

A bRight Idea

“Living out your values can make a difference in the world. The difference can be positive or negative, depending on what values you choose to live by.” (Bolin, 1990, 5)

Guiding Question One: What are values?

Values are those things that you prize or cherish most. They influence the goals that you set and the decisions that you make—including the behaviors that you choose. (Bolin, 1990, 4)

Rule #1 Not all values are equal. Some values are better than others. (Bolin, 1990, 15-16, 19)

Rule #2 You cannot value all things equally. You need (to be prepared) to sacrifice one value in favor of another value that has higher priority.

Sacrifice. Can you imagine any values being ranked higher in priority than money, freedom, and life itself? Do you know of any examples when people have actually made those sacrifices?

- The writers of the Declaration of Independence thought that the values of life, liberty, and the pursuit of happiness were important enough to pledge their lives, their fortunes, and their “sacred honor.” (Bolin, 1990, 5)
- What value ranking do we see when a family member serves on active duty in a dangerous setting faraway?
- What value ranking do we see when a Highland High student ignores the rules of the AUP?

**Guiding Question Two:
Where do values come from?**

1. **Direct Teaching**
 - a. What you've been taught, what has been outlined in words, rules, and laws.
 - i. Family
 - ii. School
 - iii. Government
 - iv. Church or synagogue
 - v. Organizations
 - vi. Television

2. **Modeling**
 - a. Family, friends, and those you view and admire in the world around you.

3. **Trial and Error**
 - a. What you have learned from your own experiences, good or bad.
 - i. Sometimes you can learn a lot.
 - ii. Sometimes a lot of hurt and damage accompany this approach

4. **Maturing and Growing**
 - a. When your growth and development proceeds in a healthy way, you will gain a sense of empathy during your teenage years. Considering the rights, feelings, and needs of others adds a powerful dimension to the values that you embrace.

(Bolin, 1990, 6-11)

**Guiding Question Three:
Which values are negative? Which values are positive?**

It depends on how they contribute to some purpose. The purpose of having access to technology at Highland High School is to help you succeed in your schoolwork in an efficient, healthy and safe environment. Anything that impedes that purpose is a negative value.

**Guiding Question Four:
What are MY values?**

Look at the little circle at the top left corner of this card. (Handout 2A) (Bolin, et al., 1990, 30) Think of it as a mirror that has saved the image of your AUP violation. Can you see what happened that day? Do you remember how you were feeling--what you were thinking?

When you violated the AUP in some way, what values were you acting upon? (In other words, what were the motivations for your behavior?) Write them on the card. (Good Grades, Helping a Friend, Personal Entertainment, Rebellion, Laziness, Curiosity, Problem-Solving, Revenge, Challenge, Superiority . . .)

Those become “negative” values when they displaced values that should have been ranked higher in your priorities while at school.

Which positive values did you sacrifice when you made your choice?
(Handout 2B)

Positive Values

Acceptance	Family	Respect
Beauty	Freedom	Responsibility
Caring	Friendship	Self-Actualization
Citizenship	Future Planning	Self-Control
Commitment	Goodness	Self-Expression
Compassion	Gratitude	Self-Respect
Confidence	Health	Self-Worth
Cooperation	Honesty	Tolerance
Courage	Humor	Trust
Courtesy	Integrity	Truth
Diligence	Interdependence	
Ecology	Justice	
Education	Knowledge	

(Bolin, 1990, VIII-IV, 5, 7)

Guiding Question Five: Are you comfortable with the values that you are currently showing through your behaviors?

- Think about the people who are part of your life.
- Write down some of the values that they would want you to embrace. (Bolin, et. al, 1990, 30.) (Handout 2C)
- Put a check in the box if you believe that this person has your best interest at heart.
- Stick your “My Values” square in the bottom corner of the same handout

Are you willing to make changes and give honorable values a high-ranking on your own list?

Add other values that you would consider for yourself to your card. Put a check in the box if you believe that you have your best interest for the future at heart.

Start choosing the good values that appear on this sheet. Patterns of behavior make choosing easier. Acting in ways that show positive values will help you to become a moral and ethical person. (Bolin, 1990, 14-15)

Summary:

“Your behavior is a reflection of who you are. It’s always there. It’s always right. Please choose carefully.” (AUP PowerPoint, Slide 43)

Preview for future sessions:

How do my values influence the goals that I set?

How do my values influence the decisions that I make--including the behaviors that I choose?

Do my ethics impact my employment opportunities?

RESOURCES

Bolin, Frances Schoonmaker. *Growing Up Caring*. Peoria: Glencoe, 1990.

Bolin, Frances Schoonmaker, et. al. *Growing Up Caring: Exploring Values and Decision Making*. Teacher's Resource Binder. Peoria: Glencoe, 1990.