

YOUR SELF VALUE SYSTEM



COMPETENCY

CATEGORY: Personal Skills

CATEGORY

NUMBER: F.32

COMPETENCY: Identify a self-value system and how it affects life.

OBJECTIVE: Upon completion of this module, students will be able to identify how one's values affect one's life.



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INDEX

RESOURCE	SPECIALIST	STUDENT (# PER)	PAGE
Learning Activity F.32-1			15
• Work Sheet—“Seven Values”			16
Learning Activity F.32-2			20
• Work Sheet—“Twenty Things I Love to Do”			21
Learning Activity F.32-3			23
• Writing board or flip chart and markers			
• Work Sheet—“Sources of Values”			24
Learning Activity F.32-4			27
• Writing board			
• Work Sheet—“Role Play Situations”			28
Learning Activity F.32-5			30
• Writing board or flip chart and markers			
• Work Sheet—“Drawing the Line”			31
Learning Activity F.32-6			33
• Work Sheet—“Work Values”			34
Learning Activity F.32-7			36
• Interview sheet (to be developed by students)			
• Interview volunteers from local Senior Citizens Center(s)			
Learning Activity F.32-8			37
• Work Sheet—“Journal Writing”			38
Learning Activity F.32-9			39
• Types of Support Linkages			40
• Community Resources			41
• Service Activity Action Plan			42
Reading Activity F.32			44
• “Falling in Lust”			45

Math Activity F.32			49
<ul style="list-style-type: none"> • “Values Survey” form • “Class Values” table • Writing board • Work Sheet—“A Measure of Value” 			50
Pre-Assessment/Post-Assessment			54
Answer Key—Pre-Assessment/Post-Assessment			57
Answer Key—Reading Activity F.32			59
Answer Key—Math Activity F.32			60

INTRODUCTION

- State module topic and review module objective.
- Lead class discussion about: “Your home is on fire. Everyone, all the people and pets are outside. What would you take with you as you left? If you could make one trip back, what would you get?” Explain choices.
- Questions:
 1. What are values?
 2. How are they developed?
 3. How do they affect your life?

Note to Specialist: Review the information on values in Modules F.33-Base Decisions on Values and Goals and G.53- Exhibit Work Ethics and Behaviors Essential to Success.

Administer Pre-Assessment

OUTLINE

- A. Values are defined as:
1. Standards that guide actions, attitudes, and judgments.
 2. Things that a person believes to be right, good and important.

COMPLETE LEARNING ACTIVITY F.32-1 “SEVEN VALUES”

3. Everything we do and every decision we make is based on our consciously or unconsciously held beliefs, attitudes and values.

COMPLETE LEARNING ACTIVITY F.32-2
“TWENTY THINGS I LOVE TO DO”

4. Our actions are a reflection of our values.
5. People generally feel very strongly about their values, though they may find them difficult to express or explain.
6. Our values begin developing during our childhood.
7. Sources of values
 - a. Family
 1. Parents
 2. Relatives
 3. Siblings
 - b. Peers
 1. Classmates
 2. Friends
 - c. Others
 1. Teachers
 2. Religion
 3. Community
 4. Newspapers, books
 5. Television, movies

COMPLETE LEARNING ACTIVITY F.32-3

“SOURCES OF VALUES”

8. We may shift the way we emphasize and act on our values as we gain new knowledge and life experiences.
9. It is okay to change our mind based on new information or a new way of seeing an issue.
10. If we are to live peacefully with our neighbors, there are a few values that we should practice in our adult lives:
 - a. We should tolerate opinions which are diverse from our own, disputing with others civilly and not violently.
 - b. We should respect other people as individuals, each with some unique quality that gives him or her an identity, and not characterized as merely a member of a stereotyped group.
 - c. We should expect other people to have values that differ from our own. We might not accept those values, but we should respect the rights of others to have them.
 - d. We should respect ourselves by taking control of our lives. We should each recognize what is good for ourselves and what is bad, accepting the former and rejecting the latter. We should not yield to pressures from others who might have different or negative values.

Note to Specialist: During this module, make a bulletin board of sources of values. Put “YOU” in center and sources of values around perimeter. Run string from sources to you.

B. Basic values in life

1. Compassion
 - a. Compassion is caring about the feelings of others.
2. Honesty

- a. Honesty would include not stealing or cheating others.
 - b. Generally almost everyone knows what honesty is. But many times it is difficult to do the honest thing.
3. Fairness
- a. Fairness is being just and impartial.
4. Self discipline
- a. Self discipline is maintaining control over one's self. This would include actions, language, and feelings.
5. Cooperation
- a. Cooperation is working well with others. In the work place or in school, everyone has a job to do and is expected to do it.
6. Respect
- a. Respect is the behavior of people toward each other, toward customers, subordinates, supervisors, and peers.
 - b. Respect can be respect for other people and property.
 - c. Respect is to treat other people and other things as you would want yourself and your things treated.
7. Confidentiality
- a. Confidentiality is keeping a confidence.
8. Commitment or loyalty
- a. These two words are often interchanged with each other.
 - b. Commitment or loyalty to a friend is not to "cheat" on them or talk about them behind their back.

- c. In the work place it is very much the same when it comes to dealing with a co-worker or our supervisor.

9. Communications

- a. Communications as a value is being open to the exchange of ideas and opinions of others.
- b. Communications involves interacting with others, asking questions, listening carefully, and seeking help when needed.

10. Responsibility

- a. This is one value that may involve a conflict between what it is we want and what is the right thing to do.
- b. It is being accountable for one's actions, words, and deeds.

11. Dependability

- a. Dependability means that you can rely on a person.
- b. A dependable person is someone who will do what is asked of them time after time.

12. Flexibility

- a. Being flexible is being able to move from one task to another.
- b. Job specialization is a thing of the past. Being able to do multiple tasks is much more desirable.
- c. Being flexible in the work place is a must.

COMPLETE LEARNING ACTIVITY F.32-4
“ROLE PLAY SITUATIONS”

Note to Specialist: Arrange to have a guest speaker discuss values, choosing values, and actions based on values. Consider a state police officer or youth counselor.

C. Your “general” values

1. As you think about your future lifestyle, you will begin to think about your values.
2. Values are things that are important to you.
3. Everyone has values.
4. Like lifestyles, everyone’s values differ.
5. Defining your values is another way of understanding yourself.
6. When you were a child, you lived mostly by your parents’ values. If they thought good health was important, so did you. If they thought going to church was important, you did too. You probably imitated many of their activities.
7. In junior high and high school, we begin to choose our own values.
8. We keep some-but not all-of our parents’ values.
9. We add some new values of our own.
10. Choosing values is part of looking at life to see how we will fit in.
11. As you grow older, you decide for yourself what is most important in your life.

Note to Specialist: Discuss how a person’s life “tells” his/her values, such as an individual who values money may work long hours whereas someone who values caring may work for very little money to be able to help others.

D. Your “personal” values

1. Earning a lot of money
 - a. Will you need a lot of money to live the way you dream?
 - b. If so, you will place a high value on earning a lot of money. Knowing this about yourself, you will want to learn about careers that pay well.
2. Helping other people
 - a. Do you like to do things for others?
 - b. Helping others is very important to some people.
 - c. On some jobs, you can be very helpful to others.
3. Raising a family
 - a. Do you want to have children?
 - b. If a family is important to you, think about your family when you set your career goals.
4. Having good health
 - a. How important is your health to you?
 - b. If your health is important to you, you will not want to do some types of work.
 - c. Some jobs are more dangerous to your health than others.
 - d. Workers on some jobs breathe dangerous fumes or dust.
 - e. On some jobs, workers must lift or carry heavy things.

- f. After a few years, some types of work can cause health problems.
5. Having a lot of friends
- a. Do you like people?
 - b. Do you need to have a lot of friends?
 - c. Most people need at least one or two good friends.
6. Being a religious person
- a. Are you a religious person?
 - b. If religious activities are important to you, you may not want some jobs.
 - c. You may not want to work on the day you attend religious services.
 - d. Some people do not like to work where alcohol is sold or used.
 - e. Others do not like to work where vulgar language is used.

COMPLETE LEARNING ACTIVITY F.32-5 “DRAWING THE LINE”

- E. Your “work” values
- 1. Values are what people believe are important or worthwhile.
 - 2. Values give direction to a person’s life.
 - 3. They also affect career choices.
 - 4. Following are some things people value that have to do with their work lives:
 - a. High pay

- b. Job security
 - c. Independence
 - d. Creativity
 - e. A regular routine
 - f. A variety of things to do
 - g. Power over others
 - h. A chance to help others
 - i. Making changes in society
 - j. Feeling important or being recognized
5. Knowing and understanding your values helps you make wiser decisions, gain more satisfaction from work, and reduce conflicts between your values and the values of those with whom you work.
- a. If you value fairness, you might not be happy working for a company that treats customers badly.

Note to Specialist: Have students interview an adult about his/her occupational choice. Have students report their findings about the interviewee's values and the relationship of these values to their occupation.

COMPLETE LEARNING ACTIVITY F.32-6 "WORK VALUES"
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- F. Being proud of your life
- 1. How you feel about your values will influence the work you choose to do.

2. You need to think about these values when you decide your career goals.
3. You will not want to give up your values for a certain job.
4. Think about your total lifestyle when you plan your career.
5. Most happy people are proud of their lives.
6. They take pride in their work and they enjoy what they do in their free time.
7. They do not give up the values that are important to them.
8. Being proud of how you do your job is very satisfying.
9. It carries over into other parts of your life.
10. It makes you a happier person at home, too.

G. The “valuing process”

1. Choosing values
 - a. Selecting
 - b. Placing in priority order
2. Prizing
 - a. Positive quality of a value for you
 - b. Able to tell others what you value
3. Living or acting your values
 - a. Actively doing something you value
 - b. Establishing a pattern

Note to Specialist: Discuss the differences between your values today and your values of five years ago. How have they changed? How do you anticipate them changing in another five years?

**COMPLETE LEARNING ACTIVITY F.32-7
“SERVICE ACTIVITY”**

**COMPLETE LEARNING ACTIVITY F.32-8
“JOURNAL WRITING”**

**COMPLETE LEARNING ACTIVITY F.32-9
“SERVICE LEARNING”**

**COMPLETE READING ACTIVITY F.32
“FALLING IN LUST”**

**COMPLETE MATH ACTIVITY F.32
“A MEASURE OF VALUE”**

Administer Post-Assessment

LEARNING ACTIVITY F.32-1
“SEVEN VALUES”

OBJECTIVE: To relate to seven specific values in life

RESOURCES: Work Sheet—Learning Activity F.32-1

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Pass out copies of the work sheet for Learning Activity F.32-1.
2. Have students work in small groups.
3. Students will read the description of each value aloud in their small group and have a discussion.
4. Students will then respond to the questions on the work sheet.
5. Conduct a class discussion on the importance of values in one’s life.

Creative people like to use their abilities whether for money or for free. They enjoy using their creative talents and may choose to forfeit other things for importance.

- a. Is creativity very important to you? Yes No
- b. Would you give up lots of money to do creative work? Yes No
- c. Would you give up other things for a chance to be creative? Yes No

4. Power

If you have power, you control things and/or make things happen. Some people want to be in charge. Others like to control powerful equipment.

- a. Is power important to you? Yes No
- b. Would you give up things to have power? Yes No
- c. Do you like being in charge? Yes No

5. Caring

Some people enjoy working with others; helping them, teaching, counseling. They worry about other people.

- a. Is caring very important to you? Yes No
- b. Would you work under difficult situations to help others? Yes No
- c. Would you give up things to care for others? Yes No

6. Fame

LEARNING ACTIVITY F.32-2
“TWENTY THINGS I LOVE TO DO”

OBJECTIVE: To identify things that people like to do and how these are related to personal values

RESOURCES: Work Sheet—Learning Activity F.32-2

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Pass out copies of the work sheet for Learning Activity F.32-2.
2. Have students think about the things they love to do.
3. Have students write down 20 things they love in random order as they think of them.
4. When they have finished their list, have students rank order the activities with “1” being the thing they value the most and “20” being the thing they value the least.
5. Conduct a class discussion centered around the things that we do and the values that we place on them. How can our “values” affect our attitudes toward doing certain things?

LEARNING ACTIVITY F.32-2
“TWENTY THINGS I LOVE TO DO”
WORK SHEET

1. List twenty (20) things you love to do quickly in the spaces provided. Rank order the activities with “1” being the most valued and “20” the least valued.

Things I Love To Do	Rank Order
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	

2. Complete the following:

a. I learned that:

b. I was surprised that:

c. I was pleased that:

(Source: Jobs for Montana's Graduates)

LEARNING ACTIVITY F.32-3
“SOURCES OF VALUES”

OBJECTIVE: To identify the sources of values

RESOURCES:

- Work Sheet—Learning Activity F.32-3
- Writing board or flip chart and markers

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Conduct a brief discussion on who influences our values. Place the responses on the writing board or flip chart.
2. Pass out copies of the work sheet for Learning Activity F.32-3.
3. Have students place the following next to the numbers on their work sheet:
 - Name of parent/guardian
 - Name of the leader of your group of friends
 - Name of a favorite relative
 - Name of your best friend
 - Name of a teacher you like
 - Name of the person you are interested in dating
 - Name of an important neighbor
 - Your name
4. Have students list five things each of these people want you to value.
5. Have students answer the questions for Part II and III.
6. Conduct a discussion on how others affect our values.

LEARNING ACTIVITY F.32-3
“SOURCES OF VALUES”
WORK SHEET

PART I

We learn our values from many people and places. Who influences your values and to what extent? On each line write the name of the following: #1. Your parent/guardian, #2. The leader of your group of friends, #3. A favorite relative, #4. Your best friend, #5. A teacher you like, #6. The person you are interested in dating, and #7. An important neighbor. On line #8, write your name. Then list five (5) things each of these people want you to value. What do they depend upon you for? What do they want you to be? To think? To do?

#1. _____
a. _____
b. _____
c. _____
d. _____
e. _____

#2. _____
a. _____
b. _____
c. _____
d. _____
e. _____

#3. _____
a. _____
b. _____
c. _____
d. _____
e. _____

#4. _____
a. _____
b. _____
c. _____
d. _____
e. _____

#5. _____
a. _____
b. _____
c. _____
d. _____
e. _____

#6. _____
a. _____
b. _____
c. _____
d. _____
e. _____

#7. _____

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

#8. Self _____

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

PART II

Look at the list. How similar or different are the things that the people in your life want from you? For you?

PART III

Under your name, list the values from others that you are willing to accept. Are you willing to accept most of the values others wish?

A. Which values do you accept? Why?

B. Which values do you reject? Why?

(Source: Jobs for Montana's Graduates)

LEARNING ACTIVITY F.32-4
“ROLE PLAY SITUATIONS”

OBJECTIVE: To use role play to reflect values associated with specific situations in life

RESOURCES:

- Work Sheet—Learning Activity F.32-4
- Writing board

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Pass out copies of the work sheet for Learning Activity F.32-4.
2. Break the class into four groups.
3. Assign each of the groups one of the role play situations.
4. Give each group a time period to develop the role play.
5. After each group presents the role play to the class have them conduct a discussion of the values that were involved. Place these values on the writing board.

LEARNING ACTIVITY F.32-4
“ROLE PLAY SITUATIONS”
WORK SHEET

1. A good friend asks to copy your history homework. This is a very good friend and you want to continue the friendship. You also think honesty and hard work are important. What do you do?

2. The captain of your team was injured and won't be able to play the rest of the season. You are the assistant captain and would like very much to be captain. However, the injured captain is very popular. Do you ask to be made captain?

3. You notice a lady in the store stuffing items in her coat pockets. She leaves the store without paying for them. All of the items were necessities and the lady looks like she is destitute. What do you do?

4. You are doing very poorly in English and a friend who is doing well offers to write your major theme for you. This could be the difference between a “C” and a “D” for the grading period. What do you do?

LEARNING ACTIVITY F.32-5
“DRAWING THE LINE”

OBJECTIVE: To determine a person’s values as they relate to a specific situation

RESOURCES:

- Work Sheet—Learning Activity F.32-5
- Writing board or flip chart and markers

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Pass out copies of the work sheet for Learning Activity F.32-5.
2. Have students indicate where they would “draw the line” for each of the issues/values listed.
3. Discuss their responses and their reasons in class.
4. Have the class brainstorm several other issues/values. Put them on the writing board or flip chart.
5. Have students share where they would “draw the line” on each of these.

LEARNING ACTIVITY F.32-5
“DRAWING THE LINE”
WORK SHEET

DIRECTIONS: It is sometimes hard to draw the line between exploring values and moralizing about values. It is even harder to decide where you stand on the issue/value. Check each issue/value below and indicate where you would “draw the line.”

Issue/Value	I Value and Act on	I’m Happy Others Act on	I Can Tolerate This	I Will Actively Fight This
1. Cheating on a test.				
2. Reporting cheating to the teacher.				
3. College students pushing drugs to raise money for tuition.				
4. Littering				
5. Telling racist jokes				
6. Shoplifting				
7. Writing letters to editor				
8. Voting in a local election				

Issue/Value	I Value and Act on	I'm Happy Others Act on	I Can Tolerate This	I Will Actively Fight This
9. Smoking				
10. Giving money to charity				
11. Mercy killing				
12. De-criminalizing marijuana				
13. Teenage pregnancy				

(Source: Jobs for Montana's Graduates)

LEARNING ACTIVITY F.32-6
“WORK VALUES”

OBJECTIVE: To identify work values that each person has developed

RESOURCES: Work Sheet—Learning Activity F.32-6

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Pass out copies of the work sheet for Learning Activity F.32-6.
2. Explain to the students that there are no right or wrong answers for this activity.
3. Discuss each of the work values one by one with the class. Have students provide personal and work examples for each of the values.
4. After the discussion of each value, have students place an “X” on the continuum to show the importance of the value to them.
5. Have students compare their responses.

LEARNING ACTIVITY F.32-6
“WORK VALUES”
WORK SHEET

DIRECTIONS: For each work value listed, place an “X” on the continuum to show the importance of the value to you. Answer based on how you feel today.

1. **STABILITY:** Working with familiar things and situations. Suggests routine, order and lack of change.

Very Important Not Important

2. **ARTISTIC EXPRESSION:** Designing, working with or producing pleasing or beautiful things.

Very Important Not Important

3. **RECOGNITION:** Being known by people, being given respect or having prestige.

Very Important Not Important

4. **SATISFACTORY WORK CONDITIONS:** Desiring pleasant work conditions.

Very Important Not Important

5. **INDEPENDENCE:** Being free to plan one’s work and move at one’s own speed.

Very Important Not Important

6. **ADVENTURE:** Doing exciting things, often involving risk, danger, and/or the unknown.

Very Important Not Important

7. **LEADERSHIP:** Planning, laying out, managing or influencing the work of others.

Very Important Not Important

8. **ACHIEVEMENT:** A sense of well-being from doing a job well.

Very Important Not Important

9. **SOCIAL SERVICE:** Helping others and being concerned for their interests.

- | | | |
|-----|---|------------------------|
| | _____
Very Important | _____
Not Important |
| 10. | CREATIVITY: Inventing, designing, developing new ideas or things. | |
| | _____
Very Important | _____
Not Important |
| 11. | SECURITY: Having steady work. | |
| | _____
Very Important | _____
Not Important |
| 12. | INCOME: Earning enough money to take care of one's needs. | |
| | _____
Very Important | _____
Not Important |
| 13. | VARIETY:
Chance to do different tasks and activities. | |
| | _____
Very Important | _____
Not Important |
| 14. | INTELLECTUAL: Using mental ability, solving problems. | |
| | _____
Very Important | _____
Not Important |
| 15. | SATISFACTORY CO-WORKERS: Working with people you like. | |
| | _____
Very Important | _____
Not Important |
| 16. | SOLITUDE: Working alone or not very closely with others. | |
| | _____
Very Important | _____
Not Important |

LEARNING ACTIVITY F. 32-7
“SERVICE ACTIVITY”

OBJECTIVE: To interview older citizens about the values that affected their lives

RESOURCES:

- Interview sheet (to be developed by students)
- Interview volunteers from local Senior Citizens Center(s)

SUGGESTED TIME: 2 hours

DIRECTIONS:

1. Have the students design an interview sheet to use at a local Senior Citizens Center. The interview questions should focus on the values that have affected the people that they interview.
2. Contact a local Senior Citizens Center and arrange to have students interview a senior citizen.
3. Students should bring their completed interview sheets in and share the results with the class.

LEARNING ACTIVITY F.32-8
“JOURNAL WRITING”

OBJECTIVE: Students will demonstrate their writing skills by creating a journal entry centered on a topic assigned by the Specialist

RESOURCES: Work Sheet—Learning Activity F.32-8

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Provide students with the topic they are to use for this journal writing activity. The topic should relate to this module.
2. Assign the page range for the journal writing assignment.

This range could vary depending on the timeframe provided for the assignment, the writing skills of the entire group, a small group of students, or individual students. This assignment can be individualized by the Specialist by placing the page length in the blank space on the work sheet.

LEARNING ACTIVITY F.32-8
“JOURNAL WRITING”
WORK SHEET

NAME:

DATE:

TOPIC:

DATE DUE:

PAGE LENGTH:

LEARNING ACTIVITY F.32-9
“SERVICE LEARNING”

OBJECTIVE: Students will participate in a service learning activity assigned by the Specialist

RESOURCES: Learning Activity F.32-9

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Identify the type of support linkage which could be used to reinforce the key concept(s) in this module with students (See “Types of Support Linkages”).
2. With your students, identify the school and/or community resources which could be contacted to create a Service Learning Activity for this module (See “Community Resources”).
3. With students, brainstorm, organize, implement and evaluate the effectiveness of the Service Learning Activity using the “Service Activity Action Plan.”

TYPES OF SUPPORT LINKAGES

Direct Services to Students	Consultative and Technical Assistance	Information and Referral
Community agencies	Professional organizations	Career counseling centers
Parents and personal advocates	Service organizations	Work experience and job placement services
Local education agency support/auxiliary staff	Parent organizations	School and private psychologists
Volunteer and service organizations	Advisory groups	Tutors
Placement services	State education agency personnel	Recreational programs
Postsecondary programs and personnel	Business/industry personnel and programs	Employers
Transitional services	Other vocational support service teams	Employment services
Other school-based personnel	Local colleges and universities Vocational education research and development resource center(s)	Community agencies for counseling or health services New schools (transfer students) Division of vocational rehabilitation Job training partnership program

(Source: Handbook for Vocational Support Service Teams in Maryland)

COMMUNITY RESOURCES

Federal and State Agencies provide services to their local and regional offices. Such services include financial support, job training and placement programs, housing, health, youth programs, consumer information, and legal aid. Examples include:

- legal services
- armed services
- state employment services
- state agency or school for the visually impaired
- State Department of Welfare
- mental health agency
- Department of Immigration
- Veterans Administration
- Social Security Administration
- Job Training Partnership Act (JTPA)
- Community Action Program
- law enforcement agency
- legal and judicial agencies
- Bureau of Indian Affairs
- public health service
- social services
- adult continuing education programs
- Office of Economic Opportunity
- civil service programs
- Rehabilitation Services Administration
- employment services
- Parks Department
- public health programs
- Adult Basic Education programs
- migrant programs
- military service representatives
- Planned Parenthood
- correctional facilities
- Governor's/Mayor's Committee for Employment of the Disabled

Community agencies and organizations provide such services as youth recreation, counseling and tutoring, employment and job training, foster care placement, and leadership development. Examples include:

- Chamber of Commerce
- YMCA/YWCA
- drug and alcohol abuse centers
- Red Cross
- child abuse/women's centers
- urban league
- adult continuing education programs
- student financial aid programs
- League of Women Voters
- mental health clinics
- probation and parole services
- children and youth services
- foster homes
- halfway houses
- community action programs
- migrant programs
- bilingual programs
- dropout prevention programs
- parent-teacher organizations
- American Legion
- Veterans of Foreign Wars
- Salvation Army
- JAYCEES
- Optimists
- Goodwill Industries

Citizen and special interest groups typically offer scholarship programs, legal aid, daycare, and transportation. Examples include:

- Lions club
- canes
- Rotary
- churches
- women's and men's clubs in the community
- crisis intervention centers
- hospitals
- Girl Scouts
- Campfire Girls
- Big Brothers and Sisters
- Boy Scouts
- Indian guides
- Knights of Columbus
- Sertoma
- Elks
- retired citizens
- Volunteer tutor groups

Business, industry, and labor organizations are good sources of field trips, guest speakers, job opportunities, and occupational and product information. Examples include:

- Trade and labor unions
- Advisory committee members
- Employers
- Personnel offices
- industrial supervisors

(Source: Sarkees-Wircenski, M. & Scott, J. Vocational Special Needs)

SERVICE ACTIVITY ACTION PLAN

ACTIVITY/IDEA FOR IMPLEMENTATION	
STEPS FOR IMPLEMENTATION	RESOURCES NEEDED

PERSONNEL/AGENCIES/ COMMUNITY	REPRESENTATIVE INVOLVED RESPONSIBILITIES
POSSIBLE BARRIERS	CREATIVE SOLUTIONS
TIMEFRAME	

**READING ACTIVITY F.32
“FALLING IN LUST”**

OBJECTIVE: To read for comprehension and recall

RESOURCES: Reading Activity F.32

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Copy Reading Activity F.32: “Falling in Lust” and distribute to each class member.
2. Direct students to read the activity.
3. Have the students select a partner and, working together, answer the recall questions and complete the paragraph.
4. Have students share their answers with the class.

"FALLING IN LUST"

The night was especially romantic. The moon was not quite full but still was able to occasionally expose shadowy images from the gardens in the park. A gentle breeze brought a hint of nature's perfume from the full blossoms that hung on the trees. You could imagine you were in the South Pacific.

Gary and Monique were gladly swallowed up in this moment of magic as the perfect touch to an evening that was filled with the adventure of new love. They embraced each other and kissed. It would seem as if their lips were not meant to part as they began to caress and express their passion for one another. It wasn't long before they were both breathing hard, and Monique was trembling slightly.

Gary stopped to catch his breath, and Monique opened the car window for some air.

Gary drove to a more secluded place where they intended to continue necking. Things moved quickly. . . very quickly. . . too quickly, in fact, for Monique.

Monique grasped control of the situation and said, "Stop. We've got to stop. I'm not ready to have sex right now. This goes against everything I value as important. You respect my beliefs."

Gary quickly became frustrated and irritated. "Look," he said, "we've been dating for some time now. Sex is important to me. If we don't have sex, I don't see this relationship going anywhere."

This is not what Monique wanted to hear, and the fact that it sounded like an ultimatum seemed insulting to her.

The ride home was filled with an uneasy quiet.

That night, through tears, she decided to tell Gary that she was not ready for sex and didn't want to be pushed into it. She was eighteen years old, and this was her senior year. Besides the risk of disease and pregnancy, it just went against her values right now. Monique knew that this relationship would probably end. She knew there were plenty of girls who would be

willing to have sex with Gary. He was very popular at school, and a couple of girls had been flirting with him regularly.

Of course, the expected happened. Gary and Monique broke up.

The rest of Monique's year seemed melancholy and somewhat empty. Still, she knew she had made the right decision for her. She dated several other guys and had some great times.

Gary wasted no time dating Tracy Hillman. She had a reputation for being a little wild. After a couple of months, they broke up. Rumor had it that Tracy had an abortion, but that was just a rumor. After that, Gary would date for a while and then break up. Occasionally, Monique would hear of Gary's sexual involvements with other girls and was tempted to wonder if she had made the right decision.

About a month before the end of school, Monique came home to find her fifteen-year-old younger sister, Marie, sobbing in her room.

"I'm pregnant," cried Marie. "Oh God, I never meant for this to happen. Gary said everything would be OK. He said he loved me, but now he says it's my problem and not his!"

RECALL QUESTIONS

PART I

DIRECTIONS: How well did you read? Complete the following sentences by checking the correct blank.

1. Gary and Monique
 - a. _____ were arguing in a car.
 - b. _____ were walking in the park.
 - c. _____ embraced each other.

2. When Monique said she was not ready to have sex, Gary
 - a. _____ became frustrated and irritated.
 - b. _____ said that he understood.
 - c. _____ told all his friends at school.

3. Monique did not
 - a. _____ like Gary that much.
 - b. _____ like the ultimatum Gary gave to her.
 - c. _____ think Gary was a very popular guy at school.

4. Gary wasted no time
 - a. _____ finding other girls to date.
 - b. _____ getting another date with Monique.
 - c. _____ calling Monique that night.

PART II

DIRECTIONS: Fill in the blanks to complete the paragraph below.

Gary and Monique were gladly _____ up in the moment of _____ as the perfect touch to an evening that was filled with the _____ of a new love. They _____ each other and kissed. Gary

drove the car to a _____ place where they intended to continue necking. Monique grasped _____ of the situation and told Gary to stop. Gary became frustrated and _____. That night through _____ Monique decided to tell Gary that she was not _____ for sex and that she didn't want to be pushed into it. Gary and Monique _____ up, and Gary dated other girls at school. About a month before the _____ of school, _____ fifteen-year-old sister, Marie, became pregnant.

MATH ACTIVITY F.32
“A MEASURE OF VALUE”

OBJECTIVE: To retrieve and manipulate data from a chart

RESOURCES:

- Work sheets for Math Activity F.32
- “Values Survey” form
- “Class Values” table
- Writing board

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Pass out copies of the work sheet for Math Activity F.32—“A Measure of Value.”
2. Direct the students to use the chart provided at the beginning of the work sheet to solve questions 1 through 4.
3. Check the results being careful to have the students explain their answers.

Note to Specialist: Students should be paired up or assigned to small groups to answer questions 5 through 7. Lead the class through taking the survey and post the results on a writing board for all of the class to see; however, list the information in a different format so that students will use the information from the survey on the writing board to complete the Class Values Table.

4. Pass out copies of the “Values Survey” form to complete question 5 through 7 in pairs or small groups.
5. Lead the class in discussion of the results for questions 5 through 7.

MATH ACTIVITY F.32
“A MEASURE OF VALUE”
WORK SHEET

DIRECTIONS: Refer to the table below to answer the questions that follow.

A Career Preparation class recently took a survey in which each student identified his or her top four work values out of the eight listed. A “1” indicates the most important value, a “2” the next most important, and so on. The table below reflects the results of the survey.

	Rob	Carl	Sue	Kay	Tara	Brett	Mike	Gina	Gail	Vini
High Salary	1	4	1	1	4	1	2	1	1	3
Independence		3			1	4				4
Security				3		3				
Variety	2		2		2		4	2	4	
Respect		1		4	3		1	4	3	1
Helping Others			4			2				
Power	3	2							2	
Adventure	4		3	2			3	3		2

1. Which value had the highest number of students selecting it as one of their four choices?

2. Which value had the smallest number of students selecting it as one of their four choices?

3. If a “1” receives 8 points, a “2” receives 6 points, a “3” receives 4 points and a “4” receives 2 points; calculate the number of points each value received from the class.

4. What are the top four values (in order) for this class as a whole?

Bonus!! - Brainstorm a list of five careers that would offer those values.

5. Using the “Values Survey” form, conduct a class survey of values for your class. Use the data collected to complete the “Class Values Table” for your class.

6. Using the same values as question #3 (“1”=8 pts., “2”=6 pts., “3”=4 pts., and “4”=2 pts.), determine the points awarded to each value by the class and identify the top four values for the class as a whole.

7. **Bonus!!** What would be a good occupation (based on values) for the class?

VALUES SURVEY

DIRECTIONS: Consider each of the eight values listed below. Identify the four most important values from this group by writing a “1” on the line in front of the value that holds the most importance, a “2” on the line in front of the value that hold the next most importance and so on through “4.”

Name:

- _____ High salary
- _____ Independence
- _____ Security
- _____ Variety
- _____ Respect
- _____ Helping others
- _____ Power
- _____ Adventure

CLASS VALUES TABLE

High Salary										
Independence										
Security										
Variety										
Respect										
Helping Others										
Power										
Adventure										

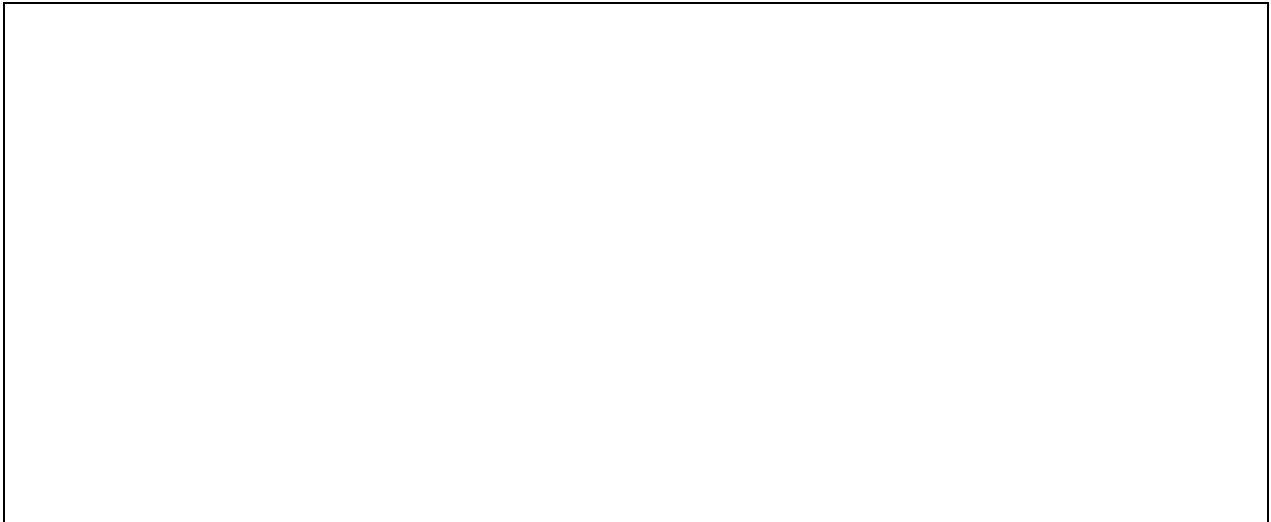
PRE-ASSESSMENT **POST-ASSESSMENT**

DIRECTIONS: Answer the following question to the best of your ability. A listing of points as opposed to sentences is suggested.

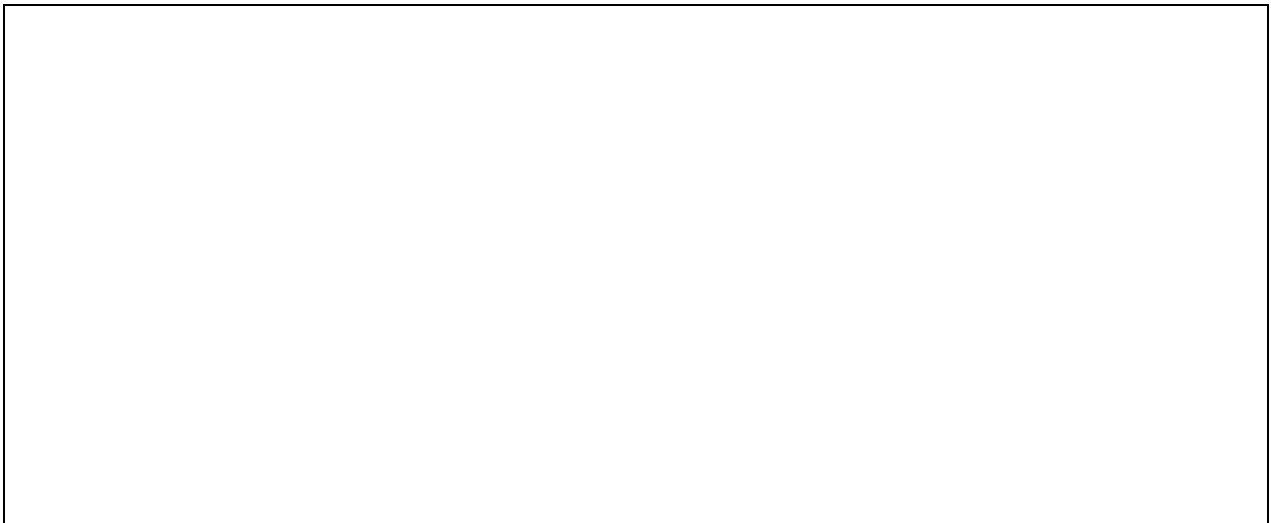
1. What are values?

2. What are some sources of values?

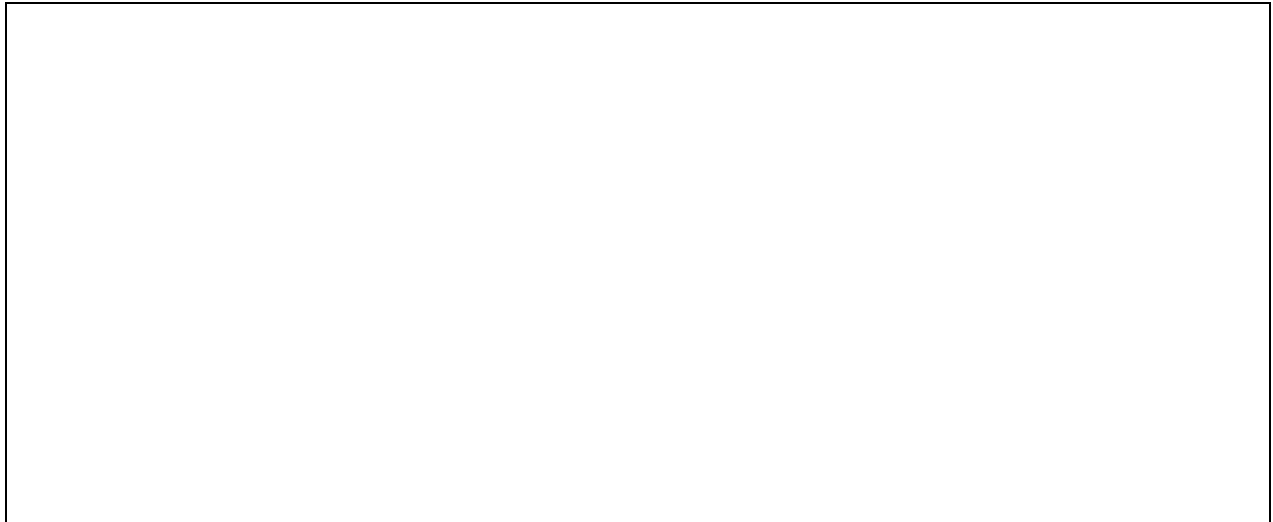
3. If we are to live peacefully with our neighbors, what are a few values that we should practice in our adult lives?



4. List twelve basic values in life.



5. What are some things that people value that have to do with their work lives?



ANSWER KEY

PRE-ASSESSMENT POST-ASSESSMENT

1. What are values?
 - Standards that guide actions, attitudes, and judgments
 - Things that a person believes to be right, good and important

2. What are some sources of values?
 - Family – parents, relatives, siblings
 - Peers – classmates, friends,
 - Others – teachers, religion, community, newspapers, books, television, movies

3. If we are to live peacefully with our neighbors, what are a few values that we should practice in our adult lives?
 - We should tolerate opinions different from our own, disputing with others civilly and not violently
 - We should respect other persons as individuals, each with some unique quality that gives him or her an identity, and not characterized as merely a member of a stereotyped group
 - We should expect other persons to have values that differ from our own. We might not accept those values, but we should respect the rights of others to have them
 - We should respect ourselves by taking control of our lives. We should each recognize what is good for ourselves and what is bad, accepting the former and rejecting the latter. We should not yield to pressures from others who might have different values

4. List twelve basic values in life.
 - Compassion
 - Honesty
 - Fairness
 - Self discipline
 - Cooperation

- Respect
- Confidentiality
- Commitment or loyalty
- Communications
- Responsibility
- Dependability
- Flexibility

5. What are some things that people value that have to do with their work lives?

- High pay
- Job security (you don't want to worry about losing the job)
- Independence
- Creativity
- A regular routine
- A variety of things to do
- Power over others
- A chance to help others
- Making changes in society
- Feeling important or recognized

ANSWER KEY
READING ACTIVITY

PART I

1. Gary and Monique
 - a. ____ were arguing in a car.
 - b. ____ were walking in the park.
 - c. **X** embraced each other.

2. When Monique said she was not ready to have sex, Gary
 - a. **X** became frustrated and irritated.
 - b. ____ said that he understood.
 - c. ____ told all his friends at school.

3. Monique did not
 - a. ____ like Gary that much.
 - b. **X** like the ultimatum Gary gave to her.
 - c. ____ think Gary was a very popular guy at school.

4. Gary wasted no time
 - a. **X** finding other girls to date.
 - b. ____ getting another date with Monique.
 - c. ____ calling Monique that night.

PART II

Gary and Monique were gladly swallowed up in the moment of magic as the perfect touch to an evening that was filled with the adventure of a new love. They embraced each other and kissed. Gary drove the car to a secluded place where they intended to continue necking. Monique grasped control of the situation and told Gary to stop. Gary became frustrated and irritated. That night through tears Monique decided to tell Gary that she was not ready for sex and that she didn't want to be pushed into it. Gary and Monique broke up, and Gary dated other girls at school. About a month before the end of school, Monique's fifteen-year-old sister, Marie, became pregnant.

**ANSWER KEY
MATH ACTIVITY**

1. High salary
2. Security or Helping others
3. High salary, 62
Independence, 16
Security, 8
Variety, 28
Respect, 36
Helping others, 8
Power, 16
Adventure, 26
4. High Salary, Respect, Variety, Adventure
5. Answers will vary
6. Answers will vary
7. Answers will vary