

## Chapter 2:

# What are My Personal, Family and Community Values?

### *Objectives:*

- ✓ To understand the meaning of values
- ✓ To identify personal, family, religious, and cultural values
- ✓ To explore where values come from
- ✓ To discover which values are most important personally
- ✓ To examine the relationship between values and behavior
- ✓ To practice communicating values to others
- ✓ To practice accepting the values of others



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# Introduction to Values

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**Materials:** Newsprint and markers or board and chalk; Leader's Resource, "Tips for Facilitating Values Exercises"

**Time:** 15-20 minutes

**Planning Notes:**

**Purpose:** To introduce and define the concept of values

- ✓ Combine this short activity with another values activity.
- ✓ Before beginning any activity on personal values, remind participants of the ground rule that says it is okay to disagree with others but not to put them down. Clarify that no one is to tease or laugh at another for expressing her or his values.
- ✓ Review the Leader's Resource, "Tips for Facilitating Values Exercises."
- ✓ For Step 8, prepare a poster showing four ways of identifying one's values.

**Procedure:**

1. Begin, without introduction, by placing several coins or bills of different value on a desk or table. Ask a volunteer to come up to the table.
2. Ask the volunteer to choose a coin or bill.
3. Now ask the volunteer how she or he chose. Help the volunteer articulate that she or he chose the one that has the highest value.
4. Thank your volunteer and ask her or him to be seated. Write the word "value" on newsprint or the board. Explain that in this situation, value refers to the worth of each coin or bill. Ask the group for other examples of what has value.
5. If the group only list things, ask for examples of something intangible that cannot be seen or touched but has value. (Answers may include things like status, good grades, love, honesty, friendship, kindness, hard work, talent and so on.) List responses on the newsprint or board and add any of your own.
6. Ask three volunteers to each choose one of the intangible things on the list and explain why they consider it important. Circle their choices. When the volunteers have finished, point out that it is easy to know which tangible things have the most value, but it is difficult to define the value of intangible qualities.
7. Explain that "value" has several meanings. One is the actual worth of an object or item, in dollars. Another meaning involves a more personal measure of worth, such as how important certain things, beliefs, principles or ideas are to someone. Different things are worth more or less to different people, meaning they have more or less value. The things, ideas, beliefs and principles that are of worth to you shape your values. Our values help define who we are and help determine our behavior. Give the following examples:
  - A man who values family cares about his life partner, his children and his home life.
  - A person who values beauty may want to live surrounded by art and nature.
  - A person who values health will have a healthy diet, exercise regularly and avoid alcohol, tobacco and other drugs.

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8. Tell the group that the next few sessions will help them identify their own values, those intangible things that are very important to them. Display the poster you have prepared and go through each statement, explaining how a person can tell what her or his values are:
    - Things you are for or against.
    - Things chosen freely – no one else has forced you to choose your values, although your family and others have certainly influenced you.
    - Things you believe in and are willing to stand up for.
    - Things that guide your behavior and your life.
  9. Conclude the activity using the Discussion Points.

**Discussion Points:**

1. Where do you think we get our values? (Answers include: family, religious teachings, culture, friends, media and so on.)
2. What is one example of a value your family feels is very important?
3. What is an example of a religious value you may have been taught?
4. Which of your values come from your cultural beliefs?
5. What is a national value that may be less important in other countries?
6. Can you think of a value someone else has that you do not share? What is it?

### Tips for Facilitating Values Exercises

1. Even young adolescents may feel personal and family values strongly, and discussing these values may arouse emotions. Be sure that ground rules are in effect at all times.
2. Emphasize that individual values differ and there are no "right" or "wrong" answers. Allow open discussion as long as it does not get out of hand — allow participants to express, explain and defend their values. Encourage them to use "I" statements and do not allow any put downs.
3. Whenever a discussion centers on a value that is a foundation for *Life Planning Education* (for example, that exploitation of another person is wrong), clarify the value and explain that this program supports that value.
4. If an argument over a value-related issue erupts, call time out and ask each side to articulate its point of view. Reiterate that people's values differ and that is okay, then move on to another topic. If confusion and dissatisfaction remain, you may want to schedule a formal debate of the issue at another time.
5. Remember that while you are monitoring your participants to ensure that they are nonjudgmental, you must be nonjudgmental as well. Be aware of your own personal values, especially when controversial topics like abortion, public assistance, euthanasia, birth control, premarital intercourse, and so on are discussed. Monitor your verbal comments and body language so as to avoid taking one position or another.
6. Support young people so they will not feel pressured by the values and opinions of their peers. Make it clear that it is alright to change one's mind based on new information or a new way of looking at an issue.
7. Occasionally, one or two teens will express a particular value stance in opposition to the remainder of the group. In such a case, it is your responsibility to support such a minority viewpoint. Use a verbal comment, touch or physical proximity to show your support, but state clearly that you support the **behavior of standing up for one's values** rather than the position.
8. Whenever there is discussion about a topic and no one in the group expresses a commonly held position (e.g., abstinence from sexual intercourse is the best choice for teens), remind the group **convincingly** of that position. You can say "Lots of other people might say..." and give reasons for that position.
9. You will be asked about your own values related to various topics. It is appropriate to share some of your personal values and to discuss the values that you learned from your family, held as a young person or helped you make positive decisions about vocational goals, education and so on.

It is best not to share personal values related to highly controversial topics. You are an important figure in the lives of your teens and have tremendous potential for influencing their values and behavior. If asked about a topic like abortion, say something like "I'm more interested in what you believe right now" or "Knowing my position may not help you figure out your own." If you do share personal values, be clear that the values are right for you, but not necessarily right for participants.

# Family Messages

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**Materials:** Copies of the handout, "How Does Your Family Feel About...?," for each participant; pens/pencils

**Time:** 40-50 minutes

**Procedure:**

<b>Purpose:</b>	To identify values learned from families
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1. Remind participants that values are those qualities, principles, beliefs and ideas we feel strongly about.
2. Clarify that a person's values are important and meaningful. Different people have different values. It is important to make decisions and live life according to personal values.
3. The family is one of the most important and powerful sources of messages about values. People learn their families' values and, if they have children, they are likely to pass on some of those same values.
4. Distribute the handouts. Ask participants to take 5 to 10 minutes to write down their family's messages on each topic.
5. Divide into small groups and ask each group to pick two topics to discuss. Each participant will share their family's messages on each topic in the small group. Tell the groups they have another 10 minutes to talk.
6. When time is up, ask each group to report on their assigned topics.
7. After the reports, open the discussion to anyone that has a comment about any topic.
8. Conclude the activity by using the Discussion Points.

**Optional Homework:**

Ask participants to interview a parent or another adult family member about the messages her or his family taught she or he.

**Discussion Points:**

1. Were you aware of your family's values on all of these topics? Are there values in your family that, though no one speaks openly about them, are clear anyway? Which ones? How do you get the message?
2. What are some of the nonverbal ways your family members communicate their values to you?
3. Do the men in your family give you different messages than the women? On what topics?
4. Is there a common message among the families in this group?
5. If you have children, what is one family message that you want to pass to them? Why?
6. Is there a family message you will not communicate to a son or daughter? Why?



## How Does Your Family Feel About...?

*Write down the messages your family has given you on each of the following:*

1. Getting good grades in school
2. Being male/female
3. Going out with girls/boys
4. Using alcohol and other drugs
5. Making money
6. Making money selling drugs
7. Being respected by others
8. Graduating from high school
9. Having expensive sneakers
10. Having sex as a teenager
11. Using condoms or other forms of birth control
12. Getting a job to help your family
13. Going to college/training after high school
14. Having children
15. Staying out of trouble with the law
16. Helping others in your neighborhood or religious community

# What Do You Value?

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**Materials:** Newsprint and markers or board and chalk; paper; pens/pencils

**Time:** 30-40 minutes

**Planning Notes:**

- ✓ Write each of the questions below on a separate piece of newsprint for use in Step 2.

<b>Purpose:</b>	To articulate things that matter and why
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1. You have a free day, with no school, no work and no responsibilities. What would you most like to do with that day?
2. What would you buy if you suddenly had to spend \$500 in the next 24 hours?
3. Without mentioning names, what are three things you respect most about adults you know?
4. If the place where you live was on fire and you could only save three things, what **objects** would you save? (Assume that all people and pets are already safe.)
5. If you could change one thing in your community, what would it be?
6. If you were marooned on a tropical island with one other person, who would you choose?
7. If you could change one thing about the world, what would you choose?

**Procedure:**

1. Begin by telling teens that sometimes it is hard to know exactly what your values are. Families and others that teach us values do not necessarily say "These are values." One way to know is to answer questions about your life and see which values surface.
2. Ask teens to take out paper and a pen or pencil. Post the seven questions you have written on newsprint. Go over instructions for the activity:
  - I will read these seven questions aloud, one at a time.
  - Write down your answers as I read each question.
  - Be honest and write exactly what you feel. There are no right or wrong answers in this activity.
3. Read the questions slowly and give participants time to write their responses.
4. When everyone has finished writing, ask for volunteers to share their responses to Question 1. Write several responses on the board or newsprint, then repeat the process for the remaining questions.
5. Facilitate a brief discussion to help teens draw conclusions about values from their answers. For example, help them recognize that they value family by pointing out that some said they would buy something their family needs or save objects from the fire that have sentimental value to the family.
6. Conclude the activity using Discussion Points.

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**Discussion Points:**

1. What similarities and differences did you notice in the answers to the questions? Why do you think your responses were similar or different?
2. Were there any differences that seemed to reflect gender or racial or ethnic background?
3. At your age values are pretty well formed by the influences of your family, your culture, school, religious teachings and so on. Activities like this are not intended to change your values but to make you more aware of them. Why is being aware of your values important? (Answer: Being aware of personal values means you can use some of them to guide your behavior. You can select friends and romantic partners with similar values, and understand and appreciate others' values.)

# What's Most Important?

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**Materials:** Copies of the handout, "What's Most Important to Me," for each participant; scissors; tape and glue (several dispensers); pieces of construction paper or card stock for each participant; a business envelope for each participant; newsprint and markers or board and chalk

**Time:** 40-50 minutes

**Planning Notes:**

- ✓ Before conducting this activity, cut the **individual** handouts into strips and place each set of strips in an envelope, creating a packet for each participant.

**Purpose:** To become aware of values and priorities

- ✓ You may want to add values statements of your own before duplicating the handout.
- ✓ Create a poster of prioritized values for Step 3:

MOST IMPORTANT

SECOND MOST IMPORTANT

THIRD MOST IMPORTANT

**Procedure:**

1. Remind participants of the introductory activity and the volunteer who had to choose from among several denominations of coins or bills. Point out that the coin or bill that had the **most** monetary value was the one chosen. Ask what would have been the second choice in that situation (Answer: the coin or bill with the next highest monetary value.)
2. Explain that for this activity teens will choose several intangible items and rate which they value most, which least and which fall between.
3. Go over instructions for the activity:
  - I will give each of you an envelope containing 20 strips of paper. Each strip has the name of something intangible written on it. Arrange these strips so that what is worth the most to you is on top and what is least important is on the bottom. (Display the illustration you have drawn.)
  - Move the strips around until the ranking matches what you really value. Then tape or glue your strips in the correct order to a piece of construction paper.
  - This may be frustrating because you can only have one top priority and sometimes we have conflicting priorities. Do the best you can.
4. Distribute an envelope and a piece of construction paper to each participant and tell them to begin. Circulate and offer help if anyone has trouble understanding what it is you want them to do. Caution teens to work slowly and think carefully about each item.
5. When most teens are finished, call "time," and conclude the activity using the Discussion Points.

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**Discussion Points:**

1. What were your top three or four values?
2. Was it easier to choose the things you value the “most” or the “least?” Why?
3. Were there items on the list that you never really thought about before? Which ones?
4. Were you surprised by your completed list of values? Why?
5. How would the way you arranged the values compare to the way your parent(s) would rank them? Why?
6. What would you be willing to do to stand up for your top three values?

# Handout

## What's Most Important To Me?

Making it on my own	Getting an education	Making a lot of money
Getting along with my parent(s)	Having a romantic relationship	Living according to my religious beliefs
Staying out of trouble with the law	Having a friend I can always count on	Having a job I really like
Having sex with someone I love	Being in good physical condition	Doing something that makes a difference in my community
Having time alone with myself	Becoming famous	Avoiding HIV infection and other sexually transmitted diseases
Being successful in sports	Being in style	Having others look up to me
Having children when I feel ready to raise them	Having fun	

# Values Auction

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**Materials:** Copies of the handout, "Values Auction," for each participant; twenty \$500 play-money bills for each participant; pen/pencil

**Time:** 30-40 minutes

**Planning Notes:**

- ✓ Purchase paper money at a toy store or make your own by drawing a page of \$500 bills and duplicating them on green paper.

**Purpose:** To rank the importance of various personal values

**Procedure:**

1. Tell teens that one way to find out what they value the most is to assign a dollar value to things that seem important.
2. Ask if anyone knows what an auction is. Have someone describe an auction or explain that people bid money for items. The person who bids the most buys the item.
3. Explain that you are going to auction off certain items important to teenagers. They will use play money to purchase items.
4. Distribute the handout and ask participants to put a small check or star beside the items they want to bid on.
5. Give instructions on how the group will conduct the auction:
  - Each of you has \$10,000 to spend.
  - You can bid any amount up to \$10,000 for an item, but you must bid in quantities of \$500 or more. Bid \$500, \$1,000, \$1,500 and so on.
  - If you make the highest bid for an item, you pay for it. Once your money is gone, you cannot bid on additional items, even those you really want.
  - When an item is "sold," write the amount of the winning bid in the first column on your handout and write the greatest amount **you** would have bid for that item in the second column.
6. Be sure everyone has a pen or pencil and begin the auction:

*"The first item is 'looking good.' Who will start the bidding at \$500?"*

Conduct the auction like a real auctioneer in a lively, spirited manner, using humor to keep participants' attention and to keep the bidding moving. If things move too slowly, increase the minimum bid amount to \$1,000. Continue the auction until each item has been sold.

7. Conclude the activity using the Discussion Points.

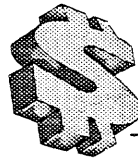
**Discussion Points:**

1. Which items were most important, judging from the bidding? Which were least important? Why?
2. Were some items more important to group members who share something in common? If so, which items and why?

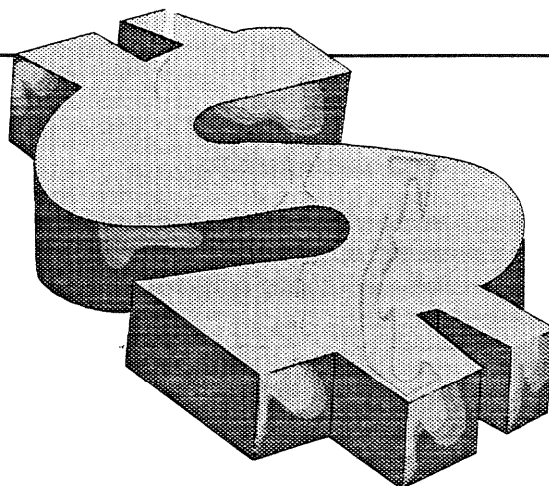
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3. Did boys or girls spend their money on a particular item? If so, which one(s)?
  4. Was there an item you really wanted that you couldn't purchase in the auction? What can you do to make that item a part of your life? (Remind participants that winning or losing the item in the auction doesn't make any difference. What matters is what you bid on, because that tells you what you truly value.)
  5. Were there any items that no one seemed interested in buying? Why?
  6. How would your parents have bid in this auction? Would they have spent more or less money on certain items? Which ones?



## Values Auction



- |  |       |       |
|--|-------|-------|
| 1. Looking good  | _____ | _____ |
| 2. Living according to my religious beliefs              | _____ | _____ |
| 3. Being physically strong/muscular                      | _____ | _____ |
| 4. Doing something special for my family                 | _____ | _____ |
| 5. Getting my high school diploma                        | _____ | _____ |
| 6. Feeling safe in my community                          | _____ | _____ |
| 7. Never getting mixed up with drugs                     | _____ | _____ |
| 8. Having a child when I'm old enough to support one     | _____ | _____ |
| 9. Finding the right person to love                      | _____ | _____ |
| 10. Waiting to have sexual intercourse until I'm married | _____ | _____ |
| 11. Avoiding sexually transmitted diseases               | _____ | _____ |
| 12. Finding work that I really like                      | _____ | _____ |
| 13. Not taking advantage of another person               | _____ | _____ |
| 14. Traveling around the world                           | _____ | _____ |
| 15. Having lots of possessions                           | _____ | _____ |



# Values Voting

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**Materials:** Leader's Resource, "Values Statements;" markers; masking tape; newsprint or cardboard for signs marked: "Agree," "Disagree," "Don't Know"

**Time:** 40-50 minutes

**Planning Notes:**

<b>Purpose:</b>	To articulate and explain personal values
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- ✓ This values activity is an especially "public" one — participants are asked to disclose and explain their values. Reiterate and reinforce the ground rules to keep conflict to a minimum.
- ✓ In this activity participants may feel isolated and rejected if others do not share their values. Watch for signs that someone has a different position. Offer support by standing with her or him.
- ✓ Review the list of values statements in the Leader's Resource and choose four to six for the activity. Choose statements that participants will feel strongly about. Make up new statements if there are other issues you want to address.
- ✓ Post signs marked "Agree," "Disagree" and "Don't Know" in three spots around the room.

**Procedure:**

1. Point out that being able to take a stand in front of others shows an individual is clear about his or her values. People who truly value something are usually proud to tell others.
2. Explain that you will ask participants to express their feelings about particular values. Go over the instructions for the activity:
  - I will read several statements aloud to the group. Each statement is either for or against a particular position.
  - When I read the statement, decide whether you agree, disagree or are unsure about it.
  - When I tell you to, find the sign on the wall that matches your position about the statement. For example, if you agree with the statement, stand beneath the sign that says "agree."
  - It is okay to stand between two signs if your position is somewhere in between.
3. Outline the guidelines for this activity:
  - There are no right or wrong answers, only opinions based on your values.
  - All are entitled to their own opinions.
  - Do not try to influence other people's positions.
4. Read the first statement and have participants move to their positions. Then, beginning with the minority viewpoint, ask volunteers at each position to explain why they chose to stand there. Help teens who seem to be articulating one value position, yet standing in another, to sort things out.

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5. Repeat the process with as many values statements as you have time for. Pacing is important; do not allow the discussion to go on too long, but do make sure to hear diverse points of view. Remember that processing statements and sharing reasons for participants' positions is the most valuable part of this activity.
  6. Conclude the activity using the Discussion Points.

**Discussion Points:**

1. How easy was it to decide your position?
2. Was one statement more difficult to decide about than others? Why?
3. Was there any statement that a particular **group** of participants tended to agree or disagree with? Which groups? Which statements? Why do you think this is?
4. Did you feel peer pressure during this activity? Does peer pressure influence teens' decisions in other situations?
5. Would your parents have similar or different positions on these values? Why or why not?

### Values Statements

1. You can earn a decent wage without finishing high school.
2. Guys should pay for dates.
3. Carrying a weapon is smart if you live in a threatening neighborhood.
4. Having a baby as a teenager is a good way to get attention.
5. Raising a child by yourself makes more sense than marrying a guy you don't love.
6. It's not cool for a guy to cry.
7. You should only have sex with someone you love.
8. Having a job you enjoy is more important than making a lot of money.
9. Waiting to have sexual intercourse until you are an adult is a good idea.
10. People with HIV, the virus that causes AIDS, should not have sex without telling their partners they have the virus.
11. Selling drugs to elementary-school children should carry a mandatory life sentence.
12. Marijuana should be legalized.
13. When a man and woman have sex, contraception is the woman's responsibility.
14. In a family, financial support is the man's responsibility.
15. A young woman who keeps condoms in her purse is "easy."
16. A gay or lesbian teenager should be allowed to take a date of the same sex to the prom.
17. A girl walking alone at night in tight, sexy clothing is asking to be raped.
18. A guy is more of a man once he's fathered a child.
19. Dating someone of a different race is wrong.
20. In some cases, the United States has the right to bomb other countries.

# Values and Behavior

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**Materials:** Newsprint and markers or board and chalk; paper; pens/pencils

**Time:** 35-45 minutes

## Planning Notes:

- ✓ Before conducting this activity, come up with at least two examples teens will recognize of people who live or lived according to their values, sometimes even at great personal cost. Examples from your own community work best, but general examples include: civil rights activists, parents who go to jail to keep their children away from an abusive parent; and gay or lesbian people who publicly acknowledge their sexual orientation.
- ✓ Clip any recent news articles about a heroic deed or the influence of personal values on life.

<b>Purpose:</b>	To examine the relationship between values and behavior
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## Procedure:

1. Remind teens that values are things that we feel strongly about, things we are either **for** or **against**.
2. Ask the group to name people they know or people in the media (politics, news, television, film or books) who have felt very strongly about something and have acted because of their values. Allow plenty of time for teens to think of someone. Give an example if necessary to get the group started.
3. As teens provide examples, write the names of the people, their values, principles, or beliefs and their specific behaviors on newsprint or the board in three columns titled "person," "value" and "behavior."
4. Now ask the group to think of examples of values that have influenced their own lives in some way. Give one example of a behavior that resulted from your values (such as, telling a friend a joke was inappropriate because you value treating people with dignity and respect, or donating money to help others because you believe all people are family to one another.)
5. Tell teens to think of guiding principles learned from their families, cultures or spiritual leaders that have influenced their behavior. Examples of principles include "do not lie, cheat or steal," "take care of your brothers and sisters" and "live in harmony with the world around you." Ask how such principles have influenced their behavior.
6. Write teens' names and examples on the board in the same three columns.
7. Go over instructions for the activity:
  - I will read several statements, followed by a series of questions. Do not answer the questions out loud, just think about them and write notes to yourself.
  - Each statement reflects a value. Questions will be about behaviors that support or ignore the value.
  - When I have finished, the group will talk about the results.

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8. Read aloud the following statements and questions (or substitute statements and questions of your own):

(1) Your health is important to you.

- Do you get regular exercise?
- Do you eat a nutritious diet?
- Are you a nonsmoker?
- Do you avoid using alcohol and other drugs?

(2) Men and women should have equal opportunities.

- Would you encourage a female friend to take an advanced physics class?
- Would you encourage a male friend to take a home economics class?

(3) Racism is wrong.

- Do you make friends without considering race?
- Would you support a friend who was dating someone of a different race?
- Do you refuse to use racist names and phrases?
- Do you refuse to laugh at racist jokes and tell your friends they are wrong?

(4) Teens should not have sex unless they use contraception.

*If you have not had sexual intercourse:*

- Have you thought about what contraceptives you would use if you decide to have sexual intercourse?
- Do you have the information necessary to buy and use contraceptives when you need them?
- Have you talked with your friends about the importance of using contraceptives when they start having sex?

*If you are having sexual intercourse:*

- Have you talked to your partner about latex condoms and other contraceptives?
- Have the two of you made a good decision about what contraceptives to use, based on accurate information and your needs as a couple?
- Do you, or does your partner, always use latex condoms to prevent the spread of HIV infection?

9. Ask the group members to reflect on their answers to the questions for a few minutes and then write an ending to the following sentence:

"Sometimes teenagers don't behave according to their values because..."

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10. Summarize the relationship between values and behavior by covering any points that, of the following, have not been made:
    - People tell others about the values that are important to them.
    - People do what their values tell them to do, and don't do what their values tell them **not** to do.
    - People make decisions based on their values.
    - People stand up for their values.
    - People feel guilty if they do not behave according to their values.
  11. Conclude the activity using the Discussion Points.

**Discussion Points:**

1. How does it feel to stand up for your values when friends disagree with your position?
2. What happens when teens' behavior is not in line with parents' values? (Answers include: Parents and teens argue; teens may lie to, or sneak around, their parents; teens and/or their parents may avoid talking about a subject they disagree on.)
3. What if your behavior is out of line with the religious or spiritual values you have been taught? (Answer: Some people stop attending religious services and avoid spiritual leaders because they feel guilty, embarrassed or angry.)
4. What influences people to behave in ways that are consistent with their values? Give an example. (Answers include: It feels good to follow one's values; parents and other adults reward behavior that reflects the values they teach.)
5. What influences people to behave in ways that are inconsistent with their values? Give an example. (Answers include: People often want to experiment or "try on" someone else's values; friends pressure teens to do things not in keeping with their values/it seems like there is a danger of losing friends; there is an opportunity for personal gain; there is an opportunity to make someone else angry, as a way to rebel or get attention.)
6. Will your values change or remain the same as you get older?
7. If your values and behavior are different, which should you take another look at – your values, or your behavior?

# Values and Decisions

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**Materials:** Leader's Resource, "Values and Decisions;" newsprint and markers or board and chalk

**Time:** 40-50 minutes

**Planning Notes:**

- ✓ Think of a current event that involves a dilemma. Prepare to share the example if the group is unable to come up with one in Step 1.
- ✓ Write the questions below on newsprint or the board for use in Step 3.
  - Which values conflict in this situation?
  - How will the person feel if she or he chooses Option A or Option B?
  - Which option would you choose? Why?
- ✓ Review the Leader's Resource to see if the dilemma situations are appropriate for your group. Feel free to create dilemmas of your own.

**Purpose:** To practice relating decisions to personal values

**Procedure:**

1. Explain that a dilemma is a situation in which a person has a hard decision to make. Tell participants to think of a dilemma they face, or one they have heard about or seen on television. If no one can come up with a dilemma, give your example.
2. Explain that all teens and adults face dilemmas and have to make tough decisions. Paying attention to values can help people make the decision that's best for them.
3. Review instructions for the activity:
  - I will divide you into two groups and give each a dilemma.
  - Have one person read the dilemma aloud, then discuss the options in the situation. Answer the three questions I have posted. (Post the questions.)
  - Be prepared to defend your decision to the rest of the group.
4. Once the instructions are clear, divide participants into two groups and give each one of the dilemma situations. While the groups work, circulate between them, offering assistance.
5. Allow about 10 minutes, then ask groups to share their decisions and their rationale. Ask them about the values they considered while making their decision.
6. Conclude the activity using the Discussion Points.

**Discussion Points:**

1. What is one dilemma you would not want to face in your life? Why?
2. Do people face dilemmas at work? Can you give an example? (Examples include: Police officers may have to choose between shooting a criminal and letting her or him get away; doctors may have to choose between resuscitating a dying patient and allowing her or him to die.)
3. Are there values that have a particularly strong influence on teenagers' decisions? If so, what are they?



### Values and Decisions

#### *Brian's Dilemma*

Brian's family has been planning a big family reunion to celebrate his grandparents' 50th wedding anniversary. Brian has been looking forward to seeing his cousins, who live in another state, and to visiting his grandparents' house. He knows his grandparents are eagerly awaiting the event.

The week before the reunion, Brian's best friend Anthony invites Brian to accompany Anthony and his family to a vacation at the beach. Brian loves the beach, enjoys Anthony's family and knows that he and Anthony would have a great time hanging out at the beach and meeting girls. If he goes to the beach, though, he'll miss the family reunion. Brian's parents tell him it's his decision, but he's pretty sure they want him to choose the family reunion.

How would you advise Brian to choose between Option A (family reunion) or Option B (beach with Anthony)?

#### *Janice's Dilemma*

Janice is a senior in high school. Last year's senior class held the first unofficial Senior Skip Day: most of the class cut school and went to an amusement park. The kids who cut got in trouble, but they all said it was worth it. Janice's friends plan to skip classes one day this year and want her to come along to the amusement park. Janice knows she'd have a great time, but she also knows that the planned day falls during a week of important review for her Advanced Placement biology test. She really wants to do well on the exam because if she scores high enough, she'll get college credit for the course and save some money on tuition. Janice knows that she could really use the review. She also doesn't want to get in trouble, because her parents will be angry.

How would you advise Janice to choose between Option A (Senior Skip Day) or Option B (attending biology review)?

# Cross-Cultural Exchange

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**Materials:** Index cards; pens/pencils

**Time:** 30-40 minutes

**Procedure:**

1. Tell participants they will spend a few minutes thinking about what is most important to people from their unique racial and ethnic backgrounds.
2. Ask the group to imagine themselves in the following scenario:

<b>Purpose:</b>	To identify valuable components of cultural heritage
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Our group has been invited to represent Earth at an intergalactic gathering of young people from around the universe. We will only be gone for about an hour of Earth time, but because of intergalactic time, it will seem like we were there for a week. A space shuttle is coming to pick us up in one hour and transport us to the next galaxy, several light years away, where we will join other groups like ours.

Without much time to prepare, we need to identify objects and information that will represent the different peoples of Earth. (Don't worry: you can create anything you might need for the trip by using the replicator on the shuttle.) Each of you needs six objects that will help you display your culture and what it values most. Our goal is to accurately portray the diversity of values on Earth.

3. Go over the instructions for this activity:
  - Space-age technology will safely transport **any item**, no matter how large or small. Some items you may want to take include:
    - an item that portrays your culture's beliefs about nature;
    - a symbol of religious or spiritual beliefs;
    - something that shows how your culture treats certain groups of people — children, women, the elderly or people with disabilities;
    - the work of a great artist or musician from your culture, which portrays something you value highly;
    - a saying, myth, song or story that has been passed down for generations and has great meaning in your culture;
    - an item that symbolizes something your people have struggled for throughout history;
    - photographs or a video about a particular place, anywhere in the world, that has special importance to your culture.
  - On your index card, write down the six items you would take. Be prepared to share with the group.
4. Distribute index cards and form small groups of four or five to brainstorm things for this imaginary journey.

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5. Allow about 10 minutes for participants to work in groups. Then ask volunteers to share one or two of the items they have chosen to take on the "journey," and explain their choices.
  6. Conclude the activity using the Discussion Points.

**Discussion Points:**

1. What would it be like to explain to people from another galaxy just what **your** people are about? What has been important to them throughout their history on this planet?
2. What are important things to people of your cultural heritage?
3. What would you want to hear from the extraterrestrials represented at this conference?
4. Would it be valuable for people from Earth to visit with beings from other galaxies? What could we hope to learn from them?

