to help pupils develop

clearer values. Early in the schedule it became evident that there were

pupils with different patterns of behaviour who could also benefit from a

program of value-clarification. Only two of the characteristics of the

eight cited in the Raths, Harmin and Simons study had been previously

considered. The following behaviours represent the total list:

1. Apathetic
2. Flighty
3. Very uncertain
4. Very inconsistent
5. Drifters
6. Overconformers
7. Overdissenters
8. Poseurs or role-players[43]

Experience on the part of the teacher has shown that the traditional

approaches have not led to values that represent the free and thoughtful

choice of children interacting with their environment. Raths, Simon and

Harmin list seven of the traditional approaches to values as:

1. Setting an example
2. Persuading and convincing
3. Limiting choices
4. Inspiring
5. Rules and regulations
6. Cultural and religious dogma
7. Appeals to conscience [44]

These approaches can then be compared to the seven criteria for the

process of valuing which must be satisfied in order for a belief, attitude,

activity or feeling to become a personal value:

1. having been freely chosen
2. having been chosen from among alternatives
3. having been chosen after due reflection
4. having been prized and cherished

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43. Raths, Simon and Harmin, _op. cit._, p. 5

44. _Ibid._, pp. 39-40

5. having been publicly affirmed
6. having been incorporated into actual behaviour
7. having been repeated in one's life [45]

An hypothesis presented is that teachers changing from the traditional approach of "giving" children values by persuasion and indoctrination to working with children in ways recommended by Raths, Simon and Harmin [46] can expect that children will develop clearer values and be able to use the valuing process as they grow and learn. These ideas have positive implications for children who are apathetic, flighty, very uncertain, very inconsistent, drifters, overconformers, overdissenters and poseurs.

The Value-clarifying response and some activities for value clarification were the basis for this project with the aim of developing teacher skills and competency. It is now time to plan a more systematic test of the hypothesis to determine what change could be assessed in pupil behaviour after being given opportunities to clarify their values. Students would have to be selected whose behaviour would indicate the lack of clear values. They would become the "experimental" group. In order to draw conclusions about the effectiveness of the techniques a "comparison" group would have to be set up. The second stage for such a study would be to select an experimental design and test the hypothesis that as students become clearer about their values, they will behave differently: more purposefully, positively, proudly and enthusiastically.

The literature reviewed for this project indicated the many sources of our values and many of the reasons for confusion in these values. It would seem that there is also great confusion in the field of Education about its role in the clarification of values. Value statements are to be found in every classroom but teachers have not accepted the responsibility of dealing

45. Ibid., p. 46

46. Ibid., pp. 28-37

with these values in precise ways. Pupils must be encouraged to think about the value statements in the school environment as well as to clarify their own values.

Once pupils can map and describe their values they can invent new ones and recognize that we must mix the good we take from the past with the new ideas about the good for the future. Ziegler calls this "inventive education", which would appear to contain some mixture of the following characteristics:

"1. A capacity to deal comfortably with uncertainty.

2. Intuition, a process of inventive, pre-conscious insight.

3. Synthesis: a capacity to develop new meanings from old ideas.

4. Moral courage: willingness to speak out against all forms of human injustice perpetuated by man against man.

5. Ecological courage: an ability to speak out against all forms of man's injustice to his natural environment.

6. Self-governance: an understanding amongst us all, but particularly teachers, students and administrators to distinguish between spurious administrative/organizational power and the genuine authority of great ideas.

7. Choice: A disposition to choose among alternatives with practical wisdom, which means, among other things, not to protect youth and adults from the consequences of wrong choices.

8. Future-cognition: Being open-minded about the future, tolerating and celebrating the alternative futures invented by friends, strangers, other groups or nations.

9. Thúmos: The Greek word, the marvellous notion which we might translate as the spirit, will or courage which enables us to bring into balance our intellect and our appetites.

10. The Questive Spirit: The development of our capacity and willingness to seek after the good, the true, and the beautiful when we are now all very unclear about what these qualities mean in human affairs.

11. Mankind Itself: When all is said and done, the content of inventive education and its sole purpose: to teach our children and ourselves that it is right, it is proper, it is possible and it is necessary to speak out on behalf of mankind, future and present. For if we do not, who will?" 47

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47. Ziegler, W.L., "If We Do Not Speak Out on Behalf of Mankind, Who Will", Forum, p. 19

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APPENDICES

Thirty Clarifying Responses

1. Is this something that you prize?
2. Are you glad about that?
3. How did you feel when that happened?
4. Did you consider any alternatives?
5. Have you felt this way for a long time?
6. Was that something that you yourself selected or chose?
7. Did you have to choose that; was it a free choice?
8. Do you do anything about that idea?
9. Can you give me some examples of that idea?
10. What do you mean by _____; can you define that word?
11. Where would that idea lead; what would be its consequences?
12. Would you really do that or are you just talking?
13. Are you saying that ......(repeat the statement)?
14. Did you say that ......(repeat in some distorted way)?
15. Have you thought much about that idea (or behavior)?
16. What are some good things about that idea?
17. What do we have to assume for things to work out that way?
18. Is what you express consistent with.....(Note something else the person said or did that may point to an inconsistency)?
19. What other possibilities are there?
20. Is that a personal preference or do you think most people should believe that?
21. How can I help you do something about your idea?
22. Is there a purpose back of this activity?
23. Is that very important to you?
24. Do you do this often?
25. Would you like to tell others about your idea?
26. Do you have any reasons for saying (or doing) that?
27. Would you do the same thing over again?
28. How do you know it's right?
29. Do you value that?
30. Do you think people will always believe that?

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Class Meeting: Admired Qualities Disliked Qualities 26	V-Group 1 The Need to Belong 27	Worksheet "Profile of Me" Gorman 28	V-Group II The Need to Belong 1	Thought Sheet "Rejection" V-Group III The Need to Belong 2
Week 2	P. Int.Audio Class Meeting: Things I Value Worksheet "Simon" V.T.R. 5	Worksheet "What the Group Wants" "Dimensions in Personality" 6	V-Group 1 "What the Group Wants" 7	V-Group II "What the Group Wants" 8	Thought Sheet Which of your twenty things did you do this week? V-Group III "What the Group Wants" 9
Week 3	Class Meeting: Voting-Discussion on topics of their choice 12	V-Group 1 "Learning to Work Together" 13	V-Group II. Learning to Work Together Worksheet "Our Class" Dimensions in Personality 14	Art: Personal Coat of Arms Thought Sheet: What is one thing you decided to do this week that was either like or opposed to your group? & V-Group	II "Learning...Tog."
Week 4	P.I.Audio Class meeting: V.T.R. Conforming 19	Worksheet Sentence Completion "Simon" 20	V-Group 1 How the group helps or Hinders Me in Making My Decisions 21	V-Group II How the group helps or Hinders Me in Making My Decisions 22	Thought Sheet In what ways do you think you could help make this class successful? V-Group III How the Group Helps or Hinders Me in Making My Decisions

A Profile of Me

Symbol _____

How would you rate: (Circle number, #1 = low and #8 = high)

1. Your intelligence	1	2	3	4	5	6	7	8
2. Your reading ability	1	2	3	4	5	6	7	8
3. Your ability to express ideas clearly	1	2	3	4	5	6	7	8
4. Your amount of participation in class	1	2	3	4	5	6	7	8
5. Your ability to get along with fellow students in committee or other group work	1	2	3	4	5	6	7	8
6. Your ability to get along with teachers	1	2	3	4	5	6	7	8
7. Your group leadership ability	1	2	3	4	5	6	7	8
8. Your ability to keep up with the work of this class	1	2	3	4	5	6	7	8
9. Your tendency to listen to what the other fellow says	1	2	3	4	5	6	7	8
10. Your tendency to impress fellow students as a very worthwhile person	1	2	3	4	5	6	7	8
11. Your tendency to recognize and support others in a group situation	1	2	3	4	5	6	7	8
12. Your tendency to impress teachers as a very worthwhile person	1	2	3	4	5	6	7	8
13. Your impression of yourself as a very worthwhile person	1	2	3	4	5	6	7	8

What are three important things about you which
are not listed above?

14.	1	2	3	4	5	6	7	8
15.	1	2	3	4	5	6	7	8
16.	1	2	3	4	5	6	7	8

WHAT THE GROUP WANTS

1. **The Geography Test**

   Ann has just started to take a geography test. Suddenly the principal comes in and asks the teacher to leave the room for a few minutes. Before she goes, the teacher says, "Boys and girls, you're on your honor not to cheat while I'm gone."

   As soon as she leaves, one boy opens his geography book and copies all the answers.

   What would Ann do? _____

   _____

2. **The Stolen Ball**

   John and two of his friends were playing with their ball during recess. A group of girls from another class grabbed the ball and ran off with it. They said they wouldn't give it back. The monitor was on the other side of the playground and hadn't seen the incident.

   How do John and his friends get their ball back? _____

   _____

3. **"No Talking"**

   It was the first day of school and Linda was a new student. The teacher had just left the room, telling the class, "There's to be no talking while I'm gone."
   As soon as the teacher left the room, Steven leaned toward Linda and said, "You're new at this school, aren't you?"

   Before Linda could answer, Betsy said, "We're not supposed to talk."

   What did Linda do then? _____

   _____

4. **The Flashlight**

   Rusty borrowed Ben's flashlight and lost it. When Ben asked for it, Rusty said it was an old flashlight that hadn't worked very well and that he would not pay for a new one.
   During noon hour the next day, Ben hid in the boys' toilet and waited for Rusty. When Rusty came in, Ben splashed water all over him. Mr. Peterson, the gym teacher, came in just in time to catch Ben.

   What will Mr. Peterson do? _____

   _____

OUR CLASS   40.

yes   no   1. I would like to play with many of my classmates after
                         school.

yes   no   2. We argue a lot in this class.

yes   no   3. I have more friends in this class now than I did at the
                         beginning of the year.

yes   no   4. In this class we usually pick on one or two people.

yes   no   5. Almost everyone listens when someone else says something
                         or makes a suggestion.

yes   no   6. We usually laugh when someone gives the wrong answer.

yes   no   7. Sometimes we are able to plan activities and carry them out.

yes   no   8. People feel afraid and uncomfortable in this class.

yes   no   9. There are certain people in this room who are not usually
                         included in the activities.

yes   no   10. Most people in this class try to get along with each other.

TWENTY THINGS I LOVE TO DO WORKSHEET

	$	A	P	3	R	F	M
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							

$ - An item costing more than $3.00
A - An activity done alone
P - A people oriented activity
3 - An activity which would not have
    been on your list 3 years ago

R - Requires risk
F - On your father's list
M - On your mother's list
    (at your age)

PERSONAL COAT OF ARMS
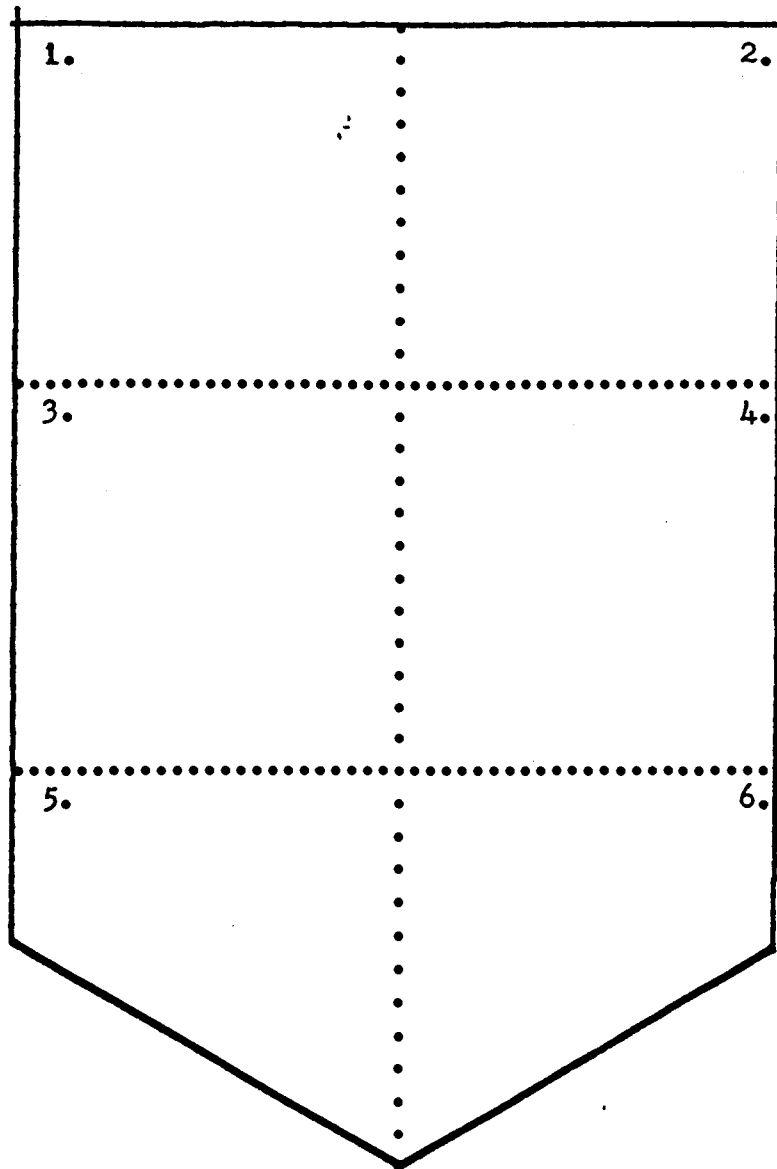
1. Draw a picture to represent something you do very well.

2. Draw a picture to represent something you wish to do better.

3. Draw a picture to represent an activity your family enjoys.

4. Draw a picture to represent your future career.

5. Draw a picture to represent something you think all men should believe in.

6. Print three words which you hope people would say about you.

		1. On Saturdays, I like to ...	2. If I had 24 hours to live ...	3. If I had my own car ...	4. I feel best when people ...	5. If I had a million dollars I would ...	6. Secretly I wish ...	7. My children won't have to ...	8. I like people who ...	9. If I were principal of my school ...	10. The hardest thing for me to do is ...	Coding Symbols: P – Proud C – Chose from Alternatives CF – Chose Freely A – Willing to Act on
A												
CF												
C												
P												

PERSONAL QUALITIES

We admire people who are:	We dislike people who are:
1. kind	1. cry babies
2. friendly	2. bullies
3. helpful	3. smart alecs
4. good sports	4. hot tempered
5. polite	5. pests
6. generous	6. poor sports
7. agreeable	7. rude
8. understanding	8. trouble makers
9. humble	9. sulky
10. clean	10. tattletales
11. fun	11. liars
12. pretty	12. thieves

WHAT THE GROUP WANTS

What would you do if you:

1. saw someone cheating

a.	ignore it	14
b.	tattle	17
c.	speak to person	3

2. wanted to get back a stolen ball

a.	tattle	15
b.	get it themselves	10
c.	beat up the people	7
d.	ignore it	2

3. heard someone talking after being given instructions not to

a.	ignore it	26
b.	say "sh"	1
c.	say "shut up"	1
d.	remind them of the rule	2
e.	nod	2
f.	put finger to mouth	1

4. were the teacher dealing with revenge

a.	phone parents	7
b.	give behavior slips	2
c.	take person to office	4
d.	ask for explanation	10
e.	give another chance	1
f.	get mad	2
g.	don't know	1
h.	punish	7

OUR CLASS

yes 26	no 9	1. I would like to play with many of my classmated after school.
yes 22	no 13	2. We argue a lot in this class.
yes 23	no 11	3. I have more friends in this class now than I did at the beginning of the year.
yes 29	no 6	4. In this class we usually pick on one or two people.
yes 26	no 9	5. Almost everyone listens when someone else says something or makes a suggestion.
yes 9	no 26	6. We usually laugh when someone gives the wrong answer.
yes 32	no 2	7. Sometimes we are able to plan activities and carry them out.
yes 8	no 27	8. People feel afraid and uncomfortable in this class.
yes 26	no 9	9. There are certain people in this room who are not usually included in the activities.
yes 31	no 4	10. Most people in this class try to get along with each other.

TWENTY THINGS WE LIKE TO DO

1. Sports	—	34
2. Hobbies	—	31
3. Reading	—	29
4. Recreation	—	28

Outdoors
Hiking	—	19
Exploring	—	12
Camping	—	6
Horseback	—	6

Indoors
Cards	—	6
Billiards	—	3
Games	—	8

5. T.V.	—	18
6. Movies	—	8
7. Musical Instruments	—	7
Band	—	3
Strings	—	4

R. Hockey	—	30
Swimming	—	30
Gym	—	27
Basketball	—	21
Soccer	—	20
Skating	—	18
Snow Skiing	—	16
Water Skiing	—	15
Bowling	—	14
Track	—	14
Roller Skating	—	13
Fishing	—	10
Golf	—	7
Football	—	6
Ice Hockey	—	4

TWENTY THINGS CODING

Coding:

    $ - an item costing more than $3.00

    A - an activity done alone

    P - A people oriented activity

    3 - An activity which would not have been on your list 3 years ago

    R - requires risk: physical, mental, emotional

    F - an item which would have been on your father's list at your age

    M - on your mother's list at your age

	$	A	P	3	R	F	M
20	-	2	3	-	1	-	-
19	1	-	3	-	-	-	2
18	-	-	2	-	-	-	1
17	-	1	3	-	-	-	1
16	2	-	4	1	-	-	-
15	-	-	1	-	1	3	1
14	-	1	5	-	-	2	3
13	3	2	1	1	1	2	3
12	2	4	5	2	5	2	1
11	2	2	1	3	-	1	1
10	2	6	3	-	1	3	3
9	8	1	1	5	1	6	1
8	1	3	-	-	2	3	3
7	2	3	-	4	3	4	3
6	3	3	-	1	1	1	2
5	2	2	1	2	6	2	2
4	2	2	-	3	4	1	1
3	1	2	-	4	1	-	1
2	3	-	-	4	4	-	1
1	-	-	1	4	2	1	1
0	-	-	-	-	1	3	3

34 Pupils

TWENTY THINGS WE LIKE TO DO

```
        2   4   6   8   10  12  14  16  18  20  22  24  26  28  30  32  34

SPORTS          XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

HOBBIES         XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

READING         XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

RECREATION      XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

TELEVISION      XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

MOVIES          XXXXXXXXXXXXXXXX

MUSICAL
INSTRUMENTS     XXXXXXX
```

SPORTS

2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34

R. HOCKEY   XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

SWIMMING   XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

GYM   XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

BASKETBALL   XXXXXXXXXXXXXXXXXXXXXXX

SOCCER   XXXXXXXXXXXXXXXXXXXX

SKATING   XXXXXXXXXXXXXXXXXX

SNOW SKIING   XXXXXXXXXXXXXXX

WATER SKIING XXXXXXXXXXXXX

BOWLING   XXXXXXXXXXX

TRACK   XXXXXXXXXXX

ROLLER SKATING XXXXXXXXXX

FISHING   XXXXXXX

GOLF   XXXXX

FOOTBALL   XX

ICE HOCKEY   X

STUDENT OPINION POLL

How many of you:

		yes	no
a.	read a newspaper daily? 5 (news)	20	10
b.	like to write letters?	10	20
c.	live in a house that is kept too neat and tidy to suit you?	6	24
d.	would like to take a trip to Mars— if you could afford it?	10	20
e.	have ever told a secret you promised not to tell?	10	20
f.	get regular physical examinations?	10	20
g.	think families should have a family meeting at least once a week to talk over problems, make plans, work out conflicts, etc.?	6	24
h.	think men and women should share housework equally?	15	15
i.	would like to have a prayer, ritual or ceremony at the beginning of the family dinner?	10	20
j.	would be upset if you had to do without TV for the next few weeks?	25	5
k.	would seriously choose not to get married?	5	25
l.	take vitamins regularly?	15	15

SENTENCE COMPLETION

	P	C	CF	A
1. On Saturday, I like to	27	26	30	22
2. If I had 24 hours to live	14	23	20	19
3. If I had my own car	26	19	25	30
4. I feel best when people	25	15	24	21
5. If I had a million dollars I would	26	15	25	24
6. Secretly I wish	19	20	27	22
7. My children won't have to	18	18	21	14
8. I like people who	21	16	23	16
9. If I were principal of my school	25	16	24	24
10. The hardest thing for me to do is	14	19	18	23

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P - Proud
C - Chose from Alternatives
CF- Chose Freely
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