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TRAINING IN THE VALUE SYSTEMS FOR SEVENTH GRADE  
STUDENTS: A CREATIVE DESIGN

THESIS

Presented to the Graduate Council of the  
North Texas State University in Partial  
Fulfillment of the Requirements

For the Degree of

MASTER OF ARTS

By

Sherry C. Rhodes, B. A.

Denton, Texas

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SHERRY CAMPBELL RHODES

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The purpose of this project was to design a values package to create awareness and understanding for seventh grade students in the value system so as to achieve a more complementary classroom atmosphere. The value system is a new concept based on Clare Graves' seven levels of psychological existence: Reactive, Tribalistic, Egocentric, Conformist, Manipulative, Sociocentric, Existential. In addition, the package was designed to integrate the affective and cognitive levels of learning into an experimental learning situation. The package included written material, games, and activities which are all designed to create self-awareness and maintain relevancy for the students.

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## CHAPTER I

### INTRODUCTION

#### Significance of the Problem

In a society profusely devoted to the improvement and betterment of our educational system, it has become increasingly more apparent that the educational process cannot succeed with strict emphasis being placed only on developing skills in the academic arena such as reading, writing, and arithmetic. The learning experience, academic and psychological, is the foundation of growth which prepares a child to become a responsible and contributing individual. Yet, it is often difficult for a child to experience intellectual growth due to his inability to relate effectively to external stimuli because of his own lack of self-awareness and understanding.

The concept of understanding self through awareness-training in the value system is a theory expounded by educators, psychologists, and others interested in improving the educational environment and enhancing the learning experience. Our society is at present undergoing severe sociological, psychological, and technological shocks which demand that the educational system not only keep pace but keep abreast of the everchanging conditions and prepare our future adults to effectively deal with them (2, 5). However, it is extremely difficult for a child

to make some order out of this confusion until he has learned to understand and deal with his own feelings and beliefs.

Behavioral problems in the academic community have risen due to the fact that children are less in touch with their values as a result of the ever-changing situations which confront them daily (2). Today's child is subjected to a mobile society, fast changing family situations, an over-abundance of information from the media, a shift away from religious orientation, and alarming world conflicts (2, 5). The real problem seems to be that children do not have the skills to cope with all the changes that they are confronted with every day. In the last few years, there has been an increase in the amount of research and study in the field of values which has generated the observation that in order to understand a child's behavior, it is necessary to understand his value system and more importantly, help him understand himself through training. It is with this thought in mind that it appears to be necessary and relevant to create an awareness of self through training in the value system.

Values have become an important aspect of the communication process in our educational system. The manner in which a child responds to a classroom situation, his classmates, and classwork is indicative of the child's values (3). As a child develops, he is exposed to experiences which contribute to his growth and learning. From these experiences, he develops guides which are contributing factors in determining what he believes and feels.

These beliefs and feeling constitute his values and affect the way that he communicates. The communication process has become one of the most important aspects of our present day society. Much emphasis is now being directed toward enhancing communication skills between employer-employee, parent-child, and now teacher-student. In order to obtain a more open communication system and create a more complementary classroom atmosphere, the teacher can facilitate a learning situation which would enable each child to understand his value system and the value system of the other members of his class. Training in the value system is a procedure which explains the likenesses and differences among individuals and establishes some common ground for more open and effective channels of communication (1). The value of this system is unlimited in its usefulness in the classroom as the child would be encouraged to focus on himself, and how he relates to/and interacts with other children.

#### Rationale for the Approach

One of the largest problems confronting the educational system today is the great amount of emphasis placed on intellectual growth at the expense of personal growth. Children are often not allowed to stop and focus on themselves during a learning experience and explore what this situation might mean to them as individuals. In many instances, children are expected to have the same feelings as adults without having had the same experiences (2). In Values and Teaching, Louis Rath writes:



If learning is to be an alive and vital process, the development of self-awareness is essential. Awareness involves a unity of thought and feeling, here and now; it is a necessary component in the movement toward self-actualization and toward becoming a person. In order to grow in awareness, the individual may have to stop the action, pause, and center directly on himself. What am I feeling at this moment? What is happening within me right now? In awareness, the person is in touch immediately with inner states; he is being his real self. Once children learn to focus, concentrate, and notice, once they are open and aware of their feelings, learning becomes exciting and unique; it becomes a personal adventure (2).

If a child is to be free to discover the mysteries and wonders of the academic world, he must be trained to understand his belief system which is based on his prior experiences which serve to mold his values.

The seventh grade student has thus far been exposed to experiences both at home and school which play an integral role in molding his values and as a result his behavior. He is in the process of experiencing adolescence having been exposed to an over-protective environment in elementary school and about to experience the era of individual independence and assertiveness which occurs in the junior high (4). Therefore, it is hopeful that in exploring and discovering themselves, the seventh grade students will become freer to learn externally and progress into adulthood with more awareness, understanding, and acceptance of themselves as well as others.

#### Purpose of the Study

The purpose of this study was to design a values package to be introduced into the educational environment to enable

the teaching staff to facilitate learning in the value system. This package is designed to aid the teacher in helping a child freely develop and understand his values, while serving as a toll to understand behavior and create a more effective learning environment. Unlike the process of values clarification, the main function of this package is to create awareness and understanding of the individual's own value system and those of the other class members with particular emphasis on finding some common ground between the systems so as to exercise more effective and open communication. To accomplish this, the package is designed to explain the value system as expounded by Clare W. Graves in his levels of psychological existence (1, pp. 131-155).

- |                 |  |
|-----------------|--|
| 1. Reactive     | The state of physiological existence.                                  |
| 2. Tribalistic  | This level is man's need for stability and strong authority figures.   |
| 3. Egocentric   | This level is "Machiavellian" in nature--raw, rugged individualism.    |
| 4. Conformist   | This level is rule-oriented describing proper modes of behavior.       |
| 5. Manipulative | This level is concerned with materialistic gain.                       |
| 6. Sociocentric | This level is concerned with the relationship between self and others. |
| 7. Existential  | Man's acceptance of himself and others.                                |

Training in this value system is essential to the package because a student needs to become aware of his own values as well as others so that he can learn to be more accepting and understanding of the difference in individuals. Also, this

training enables the teacher and students to account for different modes of behavior, thoughts, and feelings which so often inhibit honest and open communication.

### Summary of Design

The first step in the introduction of the values package is to enable the teacher to have a sufficient amount of tools with which to work. He is equipped with a Values Handbook which serves as a guide for introducing and explaining the concept of values to the students. Also included are specific activities such as games, exercise, and assignments which helps the students get in touch with their values. Some examples are as follows:

1. Value Work Sheet
2. Role-playing
3. Value Identification
4. Value Blockades
5. Ice-breaker Exercises

The handbook also contains a suggested format for introducing the package, the teacher's role as facilitator and an explanation of Graves' theory.

The package also contains a booklet for students which is an explanation of the values system. The booklet is designed to appeal to the students by using archetypes of historical or contemporary characters that the students know. The main function of the booklet is to create interest and understanding in the value system by focusing on material

that the students can identify with and feel is relevant to them.

The third element of the package is the Values for Learning Model, which enables both the student and teacher to learn what the students' dominant value systems are. This consists of ten statements with six responses each from which to choose. It contains three different but related activities which employ the use of the statements and responses. Also included in the model are a board, cards, and numbered discs which are used in the different activities.

The last element of the package is the Value Systems Game, which can be played by two to four players. The game consists of a board, one die, cards, and movable pieces, and it can be played without teacher facilitation. The structure of the game is designed to integrate the affective and cognitive levels of learning through the use of personal involvement, role-playing, and values prediction.

#### Contents of the Design

Chapter I has offered a brief introduction, rationale for the approach, and purpose of the study. It has also included a summary of the design which is a description of the values package.

Chapter II includes a Values Handbook for the teacher, which is an explanation of the values system and how to integrate it into the classroom environment. It also includes

the activities and games and gives an explanation of their purposes and uses.

Chapter III includes the Student Booklet, which is an explanation of the value system to the student. It also includes a descriptive analysis of the value system through the use of archetypes of historical and contemporary characters.

Chapter IV includes the Values for Learning Model, consisting of related activities which aim at helping students understand their value systems, the other students' value systems, and determining compatibility of the systems.

Chapter V includes the Value Systems Games, which calls for the students to participate in the learning experience on an affective and cognitive level.

Chapter VI includes a summary pertaining to the design of the package. Also included are implications for further study.

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## CHAPTER II

### TEACHER'S HANDBOOK

#### Overview

This value package is designed primarily as a learning tool for you and your students. Its major function is to train your students in the value system for the purpose of creating a more complementary communication system within the classroom.

The basic concept being dealt with is the belief that students' behavior is often a result of their value systems and that in order to understand this behavior, there must be an understanding of the individual values. The value system is a way of individualizing beliefs and feelings and presents the opportunity for more effective communication. Once the value system is understood, behavior can be understood, and learning can become an individualized experience.

Training in the value system is a method which is designed to help the students attain understanding of themselves and each other with the belief that as the students experience individual growth and understanding, they will become freer to experience intellectual growth in the academic community.

Therefore, the classroom atmosphere should be one of active student/passive teacher. For the package to be meaningful,

your role should be that of facilitator. You will be asked to introduce the activities and conduct the debriefing sessions, but the students will be the most active participants in the values program. It is the belief that for the students to experience personal growth, they must be allowed to actively engage in the learning process themselves (7).

You will be equipped with a series of activities such as exercises, games, work sheets, and other related material which will aid you in integrating the values package into your normal classroom activities. But, it is very important to stress that the package is flexible and should be adjusted to your style of teaching and classroom atmosphere so that you will be comfortable with the material. However, for your convenience a suggested format will be included for you to follow.

It cannot be over-emphasized that the material contained in this handbook is meant to be used as a teaching aid and not for any extended kind of lecture. The focal point of emphasis should be placed on the student learning from the experiences which grow out of the various activities. It is hoped that by taking this type of approach, the student will achieve a feeling of personal worth and compatibility with his own values and the other class members.

## Elements of the Package

### Introduction

You may wish to begin the integration of the package into the classroom by explaining the basic concept of the value system



and how it applies to the students. This can be accomplished with a short introduction followed by one of the exercises in the kit. The introductory material should be kept short so as not to be tedious or defeat the purpose of student involvement which should continuously be encouraged. At no time should a student be forced to participate nor be made to feel guilty. One of the most important factors of the course is to emphasize a positive feeling of self-esteem and never a feeling of failure (2).

A suggested way of beginning the introduction is to start with a group discussion on what the students think values are so as to deal with any misconceptions. This could be accomplished with a word association game, written perception of values, or verbal definitions to get the students involved. This would be followed by a short explanation of values by you. You may use any appropriate explanation that is meaningful to you, but it is suggested that you do incorporate certain information into your introduction. The following is a list of suggested points to cover (3, 5).

1. Values are formed through our experiences as we develop from infancy.
2. Our relationships and experiences form our values.
3. Values are guides to behavior that we decide upon as we develop.
4. Our values change (and grow stronger) as we develop emotionally and intellectually.
5. Awareness of the seven value systems is a way of understanding the likenesses and differences among individuals and helps to find some common ground between them.

6. Training in the value system is not a cure for all problems but is a system which makes them easier to understand.
7. To understand behavior, look at the value system of each individual.
8. More effective communication is possible when a student is free to express his own value system.

It is important to emphasize to the students that these sessions on values will be informal. The students should be allowed to be as comfortable as possible. For example, sitting on the floor may draw the students into closer contact with each other and help to facilitate more involvement from all of them. Also, it should be stressed that the students will not be tested over any of this material since this package is a learning tool for them. Emphasis on honest and open communication is also crucial to the discussion. When you and the students feel that they have an understanding of what values are, then they are ready to proceed with the other elements of the package.

#### Values for Learning Model

This model is designed to aid the students in differentiating between the value systems and also learning what their own dominate systems are. It will consist of a series of ten statements with six responses from which to choose. The first system, Reactive, will not be dealt with in this model since it is felt that it is not applicable. The ten statements will be written on individual cards followed by one response each and can be used with a board or in a card game.

The values model can be used by you and your students in three different but related learning situations. First, the model can serve as a learning tool in assisting the students to learn how to predict a response from a particular system. For example, a statement such as "the kind of friend I like is" will be followed by a response from each of the six value systems, and the students will be asked to fill in the level 3 response in the level 3 square, the level 4 response in the appropriate square, etc.

Secondly, the model can also help each student learn about his own value system. He can be given the same set of statements and asked to assign numerical weights to each response to denote the relevancy of each one. You will be provided with a set of additional answer sheets for the students to fill in so that you can evaluate their value systems.

Thirdly, the model can be used to help the students find out if their value systems are similar or different and to try and find some common grounds for communication. This can be accomplished through the use of the cards in a Value Hunt Card Game. The students will be asked to find a specified number of cards which they feel they are comfortable with and then try to see if their cards are compatible with another student. If not, then they will be asked to try and write a card which is representative of both of their value systems. In some cases, this will not be possible because of the diversity of the systems, but it will still provide the students with the opportunity to open up channels of communication.

Again, your judgment is necessary in determining when you want to introduce the model. It is suggested that you wait until the students have been exposed to some of the other exercises and read their booklet before using it. Also, the model can be used in the context of group activity, on an individual basis, or any other appropriate manner which fits you style or the situation.

It is hopeful that the students will be encouraged to play the model for the learning experience but also to enjoy it as well. The model is meant to be challenging and interesting in its approach and not as a test of the students' skills (6). The students should be reminded periodically that the purpose of the activities is to increase their understanding of each other and enhance their communication skills while reinforcing the concept that better communication is possible when you understand why a student behaves the way he does and that the value system is a way which helps them achieve this understanding.

#### Value Systems Game

The Value Systems Game is designed to increase the self-awareness of the students while also helping them to recognize the different value systems. This game is an attempt to integrate the affective and cognitive levels of learning through the use of personal involvement, role-playing, and application of the values concept (3, 4). The game will consist of a board, one die, and three sets of cards which contain statements and situations which are relevant to the age group.

The game can be played from two points of view. When the students assemble to play the game, they can be grouped in two different ways. One is to group complementary value systems and the other is to group by volunteer. It must be remembered that even though the students are playing a game to learn about values, they too will be playing with their own value systems which will account for differences in the way the game is played. Again, this will be your decision according to your classroom situation.

The Student Booklet will include information which will assist in explaining the value systems. It is suggested that the students read the booklet and discuss the concepts before playing the game. The booklet has been written to correspond with the theme of the game so as not to create confusion.

The atmosphere of the game should always be geared so as not to create any feeling of failure. The game is not meant to be played to determine winner or loser but instead on quality learning for each student. Also, it is crucial not to make value judgments of good or bad, but it is important to stress acceptance of the different value systems (2).

Lastly, the game is meant to be played so that the students will have fun while learning. Encourage involvement and participation. You might even play the game yourself. Since the game is a learning experience, you might wish to follow each game with an "I Learned Statement". These statements allow the students to get in touch with their feelings and also

serve as checks to see if the students are understanding the differences in the systems (8).

### Activities

The suggested exercises and activities which are included in the package are to be used when you feel that they are appropriate. These activities along with the model and game will serve the purpose of explaining the value system and helping the students learn about their own values. They can be used periodically throughout the semester to keep interest and involvement at a maximum. It is suggested that you use at least one activity per week and more often if appropriate and time is available. Also, do your own thing with the value system once you become comfortable with it. Apply it to your regular classroom material and see how the students respond to a new and different form of learning. An example could be to take a chapter on democracy and have the students write a script representing the different points of view representative of the different value systems. Remember the package is a helping tool for you--use your own initiative and creativity and above all have fun (see Appendix C).

### Levels of Psychological Existence

The nature of man has been a constant source of bewilderment since the beginning of time. As man has progressed through history, years of research have been devoted to the betterment and understanding of the human race. One of the most puzzling aspects of man's development is the differences in man's behavior.

There have been innumerable theories as to the causes for these differences and just as many theories as to the explanation for these causes. However, one of the most interesting and valuable theories to emerge in this century is the one expounded by Clare W. Graves in his *Levels of Psychological Existence* (3, pp. 131-155). This theory offers not only an explanation of the differences in behavior but also a workable method for producing more effective communication.

The underlying concept of Graves' theory is explained by Flowers, Hughes, and Myers, who write:

The theory basically states that the psychology of the mature human being or groups of mature human beings is an unfolding or emergent process marked by the progressive subordination of older lower-level value systems to newer, higher-level value systems. The mature man tends normally to change his psychology as the conditions of his existence change. Each successive stage is a state of equilibrium through which people pass on the way to other states of equilibrium. On a particular level of existence, a person has a psychology which is particular and peculiar to that level. His acts, feelings, motivations, ethics, values, and thoughts are behaviors he must manifest in order to solve his problems at that level (1, p. 1).

Graves' system further suggests that man does not automatically move from one level to another. He states that "a person may not be genetically or constitutionally equipped to change in the normal upward direction if the conditions of his existence change" (3, p. 133). Instead, Graves suggests that man may move through the hierarchically ordered series of behavior systems to some end or level off at any one or combination of levels and live out the rest of his life.

When man settles into the individual levels, he takes on the behavior of that level whether it be positive or negative.

Under certain conditions, it is possible for him to regress to a lower level and assume that behavior. Man lives in an open system of needs, values, and aspirations but often settles into one level or a cluster of levels. When he has settled into this level or levels, he is in a closed system for he can only behave in a manner which is indicative of that particular system. Therefore, it is often difficult for individuals to understand each other due to the differences in the individual systems.

Graves further suggests that there are certain conditions which must be met for an individual to move from one level to another. When man's needs are met at any one level, he will begin to experience the need to move to another level. However, man will usually regress to a level which is lower than his present level and undergo a disorganization of his values and then move on to a higher level. Therefore, when man becomes disenchanted with his present values, he will undergo a series of changes which often appear to be a breakdown in his value system. But unless excess energy is introduced to produce dissonance or challenge to the individual, he will not move on to another level. If one of these factors is present, he will be thrown into a state of dissonance which is produced by the dissatisfaction with his own system and will desire to move into another system which now appears to fit his needs. This period of growth is usually considered to be the crisis phase because man rebels against the establishment and the old values that he is striving to leave behind.



As man gains insight into his new system, he will overcome the period of crisis and move on to the new system which is more compatible with his needs. He will subordinate his old values and behavior in search of a better way of life. Graves feels that the value system fits into the natural scheme of being in that man like other creatures in nature will develop and discard and retain and rearrange the conditions around him in order to achieve a more fulfilling life and being.

### Seven Value Levels

Level 1 - Reactive. Man is motivated only by his imperative needs. There is no judgment of behavior because man does not act cognitively. He only reacts. It is a struggle for physiological satisfaction with conditioned reflexes which provide automatically for the continuance of his existence. In other words, there is no conscious value level.

Level 2 - Tribalistic. Man is motivated by the need for safety and the way to attain it is through traditionalism. He believes in living according to the way of his elders and his existence depends on myth, tradition, spirits, magic, and superstition. He assumes a rigid level of existence because he is locked into the traditions of his tribe and cannot violate them. Because the individual is forced into a magical, superstitious, ritualistic way of life, he will do everything he can to win his spirit's favor.

Level 3 - Egocentric. Man for the first time begins to view himself as an individual who is separate and distinct from

other men. He is aware of life and death and becomes caught up in the need to survive. Thus, he becomes ruthless, raw, tough, restless, aggressive, and has little regard for his fellow man. He begins to manipulate his world rather than passively accepting it. From this arises the concept of power as an ultimate goal. He believes in the idea that to the victor belongs the spoils and exercising greed, envy, gluttony, pride, etc. are acceptable ways of accomplishing his goal to dominate and win.

Level 4 - Conformist. This level of man believes that life is a test of whether one is worthy of salvation. He is on a quest for everlasting peace. He reveres the established, the lasting, and the unchanging. He believes in directed design which is based on the conviction that there must be a reason for it all. He values suppression and repression of his inner life and a rigid ordering of the outer world. He believes in denial, piety, modesty, self-sacrifice, self-discipline, etc. in order to gain the ultimate reward of life--salvation. He accepts his position in life as being right for him regardless of his desires or wants. He lives in a world of black and white-right and wrong.

Level 5 - Manipulative. Man at this level values materialistic gain and is highly success-oriented. He values accomplishing and getting, having and possessing. He also values gamesmanship, competition, the entrepreneurial attitude, risk, and manipulation but not with the same attitude of not caring about the other guy

as is characteristic of level 3. He works within the system and because of his values helps to improve man's conditions due to his quest for knowledge and desire to control the physical universe.

Level 6 - Sociocentric. Man at this level is more community oriented and values the relationship which occurs between him and others. He is more concerned with belonging, being accepted and the achievement of human harmony. To him, getting along is more important than getting ahead. He values interpersonal penetration, communication, committeeism, majority rule, the tender, the subjective, manipulative persuasion, softness over cold rationality, sensitivity in preference to objectivity, taste over wealth, respectability over power, and personality more than things. In addition, he values commonality over classification and a more spiritual kind of religion over religious dogma.

Level 7 - Existential. Man at this level has learned how to resolve basic human fears, and he views his existence from a new point of view. He is released from valuing for selfish interests but instead is concerned with the restoration of the world. He values human wants but shys away from the artificial. He values spontaneity, simplicity and just continuing to develop rather than becoming this or that. Above all, he values that which will bring good to him and all the universe. He ceases to be judgmental and accepts the humanness of making mistakes and learning from the experience.

### Values for Students

The explanation of the seven levels presented thus far represents a summary of each level as written by Graves. However, not all of the information is directly applicable to an educational environment. Therefore, the basic concepts have been adapted and re-written for the purpose of making them more meaningful and useful for a classroom atmosphere.

In order to understand the differences in behavior of students, it is necessary to understand the different systems which the students may possess. It is hoped that this understanding will facilitate for you a more effective approach to a learning situation and enhance the classroom atmosphere. Once it is understood which value system a student possesses, it becomes easier to plan your material to meet the individual needs of the students. For your information, the name of each level has been included. However, it is not necessary to convey the names to the students.

Value system 2 students - Tribalistic. These students enjoy a friendly classroom atmosphere, fairness, work well on a reward system, and prefer a strong teacher image. They value strongly the traditions of the school and follow them vigorously. They are extremely interested in being secure and find that the traditions afford them this security. They respond well to a well-organized classroom where the teacher is in full control and where the students have little responsibility for decision-making. Good grades are important to them and are considered

an appropriate way for the teacher to let them know if they have done well. They need to know if they have performed well or not and like being told by the teacher. Their strongest motivation is the need for assurance to obtain the feeling of safety.

Value system 3 students - Egocentric. These students are self-oriented and do not work well within the constraints imposed upon them by the school. They are continuously looking for the easy way out and usually perform well only if it will benefit them. They enjoy making good grades only if it makes them look better and feel important. Their attention span is short because they have a tendency to get bored. They respond well to a strong authority figure who says what is expected of them, but they must be left alone to work. Immediate reward in terms of praise or recognition is necessary to keep these students interested and working. Their primary motivation is survival in the dog-eat-dog world of existence, and they will exploit the world around them to obtain the power which guarantees this survival.

Value system 4 students - Conformist. These students respond well to a well-defined system of rules and authority. They like a well-organized or structured classroom environment with specific instructions and activities. They do not work well with ambiguity for they work in an atmosphere of right or wrong--black or white. Therefore, they feel that grades and tests are a good and impartial way of measuring

academic skills. They respond to a tempered form of discipline which is necessary to enforce the rules. They are less concerned with the rules of their elders but more with the rules established by a higher form of authority. Their primary source of motivation is security which is accomplished by hard work, loyalty, and doing what they are told.

Value system 5 students - Manipulative. These students are achievement oriented and lean toward the materialistic way of life. They are constantly analyzing the world around them and trying to make it work to their advantage. They are very concerned with success and the acquisition of material objects as indicative of their accomplishments. They like competition, gamesmanship, risk, and above all manipulation. They work well in an unstructured atmosphere with lots of variety and challenge. They view tests, grades, etc. in terms of how well they display their accomplishments. They work within the constraints imposed upon them by the school but still assert their own independence in evaluating the conditions of the world around them. In comparison to system 3, they still are interested in the other man achieving as long as he does not achieve as much as level 5.

Value system 6 students - Sociocentric. These students are interested in establishing relationships which are harmonious. They are interested in the relationship which develops between themselves and the other students. They shy away from violence and hostility and instead dwell on accepting and being

accepted. People in authority are only accepted if these students hold them in high esteem. They are more interested in the welfare of others than in achieving material success and tend to value cooperation and social esteem. They live more in the present as they are more interested in social harmony and understanding how they relate personally. The most effective learning situation is one in which they can relate personally to the other students and learn from the relationships. Their primary motivation is affiliation and will achieve when working in communal activities. They would view tests and grades as being relevant only if they did not hurt the students or make them feel like failures.

Value system 7 students - Existential. These students are the ones who are interested in working because of the challenge it presents and the personal satisfaction they receive from meeting this challenge. They work best in a classroom atmosphere which is interesting and offers a variety of learning situations. They are spontaneous and value being able to approach a problem from more than one point of view. The best form of motivation is to provide the necessary information and let the student examine it for himself. They will work to achieve a goal for the purpose of accomplishing a task but not because it will bring them recognition. They are interested in other students as individuals but not as much for the social interaction as they are not dependent upon others to meet their needs. They understand that it is human to make

mistakes and learn from the mistakes instead of making judgments of right or wrong.

By reaching a level of understanding of the individual systems, you can better determine how to motivate your students to achieve their goals, work in a more comfortable environment, and make learning an exciting and interesting experience. All it takes is your time which can be constructively programmed to help the students enjoy learning. Remember that you can be instrumental in tuning these students into education and in the process get tuned in yourself.



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## CHAPTER III

### STUDENT BOOKLET

#### Introduction

Have you ever wished that you had ESP, or that you could become invisible, or maybe just had a genie to answer all the many questions that pop into your head when you are involved in a situation that you just can't seem to understand? Or how about the times when you're with someone and both of you seem to think the same way, and you get a good feeling all over your body? Well, all of us have had these feelings at one time or another without being able to explain why or how it happens.

This booklet is written especially for you for just this purpose. The information contained within is based on a new theory of communication and has been condensed and rewritten so that it will be more meaningful to you. The purpose of the booklet is to help you understand not only your feelings, thoughts, and beliefs but those of the other members of your class. Hopefully, it will help you understand the differences and/or likenesses that occur between you and the other students in your classroom while helping you to discover some common ground for better communication. Of course, you are not limited in your application of the information that you acquire from

this booklet and the related activities. Feel free to apply it to other situations and relationships in your life--your family, friends, etc.

The activities that accompany your booklet are for your benefit and enjoyment and will actually be the most important aspect of this package. Your teacher will introduce the activities to you, but for the most part you or your group are on your own to work. Therefore, your involvement and participation is extremely important for the activities to be successful and enjoyable (3, 4). After each activity, your teacher will engage in a "debriefing session" or talk session with you so that you can discuss your feelings and thoughts if you wish (5). Remember that the booklet and the activities are all designed to help you as an individual attain more understanding of yourself and the other students in your class. So give it a chance, try it out and see how it works for you. Maybe after you have completed the activities, you won't feel the need for ESP or a genie but instead will feel that you can rely on your own capabilities and knowledge to aid you in reaching a better understanding of yourself and others. So go ahead and try it--you might just like it!

#### Explanation of the Value System

Just for a few minutes, take a look around this room at the other students. How do you feel about them? Do you feel close to some and not the others? How about your classwork? Do you feel that it is stimulating or boring? Well, we're going to take a look at a new concept which hopefully will

help you understand your feelings about yourself and other people and make learning fun and exciting.

This new concept that you're going to be learning about is called the value system, and it was developed by Dr. Clare W. Graves, a professor at Union College in New York (1). Dr. Graves feels that each of us is constantly changing in an attempt to meet and satisfy different needs that we have. For example, we have physical needs that have to be met in order to survive--thirst, hunger, sleep, etc. Once these needs are met, then we concern ourselves with other needs such as our need for love, security, safety, self-esteem, belonging, and self-actualization (1, 2).

The manner in which we go about satisfying these needs involves a particular kind of movement which in turn involves seven distinct value levels. These levels are indicative of particular kinds of needs which in turn will produce certain kinds of behavior. This is what accounts for the differences in how we react to certain situations, people, etc. For example, if you were on level 3 and a friend was on level 4, then more than likely you would have some needs that are different and would react to situations differently. But, in some situations, certain needs that emerge are strong enough to cause you to respond in a similar way. The reason for this is that the movement that we have been talking about occurs in such a way that it is like moving on a baseball field--taking in all the bases including home plate. The same thing happens in these value levels.

As you grow and change, you will move from one level to another in order to satisfy the needs that emerge. However, before you make the move from one level to another, you will move back to a lower level to re-examine your needs and then on up to the other level. Compare this again with baseball. You've just hit a single and made it to first base. The next pitch is thrown, and you try to steal second. But, the ball that has been hit was a fly ball so you have to go back and tag first before you can go on to second. Are you beginning to get the picture? Now, take a look at the following illustration, and you will see how the movement from one level to another occurs.

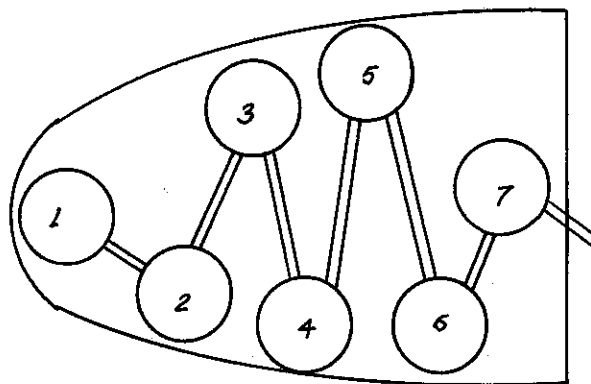


Figure 1. Progression of Value Levels

It is extremely important that you realize at this point that one level possessing a higher number does not necessarily mean that it is better than the lower numbers. The numbering system is primarily a way of showing progression. As we move from one level to another, we still will retain some of the characteristics of the levels that are lower. But, we will

also acquire the behavior of the new level, and it will be stronger and in most cases over-shadow the lower levels.

Another important point to consider now is the fact that just because there are seven levels does not mean that we will necessarily progress to level 7. Very often we will level off at one of the levels and live out the rest of our lives without any more progression, and that is okay because we are comfortable with that level. You might be wondering by now what makes us move from one level to another. There are two primary factors. The first is that our needs have been satisfied at our present level, and we begin to look for ways of satisfying new needs that emerge. But unless some kind of excess energy is introduced to produce a feeling of uneasiness or challenge, we will remain on our present level. The question that is probably arising now is, what is meant by excess energy?

A good example of this might be the myths about the Old West. Think about the books or movies that you have seen that show a nice, quiet, sleepy, little town that suddenly is thrown into a state of lawlessness, run by the "bad guys," and the "decent folks" can't even get out on the streets. Well, in almost every case what is needed or called for is "law and order." So, the town people finally tiring of living in their present condition call for someone to come in and clean up the town. This usually takes place with the arrival of a new sheriff or maybe just the "good guy in the white hat." This is what is meant by excess energy. The town people had been living in one

state of existence when the lawlessness was brought upon them. This was enough to produce dissatisfaction with their conditions and cause them to look for a new way to solve their problems and satisfy their needs. Get the picture? There was enough energy produced which caused the people to move to another level--one that had rules and regulations for them to follow.

Can you think back to a time when you realized that you were changing but didn't understand why? Well, this is what has happened to you. You were in the process of moving from one level to another. The same thing holds true for why you don't understand your friends or your parents. The simple fact is that they are often on different levels from you. But the most important thing to remember here is that these different levels are not good or bad but just individualized categories of behavior so that you can understand and be more accepting of the differences between you and others. Once you have become aware of these differences, then hopefully you will be more comfortable as an individual and more relaxed in your relationships.

We are now going to turn our attention to the individual value levels. Just for fun, we are not only going to look at some of the characteristics of these different levels but also point out some contemporary and historical characters that are representative of each level. We're going to look at them from one particular point of view so remember that they will appear to be a little stronger than usual. While you're taking a look

at these people, why don't you try and make a mental note of someone that you know that seems to fit some of the categories. Also, try to figure out which one you're in just for fun. You will not be tested or evaluated over any of this material or any of the activities that accompany the booklet. This is for your benefit and understanding.

### Value Levels

Level 1. This is you or me when we were babies. It was a time in our lives when we reacted mainly from what is called our need for physical fulfillment. It encompasses such needs as hunger, thirst, and sleep. This level is also a level of many emotionally disturbed people who can't function on their own to fulfill their needs.

Level 2. These people are conditioned to be followers and dependent upon other people. They want to continue to live in the way that has been accepted and lived by their parents and those who have lived before them. They're content to live as they are and don't give much thought to change or living a different kind of existence. Level 2 people like to have good leaders that help them and tell them when they've done the right thing. A good example of level 2 is Charlie Brown.

Level 3. These people are extremely independent and self-oriented. They are more interested in doing their own thing and don't like to follow the rules that society puts on them because they feel that these rules restrict them.



In fact, they have a strong need to buck authority and the system. More often, they think that their way is the best and don't really worry about anyone but themselves. They are motivated by a need to survive as individuals and therefore respond to power that can be exploited for their own good. Some dominant personalities that fall in this category are Archie Bunker, Fred Sanford, and Patton. Also, Lucy from the comic strip "Peanuts" is a good example.

Level 4. The people on this level are very receptive to peer group pressure. They adhere strongly to rules and regulations and can't understand if someone else doesn't. They are extremely loyal and are totally committed to living a secure life. They often feel that if they sacrifice to do what's right, they will be rewarded. It's easier for them to understand situations if they can deal with them in terms of right or wrong. Felix Unger is a strong level 4 in a more comical sense, and Queen Victoria is an example of an historical character.

Level 5. Henry Kissinger and Ben Franklin are two good examples of this level. Oddly enough, you will probably find a great many of your politicians, public servants and athletes in this level. They are highly competitive, enjoy gamesmanship and taking risks. They are extremely ambitious and success oriented and usually will try to work situations or people to their advantage. They're independent and enjoy a variety of challenges, which often is as important as achieving their goals.

Level 6. Lucas Tanner, Marcus Welby, Ralph Nader and Martin Luther King, Jr. are all characterized by a concern for the other man. These people strive to get along with others and achieve relationships with others which are meaningful and harmonious. Very often, many people in social work or medicine would be found on this level because of their desire to help others. To them, achieving a goal is not nearly as important as performing it. They are not as interested in material gain like monetary payment or possessions as they are in being satisfied in what they do.

Level 7. Two outstanding writers of our time are good examples of this level--Rod McKuen and John Denver. They have turned from desires for material needs to a search for understanding of themselves and mankind. They don't judge people for making mistakes but understand that all of us as human beings do make mistakes and can learn from the experience. They are free from the pressures of society in that they have reached a level of acceptance of themselves and others. It's like understanding that man is a beautiful part of nature, and they revel in the knowledge.

Remember that we have taken a very narrow look at these different levels so that you could see some differences in them. Please don't make the mistake of thinking that everyone on level 4 is just like Felix Unger or everyone on level 3 is just like Patton or Archie Bunker. These characters were used mainly for the purpose of showing you how dominant some

of the behaviors and characteristics can be. But for the most part you will usually be relating to people who possess these characteristics on a smaller scale. Also, remember that as people move from one level to another, they don't lose all of the characteristics of the preceding levels. Some of these characteristics will remain but are just not as strong as the present level. This level will dominate the other levels and therefore the behavior at this level will be more pronounced.

Now that you have been given some clues on how the value levels work and some examples of some of the characteristics of these particular levels, try it all out in the activities that you will be doing. The activities will help you experience what you are learning and give you some insight into yourself. See how it all works out for you and maybe it will open some doors or solve some puzzles for you, but most of all be free and enjoy it.

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## CHAPTER IV

### VALUES FOR LEARNING MODEL

Relevancy seems to have become one of the key words of the seventies. It is talked about in the job market, in the home, in the media, and in education. Many educators and behavioral scientists seem to beat the same drum when they call for educational reform and a more open kind of learning situation (2, 7, 9). But still many educational systems rely on the same traditional system of learning, rote memory, leaving the concept of relevancy as just a symbol and not a realization of reality. The question that arises then is where exactly does this leave the student? Many educators feel that the student is a pawn in an out-dated educational system which is dedicated to a learning situation which engages primarily in a cognitive learning structure (4, 5). And yet, it is these same educators who feel that students must be allowed to focus on themselves during a learning situation, explore their feelings and try to relate the situation to their lives (1, 3, 4, 5, 8).

In Learning to be Free, Clark Moustakas writes of the need for self-awareness for students so that they can be released to experience, discover, digest, and integrate learning in their lives. He further writes "that self-awareness is the

first step toward genuine, enduring learning; it is essential that school and families create projects and activities that recognize the immediate concerns and feelings of the child (6).

Carl Rogers is another strong proponent of this theory as he makes the observation that when a teacher is concerned with the facilitation of learning rather than with the function of teaching, he will concentrate on providing resources that give his students experiential learning that is relevant to his needs (9).

Alvin Toffler, in Future Shock, seems to point up a striking similarity to Rogers and Moustakas with the thought that one of the most significant aspects of effective education includes the ability of the student to seek and use self-awareness. He further states that the student must be able to step away from himself, look back and evaluate what he sees (11).

It is through gaining insight into himself that the student becomes free to explore the mysteries of the academic world by discovering what is relevant to him. This is crucial in a learning situation since it is essential to know what is going on at the feeling level as well as the conscious level. Yet, in many instances students are expected to treat these two as being separate from each other. While the cognitive level is being fulfilled, the affective level of learning is left to be discovered outside the classroom (10).

The Values for Learning Model is designed to be used in an experiential learning situation with specific emphasis being

placed on dealing with situations and issues which are relevant and meaningful to the students. Its main function is to enable the students to look at these situations and issues and try to come to terms with how they feel about them as individuals. In this model, there are no tests and no evaluations of performance but rather three phases of activities that give the students an opportunity to learn rather than be taught, to feel rather than be detached, and to be active rather than passive (9).

It is hopeful that the model will create an awareness of self so that the students can begin to understand their own values, re-examine them and see how they relate to others. But, above all, they can become free to value themselves and others, learn how to reveal their uniqueness and that of others, and that being different can open doors to communication instead of always closing them.

#### Application of the Model

The Values for Learning Model can function in three distinct but experiential learning situations and can be valuable in aiding the students to understand their value systems, the other students' value systems and how the different systems interact. The model will consist of a board, cards, and numbered discs. There will be sixty cards with statements and responses which the students will work with in the three activities.

The first element of the model is the values board. This board will consist of sixty squares placed in a particular order

so as to designate ten statements and six responses for each statement which represent a particular value level (see Appendix B). The student will be asked to look at the ten statements and then choose the response which is closest to the way he feels. He will then be asked to rank the responses in the order of relevance to him beginning with the response with the highest degree of relevancy down to the lowest.

Once the responses have been ranked, then the student will be asked to assign numerical weights to his responses. Discs, numbered from one to twelve, will be used to give the students the opportunity to express how strongly they feel about the responses that they choose. After completing the play of the board, the students will be asked to evaluate themselves by writing or discussing how they felt about responses, why they felt that way, etc. If appropriate, you might wish to ask the students to fill in the answer sheet with the responses that they make so that you will obtain a better understanding of their feelings and be able to plan learning situations which are relevant to the individual and not just to the group.

The second element of the model also involves use of the board. The students will be asked to look at the same set of cards but this time will be asked to try and determine which response belongs to each value level. For example, if the student is holding a card that has the statement, "the kind of teacher I like is one", followed by a response, "lets me know exactly what is expected of me", then he will be asked to determine



which value level the response is and place the card on that level on the board. He will continue to follow this procedure until all sixty cards are placed on the board.

If the activity is played individually, then the student will be given an answer sheet. If he has any questions about the differences which might occur in the responses he chose and the ones printed on the sheet, then encourage him to express his feelings either on paper or verbally. If the activity is played as a group, then encourage discussion after the activity is completed. This activity is meant to be played after the first phase of the model and definitely should not be played until after the students have read their booklets and have gained some understanding of the value levels through the use of the other activities in the package. This is extremely important so as not to create confusion and frustration for the students.

This activity is designed as a learning aid for the students in that they will be actively engaged in the learning experience while also serving as a method of checking their understanding. It can be played individually or as a group depending upon your class and also can be played in sections or all at once if time permits. It is meant to be flexible so that you can adapt it to your classroom situation and especially to the students.

The third element of the model is the Values Hunt Card Game to be played by six students. The same set of cards will

be used in this game but in a different situation from the other two. The cards should be shuffled and then four cards are dealt to each player. The remaining cards will be layed aside to be used later in the game. After the four cards have been dealt to each player, they will be asked to look at the cards in their hand and decide if they like the cards that they have. If they do not, then they can swap cards with other players until they have four cards that they are reasonably satisfied with at this time.

After this first round of play has been completed, then the players can go shopping from the remaining cards on the table. Each player is to shop around until he gets four cards that he likes. In the third round, the players are to get into dyads and try to pair up the cards that have the same statement on them. For example, two cards with the statement, "the kind of friend I like is", followed by a level 3 response on one and a level 4 response on the other. The players are to determine if the cards are compatible with their own value systems and if not then they are asked to try and write a third card which they feel that they could be comfortable with and which represents both of their points of view. The purpose of the activity is to let the players learn if their value systems are or are not compatible and if not to try and find some common ground upon which they can communicate by writing their own cards.

All of these activities are aimed at helping the students learn about themselves and become more aware of their feelings

and thoughts. Once the students have begun to function again affectively, they will as a function of natural development be freer to learn cognitively. Thus, the integration of experiential learning can become a part of the school environment fulfilling the emotional needs of the students as well as their intellectual needs.

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## CHAPTER V

### VALUE SYSTEMS GAME

#### Introduction

The Value Systems Game is designed as a learning tool for the students. Its primary purpose is to clarify and reinforce the learning experience by employing both affective and cognitive learning situations. The learning situation will be enhanced if the students take an active part in the learning experience rather than being passive observers. This is important because the junior high school student comes to school with his values and likes and dislikes more clearly formed than in elementary school and as a result is less susceptible to the teacher's influence (1, 3). Therefore, his participation in the game gives him the opportunity to engage in a process of self-discovery and other-discovery while leaving him free to examine more than one point of view.

Students in the twelve to fifteen age group are highly concerned with self-definition and differentiating themselves from their culture. They are at the final stage of cognitive development which makes it easier for them to think about their own thoughts, the future, deal with concepts, etc. (3). Yet, so often they are not given the opportunity in school to focus on themselves and try to reach some understanding of where they

are and how they fit into the workings of the system while still retaining their individuality.

Another concern of this age group which is highly relevant is the need for competence or personal achievement. Often this need is fulfilled through participation in physical activities such as sports, learning to drive a car, etc. while intellectual or esthetic competence are virtually ignored. It is hopeful that by giving the students freedom to explore themselves and their needs, there will be more opportunity for them to achieve a feeling of competence and more importantly self-worth (1, 2, 3).

#### Purpose of the Game

The game consists of a playing board, movable pieces, one die, and three sets of cards. It deals with situations which the seventh grade students might be face with and gives them the opportunity to confront the situations or feelings in a controlled situation. Three sets of color-coded cards are used to integrate the affective and cognitive levels. The first set (red) is a series of statements for the students to respond to from their own value systems. The second set (yellow) is a series of situations and statements which require the students to predict appropriate value systems. The third set (blue) involves role-playing in that the students are given a situation or statement followed by a particular value system and asked to respond out of that system. Thus, not only is the student given the opportunity to discover his

values and the other students' values but also is engaged in a learning situation which can be meaningful and fulfilling (see Appendix A).

Again, it cannot be over-emphasized that there is to be no judgment of good or bad nor a competitive climate. The game is a learning experience and should aim at positive reinforcement of the concepts being taught. However, if the students working out their own value systems choose to make the game competitive, it is alright for them to do so. But, to avoid the usual atmosphere of win/lose, the game has no starting point or ending point. Instead, the players place a movable playing piece anywhere on the board of their choosing and continue until they have grown tired of playing. Also, the movement of the pieces on the board is not confined to one direction. The players are free to move in any direction that they desire provided that they remain on the squares.

It must be pointed out at this time that the grouping of the students of course makes a difference in how the game is played. This is one of the major reasons that the game is designed as it is. Rather than creating a game which appeals only to a limited group, it is hopeful that the openness of the game allows for enough flexibility that the students are playing not only out of their own value systems but utilizing the information being taught in the course. This enables them to bring some of their own values to the surface while also being given the opportunity to observe the values which

emerge from the other players. This game is at no time to be used for a testing device. It is a learning tool only, and it is extremely important for the students to understand this so as not to feel undue anxiety.

The game is designed for a small group of students so it is advised that it should be played with no more than four students. It is felt that small groupings enable the students to take their time and get more involved. As mentioned, the game calls for specific kinds of interaction in which the students can either be responding personally or working with the other members of the group. Encourage the students to play as long as they feel like participating. However, do not force them to play for an extended period of time unless they do not want to stop the play. It is felt that the purpose of the game is defeated if the students are not involved.

One last suggestion is that you stress open and honest communication but do not insist that the students reveal anything about themselves that they do not wish to or might cause them to be uncomfortable. Once the students understand that they are free to explore themselves and the other students through the use of the game, they can be released from external pressure and have more freedom to focus on the interaction which occurs while the game is being played.

#### Procedure of the Game

##### Equipment

The game board with the VS symbol  
Four movable playing pieces



One die (or spinner)

Three sets of color coded cards--red, blue, yellow

#### Object of the Game

The object of the game is interaction between the players using the color coded cards as guidelines. Each time a player lands on a space designating one of the three cards, the player is to respond according to the type of card drawn and the situation stated on the card. The appropriate response will either be a personal response (red), role-playing (blue), or value prediction (yellow).

#### Playing the Game

Each player is asked to place his movable piece on any square on the playing board. To begin the game, either throw the die to determine the order of play or begin by volunteer.

Once it has been determined who will begin, the die will be thrown again and play will proceed. The players will move the number of spaces determined by the throw of the die and are allowed to move in any direction that they choose.

When a player's piece lands on the space designating one of the cards, he is to draw a card and respond to that card. For example, if a card is drawn with the following statement, "you've just lost an important position in the student council. How would you respond to the situation if you were level 3?", the player would then role-play how he feels a level 3 would behave. The color and symbols on the card represent a particular task to be accomplished.

#### Red

This card calls only for a personal response from the player--how he feels or thinks about

the statement or situation that is represented. Of course, the other players can make observations or responses if they feel like it.

Blue            This card calls for the player to act out how he feels the value level that is mentioned would behave in the situation that is given. The other players will also be involved as they will determine if they feel that the player who has drawn the card has made a valid representation of the situation.

Yellow          This card calls for the player to predict what the value level is that is making the statement. Again, the other players will decide if a valid statement has been made.

In case there are any questions about the yellow cards, the answers have been included for clarification.

The game will continue to be played until the players decide to end the game. There is no finishing point on the board, but it is suggested that the game continue until each of the players have moved around the board at least once.

If the game should continue to the point that all of the cards have been used in any one of the three sets, then reshuffle the cards and begin again. It makes no difference if the cards are used more than once because each player due to the differences in their own value systems will lend different dimensions to the game.

After the game has been played a few times with the cards that have been provided, then ask the students to write their own cards to replace the ones being used. You can either use their cards in their own group or distribute them among the other class members. This is an excellent way of finding out what is relevant and important to the students. You might wish

to play the cards in the group first and then distribute them throughout the other groups depending, of course, upon your classroom atmosphere, or just be creative and come up with your own variations of the game.

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## CHAPTER VI

### SUMMARY

The purpose of this study was to design a values package for seventh grade students that would enable the teaching staff to facilitate learning in the value system, a new concept by Clare W. Graves. The package was designed to help the students freely develop and understand their values while providing the teacher with a tool that aids him in understanding behavior so that he could be able to gear his classroom atmosphere and learning situation closer to the needs of the students.

The design involved the use of written material such as the Teacher's Handbook and Student Booklet which explained the concept of the value system. The handbook included an explanation of the value system, the purpose of the activities, and a suggested manner in which to integrate the package into the classroom. The booklet explained the concept of the value system for the students.

The design also included a series of activities and games that were created so that the students in the seventh grade would be given the opportunity to engage in an experiential learning situation thus enabling them to get involved in a process of self-discovery and other-discovery. One of the major premises employed was the belief that a more effective

classroom atmosphere could occur if the students were allowed to participate in learning situations that were meaningful and fulfilling to them.

In order to justify the usefulness of the package, two concepts were promoted. The first was the need for relevancy. It was felt that classroom activities should be designed to meet the needs of the students and that subject matter should be presented in a manner that was relevant to them so that learning could become alive and exciting. Therefore, the activities and games contained situations and feelings that were felt to be relevant to this particular age group.

The second concept was the need for self-awareness and other-awareness. Students need to be able to stop during a learning experience and examine what that experience means to them so that they could fulfill the need for self-discovery and self-identity that is so crucial in the adolescent development. Once the students could be allowed to experience on an affective level, then the cognitive level could become a reinforcing factor in learning. Therefore, the package was designed to integrate affective and cognitive levels of learning in an experiential learning environment.

Of course, in this type of design there are certain limitations that have to be considered. First, integration of an experiential learning concept into an established and traditional setting is often difficult. It would require adjustments from administration, faculty, and students. Often there is distrust

and anxiety connected with the introduction of new material and/or different approaches. Secondly, there is the time element that is such a factor in public education. Naturally, there has to be time set aside for these activities and games in which it might be felt that other subject matter and materials would be neglected. Other limitations that have to be considered are the differences in value systems of the teachers and students making it difficult for some teachers and students due to their value systems to function in an experiential learning situation.

#### Implications for Further Study

Some other directions are of course open for further research and study. The idea of creating learning environments according to the value systems of the students is an interesting and intriguing concept. Also, working with the value system of the faculty and administration and trying to create a complementary classroom situation through the use of compatible value systems of teachers and students could be both interesting and beneficial to the field of education.

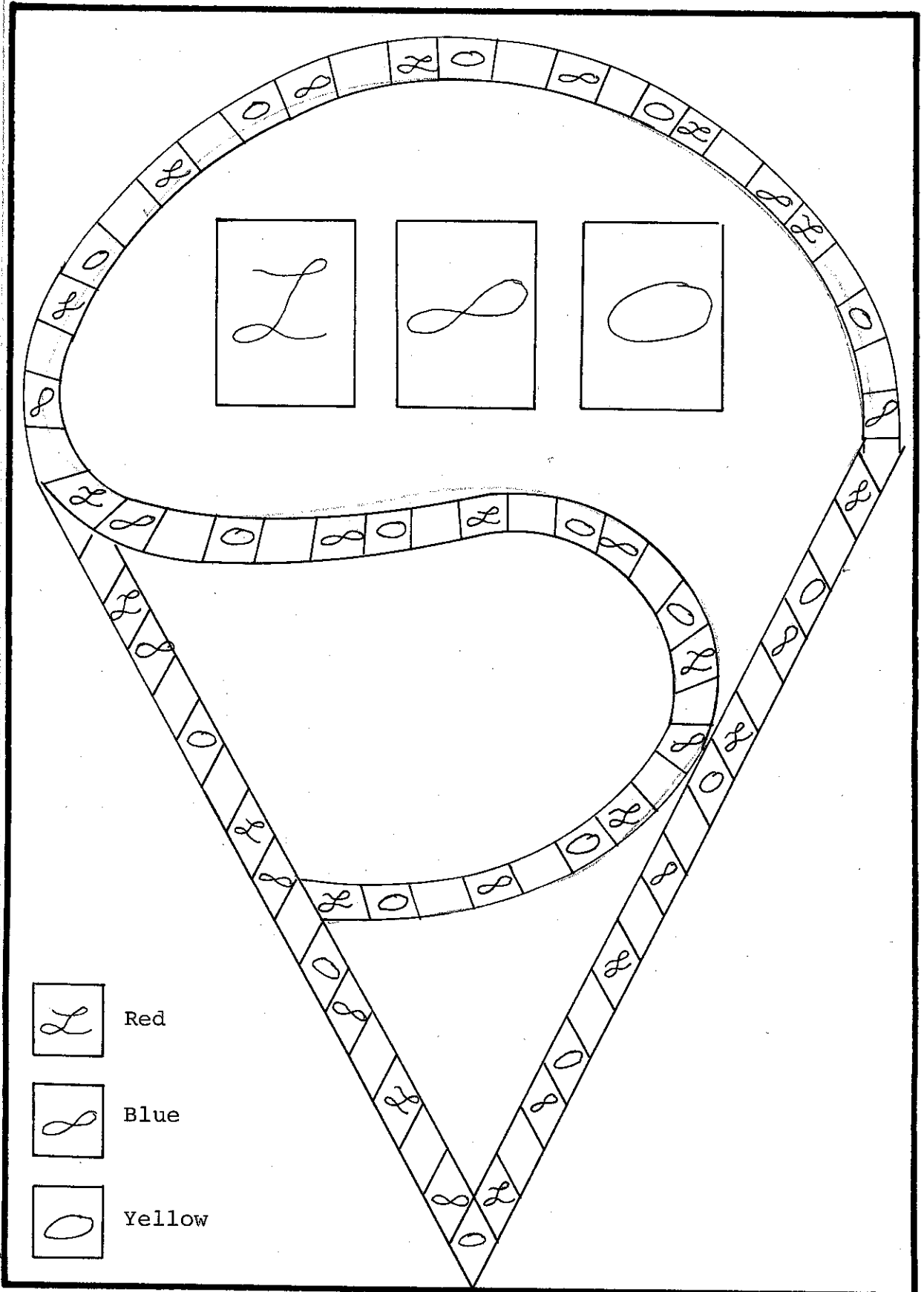
Certainly, another direction is the creation of other values packages for different age groups and situations. This would be interesting to pursue since the use of the value system is certainly not limited to the age group dealt with in this study. There are innumerable applications of the theory that is being expounded by Graves and many avenues of discovery still left to be pursued. Also, the value system is definitely not limited to education. It has thus far been applied to the business

world but still has many other directions. The field of medicine, the ministry, military, politics, etc. are all open for the application of the value system.

In addition, the games and activities that were created for this package can be reworked and reapplied to other age groups and situations. The main premise always remaining in the application of the games is to keep them relevant to the people and the situation. Again, the games and activities are not limited just to the field of education but could be applied to many other fields.

It is hoped that the creation of a design such as this would stimulate interest in the area of testing and studying the applicability of the package. If the package proved to be successful, then possibly it could be used as a basis for further study and research in the area of values.





Value Systems Game Board

If I don't make the best grades in the class, I feel like a failure.

I realize that everyone makes mistakes and try to learn from the experiences instead of feeling guilty.

I often don't feel that I can be myself.

The principal of my school knows what rules are best for me to follow.

I feel at peace with myself when \_\_\_\_\_.

I work hard in school so I can go to college.

I like having a lot of friends.

I like being alone.

I like a teacher who is friendly.

I enjoy going to school.

How do you feel about teachers giving responsibility only to a certain few students?

How do you feel when your parent(s) wake you for school in the morning?

How often do you say I love you  
in a day?  
in a week?

If you had a choice to buy a new car or give your money to a needy family, which would you do?

What kind of an animal would you like to be? Why?

What kind of a flower would you like to be? Why?

Do your very best in school.

Physical punishment or being expelled from school are good ways to keep problem students in line

There will be no more grades given in this class.

Your drawing is interesting and colorful.

Keep your eyes on your own paper while taking a test.

This is a well-written paper.

No one is allowed in the halls without a pass.

Be a little neater--  
in your appearance  
in your writing

The principle of your school is always letting the students try out new ideas and programs. How would level 2 respond?

You've just learned that one of your favorite teachers has decided to change the atmosphere of the class to a more unstructured situation where the students are responsible for learning on their own. Respond from level 2.

Your English teacher has just chewed Terry out for not turning in his homework. How would level 2 respond to this situation?

There are a lot of students that create disturbances in the assemblies. If you were level 2, what would you think needs to be done to solve the problem?

You've been asked to participate in a tutoring program for students who need additional help. How would level 3 respond?

You've just lost an important position in the student council. How would you respond to the situation if you were level 3?

You've just taken a test that you didn't study for and feel that you didn't do well on it. If you were level 3, how would you feel about it?

You have a steady boy/girl and always like to meet between classes to talk which sometimes makes you late to class. How would a level 3 respond to this?

Rules are meant to be broken is a favorite expression of a lot of people. What would a level 4 think of this?

You have a major test tomorrow, but the championship basketball game is being played tonight. Which would level 4 do-- stay home and study or forget about the test and go to the game?

For level 4, education would mean \_\_\_\_\_?

Bill has been getting in good with the coach by offering to do extra duties. How would level 5 respond to this?

Your teacher has just announced that she is going to give tests in the future that just ask you to write what you have learned and how you feel about things. How would level 4 respond to this?

You've just been given an assignment in Math class that you don't understand. If you were level 5, what would you do?

Tom has just been caught cheating on his history test. What would a level 5 think of this?

There is a great deal of tension between Fred and Don in their tennis class. What do you think a level 5 would do to solve and ease the tension?

Many students like to work together on group projects instead of working alone. Would a level 5 like this kind of situation? Why or why not?

You want to take a course in mechanical drawing because it sounds interesting to you, but your parents and teachers think it's a waste of time. Handle the situation as if you were level 6.

You've just been invited to a party that your best friend wasn't invited to. If you were level 6, how would you handle the situation so that your friend would not be hurt?

What would freedom mean for a level 6?

Margie seems to be an incurable gossip and has lost a lot of her friends. What would a level 7 think of Margie?

Jill is very popular with a lot of the students and teachers but has just been told that she can't try out for a school activity because she made a "C" in one of her classes. How would a level 7 respond to this?

Jim wastes a lot of class time by being the class clown. He feels that he does not get enough attention at home. How would level 7 respond to Jim?

Your best friend doesn't get along with his/her parents. What advice would level 7 give to your friend?

Mary is such a good friend. She always seems to know the right things to do, and I can depend on her to help me when I need her.

2

I like for my teachers or parents to tell me what course to take because they've had more experience than me.

2

I don't like to be alone because I never know what to do unless someone else is there to tell me what to do.

2

The kind of teacher I like is one who gives lots of instructions and examples.

2

I don't like a lot of rigid assignments because they don't give me a chance to work on things that I am interested in.

3

I like having friends as long as they leave me alone when I want them to and don't expect anything from me.

3

School is just a waste of time as far as I'm concerned. There are just too many rules that we are expected to follow.

3

My idea of success is getting ahead of everyone else no matter who gets hurt.

3



I'd like to be able to chew gum in my classrooms, but I can't because it's against the rules.

4

Rick was sent to the office for skipping 3rd period. I think that he should be disciplined because he broke the school rules.

4

I like for each student in my class to be delegated specific responsibilities so that we will all know what is expected of us.

4

I would like for school rules and policies to be posted so that I would always know what's considered right or wrong.

4

I like a teacher who is interested in getting ahead and won't stand in my way.

5

I've always enjoyed competition. In fact, I thrive on it--it's exciting and stimulating.

5

I would like a counseling program which would offer a variety of opportunities from which to choose so that I can be very successful in my future career.

5

I don't mind having school rules as long as you can bend them in certain situations.

5

The best kind of school rules are those which let students be responsible for their actions.

7

During class activities, I like to work on various projects which are challenging and interesting so that I can broaden my knowledge and understanding.

7

To me, freedom is having the privilege and responsibility to learn what's right for each of us without feeling guilty.

7

I would consider it stimulating to have a teacher who teaches in an unstructured atmosphere, presents several points of view for us to choose the one that's most compatible with our beliefs.

7

I would like the classroom atmosphere to be more positive toward the students. It seems like so many students get hurt due to the criticism and negative remarks that occur so often during the day.

6

I think pep assemblies are a great way of getting all the students together so that they can share a common interest.

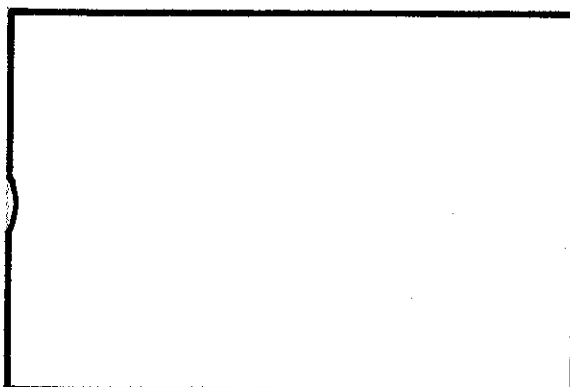
6

I would like a buddy system of studying so we could each help the other with courses that we are not strong in.

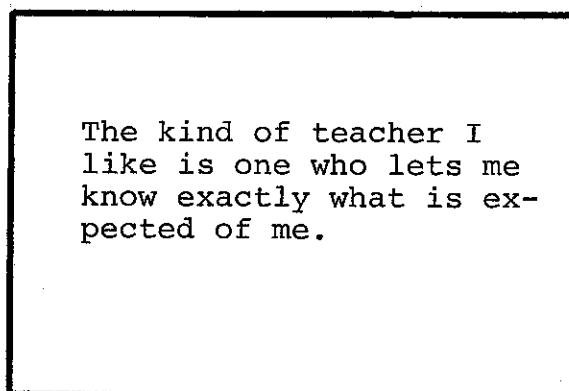
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I think we should have more time devoted to group projects.

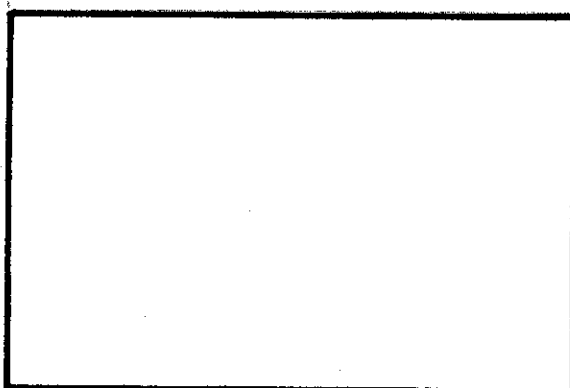
6



Front



Back



Inside

Front, Back and Inside of Yellow Game Cards

The kind of teacher I like is one who:

shows me exactly what to do every day, gives me specific directions and lots of examples.

12

The kind of teacher I like is one who:

lets me do what I want to do and always tells me that I've done well.

13

The kind of teacher I like is one who:

lets me know exactly what is expected of me.

14

The kind of teacher I like is one who:

won't hold me back from getting ahead even though I might not always do it the right way.

15

The kind of teacher I like is one who:

helps all of us learn as much as we can by being a friend.

16

The kind of teacher I like is one who:

lets us learn from our own experiences in the classroom so that we can find what is relevant to each of us.

17

## Value Answer Sheet











The kind of learning situation I like is one:

where I'm told exactly what the assignments are and know what is expected of me.

22

The kind of learning situation I like is one:

where I will not be hassled.

23

The kind of learning situation I like is one:

with an organized program that has specific rules and regulations for me to follow.

24

The kind of learning situation I like is one:

which will be challenging and gives me the opportunity to achieve my goals now.

25

The kind of learning situation I like is one:

which creates a happy atmosphere for us so that we can learn more

26

The kind of learning situation I like is one:

which lets us discover which situation is best suited to each of us and prepares me for my future goals.

27

The kind of friend  
I like is:

one who is always  
there to help me  
when I need him  
and tells me what  
to do when I'm un-  
sure of myself.

32

The kind of friend  
I like is:

friends are okay  
as long as they  
don't try to run  
over me and leave  
me alone when I'm  
unsure of myself.

33

The kind of friend  
I like is:

one who is loyal  
and followsthe  
rules like I do.

34

The kind of friend  
I like is:

one who can help  
me get what I want  
out of life.

35

The kind of friend  
I like is:

one who shows un-  
derstanding and  
compassion for  
others and tries  
to get along in a  
group.

36

The kind of friend  
I like is:

one who accepts me  
for what I am and  
understands that  
what I do with my  
life is right for  
me.

37

During my free  
time at school,  
I like:

to get advice from  
some of the older  
kids or the teach-  
ers.

42

During my free  
time at school,  
I like:

to be left alone  
to do my own  
thing.

43

During my free  
time at school,  
I like:

to have some plan-  
ned activities  
to participate in.

44

During my free  
time at school,  
I like:

to participate in  
something chal-  
lenging like  
sports or games.

45

During my free  
time at school,  
I like:

to be with my  
friends.

46

During my free  
time at school,  
I like:

to be allowed to  
try new things  
that will broaden  
my experiences.

47



What I think about  
school rules is:

I always like for  
someone to set up  
specific guide-  
lines for me.

52

What I think about  
school rules is:

I don't like for  
anyone to tell me  
how to act. I'll  
do as I please.

53

What I think about  
school rules is:

I think there  
should be definite  
rules for us to  
follow so we will  
behave as we  
should.

54

What I think about  
school rules is:

I think they're  
okay as long as  
they can be bent.

55

What I think about  
school rules is:

I think they're  
okay if they help  
students get along  
better.

56

What I think about  
school rules is:

I think students  
should be respon-  
sible enough to  
make their own  
rules.

57

Every school has grades to evaluate work. I think grades:

are best determined by my teacher.

62

Every school has grades to evaluate work. I think grades:

are just a part of the system and are a waste of my time.

63

Every school has grades to evaluate work. I think grades:

are a good way of letting me know that I have done well.

64

Every school has grades to evaluate work. I think grades:

are a motivation to work hard because they are a measure of achievement.

65

Every school has grades to evaluate work. I think grades:

are okay as long as they don't make students feel like failures.

66

Every school has grades to evaluate work. I think grades:

are okay for those students who want them, but I would rather my achievements not be confined by grades.

67

A lot of people stress the importance of education. To me, education is:

attending school and learning what the teachers think is best for me.

72

A lot of people stress the importance of education. To me, education is:

a system that tries to tell me what to do and make me conform to useless rules.

73

A lot of people stress the importance of education. To me, education is:

a well-organized system that has specific rules for us to follow.

74

A lot of people stress the importance of education. To me, education is:

a system that I can use to become successful.

75

A lot of people stress the importance of education. To me, education is:

a system that helps me make friends and creates an atmosphere of better understanding of each other.

76

A lot of people stress the importance of education. To me, education is:

a system where all students have the opportunity to learn in a way that is meaningful to them.

77

There always seems to be a lot of talk about cheating in school. To me, cheating:

is not okay because my parents and teachers think it's wrong.

82

There always seems to be a lot of talk about cheating in school. To me, cheating:

is okay as long as you don't get caught.

83

There always seems to be a lot of talk about cheating in school. To me, cheating:

is against school rules.

84

There always seems to be a lot of talk about cheating in school. To me, cheating:

would probably make going to school easier but wouldn't help me learn what I need to succeed.

85

There always seems to be a lot of talk about cheating in school. To me, cheating:

puts undue tension on friendships.

86

There always seems to be a lot of talk about cheating in school. To me, cheating:

is not what I need to reach my long range goals but if someone else wants to it's okay.

87

Competition seems to be a part of most school activities. I think competition:

has always been a part of the school tradition, and if the school officials think it is right, it's okay with me.

92

Competition seems to be a part of most school activities. I think competition:

gives me a chance to show what I can do.

93

Competition seems to be a part of most school activities. I think competition:

is okay as long as it has well-defined rules.

94

Competition seems to be a part of most school activities. I think competition:

provides a means for me to obtain my goals.

95

Competition seems to be a part of most school activities. I think competition:

is okay as long as no one gets hurt. It provides opportunities for friends to get together.

96

Competition seems to be a part of most school activities. I think competition:

is okay for anyone who wants to take part in it.

97

Some people think that students should become more responsible for making their own decisions in school affairs. I think:

that my teachers are more knowledgeable and should continue to show me what's right.

101

Some people think that students should become more responsible for making their own decisions in school affairs. I think:

no one should try to push their ideas off on me, and I should not have to listen to them.

102

Some people think that students should become more responsible for making their own decisions in school affairs. I think:

the school rules are best suited for me.

103

Some people think that students should become more responsible for making their own decisions in school affairs. I think:

learning how to make my own decisions will enable me to handle other situations.

105

Some people think that students should become more responsible for making their own decisions in school affairs. I think:

it gives students the opportunity to learn how to work together and share ideas.

106

Some people think that students should become more responsible for making their own decisions in school affairs. I think:

it allows students to gain confidence in themselves.

107

1	2	3	4	5	6	7	8	9	10

Values for Learning Game Board

## APPENDIX C

## Role-playing

- Instructions: The role-playing exercises are to be used for the purpose of introducing and acquainting the students with the different value systems. Ask six students to act out the script and then enlist the aid of the other class members in determining the appropriate value system. The numbers in parenthesis indicate the individual value systems for your information.
- Scene: 6th period, 7th grade English Class. Six students are sitting in class discussing the kind of teacher they would like to have.
- Jackie: I hope she's the kind of teacher who gives us lots of help. (2)
- Dale: I hope she'll be the kind who can recognize what I'm capable of accomplishing. (5)
- Susan: Well, what I would like most of all is for her to be a friend to us as well as a teacher. (6)
- Ben: I just hope she doesn't try to tell me what to do all the time. (3)
- Cherry: I want one who is organized and has a good schedule. (4)
- Pete: Maybe she'll be the kind who will let us work on our own if we want. (7)
- Ben: Well, I'd go for that if she will give us the necessary information and just let us work on our own.
- Jackie: I don't know about that, Ben. I like a teacher who is always there to help me and show me what to do.
- Cherry: I'm with you, Jackie. I certainly like a teacher who gives good instructions so that there won't be any doubt as to what is expected of us.
- Dale: I wouldn't mind that if we could work on a variety of projects which are interesting and challenging.



Pete:

I can see your point on that, Dale, because I would like a free hand in learning about a situation from more than one point of view. Maybe this teacher will be able to fit all of our needs.

## Value Work Sheet

Instructions: These are problems to be assigned for out of class work followed by in class discussion. These are only a few suggestions. It's great for you and your students to come up with your own problems which will work into the framework of your class and also the material being covered.

- Assignment 1 Collect magazines and cut out pictures which represent your value level. Explain why you chose these particular pictures. (This can also be used to assign a particular level to look for and explain why it represents that level.)
- Assignment 2 Bring an article (editorial, poem, etc.) which represents your views on a specific situation and explain why.
- Assignment 3 Bring assorted comic strips and point out the different levels being represented by the characters.  
Example: "Peanuts"--Lucy, Charlie Brown, Lionus
- Assignment 4 Bring a record, tape, etc. of your own choosing and identify the value system that is most represented in the song.
- Assignment 5 If appropriate, assign assorted poems for the students to determine the value system of the author.  
Example: Rod McKuen--level 7
- Assignment 6 Choose an historical character and write or give an oral analysis of his or her value system.  
Example: Ben Franklin
- Assignment 7 Choose a contemporary character and write or give an oral analysis of his or her value system.  
Example: Indira Ghandi, Sam Ervin
- Assignment 8 Analyze the value system of the individual characters of a film or television series. It should be determined which character(s) or an appropriate number.  
Example: All in the Family, Patton
- Assignment 9 Keep a value workbook which contains either a daily or weekly journal of each student's feelings.
- Assignment 10 Observe a member of your family, friend, etc. and determine what his or her value system is and how it interacts with your own.

Assignment 11 Make a value wheel which is divided into 6 to 8 sections and describe a value of yours or anyone that you choose by inserting value characteristics in each section. Try to determine what their value level is from the characteristics.

## Value Identification

Instructions: The following situations are designed to help the student identify the individual value systems. The problems presented can be assigned as individual or group projects.

Situation 1 The assistant principle has just announced that the students in the cafeteria will be responsible for their own behavior. Write a response which you think represents the six individual systems. Also, indicate which response would be closest to your own and why.

Situation 2 Two students are talking in the hall about a new student they have just seen. Identify the value system of each:

Paul: She's a great looking chick, and she's smart. I think she would be a lot of help to me in school as well as having her to show off to the other guys. (5)

Steve: I agree--she is cute, but I think I'd like to get to know her better as a prospect for an interesting person to date. She seems like she would be someone that you would enjoy being with. (6)

Situation 3 Your teacher has just posted a set of behavioral rules in your classroom. Write your feelings about such an action.

Situation 4 Mr. Long has just announced to the class that he has decided not to give any more tests in his class. Instead, each student would evaluate himself and assign his own grade. How would level 4 respond to this?

Situation 5 Two girls discussing an upcoming test. Identify the two value systems.

Jenny: Personally, I think tests are good for us. Our teachers seem to think they are the best way for us to learn. (2)

Carie: Well, I don't like them. They take up a lot of time and don't ask the questions which I think are the most important to cover. (3)

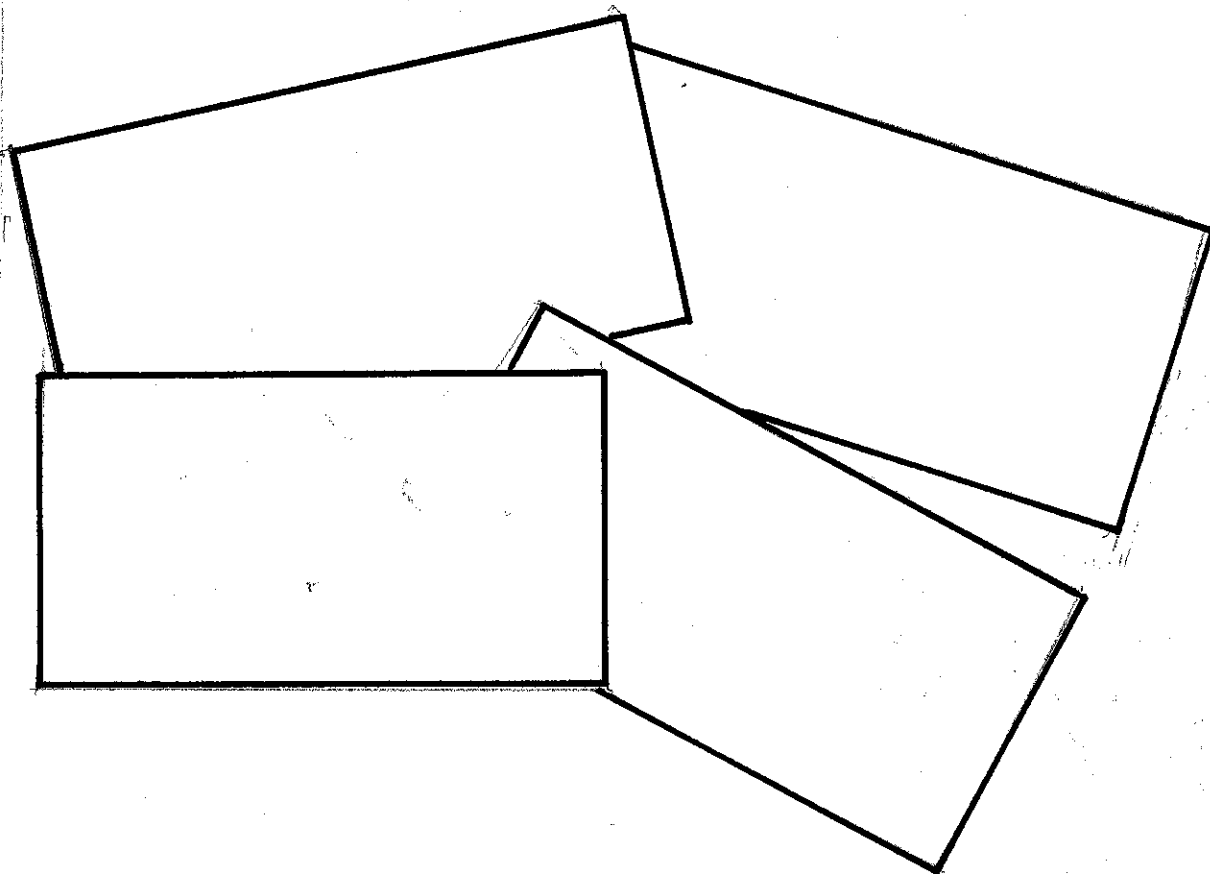
- Situation 6      You've come to school after having had an argument with your parents. How would you react to a friend who notices that something is wrong and offers to help?
- Situation 7      As a group, write your own script using any situation and the six value systems.

## Value Blockades

**Instructions:** Ask each student to keep a daily list of situations, activities, comments, etc. which he feels prohibits him from communicating or learning at his highest level. (This is according to his perception only.)

At the end of each week, have the students get into groups and discuss their personal value blockades.

Have each group make a value blockade ticket for each one listed and post on value board to remain until the blockade has been discussed.



## Icebreaker Exercises

**Instructions:** These exercises are meant to be used as warm-up exercises or as complementary exercises. They are value clarification exercises which help the students get in touch with their values. They are based on the value clarification exercises compiled and written by Simon in Values Clarification, and they have been adapted to this package.

### I Learned Statements

#### Goals

1. To provide student and teacher with feedback about the activities.
2. To help clarify and reinforce what the students have learned.
3. To crystallize new learnings.

#### Procedure

The teacher prepares a chart or writes on the chalkboard the following sentence stems:

I learned that . . . . .	I noticed that . . . . .
I realized that . . . . .	I was surprised that . . . . .
I discovered that . . . . .	I was pleased that . . . . .

After an activity or game, the students will be asked to either verbally or on paper write their feelings about the activity or game.

## Twenty Things You Love To Do

#### Goals

1. To provide students with situations that enable them to examine their values.
2. To help students engage in a process of self-discovery about themselves.

## Procedure

The teacher passes out paper and asks the students to write the numbers from 1 to 20 down the middle of the sheet. He then asks the students to make a list of twenty things in life he loves to do. He may wish to give the students some examples to get them started. After the lists have been completed, the teacher asks the students to use the left-hand side of the paper to code their lists in the following manner:

1. A dollar sign (\$) is to be placed beside any item which costs more than \$3 each time it is done.
2. The letter A is to be placed beside those items the student prefers to do alone; the letter P next to those activities he prefers to do with other people; and the letters A-P next to activities which he enjoys doing equally alone or with other people.
3. The letters PL are to be placed beside those items which require planning.
4. The number 1 through 5 are to be placed beside the five most important items.
5. The student is to indicate next to each activity when (day, date) it was last engaged in.
6. Use the letter R for those things on your list which have an element of RISK to them.
7. Place the letter M next to the things your mother would approve of.
8. Place the letter F next to the things you can do with your father.
9. Place the letter O next to the things that you can still do when you're 65.
10. Which items on your list do you feel nobody would conceivably REJECT you for loving? Code them with the letter RE.

(You might want to follow this exercise with an I learned statement.)



## Values Continuum

### Goals

1. Opens up the range of alternatives possible on any given issue.
2. Helps the students realize that there are many shades of gray, and they are more likely to move away from the either-or, black-white thinking which often occurs.
3. Encourages the students to make a public affirmation of their beliefs.

### Procedure

The teacher draws a line on the board and gives two polar positions on an issue, situation, etc. The teacher then marks a series of points along the continuum. The student is then asked to take a position on the continuum that is closest to the way he feels.

1. How do you feel about competition?

Avoids any situation where there is a chance to win or lose . . . . .	Will trample anyone for the chance to win
--	--

2. How much freedom do you want?

All decisions to be made by you . . . . .	Complete freedom to choose for yourself
--	--

3. How much personal freedom do  
you have?

All decisions are made for you. . . . .	Complete freedom to choose for yourself
--	--

4. How do you feel about school?

Students would be better off if the school were blown to bits . . . . .	Love school because of the opportunities
--	---

5. How do you like teachers to relate  
to you?

Super-buddy--lets us do anything. . . . .	Strict discipline and follows the rules
--	--

6. How many friends do you have?

Only one friend--himself . . . . . Wants everyone to  
 . . . . . be his friend.

### Coin Sharing

This exercise is taken from Structured Experiences for Human Relations Training by J. William Pfeiffer and John E. Jones.

#### Goals

1. To share the feelings involved with giving.
2. To share the feelings involved with receiving.
3. To share the feelings involved with rejection.

#### Group Size

Between eight and fourteen participants.

#### Time Required

To be calculated at seven to ten minutes per participant.

#### Materials Utilized

Participants are each to bring a penny, a nickel, a dime, and a quarter to the group meeting.

#### Physical Setting

Participants should be seated in a circle.

#### Process

1. The facilitator indicates to the group that they are going to be examining the feelings involved in giving and receiving by participating in the following experiences:
  - a. Comments should be limited to the person speaking whether that person is giving or receiving the coin or sharing feelings.
  - b. Participants are asked to select from the four coins, the coin that best fits them in some way. Coin can be selected from the size, value, inscriptions, color, etc.

- c. Participants will take turns sharing with the group the reasons for their selection.
  - d. The participants will then silently make an emotional commitment to give this part of themselves to another member of the group. It is important to stress the sense of commitment so that participants will not change their minds during the exercise.
  - e. Participants will present their coins to other members of the group and state their reason for giving the coin.
  - f. The participants who received coins will then share their feelings.
  - g. Participants who have not received coins are now asked to respond. This should be preceded by a brief introduction to rejection, however slight, as being one of the most difficult emotional reactions with which we deal.
2. If appropriate and time permits, the activity can be enhanced by allowing the participants to go outside the group and give a coin to one other class member.

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