
SAMPLE CURRICULUM

VALUES WORKSHOP

20 minutes Introduction & Ice Breaker

This opening section is used to help participants and facilitators feel comfortable with one another and make some connections. This section might also be used to set down some ground rules. A set of standard ground rules is provided in your facilitator's manual. It is also helpful when the facilitators tell why they volunteered for the program.

- 1) Introduction of facilitators
- 2) Ground Rules (Overhead)
- 3) What is Values Clarification? (Overhead)
- 4) Introduction of Participants

Select one of the following interactive exercises:

- What has Influenced Your Values
- Coat Of Arms

10 minutes Mini-Lecture on Values & Integrity

Lecture Notes:

Values & integrity are at the core of our decision-making. We live based on what we value and we live with integrity if we say what we mean and do what we say. This section of the workshop gives time for you to specifically address and define values and integrity. Additional lecture notes can be found in your facilitator's manual.

Overhead:

"Value, Integrity, Ethics" - defines these three terms

Overhead:

"Three Steps to Acting with Integrity"

Use examples from your own life or someone you know who has acted with integrity. Have students give examples.

Overhead:

"The Valuing Process" see lecture notes for definitions.

Use examples from your own life or someone you know who has used this process. Have students give personal examples.

30 minutes Name Your Values

This is the section that focuses on drawing out the participant's personal values. During this time, participants get the opportunity to identify their values and present their top five values to the group. Reminding participants that we need to respect other's values can be an important statement in helping participants to feel comfortable sharing.

Select one of the following activities:

- 1) Participants should select their top 5 values from the Terminal and Instrumental Values lists (HANDOUTS please ask students not to write on these sheets). Students should write their top five values on a sticker nametag which they wear for the remainder of the workshop. WHY? ...So that you can refer to them during other exercises which call for participants to use their values. As the facilitator, you should call into question when their choices in an exercise go against their stated values.

Terminal Values are those which are ultimate goals.

Instrumental Values are those that often help us reach towards the other larger goals.

—OR—

- 2) Values Planner exercise (HANDOUT). Have students work on this individually and then report back to the class their top five values and how much time they spend. Writing these on the board helps students to see the diverse values which they and others in the class select or see how they have a lot in common with others in the room. ******(a helpful hint for this activity: Instead of having them actually write the specific amount of time they spend, have them instead write "1" for those items they spend a lot of time on, "2" for those they spend a moderate amount of time on and "3" for those they spend little or no time on. Then you can see if their rank order of their values corresponds to the amount of time they spend on them.)

10 minutes World Values

Discuss World Values, differentiate between personal and universal values. Have students try to determine what they think the 5 top world values are. List them on the board.

Overhead:

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

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?

OPTIONAL:

SEE ADDITIONAL LECTURE NOTES FOR WAYS TO REMEMBER
5 WORLD VALUES.

15-25 minutes Academic Integrity

Ask:

- What does JMU Value? How do you know what JMU values?
- hints: JMU policies, admissions standards, aesthetics of campus, honor code, etc.
- One way we can discover what JMU values is by looking at their expectations for Academic Integrity.
- Show Honor Council video. Ask students what values they feel JMU stresses through their honor code.

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 ACTIVITIES AS WELL.

- 1) **Handout:**A question of plagiarism, from Ethics and College Student Life by Kenneth Strike and Pamela Moss.

Handout :University honor code. Divide students into 3 groups and have them each answer a question together. Have the groups report back their answers to everyone.

—OR—

- 2) Divide students into 3 or 4 groups and handout an academic integrity scenario/case study 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.

25 minutes A Double-Check

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. Choose either of these activities:

- Take a Stand (ACTIVITY)
- What would you do? (ACTIVITY)
(for this activity, you can divide the class into groups and have them discuss one or two of the questions and then present back to the class.)

CONFRONT STUDENTS WHOSE STATEMENTS AND ACTIONS DO NOT MATCH WITH THEIR TOP FIVE VALUES. ALSO, NOTE WHEN STATEMENTS AND ACTIONS DO MATCH VALUES.

60 minutes Ethics & Ethical Behavior

The focus now shifts to Ethics.

Lecture Notes:

While you have previously told them that you cannot give “rights and wrongs” about values, ethics is a practice of “right and wrong”. But ethical standards, integrity, and values connect in that they are standards of conduct, either self-imposed (values), how we represent ourselves (integrity) or other’s expectations (ethics).

- 1) Review definitions of ethics, ethical behavior, and an ethical dilemma. (OVERHEAD)
- 2) Review Kitchener’s ethical principles (OVERHEAD)
Have students work in small groups and give examples of each principle. In small groups design an act that illustrates the principle your group was given. Present act to the whole class.
- 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. This could be done in small groups.
- 4) Review Ethics Checklist Questions (OVERHEAD). Ask students to review a decision they’ve made, maybe even the one that brought them here, using this checklist or make up a ethical decision yourself and have them use the ethical checklist to actually make a decision. Give students time to think on their own. Discuss as a group what the process was like (what was easy, what was difficult).
- 5) Use Situations Ranking (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. (i.e. ask everyone what their top 3 worst situations were)

15 minutes Relation to Campus Community

Ethics often guide established standards. Standards used to ensure our community’s safety: LAWS, RULES, REGULATIONS, and POLICIES. Use this section of the workshop to discuss our community’s standards.

- 1) Discuss how to recognize acceptable & unacceptable behavior at JMU i.e.: Honor Code, Judicial Policies, Virginia State Law, Residence Hall Policies, Personal Values, Ethics – what you’ve been taught is right and wrong, and Common Sense.
- 2) Why is it important to have community standards?
- 3) Discuss how students’ values interact with the community standards. What if a student’s values conflict with policies?

20 minutes Confirming Your Values

During this section of the workshop, the goal is to focus students on planning how they will apply what has been discussed in class to their future decision-making.

- 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?

—OR—

- 2) Have students complete the “Reflecting on the Values Clarification Workshop” activity (HANDOUT) and process with the group.

20 minutes Closing

- 1) Discuss major points and review for the assessment.
- 2) Have each student complete an assessment form and submit it before leaving!!!
- 3) Facilitators should turn in a feedback form to the program assistant on duty. Your feedback is valued and is used to update the curriculum!

THERE ARE EXTRA ACTIVITIES, CASE STUDIES, AND DISCUSSIONS AVAILABLE
IN THE BACK OF THE FACILITATOR MANUAL.

YOU MAY INSERT BREAKS AT YOUR DISCRETION. STUDENTS MAY WISH TO
HAVE SEVERAL SHORT BREAKS OR 1 LARGER BREAK. FEEL FREE TO USE
BREAKS AS NECESSARY.
