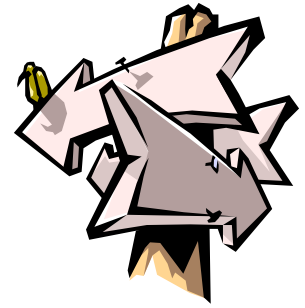


# Values Clarification Workshop

## The Office of Judicial Affairs



### Introduction & Ice Breaker

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- 1) Introduction of facilitators.
- 2) Ground Rules (**SLIDE**)
- 3) Introduction of Participants
- 4) What is Values Clarification? (**2 SLIDES**)

### Defining Values, Integrity, Ethics

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1. Ask:
  - a. What words, ideas, images come to mind when you hear the word “values?”
  - b. How are values different from ethics?

**SLIDE:** “Values, Integrity, Ethics” - define these three terms

Explain that throughout the rest of the program these three words will be the themes of the activities and discussions.

2. What has Influenced Your Values? (**HANDOUT**)
  - **Processing Questions:**
    - How do our values change over time?
    - In what ways might being a student JMU influence your values?

### Acting on Your Values

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This section focuses on drawing out the participant’s personal values. *Reminding participants that we need to respect other’s values can be an important statement in helping participants to feel comfortable sharing.*

1. Distribute the “What do you Value?” (**HANDOUT**).  
Have students list three values that are very important and at least two ways they act upon that value. Point out that by acting upon those values they are acting with integrity.
2. **SLIDE:** “Three Steps to Acting with Integrity”  
Give an example of a student-oriented situation that walks them through these three steps. (i.e. if someone values honesty, but knows they saw someone cheating... how would they go through those three steps?)
3. Using one of the values they listed in their top three have students discuss with a partner a time when that particular value was challenged. Then have students share with the group a summary of their partner’s challenge and how their partner decided what to do in that situation.
4. **2 SLIDES:** “Guide to Values Based Decision Making”  
**Refer to Facilitator Notes to process these slides.** Use an example such as having to decide what to do on a Thursday night... study for an exam you have Friday morning or go to a friend’s party? Have students give examples of what the possible consequences/outcomes could be of each and how they might impact yourself or others.

## World Values

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Have students try to determine what they think the 5 top world values are. List them on the board.

**SLIDE:** Top five world values. Compare the two lists. What are the similarities and differences?

*FACILITATOR NOTE:* The Institute for Global Ethics is an independent, nonsectarian, and nonpolitical organization dedicated to elevating public awareness and promoting discussion of ethics in a global context. For more information you can check out [www.globalethics.org](http://www.globalethics.org)

**Other conversation starters:**

- How do we know what someone values? Or what a group values?
- Do your values differ greatly from the world values?
- Do you object to any world values?

## JMU Values & Academic Integrity

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1. Ask:
  - a. What does JMU Value? How do you know what JMU values?
    - Examples of JMU Values: safety, education, involvement, wellness, etc.
    - Examples of how we would know what JMU values: JMU policies, admissions standards, aesthetics of campus, honor code, etc.
2. Ask:
  - a. How do you think JMU's values influence the policies they make?
  - b. Why do you think JMU has a sanction of Values Clarification for certain policy or honor code violations?
3. Say: One way we can discover what JMU values is by looking at their expectations for Academic Integrity.
4. Show Honor Council video.
  - a. Ask students what values they feel JMU stresses through their honor code.

**\*\*\*NOTE:** The purpose of the following activities in this session is to apply values to academic dishonesty cases. At times there will be students in your class who have been sanctioned to this course because they violated the honor code. These students will be noted on your roster. If you do not have students who have violated the honor code in your class, you only need to show the video during this portion of the class; otherwise conduct the following activity as well.

Divide students into 3 or 4 groups and **HANDOUT** an academic integrity scenarios to each group. Have them determine the answers to the questions and then report back to the group about the case and what they decided.

-or-

Discuss the helping or cheating statements found in the academic integrity portion of your notebook.

## Ethics in Action & Ethical Dilemmas

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This section of the workshop is used to challenge students to put their values to work. Can they act with integrity by doing as they say, i.e. their announced values?

1. Take a Stand (**ACTIVITY**)

Processing Questions:

- 1) What was difficult about this activity?
- 2) What made you change your mind?

While you have previously told them that you cannot give “rights and wrongs” about values; however ethics is a practice of “right and wrong”.

2. Review definitions of ethical behavior, and an ethical dilemma. (**SLIDE**)
3. Have participants describe an “ethical person”. Continue the discussion by asking the students to give an example of an “ethical person” in their own lives.
4. Ask: What things do you ask yourself if you are trying to make an ethical decision?
5. Review Ethics Checklist Questions (**SLIDE**)
6. Review Kitchener’s Ethical Principles (**SLIDE**)  
Have students work in small groups and give examples of how each principle might apply within the JMU community. Have groups present their examples back to the group.
7. Use Situations Evaluation (**HANDOUT**) to allow students the experience of making ethical decisions. This also helps students to see how their values play a role in decision making. Complete individually and then have them present to the group.

## Closing

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- 1) Ask students to reflect on the program. What is something they have gained from the program, or found helpful? What is something that they will remember from the class that may help them make future decisions?
- 2) ---OR---Have students complete the “Reflecting on the Values Clarification Workshop” activity (**HANDOUT**) and process with the group.
- 3) Thank students for coming and for their participation.
- 4) Have each student complete an **assessment form if applicable** and submit it before leaving!!!
- 5) Have each student complete a Facilitator Evaluation form and turn it in before leaving.
- 6) Facilitators should turn in a feedback form to the program assistant on duty. Your feedback is valued and is used to update curriculum!
- 7) Explain invoicing process to students. They need to take their invoice to the University Business Office in Warren Hall (3<sup>rd</sup> floor) as soon as possible. Holds are placed on records once fees post to student accounts. Payments may be made with cash, check or charge.

***You may insert breaks throughout this program at your discretion.***