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THE FEASIBILITY OF USING SELECTED VALUE CLARIFYING STRATEGIES IN A HEALTH EDUCATION COURSE FOR FUTURE TEACHERS

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By

Jack Douglas Osman, B.S., M.A.

* * * * *

The Ohio State University
1971

Approved by

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Deep gratitude is expressed to the students who comprised the population for the study. With the future of our world in the hands of the prospective teachers sampled in this study, our children have everything to gain — fullness of life, beauty in humanity. To all of these students this dissertation is dedicated.
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PUBLICATIONS


FIELDS OF STUDY

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CHAPTER I

INTRODUCTION

A worthy goal of health education is to assist in man's interpretation and understanding of scientific discoveries in the medical, biological and behavioral fields. It is further hoped that this knowledge, once assimilated and internalized by the individual, will favorably influence his attitudes which, in turn, will affect his practices.

The medical, biological and behavioral sciences are currently undergoing a knowledge explosion of great magnitude. Health education "feeds" on these and other disciplines and consequently, those involved in health education are also experiencing difficulty in keeping abreast with recent developments. As a partial reaction to this knowledge explosion the School Health Education Study has developed a method which has greater flexibility, adaptability and permanence than the transitory nature inherent in the factual approach to health education. Although facts are needed as a base for effective thinking, the conceptual approach is amenable to the changing facts.
It is currently being advocated by several authors that knowing the facts, even the concepts, as necessary as they both might be, may not be enough to accomplish the purposes of education.¹,²,³,⁴

In an editorial concerned with this issue, Norman Cousins states:⁵

However impressive a man's acquisition of worldly knowledge, however proficient his ability to marry theory to technique, if he can not use his thinking ability and his skills to work for a safer and better world, his education is incomplete and he is in trouble.

Harmin, Kirschenbaum and Simon recommend a third level -- the value level -- to be added to the top of the information and concept triangle. Louis Raths, the father of value clarification, has suggested that


information and concepts are needed but mainly to inform our values. 6,7,8

These three levels of subject matter form a more accurate description of the educational picture. Level three, the values level, is built upon and finds its support on the first two levels. Little could be accomplished without level one (information) or level two (concepts). The values level is characterized by transforming and lifting information and concepts to a personal level. The values level is the "you" level. Its goal is to reduce the gap between creeds and deeds, to transform knowledge into personal action. 9,10,11,12

6Merrill Harmin, Howard Kirschenbaum, and Sidney B. Simon, "Teaching History with a Focus on Values," loc. cit.


8Sidney B. Simon and Merrill Harmin, "Subject Matter with a Focus on Values," loc. cit.

9Ibid.

10Merrill Harmin, Howard Kirschenbaum, and Sidney B. Simon, "Teaching History with a Focus on Values," loc. cit.

11Merrill Harmin, Howard Kirschenbaum, and Sidney B. Simon, "Teaching Science with a Focus on Values," loc. cit.

As Thomas Huxley has put it, "The great end of life is not knowledge but action." Teachers have too often stopped, however, with the imparting of subject matter alone. We are suggesting that now they must help their students to act upon their knowledge.\textsuperscript{13}

It is to this end that the current study was undertaken — to explore the feasibility of alternative methods to minimize the gap between what we know and what we say, what we say and what we do — in health education.

**Purpose Of The Study**

The study was designed to explore the feasibility of using selected value clarifying strategies within a health education course for future teachers. The study was further designed to develop, modify, describe and evaluate these selected value clarifying strategies.

**Sub-Purposes of the Study**

1. To identify the potential advantages and possible limitations of value clarification for health education and the selected value clarifying strategies used in this study.

2. To provide the opportunity for and to assist the student in learning the valuing process through a con-

sistently applied set of value clarifying strategies in a health education course.

3. To assist the student in the difficult process of reducing the gap between what he knows and what he says, and ultimately, between what he says and what he may do concerning his personal health.

4. To assess student success in the process of valuing during a health education course for future teachers.

5. To assess the efficiency, effectiveness and satisfaction of selected value clarifying strategies.

Delimitations Of The Study

The study was delimitled to those students officially enrolled in Health Education 301 sections taught by the investigator during the Spring Quarter of 1971 at The Ohio State University. The study was further delimited to those students who accurately completed the evaluative instruments.

Limitations Of The Study

The study was limited to the various value clarifying strategies in the literature by Merrill Harmin, Howard Kirschenbaum, Louis Raths, and Sidney B. Simon and to the strategies demonstrated at a Value Clarification Workshop.
by Howard Kirschenbaum and Sidney B. Simon. 14

Only the investigator was involved in using the value clarifying strategies. It is obvious, therefore, that the study was limited to the degree of skill the investigator had developed in using the value strategies.

Assessment of the results of student valuing and the selected value strategies was limited by the strengths and weaknesses of the instruments available to the investigator.

Definition Of Terms

Valuing or the Process of Valuing. Louis Raths and his associates define the process of valuing or a value as the collective result of the following seven criteria: 15

CHOOSING: 1) freely; 2) from alternatives; 3) after thoughtful consideration of the consequences of each alternative.

PRIZING: 4) cherishing, being happy with the choice; 5) willing to affirm the choice publicly.

ACTING: 6) doing something with the choice; 7) repeatedly, in some pattern of life.

"The seven criteria for a value grew from a notion of what would characterize a person who was really using his intelligence to guide his life through time and space." 16

14Introduction to Values Clarification Workshop, National 4H Center, Chevy Chase, Maryland, (February 27-28, 1971).


16Ibid., p. 221.
Value Clarification. The continuing process by which one's values on particular topics are identified, questioned, discussed and reflected upon for the purpose of helping the individual be at peace with his own values and reducing the gap between what he says and what he does.

Value Clarifying Strategies. Short teaching-facilitating techniques employed to assist the individual to look at and reflect upon his personal values on selected issues. Each strategy is designed to assist the student in the choosing, prizing and/or acting process.

The Need For The Study

The health education curriculum contains important value centered and sensitive subject matter areas. The subjects of drinking, smoking, drugs, and human sexuality are value loaded. Biases displayed by the teacher in these areas can often "turn off" a student, sometimes unfortunately, for the entire course. Some health educators have been dubbed "warriors against pleasure" because of their insistence on the abstinence standard. Consequently, some teachers avoid the values issue completely; others give only the facts and let the students decide for themselves, amidst clamoring and bewildering appeals which augment the student's confusion on the topics in question.
"For too many teachers, the only values worth mentioning in a classroom are the ones that can be moralized, inculcated, or indoctrinated. Telling students which are the right and good values has been the most common approach to the values problem."¹⁷

There is a need in health education to explore alternative methods of teaching about value centered subjects. Health education can and should be taught with a focus on values. "It is values, ultimately, which give a man the stars by which he steers his life."¹⁸

Value clarification has been developed, in part, to minimize the difficulties inherent in teaching about values.

Value-clarification involves a series of strategies which do not force one set of right values down the throats of all students. These strategies raise issues, confront the student with inconsistencies, and get him to sort out his own values in his own way and at his own pace.¹⁹

Value clarification takes the spotlight off of the teacher's biases and/or values. Without avoiding the values issue or inculcating the teacher's values, the clarification process aids the student in sorting out and clarifying his own values. Health education has a need to break away from value "shalt nots" to the clarifying process of helping students untie value knots.

¹⁸Ibid.
¹⁹Ibid.
A further need for this study exists to find alternative techniques to aid in reducing the gap between one's health knowledge and practice. As Frymier succinctly states:

"The ultimate objective of the educational effort is to help youngsters learn to behave according to the best knowledge available; that is, to make intelligent decisions based upon the facts -- to behave rationally.... Every smoker knows that smoking is detrimental to health -- there is not even doubt about that anymore -- but he still smokes. Such behaviors could hardly be described as "rational" or "intelligent" or as the kinds of behaviors which characterize truly "educated" men."

Raths, Harmin and Simon claim that consistent application of value clarifying strategies will provide the personal impetus for individual students to develop a greater consistency between his knowledge and speech, his speech and actions.

If a consistent application of value clarifying strategies based on the seven criteria of valuing could help reduce the gap between what people know and what people do, it would seem that value clarification might be an effective learning-teaching process to use in health education. The current study was undertaken to explore the feasibility of value clarification for health education.

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21 Raths, Harmin and Simon, op. cit., pp. 5-12.
CHAPTER II

REVIEW OF THE RELEVANT LITERATURE

Introduction

Literally thousands of writings and studies have appeared in the literature concerning values in the past fifty years. Walter Thomas has published a comprehensive bibliography on values.¹ For his dissertation, Tisdale systematically arranged and categorized value theory and research over a thirty year period.² The Allport, Vernon and Lindzey, Study of Values³ has received much attention as well as criticism. Most of these writings and studies, however, are concerned with values that people hold or measuring the relative strengths of these values.

It is not the intent of this chapter to review studies about values, but rather, to review the literature most pertinent to the process of valuing, the theory of value clarification, and research in value clarification.

The Process Of Valuing

The process of valuing is concerned with the means by which something becomes a value — not in the end or the value itself. John Dewey writes about this in his Theory of Valuation.4 Dewey believed that "the act of valuing preceded that which was valued, i. e., the verb preceded the noun. From this he concluded that a study of value is essentially the study of a process, not of things."5

Raths, Harmin and Simon relate the following analogy in differentiating the study of a value from the process of valuing.6

Some people, when they travel, seem to be much more interested in the motels or hotels at which they stop than in the experiences which they have along the way. Some other people are much more interested in the road than the inn.... We associate ourselves with the latter group. We are interested in the processes that are going on. We are not much interested in identifying the values which children hold. We are much more interested in the process because we believe that in a world that is changing as rapidly as ours, each child must develop habits of examining his purposes, aspirations, attitudes, feelings, etc., if he is to find the most intelligent relationship between his life and the surrounding world, and if he is to make a contribution to the creation of a better world.


Rogers suggests that the valuing process involves "letting oneself down into the immediacy of what one is experiencing, endeavoring to sense and to clarify all its complex meanings." He further states that⁷

The criterion of the valuing process is the degree to which the object of the experience actualizes the individual himself. Does it make him a richer, more complete, more fully developed person?

From his rich experiences and personal observations, Rogers proposes four hypotheses regarding the valuing process in the mature individual.⁸

The theory is advanced that (1) there is an organismic basis for the valuing process within the human individual; (2) that this valuing process is effective to the degree that the individual is open to his experiencing; (3) that in persons relatively open to their experiencing there is an important commonality or universality of value directions; (4) that these directions make for the constructive enhancement of the individual and his community, and for the survival and evolution of his species.

Endres suggests that the process of valuing in the human experience is a result of its continued evolution. He states that a value system operates in at least three ways.

First, it serves as a filtration mechanism. We are inundated with data. Our value system tells us what is important within that mountain of data.

---


⁸Ibid., p. 160.
stimuli, that is, what things are real, true, and good.... Second, a value system serves as a motivating force. In this sense it comes close to ideology. It provides us with a number of touch-points in the decision-making process, even to the extent of helping us decide what needs and demands will be met and the methodology of meeting those we deem most worthy.... Third, a value system ... provides us a conceptual schema for interpreting our environment. It is, thereby, a product of culture. As the anthropological linguist might put it, "We start out speaking as we think and end up thinking as we speak." In other words, we come to believe and act upon those things we say.9

The process of valuing is not static, nor is it something which is completed by early adulthood. It is a personal, dynamic, life-long process. Raths, Harmin and Simon state:10

As the world changes, as we change, and as we strive to change the world again, we have many decisions to make and we should be learning how to make these decisions. We should be learning how to value. It is this process that we believe needs to be carried on in the classrooms, and it is at least partly through this process that we think children will learn about themselves and about how to make some sense out of the buzzing confusion of the society around them.

Although somewhat lengthy, the following quote from Raths, Harmin and Simon will serve to define and summarize


10Raths, Harmin and Simon, loc. cit.
the process of valuing.\footnote{Raths, Harmin and Simon, \textit{op. cit.}, pp. 28-29. (Used with permission of Louis E. Raths.)}

Unless something satisfies all seven of the criteria noted below, we do not call it a value. In other words, for a value to result, all of the following seven requirements must apply. Collectively, they describe the process of valuing.

1. **Choosing freely.** If something is in fact to guide one's life whether or not authority is watching, it must be a result of free choice. If there is coercion, the result is not likely to stay with one for long, especially when out of the range of the source of that coercion. Values must be freely selected if they are to be really valued by the individual.

2. **Choosing from among alternatives.** This definition of values is concerned with things that are chosen by the individual and, obviously, there can be no choice if there are no alternatives from which to choose. It makes no sense, for example, to say that one values eating. One really has no choice in the matter. What one may value is certain types of food or certain forms of eating, but not eating itself. We must all obtain nourishment to exist; there is not room for decision. Only when a choice is possible, when there is more than one alternative from which to choose, do we say a value can result.

3. **Choosing after thoughtful consideration of the consequences of each alternative.** Impulsive or thoughtless choices do not lead to values as we define them. For something intelligently and meaningfully to guide one's life, it must emerge from a weighing and an understanding. Only when the consequences of each of the alternatives are clearly understood can one make intelligent choices. There is an important cognitive factor here. A value can emerge only with thoughtful consideration of the range of the alternatives and consequences in a choice.
4. **Prizing and cherishing.** When we value something, it has a positive tone. We prize it, cherish it, esteem it, respect it, hold it dear. We are happy with our values. A choice, even when we have made it freely and thoughtfully, may be a choice we are not happy to make. We may choose to fight in a war, but be sorry circumstances make that choice reasonable. In our definition, values flow from choices that we are glad to make. We prize and cherish the guides to life that we call values.

5. **Affirming.** When we have chosen something freely, after consideration of the alternatives, and when we are proud of our choice, glad to be associated with it, we are likely to affirm that choice when asked about it. We are willing to publicly affirm our values. We may even be willing to champion them. If we are ashamed of a choice, if we would not make our position known when appropriately asked, we would not be dealing with values but something else.

6. **Acting upon choices.** Where we have a value, it shows up in aspects of our living. We may do some reading about things we value. We are likely to form friendships or to be in organizations in ways that nourish our values. We may spend money on a choice we value. We budget time or energy for our values. In short, for a value to be present, life itself must be affected. Nothing can be a value that does not, in fact, give direction to actual living. The person who talks about something but never does anything about it is dealing with something other than a value.

7. **Repeating.** Where something reaches the stage of a value, it is very likely to reappear on a number of occasions in the life of the person who holds it. It shows up in several different situations, at several different times. We would not think of something that appeared once in a life and never again as a value. Values tend to have a persistency, tend to make a pattern in a life.
The Theory Of Value Clarification

Einstein characterized this age as, "'A perfection of means and a confusion of goals.'" Today's pace is rapid. Modern life is complex and confusing with the communications media bombarding the youth with what is desirable, what is right, what is worthy. The youth of today "are finding it increasingly bewildering, even overwhelming, to decide what is worth valuing, what is worth one's time and energy." 

What results is confusion in values. Youth become apathetic, flighty, uncertain, inconsistent, drifters, overconformers, overdissenters, or role players. These behaviors are characteristic of persons with unclear sets of values. "Such persons seem not to have clear purposes, to know what they are for and against, to know where they are going and why. Persons with unclear values lack direction for their lives, lack criteria for choosing what to do with their time, their energy, their very being." 

The theory of value clarification has been developed to minimize value confusion and, hence, to help remedy the

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13 Ibid.
14 Ibid., pp. 5-7.
15 Ibid., p. 12.
behavior maladies mentioned above. The preliminary research supports this hypothesis.\textsuperscript{16}

It is noteworthy to mention that value clarification theory appears to be helpful to many individuals living in today's complex world. One must be cautioned, however, that this theory is not a panacea; "it does not pretend to help solve behavior difficulties whose causes lie outside of value issues."\textsuperscript{17}

The theory is simple. When students (or anyone for that matter) are given the opportunity to -- choose freely; choose from alternatives; choose after thoughtful reflection of the consequences of each alternative; cherish, prize, be happy with the choice; be willing to affirm the choice publicly; do something with the choice; and, do so repeatedly as a pattern of life -- they appear "to have clear purposes, to know what they are for and against, to know where they are going and why."\textsuperscript{18} As Rogers suggests, this valuing process helps "make him a richer, more complete, more fully developed person. ... The experience actualizes the individual himself."\textsuperscript{19}

\begin{itemize}
\item \textsuperscript{16}Ibid., p. 8.
\item \textsuperscript{17}Ibid.
\item \textsuperscript{18}Ibid., p. 12.
\item \textsuperscript{19}Rogers, loc. cit.
\end{itemize}
The originator of this theory suggests that when individuals are given an opportunity to choose, prize and act about value issues, the end result is greater value clarity and greater consistency of purposes, speech and actions.

Value clarification theory is compatible with education. Harmin, Kirschenbaum and Simon have written about the three levels of subject matter -- the facts level, the concepts level, and the values level. Learning and value clarification can occur together -- valuing assisting understanding, understanding assisting valuing. "Valuing is superficial without understanding. Understanding is superficial without valuing. Neither can wait until the other is accomplished."  

It has been said that, "Knowledge without values is


senseless." Too often the schools impart knowledge and leave its direction up to chance. Simon and Harmin state, "In Lawrence Kubie's words, 'Most scholars have been only erudite rather than wise.' Wisdom grows when knowledge is lived." Educators should help students do something with the knowledge acquired. The methodology of value clarification helps to accomplish this.

The methodology of value clarification is compatible with teaching. Value clarification techniques enliven and enrich the teaching-learning process. Short but potent strategies have been developed to assist the teacher in providing opportunities for students to choose, prize and act upon value related issues. Collectively, these strategies aid understanding and critical thinking on value related issues. They provide the student with the opportunity to learn the valuing process while learning the subject matter.

Some teachers, however, may find the strategies of value clarification difficult and even frustrating to use.

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Clarifying requires limiting teacher power. "The most important aspect of these strategies is that they must be supportive and non directive in nature."  

Out of this backdrop, the theory of value clarification has emerged. Clear values serve as a compass to point knowledge and understanding in the direction of action.

In summary, Michalak succinctly states:

It is crucial that man improve his understanding by acquiring greater knowledge in many areas but what is paradoxical is the obvious vacuum in man's treatment of man even though supposedly we possess greater knowledge and understanding today.

Man needs a structure that aids him in making judgments about knowledge which are not so impersonal. What is truly needed, then, is a structure for clarifying values that can be used in man's quest for solving problems of science or society. We need to look more closely at the role of values and their clarification as only one, but significant of many ways for improving human relations and understanding. ... Understanding based on value clarification is priceless.

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28 Raths, Harmin and Simon, op. cit., p. 204.
Research On Value Clarification

Most of the literature on value clarification concerns itself with the teaching process and specific clarifying strategies. Comparatively little research exists about value clarification.

James Raths has reviewed the problems in studies concerned with valuing. Although many teachers have tested the value clarifying strategies, few of their reports are in print. James Raths is critical of the research from two aspects. First, the methodology was impure or contaminated by an inconsistent application of the experimental treatment. Second, the measurement problem concerning the reliability and validity of the techniques and instruments used in the studies was in question.

Louis Raths, Merrill Harmin and Sidney B. Simon summarize twelve value research studies, five concerned with value clarification procedures applied to groups, seven to selected individuals.

The research in value clarification theory has investigated the hypothesis that if persons (without significant emotional blocks) are given value clarifying experiences,

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then they will become more purposefully involved with their surroundings, that is, less apathetic, flighty, uncertain, inconsistent, etc.  

Kievan developed a methodology for helping students clarify and formulate for themselves their own value type statements. In a permissive and accepting atmosphere he applied value clarifying strategies for one semester to a group of college sophomores during an education course. Two comparison groups were taught by their instructor in the usual way.

Kievan found a statistically significant difference in the average score in consistency of thinking between the experimental group and comparison groups. He implied from this study that it may be possible to increase consistency in thinking with value clarifying strategies.

Additional value strategies were developed by Kievan during the study. This was viewed as a desirable feature since the study was exploratory in nature.

Ten years later, Kievan published an article describing value clarifying procedures. He divided the clarifying

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34 Ibid., p. 219.
response into reflective and dissonant categories and gave examples of each.

Gagnon conducted a study to help upper elementary teachers assist their pupils in learning how to think and clarify values. In-service workshops were held to introduce the experimental teachers to the methodology of the clarifying process. Emphasis was placed on the clarifying question.

The findings were that the experimental teachers asked one clarifying question for every six questions asked. The comparison teachers had a ratio of one clarifying question to every thirty-five.

Gagnon concluded that in-service workshops were needed to instruct teachers in how to ask value clarifying questions. He also concluded that as teachers attempted to use more clarifying responses, they tended to ask more and talk less.

Simon used in-service training to instruct ten high school teachers in the use of value clarifying procedures. Each teacher applied these techniques to a student exhibit-

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ting valueless behavior.

The teachers did not seem to master the techniques adequately enough for the study to be considered a success. Simon concluded that perhaps elementary teachers might be more successful than secondary teachers. He contends that the secondary teacher has a fixation on subject matter and lacks experience in personal contacts with students. Many of the materials and strategies developed to help teachers clarify student values seemed to highlight the study.

Georgia Brown used Simon's suggestion in a duplication of his study with elementary teachers. Brown asked sixteen elementary teachers to each identify two students who seemed to have a pattern of non-value based behavior, one experimental and one control.

Brown found that all but one of the elementary teachers mastered the value clarifying strategies. "Excluding the teacher who did not learn the techniques, all experimental children were reported to have improved markedly while none of the control children so changed."^40

James Raths reports a study conducted at the campus


^40 Raths, Harmin and Simon, op. cit., p. 208.
elementary school at the University of Wisconsin, Milwauk e. The efficiency of a clarification procedure in helping children acquire values was tested. One hundred students, grades five through eight, were selected because they did not genuinely get involved in their school work. It was hypothesized that as these students were exposed to clarifying procedures they would develop values, and in turn, would become more involved in school activities.

Of the one hundred students, eighty-eight made gains on the five criteria developed by the faculty involved in the study. The twelve who did not make gains were all found to have unmet emotional needs. According to Louis Raths, children with unmet emotional needs may not develop values in similar patterns to normal children.42

Earlier James Raths studied the effects of value clarifying techniques on six matched pairs of high school underachievers.43 For fifteen weeks the investigator met with the experimental group individually for twenty minutes each week. During their conversations it was the investigator's goal to prod the students to think about and

42 Raths, Harmin and Simon, op. cit., p. 214.
clarify their values, beliefs, attitudes, etc. A permissive and accepting attitude was maintained throughout the experiment. James Raths found that five of the six experimental students improved their grades and class rank as compared to their matched controls. The investigator found difficulty in developing rapport with the student who showed no improvement. A weakness of the study design existed in that the control group received no attention during the study. Therefore, the gains made by the experimental group may have resulted from the amount of attention and not the kind of attention.

In summary, no study was without weaknesses of design, sample, or measurement. The findings of each study are, therefore, subject to question. The findings taken collectively lend some support to the hypothesis that value clarification strategies consistently applied can make a difference in certain patterns of student behavior, in that, students generally become more purposeful and involved.44

Even with these shortcomings, the studies reported here have provided this investigator with leads to further ideas and with greater understanding of the limitations, motivation and methodology applicable to the current study.

CHAPTER III

PROCEDURES

Introduction

This chapter presents the procedures used in this study. Because of the descriptive nature of this study, the procedures described in this chapter are detailed, and somewhat lengthy.

Sorenson has stated that effective instructional programs should be repeatable.¹

If someone invents an unusually effective method of teaching ..., it is desirable that the operations which constitute that method be described in sufficient detail that other teachers, willing to put forth a reasonable effort to learn those operations, will be able to apply the method with reasonable accuracy.

The various sections of this chapter deal respectively with: the pre-study procedures, the population, the study procedures, the development, modification and implementation of value clarifying strategies, and evaluation procedures.

The Pre-Study Procedures

The investigator's interest in value clarification

had been stimulated by three speakers: Dr. Sidney B. Simon at the National Convention of the American Association of Health, Physical Education and Recreation in Boston during 1969; Dr. Louis Raths at the Motivation Seminar in Columbus, Ohio during 1970; and Mr. Howard Kirschenbaum at the State Convention of the Ohio Health, Physical Education and Recreation Association in Columbus, Ohio during 1970. All three speakers challenged the investigator to think critically about the relevancy of value clarification for health education. The investigator used some of the examples of value clarifying strategies given by the speakers, but only sporadically. Even so, these pre-study students frequently commented not only about the challenge of critical thinking the strategies provided but also about the enjoyment derived from their use. The literature reveals that this reaction was not uncommon.\(^2\) With the encouragement and guidance of students, colleagues and faculty members, the investigator undertook the present study. It was the purpose of this study to develop, modify, describe and evaluate selected value clarifying strategies, and to explore the feasibility of using these strategies in a health education course for future secondary teachers.

A review of the literature was very helpful in the development and modification of value clarifying strategies to fit a health education course for future teachers. The literature has detailed many of these strategies.\(^3,4\)

Sorenson cautions, however, that it is often insufficient to merely repeat precise descriptions of innovative instructional programs. He states: "It is also necessary to train other users to conduct those operations in the way that they were planned."\(^5\) Consequently, the investigator attended a workshop in value clarification to further develop his skill in the implementation of these strategies.\(^6\)

Each session of the workshop was tape recorded and later transcribed. The transcribed notes were used as a reference point during the development and implementation phases of the study. It is the opinion of the investigator that the workshop was a major asset to the success of the study. Value clarifying strategies were described and demonstrated. Many newly developed strategies, not yet

\(^3\)Ibid., pp. 51-162.


\(^5\)Garth Sorenson, loc. cit.

\(^6\)H. Kirschenbaum and S. B. Simon, "Introduction to Values Clarification Workshop," National 4H Center, Chevy Chase, Maryland, (February 27-28, 1971). Workshop was conducted by Values Associates, North Amherst, Massachusetts.
in the literature, were also used in the workshop. The esprit de corps developed at this workshop was almost charismatic and served as an additional motivating force for the duration of the study.

Kievan, one of the original researchers in this area, states that a teacher using clarifying as a teaching process needs to be sensitive and open to student values. He must also create a psychologically safe, acceptive and non-directive atmosphere. This climate is considered essential to the valuing process. Under these conditions, valuing — particularly the prizing, cherishing, affirming levels — is more likely to occur. Kievan, therefore, recommends special training in sensitivity to develop these competencies.\(^7\)

The investigator attended a Human Relations Workshop in an attempt to develop the above mentioned competencies.\(^8\) This workshop was viewed by the investigator as interesting and informative, but not essential to this study.

The Population

The population used in this study was students enrolled in the investigator's three sections of Health


Education 301 during the Spring Quarter of 1971. This course is required for most future secondary teachers at The Ohio State University; it is usually taken during the junior or senior years. Some of the students were sophomores and several were fifth year students returning for certification.

The purpose of the course is to study health problems as they relate to the individual secondary school students; emphasis is on the role of the teacher in the secondary school health program, particularly health services and instruction. Generally, the course is divided into four parts: health and education, the school health program, common health problems of adolescents, and teacher health.

The population numbered 124 at the beginning of the study with representative prospective teachers from English (30), Music (12), Social Studies (10), Biology (10), Industrial Arts (9), Business Education (6), Distributive Education (6), Speech (5), Industrial Technology (5), French (4), etc. By the end of the quarter seven students had dropped the course and/or out of school for various reasons.

Since the study was essentially exploratory and descriptive in nature, no control population was deemed necessary.
The Study Procedures

A sub-purpose of this study was to assess student success in the process of valuing as a result of this course. A review of the literature revealed no instrument available specifically designed to measure the process of valuing.

Since Rogers states that the criterion of the valuing process is the degree to which the individual actualizes himself,\(^9\) measures of self actualization were studied. Everett L. Shostrom's Personal Orientation Inventory (POI) was deemed appropriate for this study. A paired interpretation of two scales in the POI are considered to reflect the general area of valuing.\(^10\)

Shostrom's POI was administered during the first and last weeks of the Spring Quarter, 1971, in an attempt to establish a reference point and to measure possible change in student valuing. Any change in the mean scores was attributed, in part, to the value clarifying strategies used during the quarter.

During the first week the course was introduced,


students were oriented to the course structure, course requirements and evaluative procedures were reviewed, and a general overview of the course was given. The first week was also devoted to developing a "psychologically safe classroom climate." 11

For the following nine weeks, value clarifying strategies were consistently applied to the three health education sections. Value strategies employed and materials used were geared specifically to health education and to facilitating the attainment of the course objectives. As Frame notes, value strategies need not interfere with or take time away from other teaching. 12

The investigator tried to make prudent use, where appropriate, of value clarifying responses --- one of the basic strategies to use during a values centered discussion. 13

The original plan was to use about three value strategies each week in accordance with the information and content of the course. In actuality, an average of six value strategies were used per week. This was due to.

the apparent over enthusiasm of the investigator. The frequent use of value strategies was not viewed as distracting or interfering with the objectives of the course.

Often values sheets were given as take home projects. Students suggested that time be provided during class to think about and respond to the questions posed by the values sheets. A piece of paper tucked away in a notebook is often forgotten about during the confusion of getting to the next class.

The Development, Modification And Implementation Of Value Clarifying Strategies

The selected value clarifying strategies are presented here in the order of appearance on the Student Satisfaction Scale. This instrument was designed to measure the efficiency, effectiveness and satisfaction of each strategy (see Appendix L). The order presented here corresponds to the order of their evaluation in Chapter IV. Each of the following strategies will be described, discussed and rated according to value theory.

Weekly Reaction Sheets. Too often young people are so hurried in today's society that they do not take time to reflect back on the week just lived.14 The weekly

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reaction sheet provides the student with the opportunity to look over the past week in a systematic, non-judgmental and clarifying way. During this process imperfect values often show up in how students live their lives. This periodic evaluation is frequently threatening, but it is theorized that growth in values cannot develop without a systematic examination of the impact of events on those values.

Rapport and trust must be developed before the instructor attempts this strategy. The questions asked are personal and border on prying or invading privacy. Each student has the right not to answer questions, if he so chooses. "That right is an affirmation of a value he may hold."

On a Friday midway through the quarter and for the following three Fridays, each student was given a weekly reaction sheet. (See Appendix A). It was explained that they should first think about each question and then write their answer in the space provided. If they so desired, they could leave their completed reaction sheet on the instructor's desk when the class was over. It was stated

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16 Simon, "Promoting the Search for Values," loc. cit.
18 Ibid., p. 119.
that only the instructor would read these weekly reaction sheets. The instructor read, on the average, about twenty-five per week. Usually the same persons turned in the reaction sheets each of the four weeks. In general, the honesty and openness with which the students responded to the questions impressed the instructor.

Although several things could be done with these weekly reaction sheets, the instructor chose only to read each sheet for pleas of help or guidance. The sheets were returned the following Monday, occasionally with clarifying comments in the margins.

With the weekly reaction sheet there is wide flexibility in the application of value theory. Depending on the selection of questions, the process of valuing can occur at all seven levels — choosing freely (C1); choosing from among alternatives (C2); choosing after thoughtful reflection of the consequences of each alternative (C3); prizing, being happy with the choice (P1); public affirmation of the choice (P2); acting, doing something with the choice (A1); and repeatedly, in some pattern of life (A2).

The completion of each reaction sheet took approximately seven to ten minutes, depending on the duration of reflective thought prior to written response. Valuable

\[19\text{Ibid.}\]
time was saved by distributing these reaction sheets as the students entered the room. In this way conscientious students took advantage of the additional time before the bell beginning class. On one occasion the investigator distributed the sheets as the students were leaving for the weekend. This took place with the second reaction sheet. Only ten of the more than one hundred distributed were returned to the instructor, and therefore, it is not recommended as a desirable procedure to follow.

The reaction sheets were only one of the many practical strategies designed to achieve the behavioral objectives of introspection and self-evaluation. Based on student feedback and combined with the experiences of the investigator, this strategy is one of the more important techniques in helping the students examine their own lives in an attempt to reduce the gap between knowledge and speech, speech and actions.

**Weekly Thought Cards -- Freely Chosen.** A thought card, (also called thought sheets or value cards in the literature), is a statement written to reflect something the student is really for or against; it could reflect the quality of living or thinking of the preceding week; it could state deep beliefs, interests, goals, or fears of the students. It could be about anything at all -- the weather, the world situations, parents, religion,
school, etc.\textsuperscript{20,21,22}

It was explained to the students that one thought card written on a 3x5 index card was due each Monday. It would be the ticket of admission to class. The card could be of any length, style, or form. Poetry, prose, drawings, lyrics, quotes, etc., were all acceptable. If the students were thoughtless that week, the cards should so state.\textsuperscript{23}

Students were further informed that the signed thought cards would be read only by the instructor. Selected cards would be read aloud to the class each week without mentioning the names of the writer. In this way students were exposed to numerous ideas and to the thinking of their classmates, motivated to try new styles of thought cards, and stimulated for the ensuing discussion. If a student did not want his particular thought card to be read aloud, he was instructed to write: "Please do not read aloud," across the top of the index card. The students privacy was always maintained.\textsuperscript{24} Much to the surprise of the


\textsuperscript{22}Raths, Harmin and Simon, \textit{op. cit.}, pp. 130-133.

\textsuperscript{23}Ibid.

\textsuperscript{24}Lieberman and Simon, \textit{loc. cit.}
investigator, only three students chose to write "please do not read aloud" on their cards. All three continued to do so until the closing weeks of the quarter.

Freely chosen thought cards were used for the first four Mondays of the quarter. Three to six selected thought cards were read aloud each week. A lively discussion usually followed. Not uncommonly these freely chosen thought cards discussed topics related to health education.

When the investigator felt that a favorable class atmosphere prevailed, the thought cards were used in various ways. This was only done with the prior knowledge of the students. On several occasions students were asked to share their thought card in a "Partner-Risk" situation but they were always given other, less personally threatening, options from which to choose.

Toward the middle of the quarter students had the option to discuss their thought cards in groups of threes or fours. Several students chose not to participate in the group discussions. Near the end of the quarter students were given the opportunity to read aloud their own thought cards to the class. Several in each class chose to do so and participated in direct discussions.

On one occasion the investigator duplicated a number

25"Partner-Risk" is the name of a strategy to be described later in this section in which individuals share personal thoughts on selected topics.
of thoughts from the cards of all three sections and distributed them to the class members. This handout, "Selected Thoughts from Thought Cards," received much praise from the students. (See Appendix B). The students often asked for more selected thoughts to be distributed by duplication, but due to the time and expense involved the instructor was unable to grant that request. The investigator did, however, take careful notes on many student thought cards throughout the quarter. (See Appendix C). As the interested reader can note, the students' thought cards, collectively and/or individually, can teach powerful health lessons.

Midway through the quarter and again at the end, all thought cards were handed back to their owners. A "Summary of Thought Cards" sheet was distributed to each student. (See Appendix D). Seven to ten minutes were provided for the student to answer three or more of the eight questions. Students were again placed in a partner-risk situation and given the option to share their answers to the eight questions or to discuss their reactions to the sheet entitled, "Selected Thoughts from Thought Cards."

Since students used the thought cards as a ticket to admission, the amount of class time used depended on the duration of the discussion that followed their reading. Unless directly related to the course content, discussions
were generally limited to between four and eight minutes.

In relation to value theory, freely chosen thought cards can obviously assist the student in choosing freely (C1). Depending upon the nature and extent of their use, thought cards can also help the individuals prize and affirm their choices (P1 and P2). Provocative questions on the "Summary of Thought Cards" sheet can also provide the opportunity for the student to reflect on both action levels (A1 and A2) of the valuing process.

Weekly Thought Cards -- Geared to Specific Topics. A modification of the thought card discussed in the previous paragraphs was developed and used by the investigator. The modification involved eliminating free choice by having the student write a card geared to specific health related topics. To compensate for this loss of free choice (C1), the student could choose to write a thought card from among several topical alternatives (C2). The topics for the thought cards coincided with the topical course outline. All the same rules, methods of discussion, and uses of the freely chosen thought cards applied to the topical thought cards.

Topical thought cards were introduced on the fifth Monday of the course and continued throughout the quarter.

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26 Refers to the coding on page 36.
However, if a student chose to write a freely chosen thought card instead, that choice was respected and honored. For four Mondays the students chose to write their thought cards from among the following alternatives: (1) health, mental-emotional health, mental-emotional illness, or suicide; (2) smoking, drug use, or drug abuse; (3) sex, sexuality, or sex education; and (4) birth control, unwed parents, or "this course."

The investigator was especially pleased with the outcome of this strategy. It served to motivate the students, channel their thinking into the topical consideration for the day, and inform the instructor and students of the knowledge levels and thought patterns of other students concerning selected health issues. The interested reader is referred to Appendix C for a sampling of these topical thought cards.

Values Sheet. The most frequently used (twenty-two times) and probably the most versatile value strategy is the values sheet. It consists of a provocative, often controversial statement designed to stir up strong feelings. Ideas for values sheets often come from essays, quotations, definitions, poetry, or song lyrics. If the quote or statement does not stimulate the student — positively or

negatively -- it will make a weak values sheet. The design of this strategy prohibits neutrality.28

Each student receives a ditto of the provocative statement. Following the stimulator, a series of three to six "you" centered questions are asked. "What is your reaction ...?" "What are the implications here for YOUR OWN life?" Try to avoid "why" type questions. Questions must never be moralizing; they should not have an implied right or wrong answer.

These series of directed questions help the student focus his thinking on the values problems raised by the statement. The purpose of the questions also helps carry each student through the value clarifying process of choosing, prizing and acting in a non-threatening but systematic manner. Students are instructed to think about each question before responding in writing. Writing more often reflects critical thinking than speech.29 Students are encouraged to write their sincere thoughts about the statement, not what he thinks the teacher wants to hear.

The investigator found many uses for values sheets. They served as motivating devices for new topics or concise unit summaries. Values sheets were often used as


one of the discussion options in a partner-risk situation. On a few occasions they were used in small and large group discussions. Regardless of the size of the discussion group Raths, Harmin and Simon state: 30

The important consideration in the use of value sheets is that each student has an opportunity to grapple with the questions before getting involved in any discussion that might tempt him to avoid thinking for himself and listen passively to others.

The values sheet strategy is usually inappropriate for discussions. Value centered discussions often lead to arguments. Participants tend to become defensive and closed minded in such discussions. These conditions are the very opposite of those most conducive to value clarification.

The most frequent and perhaps the most effective use of the values sheet was to have each student respond to the questions, in writing, privately and deliberately. The values sheet was shared with no one. In this manner, the student was not swayed to accept the group consensus or the idea of the teacher.

In addition to the above uses, students always had the option of turning in the completed values sheet. Non-judgmental but clarifying responses were sometimes noted in the margins before the instructor returned the

30 Ibid., p. 85.
sheets. This procedure enabled the investigator to gain insight into the thought patterns of the students and feedback about particular values sheet stimulators. Raths, Harmin and Simon also note several other ways in which values sheets can be used.  

Depending upon the nature of the values sheet stimulator and/or the extent or depth of the "you" centered questions, value theory could be accomplished on all seven levels. The investigator generally chose stimulators which related to the course content and occasionally ones which had an emotional flavor.  

The twenty values sheets developed by the investigator, plus the two borrowed from Sidney B. Simon, appear in Appendix E. In the preliminary stages of this study, it was thought that approximately ten values sheets or one per week would be used. Here again the investigator became enthusiastic in the development of values sheets modified for use in Health Education 301. To compensate for the possible over-use of this strategy, the investigator made several of the sheets optional. Those students who wanted values sheets 16½, 20, or 21 picked them up at the beginning or end of the class. On at least five

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occasions values sheets were distributed as the closing bell rang. The number of students who completed these on their own time is not known.

The most efficient and effective means of completing the values sheet, is to provide adequate class time. Approximately seven to ten minutes are needed to complete the average values sheet. As in the case with weekly reaction sheets, additional time can be saved by handing each student the sheet as he enters the door of the classroom. This also provides an opportune time to greet each student with a friendly smile.

Even with a possible over-use of this strategy, the investigator found it most worthwhile and personally rewarding. In past experiences teaching this course, the investigator used many of the statements contained in the sheets in a moralizing, often judgmental way. During these previous quarters, time was often "wasted" in justifying its use or discussion its relevance. The beauty of the values sheet strategy is that it takes the educator out of the preaching role and places him in a teaching role—or more appropriately, a facilitating role.

Value Ranking. In the search for and clarification of values it is sometimes beneficial to force students into a choice. Although this procedure seems to counter the first principle of value theory (Cl), it appears to
facilitate critical thinking about levels (C2) and (C3). The discussions which generally follow a ranking session provide the opportunity for a public affirmation of one's choice (P2).

Several opportunities were found for rank ordering in Health Education 301. To introduce a unit on adolescent health problems, students were asked to rank order three disorders -- diabetes, rheumatic heart disease and epilepsy. They were asked to write down the disorder they would personally rather have in the first position; number three would represent the disorder they wanted least to have.

"Rank orders get at priorities. They help place our value choices into perspective with possible alternatives. There are no right answers. Each person sees his life from his own set of priorities."\(^3\)\(^3\) In essence, what students are really ranking are not disorders but life values based on knowledge, experience, fears or superstitions.\(^3\)\(^4\)

Students were also asked to rank the same disorders in relation to the following criteria: (1) students they would rather have under their charge; (2) students they

\(^3\)\(^3\)Simon, "Your Values Are Showing," op. cit., p. 23.

would prefer to perform first aid on if something went wrong; and (3) students they personally could do the most for in a teaching-learning situation.

The discussion which followed was one which will long be remembered. All six mathematical combinations were used. Justifications for their ordering were different for each person who entered the discussion.

Two class sessions later, after the latest medical facts about these disorders were discussed, the students were given an opportunity to re-rank order these conditions. Many students changed their original rank orders, some of which were based on ignorance and/or superstitions about epilepsy, diabetes and rheumatic heart disease.

At an appropriate time during the ranking discussion, the instructor should always, without persuasion, state his own point of view about the ranking. He must not, however, control the discussion to the extent that only his ideas are considered.  

Value ranking was also used during the course content covering nutrition and weight control. In this ranking, there were correct answers, yet it served to stimulate critical thinking on the part of students. Many nutrition and weight control misconceptions were also exposed by rank ordering. The following rankings were used: 1) As

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35Simon, "Your Values Are Showing," loc. cit.
most nutritious — pizza with pepperoni, instant breakfast mixed with milk, and orange drink with a vitamin plus iron pill; 2) As the food with the most calories — an extra large apple, ten potato chips, and a medium sized baked potato; 3) As the drink with the most calories — eight ounces of milk, eight ounces of beer, and eight ounces of coke; 4) As a source of the most reliable information on weight control — a dietician, medical doctor, and a magazine ad; 5) As a source of the most reliable information on nutrition — a nutritionist, a home economics food teacher, and a medical doctor. The correct answers to the above are the order of their appearance. Because of the many questions concerning nutrition and weight control, inadequate time was left for a group discussion of these rankings.

The last use of value ranking was suggested by Howard Kirschenbaum in a speech at Columbus, Ohio during 1970. To introduce a unit on non-nutritive substances, students were asked to rank order the following items in relation to the most harmful to their total health: smoking pot once per week, one drink of alcohol per day, and smoking one-half pack of cigarettes per day. Students were then

36Howard Kirschenbaum, "A Search for Values in a Valueless Society," Keynote address given at the Ohio Association for Health, Physical Education, and Recreation. Center for Tomorrow, Columbus, Ohio, (December 5, 1970).
asked to rank these same items in relation to just their physical health and then in relation to just their psychological health. Where time permitted, two other ranking variations were suggested. Would the rankings remain the same if smoking pot were increased to once per day? Would the ordering remain the same if smoking cigarettes were increased to two packs per day? The discussion which followed this ranking strategy covered much of the same content the instructor had planned to cover by lecture. Students quoted research findings, personal experiences and even some misinformation during these discussions. The investigator made frequent use of the clarifying response in an attempt to assist the students through the various steps of the valuing process during this value laden discussion.

For the time involved in the application of this strategy, the investigator considered it to be very efficient. Only a matter of minutes was necessary to plunge the class into deep thought, searching for personal justifications of their rankings. The discussions, where relevant, lasted upwards of fifteen minutes. Small group discussions seemed to provide maximum involvement.

Value Continuum. Few value issues are of the right or wrong, black or white, either-or nature. The value continuum strategy helps the student imagine the shades
of grey between two opposing positions.

The instructor draws a horizontal line across the blackboard. At both ends of this value line he identifies preposterous, polar positions concerning the issue to be discussed. For example, during a discussion of sexual behavior one end of the continuum could be called "No Controls Whatsoever," the other end "No Contact Before Marriage." It now becomes the task of the class to identify different positions on the continuum in relation to the extreme positions. On some issues students may wish to place their initials on the continuum at the point which best describes their present feelings, thereby making a public affirmation of their position. Students were not permitted to select the middle of the continuum, in an attempt to prod the student to consider alternative positions more daring than the middle of the road.

In relation to value theory, this strategy is of great importance in helping to identify the range of possible alternatives in a non-judgmental way (C2). The discussion of the continuum often helps the student consider the consequences of each alternative (C3). When


students initial the continuum public affirmation (P2) is also accomplished. With the directed use of the clarifying response, prizing and cherishing (P1) could also be accomplished.

Several advantages of the value continuum are noteworthy. Instructors can introduce alternatives without appearing to favor one or the other, thereby helping to minimize moralizing. It offers a systematic method of identifying and considering alternatives. The continuum also aids the student in overcoming "either-or" thinking.\(^39\)

Incorporation of this strategy into Health Education 301 occurred four times, once using music to identify the polar positions. During the mental-emotional health unit the music of Simon and Garfunkle was played, specifically "I Am a Rock." The concept of the individual being a rock, an island, was used to identify one polar position. A portion of John Donne's "No Man Is an Island" was read to represent the counter end of the continuum.\(^40\) The task of each student was to individually identify, on paper, not only several other positions but also to initial where they would be found concerning this phase of their person-

\(^{39}\)Harmin and Simon, "Values and Teaching: A Humane Process," \textit{loc. cit.}

\(^{40}\)The idea for this strategy was suggested and demonstrated by Dick Davis at the Introduction to Value Clarification Workshop, Chevy Chase, Maryland, (February, 1971).
ality. The discussion which followed considered the possible effects of teacher behavior and personality on the development of students. The investigator used the IALAC Sign Story, another strategy described later in this section, to illustrate the cumulative effects of negative behavior on the students' self concept.

On three occasions the value continuum was used in conjunction with the values sheet strategy. Values Sheet #16½ concerned itself with inner city education and racial conflict (see Appendix E). This continuum was developed to assist the student in identifying his position on the racial issue. Used in the framework of a values sheet, it provided the student with the opportunity to help reduce the gap between speech and actions. As explained earlier, this particular values sheet was made optional in an attempt to guard against the overuse of values sheets.

The investigator modified the value continuum into a dual continuum, by intersecting a vertical line on a related issue with the existing horizontal line. In this way the student could identify his position then plot his position just as he would plot a curve mathematically.

Values Sheet #6 (see Appendix E) presented a dual continuum on food selection (eating habits) and weight of the students. The continuum was developed with the intent of helping the students identify their nutritional prac-
tices and weight self concepts in relation to those of other students. The description of "Basic Four Bob" reinforced the criteria of an adequate diet. Through the identification of one's nutritional status in chart form, it was thought this particular strategy might motivate the students to reduce the gap between where they placed themselves on the chart and where they would like to be. By having students in similar quadrants compare and discuss their charts, this activity provided the opportunity for the students to clarify one another's weight self-concept and/or nutritional practices.

Early in the quarter several students suggested that spirituality be studied in relation to mental health. Out of this suggestion the instructor developed another dual continuum designed to compare and contrast religion and spirituality. Often individuals feel these two words are similar. An attempt was made to differentiate between belief and practice on each of these continuums in an attempt to identify one's apparent position and relate that position to mental-emotional health.

Religion, on the "Anti-Religious Albert" versus the "Super Religious Saul" scale, was defined as: the degree of devotion to and/or practice of a man-made (societal) religion. Religion was defined as doing centered; it may not reflect what one really believes. One's degree of
religiousness is generally reflected by the number of times he goes to the church or the synagogue. Others see him go to worship but they cannot be sure of his motivation for going.

Spirituality, on the "Atheist-Agnostic-Nihilist Neitzsche" versus "Bible Believing Bartholomew" scale, was defined as: the degree of devotion and/or practice of one's spirit filled beliefs. These beliefs may or may not reflect one of society's religions. Spiritual belief may not always be reflected in what you do in view of others, that is, going to church. It is best reflected in the frequency of meditation, prayer or spiritual reading that the individual does. Unless others are so told, they may never be sure of one's degree of spirituality.

Students were asked to plot their degree of religiousness versus their degree of spirituality based on the above definitions. Confusion resulted despite the careful differentiation between these two fine lines. The discussion which followed was only of limited help in clarifying the differences between religion and spirituality.

The ultimate purpose of this dual continuum went beyond mere identification of one's position. The incidence of mental-emotional illness seems to occur with greater frequency at the extreme fringes of this dual continuum. It was suggested that the lower left quadrant, those who were not only anti-religious but also atheistic,
comprised approximately 75 per cent of the mentally ill populace. This suggestion is an outgrowth of the Freudian theory of guilt repressed disorders. It was further suggested that one function of a religious and/or spiritual belief is to take away guilt either officially, unofficially or artificially. Discussion was again curtailed because of a lack of time.

The value continuum was seen as a most useful tool in the facilitation of value clarification. The investigator believes that the continuum was not as helpful in Health Education 301 as it might have been. This shortcoming was attributed to its implementation by the investigator. More time should have been devoted to consideration and listing of possible alternative positions on the continuum before the student identified his position.

Public Interview. The public interview strategy is a series of personal questions asked by the instructor to a student volunteer. These questions are "you" centered questions dealing with areas of confusion and conflict. The purpose of the interview is to give students and teacher a chance to get to know one another in a more personal way. Its structure permits the teacher to ask clarifying responses where appropriate.41

41 Raths, Harmin and Simon, op. cit., pp. 142-149.
A list of topics may be placed on the blackboard from which the student may choose the one about which he would like to be interviewed. He may also wish to choose "smorgasbord" -- a little sampling from each category. The student always has the right to say "I pass." When he wishes the interview to end, the student simply says, "Thank you for your questions." The student then has the option to ask the interviewer the same questions asked of him.\(^{42}\)

The public interview aids in value theory on the public affirmation level (P2). After its initial usage the strategy helps loosen up the student so he feels free and comfortable to relate his beliefs and feelings to the class. One of the better questions to use here is: "Is there anything you would like to tell the class that would be good for them to hear?" Depending on the type of questions asked, it is possible to cover all seven levels of value theory.

This technique takes only several minutes to more than ten minutes depending on the student being interviewed. Carefully selected questions in a health education class could serve to reinforce content information. Raths, Harmin and Simon caution the reader of the overuse of this strategy. The investigator cautions the reader of its

\(^{42}\)Ibid.
underuse. Used only twice during the quarter, the instructor felt that this constituted an underuse. The original design of the study called for the public interview strategy to be used at least every other week. Time always seemed to be filled with other events. Consequently, its value as a clarifying technique could not measure up to the more regularly used strategies.

This *I Believe* Statements, *I Learned* Statements, and *I Wonder* Statements. Occasionally it is refreshing and useful to step back from an experience and engage in reflective thinking about it. Each of the three strategies above assist the student in this direction.

"This *I Believe* Statements" provide the student with another opportunity to publicly affirm (P2) his beliefs. These statements are generally made aloud to the class about issues related to health content. Simon suggests that students should respond in writing at the beginning and again at the end of the term to this strategy.43

"I *Learned* Statements" assist the student in thinking through a situation recently experienced. This strategy was used by the investigator after students had completed the "Twenty Things in Life" strategy, discussed later in this chapter. Students simply state out loud in one

sentence what he has learned from going through the previous experience. Each statement is accepted without judgment or comment.

This strategy can be a rewarding experience for all involved in the teaching-learning process. What students say they learned from a given experience may not have been on the instructor's list of behavioral objectives, but none the less important. In general the instructor found this strategy to be of little value because of a lack of student participation. Only two or three students made "I Learned Statements." Perhaps the students were not sure of the rules; perhaps they learned nothing from the experience.

"I Wonder Statements" were used after a discussion of the topic "Teaching the Young to Love." The investigator sensed a bit of confusion and bewilderment in the class and felt this strategy would give feedback as to the cause. Only one or two student made statements about what they were wondering.

The idea for these three strategies came out of a workshop the investigator attended. The response at the workshop to these three strategies stimulated the investigator to try them in a classroom situation. During the

44 Kirschenbaum and Simon, "Introduction to Value Clarification Workshop," loc. cit.
study these three strategies taken as a group were perhaps the biggest bomb shell of the quarter. Even though only several minutes were needed for their completion, they did not seem to be worth the time and energy that went into them.

**Twenty Things in Life.** Students are instructed to take out a piece of paper and number it from one to twenty. (It is interesting to watch the expressions of anxiety overcome the students and contrast these to the pleasant smiles which emerge during this strategy.) Students were then asked to write down the twenty things in life they most love to do -- anything at all. They were told that no one else would see anything they wrote nor would they have the opportunity to share what they wrote.

The class was asked to code each response in the following manner: 1) place a star next to the five things you truly love most to do; 2) put a dollar sign next to each of the twenty items which cost more than three dollars each time you engage in that activity; 3) place a "P" in front of each item you prefer to do with other people and an "A" for those activities which you prefer to do alone; 4) put a five in front of every item which would not have been on the list five years ago; 5) place a check next to every item that would be important to

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45 Ibid.
find on the list of the one you love; and 6) place the date next to each item signifying when you did it last. This coding only represents data. No right answers exist.

Following this coding students were instructed to select the one item they liked best, the one which makes them happy just to think about. "Now describe the way you like it the very best, in detail, in your fantasy. Too often we are full of so many 'shoulds' we really don't take time to think about how we really like it."

After time was allotted for this exercise students were asked to list five things that they personally got out of the starred activity. "Why do you love it? What do you get from it? What's in it for you? Do not become frightened by your answers. They are only data."

Students were then asked to generalize from their coding and written responses. After about one minute students were asked to make "I Learned Statements" from the "Twenty Things in Life" strategy. Only a few in each section responded. Examples were: "I learned it doesn't take much money to make me happy." "I learned I need other people to be happy." "I learned I'm pretty much of a loner." "I learned I haven't done anything I truly love to do for a long time."

Value theory is best accomplished in general through the use of this strategy. It provides the opportunity
for the student to choose freely (C1) and be happy with his choice (P1). This strategy, however, is perhaps a more valuable tool on the action level of value theory. It can point out inconsistencies between speech and actions during the coding, and hopefully, this strategy might motivate the individual enough to do something about the exposed gap.

The "Twenty Things in Life" strategy was well worth the twenty to twenty-five minutes needed for its completion. It was seen as helpful in nudging the student to attain that quality of life so often expressed in the definition of health.

Personal Coat of Arms. At times it is worthwhile to reflect on one's entire life. In the reflective mood a more accurate self image may be cast. This shadow of introspection often brings to the surface conflicts the individual may be protecting. The Personal Coat of Arms strategy serves as a probe into the self. When the shield is completed it represents the life history of the individual; it reflects much of what he prizes in life.

Early in the quarter each individual was handed a sheet entitled "Your Personal Coat of Arms" (see Appendix F). A picture, symbol or design was to be drawn as the answer to the following questions: 1) your greatest

\[46\text{Ibid.}\]
personal achievement from birth till present; 2) your family's greatest personal achievement during your membership; 3) the one thing others can do to make you happy; 4) your greatest personal failure from birth till present; and 5) your last wish, if you were certain it would be granted before you died six months from now. Words may not be used to describe the above situations. In area six of the shield the student is instructed to write the three words that he would like people to say about him after he is gone.

After the student had completed this assignment he had the opportunity to share as much as he felt comfortable sharing with another student in a partner-risk situation. During the partner-risk situation other, less threatening options were also suggested for discussion.

The prizing level of value theory (P1 and P2) was seen as the most worthwhile result of this strategy. If alternatives were chosen from (C2), thoughtful reflection of the consequences probably occurred (C3). The students seemed to enjoy this strategy and asked if it could be repeated near the end of the quarter; however, time limitations again made this request impossible to grant.

Several of the class members used this strategy during their student teaching and received positive feedback from their students. On one occasion a student teacher who had used the Personal Coat of Arms asked the investi-
gator how he "analyzed" the students from the sheets. (The investigator never collected the shields of the students.) The student teacher wanted to know so she could provide the correct answer to one of her students who had asked her that same question. (She collected them.)

The instructor sensed that in the eight to twelve minutes this strategy took for its completion, much about the self was discovered by certain class members. For the students who shared their shield it was viewed as a satisfying and efficient method of getting to know another individual. The instructor questions, however, whether the partner-risk sharing may have been more extensive if this strategy were used later in the quarter.

I Urge Telegrams. The Urge Telegram is designed to do just that. Although the telegram is freely chosen (C1) it is primarily designed to stimulate the prizing (P1 and P2) and acting levels (A1 and A2) of the valuing process.

Telegram pads were distributed by the instructor courtesy of Western Union. Each student was instructed to write a message of fifteen words or less urging someone to do something. The telegrams could be addressed to anyone including the writer, but it must be signed by the

47 Ibid.
The "Public Opinion" telegram was explained to the class. This form of telegram can be sent to any public official in Washington, D. C. for ninety cents when limited to fifteen words or less. If so limited, the sender's name and address are sent free of charge.

An enlightening and enjoyable discussion followed the writing session when students voluntarily shared their telegrams. One was written to a friend urging him to get off drugs. Another went to a mother urging her to quit smoking. One went to a girl friend urging her to reconsider their last discussion. Most, however, were written to President Nixon concerning the Viet Nam war, Lt. Calley and the SST, in that order. Perhaps the most humorous of the telegrams urged President Nixon to end the war, the draft, the SST, Hoover, Agnew, and himself.

At least two students actually sent their telegrams. One student sent her telegram to a congressman urging him to vote for the bill establishing a national cancer authority. Another student, a veteran, sent President Nixon a telegram urging him to put an end to the Viet Nam war once and for all.

Students have a need to know that there are ways they can get involved and be heard. It has been suggested that each telegram received in Washington, D. C. represents
the voices of one thousand people. A good portion of the class (approximately twenty-three per cent) missed the presentation of this strategy due to an early departure for a long holiday weekend. Even so, those who participated said the six to eight minutes was time well spent.

**Seven Criteria Grid.** The Seven Criteria Grid is a value strategy designed to instruct the student in the theory of valuing. The design of this strategy allows each student to check through things he feels are values to determine if they can withstand the seven criteria set up by Raths, Harmin and Simon.

Midway through the quarter students were each given a dittoed copy of the Seven Criteria Grid (see Appendix G). The theory of value clarification and the valuing process was briefly explained to the class. The class was instructed to go down each vertical column and place a check in each of the seven horizontal blocks where they could affirmatively respond to the question. According to the theory expressed by its originators, a value results when and only when all seven of the criteria are met. Anything less than all seven criteria means it is in the process of becoming a value; it is a value indicator.

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48 Ibid.
49 Ibid.
Goals, purposes, aspirations, attitudes, interests, feelings, beliefs, activities, worries and problems are all suggestive of value indicators. They approach values but have not yet become values due to blanks in one or all of the seven criteria. This strategy covers all seven levels of value theory. In the ten minutes necessary for its completion, the investigator considered it to be very efficient. The areas that were tested as possible values were former topics covered or future topics to be covered in the course. Since this was the first exposure of the class to value theory, several students stated they were confused, a few refused to accept such a rigid definition of a value.

One stated that by the standards set up on one could possibly value more than a handful of things. The investigator felt that an earlier exposure to the theory may have been more beneficial. In this way, the valuing process could be easily reinforced by describing the theory behind each strategy as it was being used.

**Autobiographical Questionnaire or Student Data Sheet.** Most individuals are in search of an identity. For value theory to be of maximum benefit it must occur at the individual level as well as the group level. The Autobiographical Questionnaire can assist the teacher in getting

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51 Ibid., pp. 30-33,
to know students as individuals with likes and dislikes, hobbies and activities. This questionnaire can also challenge the student to search and reflect on his own life in order to write down the clearest description of himself.\(^5\)

Some of these questions may be considered as prying. "Students have the right not to answer any question, but again the tone is one of encouragement, support, and acceptance."\(^6\)

A Student Data Sheet was given to each student in Health Education 301 the first week of the quarter (see Appendix H). From a review of this questionnaire the interested reader can note the valuable information this sheet provides in addition to its value centered purpose.

Students were instructed to complete only the questions they felt comfortable answering. They were also given the option of completing the questionnaire but not turning it in until they felt more comfortable. Class time was not provided to fill out this sheet. More than ninety-five per cent eventually turned in their sheets.

For the first few days of the quarter the instructor publicly answered any of the same questions the students were asked on the questionnaire. This two minute activity


\(^6\)Raths, Harmin and Simon, \textit{op. cit.}, p. 140.
seemed to help develop a greater feeling of student trust in the instructor. Answering these questions also gave students insight into why the instructor might do or say certain things.

Depending on the questions selected, the autobiographical questionnaire can cover any or all levels of value theory. It is particularly useful in determining leads for value indicators for individual students. Since these forms were completed at home they used little classroom time.

A quick review of the Student Data Form prior to a student conference, provided the investigator with greater insight into the life and thinking pattern of the student. The investigator considered the Autobiographical Questionnaire a most helpful strategy in gaining insight into the individual lives of the students.

Here and Now Wheel.\textsuperscript{54} At times it is valuable for students to get in touch with their feelings. So often education deals only with the cognitive domain of learning and neglects the affective domain. An entire issue of a leading education journal recently discussed the need for schools to deal in the affective domain by teaching the young to love.\textsuperscript{55} The Here and Now Wheel is a strategy

\textsuperscript{54}Kirschenbaum and Simon, "Introduction to Values Clarification Workshop," loc. cit.

designed to assist students in bringing their feelings to the surface.

A large circle is drawn on paper and divided into four quadrants. (Some students with dovish inclinations preferred to divide their circles to represent peace symbols.) On each of the four quadrants the student is instructed to write a one word feeling he is experiencing in the here and now. They are then to select one of those feelings and write two sentences about it.

As the reader can imagine this strategy could be used under a variety of circumstances, not just in the classroom. The wheel was used three times in Health Education 301. The first occurrence was during the second week of the course. The instructor sensed that many students were anxious about something so the instructor used the wheel as a feedback device for student feelings. Students had the option to turn in their wheels without their names on the paper.

The feedback was excellent. Many students were feeling things far different from what the instructor had guessed. Many in the 8 A.M. section felt tired, some hungry. In other sections some felt lonely for their loved ones, another felt sad because her boyfriend's draft lottery number was twenty-one. Many of the wheels did give the investigator feedback as to their feelings concerning the course. Several students felt confused as
to the purposes of Health Education 301, others felt anxious as to where these "weird" techniques would take them, many expressed feelings of pleasure from the strategies used thus far, one felt as if he could not figure out the "right" answers to the values sheet questions (the one's the instructor wanted), and one wondered when the instructor was going to start lecturing.

The Here and Now Wheel was used on two other occasions, both in conjunction with values sheets. Values sheet number five concerned itself with agape' love. Students were asked to make a comparison of the characteristics of their life to the characteristics of agape' love. The wheel was used as a valuable tool for getting at the true feelings the individual was experiencing.

Drugs are a highly charged, emotional topic. Often feelings are suppressed to protect something or someone. Values sheet number fifteen was developed to reveal those feelings. Its purpose was to help the individual get in touch and accept or change his feelings. By explaining one of the feelings in two sentences the individual usually becomes clearer about the feeling.

The Here and Now Wheel is considered to be one of the more important and useful value strategies. In relation to value theory, the wheel assists the student in all three levels of choosing (C1, C2 and C3). By explaining
one particular feeling, the student has the opportunity to evaluate whether or not he prizes that feeling (PI). Feelings are value indicators. Sometimes feelings just need a little nudge to become values which are the bases for personal commitment.

Who Comes to Your House. Occasionally it is healthy to confront students with harsh questions for the ultimate aim of having them see more clearly what they are for and what they are against. Confrontation questioning points out inconsistencies and provides the student with the opportunity to do something about them. The Who Comes to Your House strategy is designed with the above intentions in mind.

Toward the latter part of the quarter students were instructed to take out a piece of paper and draw a line down the center. The instructor proceeded orally allowing time for thinking and writing. 1) On the left hand side of the paper, list the initials of everyone who has come to your house and has eaten more than one meal with you. 2) On the other side of the line, list the initials of

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56 Raths, Harmin and Simon, op. cit., pp. 31-32.


58 Kirschenbaum and Simon, "Introduction to Values Clarification Workshop," loc. cit.

the people whose houses you have gone to for more than one meal in the past year. 3) Which list is longer? Do you have any explanation as to why this may be so?60

Code each list with the following symbols: 1) "F" for friend, "R" for relative and "O" for other; 2) put an "I" in front of any initials of a person who tends to interrupt frequently; 3) put a "T" to signify those who talk too much; 4) place and "M" in front of those with poor manners; 5) put an asterisk beside those initials which represent people you are truly and deeply pleased to see when they come in the door; 6) place an "X" by those initials in the right-hand column who are people you would just as soon did not invite you back again.

Students were then instructed to draw a line beneath the above data and define the word "integration" as best as they were able. They were to check their definition with at least one other person. Next, code each column with a plus for those initials representing persons of a different race who have had at least one meal at your house. On the other side of their paper students were instructed to answer two of the following three questions: 1) What can you do to make asterisks' out of "X's?" 2) Without getting unduly defensive and according to your work sheet, justify the statement: "I am not a racist." 3) Discuss

60Ibid.
the relationship between what you say about prejudice and what you do about it.

Students became quickly involved in a heated discussion concerning these questions. This strategy was a worthwhile motivator for the class discussion on inner city education. This strategy was seen as helpful to the valuing process of choosing after thoughtful reflection of the consequences (C3), prizing or cherishing (P1), and acting on both levels (A1 and A2). The eighteen to twenty minutes needed to complete this strategy was seen as a minor drawback in its implementation.

**Success Symbols.** In small groups, students were asked to discuss something which hangs on a wall — a plaque, photo, picture, painting, or knickknack — at their home or office which to them represents success in life. This strategy provides the opportunity for the student to choose freely (C1) something he prizes (P1) and to make a public affirmation about it (P2). During the discussion other students may assist in the clarifying process of this value indicator.

Although this strategy took less than five minutes, it was not considered as efficient as some of the more time consuming strategies. Not much could be said for its facilitation of the objectives of Health Education

61 Kirschenbaum and Simon, "Introduction to Values Clarification Workshop," loc. cit.
301 other than another means of self-introspection. Few of the small group discussions had "health" implications.

**Forced Choice Five.** Limiting free choice tends to force individuals into choosing from among alternatives (C2) and consequent reflective thought about each alternative (C3). The Forced Choice Five strategy is a description of five individuals. The object is to rank order the personalities according to the one for whom you have the most empathy, the one with whom you could identify most. The personality you would have the least empathy for would be ranked last. Each personality was deliberately ambiguous, deliberately marred in some way.

The students were asked to listen and take notes on the following personalities. 1) A blue collar worker sweat for twenty years in the town's chemical factory to make a living for his family. His son came home from college at Thanksgiving and began to make pejorative comments about the factory manufacturing napalm which kills babies and mothers. The father responds, "Look punk, this money put you through high school and it's putting you through college. I don't need your big mouth. Tell that prof to put his head in a toilet."

2) A suburban mother speaks the following words to

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62Ibid.
her son before his departure for college. "You know daddy and I love you very much. We want to protect you. Promise us that you won't sign any petitions. I beg of you, don't go to meetings where someone would take your photograph. Be careful with whom you associate. We worry about you. Keep your nose clean. You know that daddy and I love you very much."

3) This man always talks about child growth and development. He puts himself forward as a very good father. He buys all the appropriate educational toys for the children. One day you go into his son's playroom and his son has one hand on his genitals. The father goes over to his son and says, "You know what I told you. Nice boys don't play with it. Here's a nice firetruck to play with." The toy was large enough that in order for the boy to play with it he had to use both hands.

4) This high school home economics teacher had an excellent rapport with her students. One or two of the girls reveal to her that they are having sexual intercourse with their boyfriends. The teacher says that she will supply the girls with birth control pills from her own prescription. It only happened twice during the year, but in neither case did the teacher inform the families. She did it on her own.

5) A married man with two children gets alarmed about
the population problem. He tells his wife that he would like to get a vasectomy. She says, "I'll not have that! What if one of the children should die?" A couple of weeks later he approaches her again. She says that she will not sign the necessary papers that the state requires. He finds a shady doctor who gives him a vasectomy. He does not tell his wife.

Students were then asked to write down their rankings for the five personalities. As each student finished he was to seek out two others who had also finished ranking the five personalities. In groups of threes students were further instructed to discuss their reasons and rationale for their ordering. They were reminded that there were no right answers.

A lively discussion followed for ten minutes. No group came to agreement on the rank order of the personalities. A hearty discussion of this nature gets at what one prizes (P1). Discussing reasons and rationale for the rankings encourages public affirmation of one's values (P2). A difficult question to answer, but one which gets quickly to the center of values is: "What am I protecting?" "What is it about that home economics teacher that makes me want to defend her?" "Why do I want to protect the male's right to limit his family size by getting a vasectomy?" Answers to questions like these help individuals
get in touch with their values. Once exposed, clarification can more easily result.

The general reaction to this strategy was mixed. Some felt the examples were quite pertinent; others felt removed from the choices to the extent that they could not empathize with any of them. The investigator felt that the timing for this strategy might have improved its acceptance. Forced Choice Five may have received better acceptance if it had been used earlier in the quarter when the students needed the additional direction which this strategy afforded.

**IALAC Sign Story.** This story dramatically depicts a typical day in the life of a child. The IALAC Sign Story emphasizes the cumulative effects of everyday occurrences which serve to damage the child's self concept. It goes something like this.

Johnny wakes up to the harsh words of his mother, "Aren't you awake yet, you lazy kid?" At the first moment of awareness every morning everyone reaches for his "IALAC" sign and attaches it to his chest in plain view of everyone he meets. (The instructor demonstrated this and the following occurrences that happened to Johnny's IALAC sign.)

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63This strategy was modified for use within Health Education 301. It was originally demonstrated at the "Introduction to Values Clarification Workshop," loc. cit.
Everytime something happens which would hurt the child's self image or puncture his ego, a piece of the sign rips off. As Johnny goes through the day every imaginable thing happens to him. Each occurrence rips off a piece of his IALAC sign. His sister beats him into the bathroom and then teases him about it. His breakfast is cold and his toast soggy because he was last into the bathroom. He runs to catch the school bus and gets to the corner just as the bus pulls away. On the way to school a car goes through a puddle and splashes muddy water on his new pants.

At school he is reprimanded in front of his peers for being tardy. Sally, his sweetheart, teases Johnny about his muddy pants by asking him if mud-tie-dye is the latest fashion. A student trips him as he walks down the isle to take his seat. Each one of these incidences rips off a piece of his IALAC sign.

During history Johnny repeatedly volunteers answers but is never called on to respond. However, during the English lesson (which he did not complete) he was called on twice even though he did not volunteer any answers. Later that day a math test was given back. He forgot to read and answer the second part of each problem. Red marks and derogatory remarks appeared on the paper marked with a big "F."
In the haste of running for the bus in the morning, Johnny forgot his physical education equipment. During class he was not permitted to participate in the softball championship of the year. His team lost because they were missing one player. During lunch Johnny had made an unkind remark to the student who tripped him. This comment was overheard by the teacher and she asked him to stay after school.

At home his father ignored Johnny's requests for attention. The only emotion displayed to Johnny by his father was one of anger because Johnny forgot to pick up his toys. After a silent dinner of leftovers Johnny turned on the television only to find that all the programs were reruns.

Later that evening his neighborhood friends rejected him from their activities because they were still angry about losing the championship softball game. Johnny took a cold shower (his sister used up all the hot water) and got ready for bed. Just before Johnny fell asleep he unpinned what little was left of his IALAC sign (only a small part of the "C" was left) and placed it on the night table next to his bed.

The next morning when he awoke and reached for his small, ripped IALAC sign he was amazed to discover that the whole sign had been restored -- except for a small
As each day similar to Johnny's unfortunate day accumulates in the life of a child or adult, it causes that person to permanently lose part of their IALAC sign. Weeks, months and years of sign ripping can cause almost a complete disappearance of the sign. Despite regular, repeated rippings everyone still has an IALAC sign, however small it may be. To find the sign of a person who has been repeatedly ill-treated by his family, friends and teachers requires a special and sensitive vision. Some persons are ashamed of the smallness of their sign and cover up what is left hoping to avoid further embarrassment.

As the interested reader can imagine, a whole psychology could be built around the IALAC sign story. Some people go around ripping others' signs in the hope that they can either tape that piece to their sign or at least tear the sign of the other person down to their size. It does not work that way. Conversely, flattery will not add pieces to the signs of others. The IALAC sign depicts only the cumulative effects of negative occurrences on the self concept of the individual.

Teachers need to learn how to see, accept and respond to the IALAC signs of students. Teachers must be more cognizant of the effects of their behaviors -- both verbal and non-verbal -- on the IALAC signs of students.
Sensitivity has been defined as the ability to see and respond to someone's IALAC sign. IALAC is an acronym for "I Am Loving And Caring."

Persons with small and/or covered IALAC signs are likely candidates to fill our prisons or mental institutions. Often their behaviors can be recognized by teachers as being apathetic, flighty, very inconsistent, very uncertain, drifters, overconformers, overdissenters, and role players.

This strategy dramatized the consequences of negative behaviors. The discussion which followed dealt with alternative teacher behaviors and the possible consequences of each (C2 and C3). Students were encouraged to relate (P2) how former teachers ripped their signs and what these teachers could have done instead (A1).

This mirror image, reflective thinking strategy was viewed as very efficient and provocative by the students. The five minute story stimulated an excellent ten minute, impressionable discussion. The IALAC Sign Story received the most enthusiastic student support of all the strategies used during the quarter. Ironically, it was one which the investigator considered not using because the message of this strategy appeared too plebeian. In

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65 Raths, Harmin and Simon, op. cit., pp. 5-6.
writings which the students completed for the course, more than a few stated that they will always remember IALAC. On several occasions the instructor heard students remark, "That ripped my IALAC sign."

**Partner-Risk/Ratio.** The Partner-Risk/Ratio strategy is a method of discussion in which partners discuss topics with an element of personal risk in them. Each partner has the opportunity to state his personal views about the discussion topics. His partner has the option to question him about his personal stand.

It was theorized that little personal growth takes place without an element of risk. The risk/ratio theory further suggests that as individuals risk, within sane limitations, they become enriched or personally satisfied in direct proportion to the amount risked. Not to risk at all could be considered a "cop-out," to risk too much could be viewed as suicidal. 

Throughout the quarter numerous partner-risk situations were set up. Students had the option of not taking part in the risk situation or of choosing one of the options consisting of various degrees of risk. In each partner-risk situation students were presented with at least three options ranging from general discussion to

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66 Kirschenbaum and Simon, "Introduction to Values Clarification Workshop," loc. cit.

67 Ibid.
personally threatening topics. Values sheets and thought cards were often used as options for partner-risk discussions. Students were encouraged to find different partners for each discussion risk/ratio situation. It was the intent of this investigator to increase the level of risk for the discussion options as the quarter progressed. The first partner-risk/ratio discussion involved a choice of 1) why you want to be a teacher, 2) the greatest teacher you ever had and why, or 3) your personal philosophy of the purpose of education. The last partner-risk/ratio discussion involved a choice of 1) sharing about how private a person you are according to the Privacy Blocks strategy, 2) your personal beliefs and/or practices about pot smoking, or 3) your personal beliefs and/or practices about masturbation.

Opportunities for the valuing process were: choosing from among alternatives (C2), being happy with the choice selected (P1), and affirming your choice to your partner (P2). Each partner-risk/ratio strategy lasted from three to ten minutes depending on the topic and the mood of the class. For the seven or eight times it was used, the partner-risk/ratio strategy was considered to be very effective in developing a feeling of togetherness within the group as well as personal friendships resulting from the experiences of the partner discussions.
Privacy Blocks. The final strategy used during the quarter directly confronted students concerning their personal privacy. Privacy Blocks nudge the student into a form of introspection unlike that of any other value clarifying strategy.

A dittoed sheet was handed to each student (see Appendix I). Duplicated on each sheet were four blocks of varying sizes representing levels of privacy. An acquaintance, represented by the outer most block, was defined as a person with knowledge resulting from being personally acquainted, implying more than recognition but less than friendship. A friend was defined as a person who is attached by esteem, respect and/or affection. An intimate was defined as one's innermost circle of friends, closely personal.

The object of this strategy was for each student to sort out in which of the four blocks he would reveal or share certain information, beliefs, feelings, and practices. Students were asked to mentally sort out each situation and then write one word in the block signifying its outer most level of sharing.

68 This strategy was modified for use within Health Education 301. It was originally used at the following workshop: Kirschenbaum and Simon, "Introduction to Values Clarification Workshop," loc. cit.
With whom would you share or to whom would you reveal the following things? 1) You passed an animal that had been hit by a car. It was still alive, but you did not stop; 2) That you once hit a student; 3) Your present salary; 4) Your personal income tax practices; 5) Your feelings about Spiro Agnew; 6) That you had a fantasy about someone else's mate; 7) That you gave low grades based on your dislike for the students' personalities; 8) That you are currently under the care of a psychiatrist; 9) That you had a crush on one of your students; 10) That you had more than just a crush affair with one of your students; 11) That you are personally using hallucinogenic drugs; 12) Your values sheets -- all of them; 13) The birth control methods that you practice; 14) That you are illegitimate; 15) That you are a very insecure person; 16) Your notes on the Twenty Things in Life strategy; 17) Your personal search for orgasm; 18) The sexual "deviations" that you have tried; 19) That your own children or students are pretty much into drugs; and 20) That the doctor just told you about a malignant growth -- you have six months to live.

Students were then instructed to write, in one paragraph, about how private a person they are by answering the following two questions. 1) Are you proud of your degree of privacy? 2) What, if anything, do you plan to do about it? After completing this task students
were instructed to find a partner for a risk/ratio discussion concerning what they had written or two other options.

Privacy Blocks aid clarification by helping students sort out "if" situations (C2). Consideration of the consequences of each situation (C3) is often an additional benefit when students write about their degree of privacy. The partner-risk discussion provides the opportunity for value theory to be accomplished on both the cherishing (P1) and affirming (P2) levels.

A few students felt that some of the situations were a little too personal; others thought that the "personal" questions were the most provoking. The instructor felt only moderately pleased with this strategy, considering it took fifteen minutes for its completion. Perhaps fewer situations would have improved its efficiency. It was also the belief of the investigator that this particular strategy may have been more appropriate for a personal health course rather than one designed for future secondary teachers.

**Summary of Value Clarifying Strategies.** Twenty selected value clarification strategies were used in a health education course for future teachers. Half of these strategies were used more than once during the nine weeks of the quarter. The time involved in applying these strategies ranged from zero minutes on the Autobiographical Questionnaire and selected take home Values
Sheets to as long as twenty-plus minutes for the Twenty Things in Life strategy. Even with discussions, which for the most part were directly related to the course content, the average time involved ranged between eight to twelve minutes for each strategy.

All of the strategies used in the study were based on at least two of the seven levels of value theory. Eight of the strategies offered opportunities for the process of valuing to be accomplished on all three of the major levels -- choosing, prizing, and acting.

Evaluation Procedures

A sub-purpose of this study was to assess student success in the process of valuing, possibly as a result of this course. A review of the literature revealed no instrument available specifically designed to measure the process of valuing. The purpose of this study was mainly exploratory and descriptive, to determine the feasibility of using selected value clarifying strategies in a health education course for future teachers. Development of a valid and reliable instrument to measure the process of student valuing would be a worthy undertaking in and of itself.

Rather than discard a sub-purpose of this study, the investigator decided to test the feasibility of using
part of Shostrom's Personal Orientation Inventory (POI). Rogers suggests that the criterion of the valuing process is the degree to which the individual actualizes himself. The POI has been extensively used as a valid and reliable measure of self-actualization.

The paired interpretation of scales five, Self-Actualizing Values, and six, Existentiality, are considered to reflect the general area of valuing. Specifically, the Self-Actualizing Values (SAV) scale measures the degree to which one's values are like self-actualizing people. The Existentiality (Ex) scale measures the degree of flexibility in the application of values to daily living. Pairing the scores of these two scales may be considered to reflect the process of valuing.

In a test-retest situation the reliability coefficients for the Self-Actualizing Values (SAV) scale and the Existentiality (Ex) scale were .74 and .85, respect-

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70 Carl R. Rogers, loc. cit.


ively. The POI has been validated through nominated groups, concurrently and by correlations with other scales.\textsuperscript{73}

Shostrom's POI has been used on a test-retest basis and has been shown to be sensitive to changes over relatively short periods of time.\textsuperscript{74} In the current study a period of ten weeks elapsed between the pre-test and the post-test.

The entire POI consisting of 150 two-choice statements, was administered during the first week of the quarter to establish a reference point for the valuing process. Ten weeks later, on the last day of the quarter, the entire POI was again administered.

Only scales five (SAV) and six (Ex) were scored and statistically treated. In addition, the raw scores of both scales were paired for an interpretation of the valuing process. For all three scales the mean, standard deviation, and standard error of the mean were calculated for both the pre and post-tests. The t-test was used to assess statistically significant differences between the pre and post-tests on all three scales.

\textsuperscript{73} Ibid., pp. 25-32.

During the last week of the quarter students were asked to take home, complete and return a "Course Valuing Scale" (see Appendix J). It was the intent of this scale to assess student opportunities for the process of valuing during the course. Each of the seven levels of value theory were represented on the evaluative instrument. Students checked what they believed to be an accurate representation of the percentage of time in the course in which they had an opportunity for and/or were encouraged to become involved in each of the seven levels of value theory.

Students were also asked to complete a "Student Valuing Scale (see Appendix K). On this instrument students were asked to rate their own valuing behavior as a result of the experiences in Health Education 301. In relation to before the course began, students were asked if their behavior had become more frequent, less frequent, or remained the same concerning the seven levels of valuing.

Two other questions appeared on this evaluative instrument. Item eight was an attempt to determine if students became more cognizant of their values as a direct result of this course. Question nine considered the gap of consistency between what a person says and what a person does. The latter question attempted to assess
possible changes in what a person says and what a person does as a result of this course.

Appendix L contains the "Student Satisfaction Scale: Value Clarifying Strategies." The purpose of this instrument was to assess the efficiency, effectiveness, and satisfaction of each of the twenty strategies through the eyes of the student.\textsuperscript{75} A five point scale was used to rate each strategy. To minimize possible confusion, the following additional directions were verbally given to the students: The "A" area on the continuum rating scale might best be thought of as "very inefficient, very ineffective, 'very' not satisfying." The "B" area on the continuum might best be thought of as "inefficient, ineffective, not satisfying." The "C" area on the continuum might best be thought of as "neutral" concerning efficiency, effectiveness, satisfaction. The "D" area on the continuum might best be thought of as "efficient, effective, satisfying." The "E" area on the continuum might best be thought of as "very efficient, very effective, very satisfying."

\textsuperscript{75}The idea for this scale was adapted from the following two studies: 1) Patricia M. Smith, "Experimentation to Determine the Feasibility of Remote Supervision of Student Teachers," (Unpublished doctoral dissertation, The Ohio State University, 1969), pp. 185-192. 2) Lila C. Murphy, "The Feasibility of Audiotape Telephone Supervision of High School Teachers," (Unpublished doctoral dissertation, The Ohio State University, 1969), pp. 154-160.
Each student had the opportunity to write additional open comments concerning each strategy. If the student could not remember the strategy or was absent the day it was used, he was instructed to check the "Not Applicable" box (NA).

The last sheet of the Student Satisfaction Scale contained open ended questions which asked students the strategies they got the most from, the least from, and which, if any, they planned to use when they teach. Two five point check-type questions asked students if they would see use for some of these strategies when they began to teach. Another question concerned itself with determining the degree of confidence the future teacher would have in using value clarifying strategies. The last question on this scale asked students if they felt the strategies used in Health Education 301 achieved the objectives of the course.

Each of the three evaluative instruments were completed by the students on their own time. The instructor asked students not to identify themselves on the scales they completed and returned to the instructor.

Elaborate statistical procedures were not necessary for the purposes of this investigation. No interrelationships were made from the data of these three instruments. Class totals were recorded for each item on all three
scales. Complete records were kept for all the comments to the open ended questions.

Prior to totaling student responses, the investigator completed the "Course Valuing Scale" and the "Student Satisfaction Scale" from the instructor's point of view. In Chapter IV it is interesting to note the similarities as well as the differences between the ratings of the students and the instructor.
CHAPTER IV

PRESENTATION OF THE DATA

A complete accounting of all collected data has been included in this chapter through tables and relevant discussion. The various sections deal with: the pre-post results of the POI, the course valuing scale, the student valuing scale, the student satisfaction scale: value clarifying strategies, and a discussion of the findings.

The Pre-Post Results Of The POI

Table 1 illustrates the pre-post results of the t-test on selected scales of Shostrom's Personal Orientation Inventory. The Self-Actualizing Value scale contained 26 double choice statements designed to measure the degree to which one's values are like self-actualizing persons. The Existentiality scale contained 32 double choice statements designed to measure the degree of flexibility in applying values to daily living. The paired scale contains the sum of the SAV and Ex scales. These 58 double choice statements are considered to reflect the general area of valuing.

The mean pre-scores on the SAV and Ex scales are
## TABLE 1

APPLICATION OF t-TEST TO PRE-POST SCORES OF SELECTED SCALES OF SHOSTROM'S PERSONAL ORIENTATION INVENTORY  
(N = 112)

<table>
<thead>
<tr>
<th>Scale(^a)</th>
<th>Test</th>
<th>Mean</th>
<th>S. D.(^b)</th>
<th>S. E.(^c)</th>
<th>t-score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre</td>
<td>19.839</td>
<td>2.865</td>
<td>.2706</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAV (26)</td>
<td>Post</td>
<td>20.482</td>
<td>2.748</td>
<td>.2596</td>
<td>1.714</td>
</tr>
<tr>
<td>Pre</td>
<td>21.045</td>
<td>4.343</td>
<td>.4103</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ex (32)</td>
<td>Post</td>
<td>22.857</td>
<td>4.301</td>
<td>.4063</td>
<td>3.138*</td>
</tr>
<tr>
<td>Paired (58)</td>
<td>Pre</td>
<td>40.884</td>
<td>3.364</td>
<td>.3178</td>
<td></td>
</tr>
<tr>
<td>Post</td>
<td>43.348</td>
<td>5.876</td>
<td>.5552</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^a\)Numbers in parentheses indicate the total number of double choice statements in each interpretive scale.  
\(^b\)Standard deviation.  
\(^c\)Standard error of mean.  
*Significant at the .01 level of confidence.
comparable to those of other studies. The pre-test means reported in this study are less than that of a well adjusted business executive (SAV = 22 and Ex = 26) but greater than that of a poorly functioning youth (SAV = 17 and Ex = 12). A study of male college juniors and seniors found SAV mean scores of 19.6 with a S. D. of 2.9 and Ex mean scores of 18.4 with a S. D. of 4.2.¹

Although a paired interpretation of the SAV and Ex scales reflects the general area of valuing, the SAV scale, in and of itself, reflects one's values. This study was not designed to measure one's values, per se; it was designed, in part, to assess differences in the process of valuing before and after a health education course using strategies designed to help students clarify their own values. There was no significant difference between the pre and post means on the SAV scale, even though the post score showed a slight improvement. Since this scale, in and of itself, was designed to measure the values of a person who is self-actualized, the results of the t-test were not viewed as detracting from the other significant findings.

The Ex scale, the one designed to measure the degree to which one adheres to his values, may be considered as a more appropriate measure of the theory of valuing. The results of the t-test indicated a statistically significant difference between the pre and post Ex scores at the .01 level of confidence. This same significant difference was found when the two scales were paired. The pairing of the SAV and Ex scales reflect the general area of valuing.

Because of the exploratory design of the study it cannot be concluded that the significant differences are attributable to the application of the selected value clarifying strategies. Due to extenuating circumstances beyond the control of the investigator, a control group was unavailable for the study. Therefore, a number of reasons may have accounted for the significant differences. It appears, however, that the use of the SAV and Ex scales of the POI as a paired interpretation of the process of valuing were sensitive to changes over a ten week span. Therefore, it would seem that the POI may be a valuable tool in the assessment of the valuing process in future studies.

The Course Valuing Scale

According to Table 2, many opportunities existed throughout the course for students to choose freely, choose from among alternatives, and publicly affirm their
<table>
<thead>
<tr>
<th>Level of Value Theory</th>
<th>Percentage of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-20</td>
</tr>
<tr>
<td>Choose freely</td>
<td>0</td>
</tr>
<tr>
<td>Choose from among alternatives</td>
<td>0</td>
</tr>
<tr>
<td>Choose after thoughtful consideration of the</td>
<td>0</td>
</tr>
<tr>
<td>consequences of each alternative</td>
<td></td>
</tr>
<tr>
<td>Proud and/or happy about choice</td>
<td>2</td>
</tr>
<tr>
<td>Publicly affirm choices</td>
<td>0</td>
</tr>
<tr>
<td>Act upon choices</td>
<td>2</td>
</tr>
<tr>
<td>Develop patterns of behavior based upon</td>
<td>1</td>
</tr>
<tr>
<td>choices</td>
<td></td>
</tr>
</tbody>
</table>

*Represents instructor's percentage of time ratings for opportunities for each level of value theory in course.
value choices. The ratings by the instructor concurred only with the choosing freely and choosing from among alternatives levels. A wide difference existed between the ratings of students and instructor in providing opportunities to fulfill both acting levels of value theory.

On the average, the data would suggest that many opportunities existed for students to become involved in value theory during the quarter. From both the instructor's and students' ratings, well over fifty per cent of the course time provided students with the opportunity and/or encouragement to become involved in the valuing process.

The Student Valuing Scale

The eighty-eight returned evaluative instruments would seem to indicate a general trend toward improvement in value theory as a result of the experiences in Health Education 301. Slightly over half of the returned forms indicated no change in the valuing process as a result of this course. Very few, less than five per cent, became less involved in personal valuing as a direct result of Health Education 301.

According to Table 3 more than eighty per cent of those students who returned the forms developed greater awareness of their values. This would seem to indicate that selected value clarifying strategies applied consis-
TABLE 3

A FREQUENCY RATING OF STUDENT VALUING, AWARENESS OF VALUES, AND CONSISTENCY BETWEEN SPEECH AND ACTIONS AS A RESULT OF HEALTH EDUCATION 301 IN COMPARISON TO BEFORE THE COURSE BEGAN

(N = 88)

<table>
<thead>
<tr>
<th>Level of Value Theory</th>
<th>Relative Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Less Often</td>
</tr>
<tr>
<td>Choose freely</td>
<td>3</td>
</tr>
<tr>
<td>Choose from among alternatives</td>
<td>6</td>
</tr>
<tr>
<td>Choose after thoughtful consideration of the consequences of each alternative</td>
<td>3</td>
</tr>
<tr>
<td>Proud and/or happy about choice</td>
<td>3</td>
</tr>
<tr>
<td>Publicly affirm choices</td>
<td>2</td>
</tr>
<tr>
<td>Act upon choices</td>
<td>3</td>
</tr>
<tr>
<td>Develop patterns of behavior based upon choices</td>
<td>2</td>
</tr>
<tr>
<td>Awareness of values</td>
<td>1</td>
</tr>
<tr>
<td>Consistency between speech and actions</td>
<td>0</td>
</tr>
</tbody>
</table>
tently throughout a course may help develop a greater cognizance of values, even for those students who indicated their levels of valuing remained the same.

Almost fifty per cent of the students stated that their actions have become more consistent with their speech as a result of the experiences in Health Education 301. Not one stated a greater inconsistency developed throughout the quarter. So often in health education, personnel are reminded of the gap that exists between speech and actions. Selected value clarifying strategies consistently applied in a non-threatening, non-directive atmosphere appear to be feasible in assisting students in closing the gap between speech and actions. Future researchers in value clarification may wish to develop and test hypotheses based on this finding. From the indications in this investigation, it would appear to be a worthwhile and important hypothesis to test.

The smallest gains in student valuing were on the public affirmation level. Even though students act and even act repeatedly upon their value choices, they still find it difficult to publicly affirm their choices.

Perhaps this small gain on the public affirmation level reflects the failure (and consequent low ratings) of the Public Interview and This I Believe strategies. Or, perhaps the failure of these two strategies reflects
the difficulty students have in making public affirmation of their value choices.

The Student Satisfaction Scale: Value Clarifying Strategies

By far the most detailed data concerns itself with the twenty selected value clarifying strategies used in this study. Each strategy was rated according to its efficiency, effectiveness, and satisfaction on a five point continuum scale.

Efficient means the method was convenient, practical, and manageable especially in regard to the time and energy required. Effective means the method was influential, useful, and a contributing factor in achieving results desired in the learning-teaching process. Satisfying means the student was comfortable and contented with the strategy and found it adequate, unobjectionable and pleasing.²

The following twenty tables present the student ratings for each strategy. The asterisk represents the rating given each strategy from the instructor's point of view. Immediately following each table is a complete listing of student responses to the "open comment" opportunity for each strategy. These comments have not been

grouped or altered in any way. They are presented in the same order as they were recorded, with the same grammatical and/or spelling errors.

Approximately thirty students chose not to complete and/or turn in the Student Satisfaction Scale: Value Clarifying Strategies for one reason or another. Six students graduated before the instrument was to be collected. Several students expressed the thought to the instructor that it would take too much time away from preparing for final examinations and therefore chose not to complete it. At least five others said they would send theirs, but the investigator received only two by mail. Of those who completed the instruments some chose to answer only certain questions. Others not only answered all the questions but also made additional comments of interest.

Rating of Each Strategy. In Chapter III each strategy was described and discussed in relation to value theory. Chapter IV presents the ratings and comments of each strategy from the students' point of view. Each strategy appears in the same order.

Table 4 presents the efficiency, effectiveness and satisfaction index ratings of the Weekly Reaction Sheets strategy. The index rating represents the number of students multiplied by the weighted factor ($A = 1$, $B = 2$, $C = 3$, $D = 4$, and $E = 5$) of the selected continuum rating
for each of the three criteria. Column "A" represents the criteria of very inefficient, very ineffective, "very" not satisfying. This column received a weight of one, which when multiplied by the number of students selecting this criteria, indicates an index rating. Column "B" represents the criteria of inefficient, ineffective, not satisfying and carries a weight of two to be multiplied by the number of students selecting this criteria. Column "C", with a weight of three, represents the neutral zone of neither inefficient or efficient, ineffective or effective, not satisfying or satisfying. With an assigned weight of four to be multiplied by the number of students selecting "D", this column represents the efficient, effective, and satisfying criteria. Column "E" represents the criteria of very efficient, very effective, very satisfying and carries a weight of five to be multiplied by the number of students selecting this criteria.

The sum of each criteria continuum index was divided by the total number of students to determine the mean index rating. Tables 24, 25, and 26 summarize each of the three criteria of efficiency, effectiveness, and satisfaction. These tables list, in descending rank order, the strategies receiving the highest mean index ratings. Table 27 summarizes the index ratings and rank orders of each strategy for all three criteria.
TABLE 4

EFFICIENCY, EFFECTIVENESS AND SATISFACTION INDEX
RATINGS OF THE WEEKLY REACTION SHEETS STRATEGY

<table>
<thead>
<tr>
<th>Low Criteria</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>High Criteria (N)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inefficient</td>
<td>84</td>
<td>1</td>
<td>12</td>
<td>69</td>
<td>128*</td>
<td>110</td>
<td>3.809 Efficient</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ineffective</td>
<td>83</td>
<td>2</td>
<td>24</td>
<td>60*</td>
<td>120</td>
<td>95</td>
<td>3.626 Effective</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Satisfying</td>
<td>82</td>
<td>2</td>
<td>16</td>
<td>69</td>
<td>132*</td>
<td>80</td>
<td>3.646 Satisfying</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Represents rating from the instructor's point of view.

Open Comments to Weekly Reaction Sheets.

I really have to stop and think what my answers are.

Yuck! They were uninteresting and not really useful for me; the questions weren't getting me to close the gap between thinking and saying.

Not too satisfying personally because it made me realize that I may not be doing much constructive living. Therefore, not too pleasing for me.

Scary.

Good exercise in reflecting over the week.

I liked these very much but more time was needed.

The attitude of "live for today and not for tomorrow" is becoming popular. Very often we look toward tomorrow and we do not think about yesterday and today.

I had a difficult time seeing exactly what we were to learn from them. Perhaps a better explanation would clarify this.
More of them and more time needed.

Out of everything, I felt the weekly reaction sheets were the best.

We didn't follow-up on them.

I liked these especially.

Often times too confining.

I didn't like the questions; on a whole I thought they were unanswerable for me.

Felt they weren't used properly.

Gave an overview of the week. Provoked thinking on how well you used your time, if the week was satisfying or how it could be satisfying, etc.

I didn't get a whole lot out of this.

### TABLE 5

**EFFICIENCY, EFFECTIVENESS AND SATISFACTION INDEX**

**RATINGS OF THE WEEKLY THOUGHT CARDS**

*(FREELY CHOSEN) STRATEGY*

<table>
<thead>
<tr>
<th></th>
<th>Low Criteria</th>
<th>High Criteria</th>
</tr>
</thead>
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<tr>
<td></td>
<td>(N)</td>
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<td>Inefficient</td>
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</tr>
<tr>
<td>Ineffective</td>
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<td>85</td>
</tr>
<tr>
<td>Not Satisfying</td>
<td></td>
<td>86</td>
</tr>
</tbody>
</table>

*Represents ratings from the instructor's point of view.*
Open Comments to Freely Chosen Weekly Thought Cards.

I like to hear what other members of the class are thinking.

I really benefited from these; I got to know myself better.

I don't quite know what the desired results were but felt that these didn't do much other than say what I believe in - to no one but me.

Most people do not sit back and think; they say "I don't have any thoughts." These cards prove that if necessary, we can evaluate and think.

Thought they were quite worthwhile and very interesting.

Great to get to students' feelings.

I appreciated being given the opportunity to express my thoughts.

I found others' thought cards more satisfying and enjoyable than my own.

Enjoyed listening to what others wrote.

Sometimes they were mis-directed.

Allowed students to voice opinions. Very Good. Very thought provoking.

I liked them.

Enjoyed expressing myself.

They weren't as good for discussion as those that were geared, but they were a king of catharsis - allowed us to comment on anything.

This wasn't too worthwhile for me.

A good springboard and ice breaker.

I felt that the thought cards were really different and made you think at 8 in the morning! Sometimes I could get avid discussions going back at the house on one of the thoughts we discussed in class and it was really great.
### TABLE 6

**EFFICIENCY, EFFECTIVENESS AND SATISFACTION INDEX**

**RATINGS OF THE WEEKLY THOUGHT CARDS**

*(GEARED TO SPECIFIC TOPICS)*

**STRATEGY**

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Low Criteria (N)</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>High Criteria (Mean)</th>
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</thead>
<tbody>
<tr>
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<td>36</td>
<td>132</td>
<td>165*</td>
<td>4.058 Efficient</td>
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<tr>
<td>Ineffective</td>
<td>88</td>
<td>2</td>
<td>6</td>
<td>51</td>
<td>156</td>
<td>135*</td>
<td>3.977 Effective</td>
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<tr>
<td>Not Satisfying</td>
<td>83</td>
<td>3</td>
<td>10</td>
<td>51</td>
<td>120</td>
<td>140*</td>
<td>3.903 Satisfying</td>
</tr>
</tbody>
</table>

*Represents ratings from the instructor's point of view.

---

Open Comments to Topical Weekly Thought Cards.

Good for discussion but what about free choice for students.

Very effective in making me come to some kind of decision. Not always pleasing or satisfying because some topics are still undecided and therefore produce anxiety when trying to come to a decision on them.

Sometimes a little harder to do than freely chosen thought cards.

It was a good way to get us started on thinking of a topic we were to discuss in class.

These were better than freely chosen ones, they had more purpose and meaning.

Good. Get thought provoking opinions. Makes students defend their positions.

Made me take a stand on issues I haven't really thought about.
Okay, but often I didn't feel like dealing with the subject they were geared to.

Were forced to make a value judgment. I thought it was good to do so.

Limiting.

Good for discussion.

These weren't too worthwhile for me.

Wish you'd had more money (for paper) to let us see more of others' thoughts – or you should have read more of them.

**TABLE 7**

**EFFICIENCY, EFFECTIVENESS AND SATISFACTION INDEX**

**RATINGS OF THE VALUES SHEETS STRATEGY**

<table>
<thead>
<tr>
<th>Low Criteria</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>High Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>(N)</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>(Mean)</td>
</tr>
<tr>
<td>Inefficient</td>
<td>85</td>
<td>1</td>
<td>6</td>
<td>33</td>
<td>144*</td>
<td>170 4.164</td>
</tr>
<tr>
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<td>4</td>
<td>6</td>
<td>30</td>
<td>136</td>
<td>165* 4.059</td>
</tr>
<tr>
<td>Not Satisfying</td>
<td>84</td>
<td>3</td>
<td>8</td>
<td>45</td>
<td>150*</td>
<td>135 4.059</td>
</tr>
</tbody>
</table>

*Represents ratings from the instructor's point of view.

aResponses to which values sheets students like best and least appear in Appendix M.

Open Comments to Values Sheets.

Not always efficient. I sometimes didn't have time to finish them.

All were stimulating.

I wish we could have had more in-class time.
In general the value sheets were stimulating.

Really got me to thinking!

The sheets and ideas themselves were good, but I sometimes didn't like looking and thinking about them! Therefore, not always compatible or pleasing!

Number 16 biased by the questions after the article! Was that intentional?

Although some said more to me than others, the ideas behind each were very good.

All about the same; made me think.

On the whole I thought these were a good teaching aid although some were difficult to understand.

All were equally helpful; interesting.

The majority of them were good.

I needed more time to think up answers to them.

Liked all of them - each served a purpose.

They encourage divergent thinking without reproach.

The questions on the values sheets were vague much too often and hard to get at.

They didn't do much for me really.

Some of the questions were pretty weird!

They made me think quite a bit.

Good idea.

The "value sheet" was a new idea and I really hope that I can use it when I am out teaching. I think they helped me be more aware of some of the important issues that I personally face everyday.

It is difficult to make judgments on some.

We were expected to finish them (or work on them) during class while you were talking and directing us to do something else.
I didn't see the point to some of these value sheet questions.

I thought that the values sheets were one of the most beneficial activities we did.

I liked the idea of value sheets. Especially talking them over with other students. Would have enjoyed more talk time.

**TABLE 8**

**EFFICIENCY, EFFECTIVENESS AND SATISFACTION INDEX**

**RATINGS OF THE VALUE RANKING STRATEGY**

<table>
<thead>
<tr>
<th>Low Criteria</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>High Criteria (N)</th>
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<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>(Mean)</th>
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<td></td>
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<td>2</td>
<td>16</td>
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<td></td>
<td>3.837</td>
</tr>
</tbody>
</table>

*Represents ratings from the instructor's point of view.

**Open Comments to Value Ranking.**

Made me rank things I had never compared to each other before.

Difficult to figure out.

I didn't find it helpful to me. I'm already pretty well set in what I think and feel.

Makes students aware of their biases and values.

It gave an opportunity to see ourselves and where our values actually lie.

Was sometimes difficult, but very effective.
### TABLE 9

**EFFICIENCY, EFFECTIVENESS AND SATISFACTION INDEX**

**RATINGS OF THE VALUE CONTINUUM STRATEGY**

<table>
<thead>
<tr>
<th>Low Criteria</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>High Criteria (Mean)</th>
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<tr>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
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<td>14</td>
<td>63*</td>
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<td>115</td>
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<tr>
<td>Not Satisfying</td>
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<td>2</td>
<td>14</td>
<td>63*</td>
<td>108</td>
<td>90</td>
</tr>
</tbody>
</table>

*Represents ratings from the instructor's point of view.

**Open Comments to Value Continuums.**

Number 8 doesn't necessarily apply to everyone.

These just didn't make me be as introspective as did the value sheets. Also they kind of just left me up in the air - not really knowing what my position on the continuum meant to me or others.

Superficial value - has no depth.

Good, but the point should be made that we aren't static.

Was a good exercise to get us to meet other people in class, but couldn't always relate to the continuum - especially the religious one.

To be honest I felt this was rather useless.

These made more sense to me than the ranking.

Usually, these continuums were so overly simplified, they ceased to deal with reality. For instance the one: racist -------- apathetic -------- messiah. This seems to indicate racism or messiah if not apathetic. Many racists are apathetic and not everyone is in the middle.
Critizes values - worthwhile when the individual can compare with others.

I didn't get a whole lot out of these.

These were new experiences. I'd never seen anything like them. They were challenging. A fun game.

I thought the continuum on heterosexual-homosexual was very interesting. I had always thought of homosexual-heterosexual in terms of black and white and never considered the shades of grey.

**TABLE 10**

**EFFICIENCY, EFFECTIVENESS AND SATISFACTION INDEX**

**RATINGS OF THE PUBLIC INTERVIEW STRATEGY**

<table>
<thead>
<tr>
<th>Low Criteria</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>(Mean)</th>
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<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
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<td>Inefficient</td>
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<td>5</td>
<td>14*</td>
<td>24</td>
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<td>75</td>
</tr>
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<td>Efficient</td>
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<td>72</td>
<td>5</td>
<td>3*</td>
<td>425</td>
<td></td>
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<tr>
<td>Ineffective</td>
<td>54</td>
<td>6</td>
<td>16*</td>
<td>39</td>
<td>44</td>
<td>80</td>
</tr>
<tr>
<td>Effective</td>
<td>3*</td>
<td>425</td>
<td>80</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Satisfying</td>
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<td>6</td>
<td>16*</td>
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<td>60</td>
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<td>60</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Represents ratings from the instructor's point of view.

Open Comments to Public Interviews.

A very good idea - I enjoyed it. I was a little uptight tho - at first.

It's also "dangerous" - daring!

Good, if student, teacher, and class have an openly warm relationship.

Needed more of them with more time.

This could be a good strategy, but throw out more open-ended questions.
What happened to them?
Why didn't we do it more?
Rarely did this.
Interviews are best when private.
Did not do very often.
Didn't see it in action enough to tell.
We only had time to try two. They were fun - the bell rang too soon.

TABLE I1

EFFICIENCY, EFFECTIVENESS AND SATISFACTION INDEX.

RATINGS OF THE THIS I BELIEVE, I LEARNED AND I WONDER STATEMENT STRATEGIES

<table>
<thead>
<tr>
<th>Low Criteria</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>High Criteria (N) 1 2 3 4 5</th>
<th>Mean</th>
</tr>
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<td>51</td>
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<td>85 3.421 Efficient</td>
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<td>36</td>
<td>45</td>
<td>92</td>
<td>70 3.276 Effective</td>
<td></td>
</tr>
<tr>
<td>Not Satisfying</td>
<td>67</td>
<td>9*</td>
<td>28</td>
<td>57</td>
<td>60</td>
<td>50 3.044 Satisfying</td>
<td></td>
</tr>
</tbody>
</table>

*Represents ratings from the instructor's point of view.

Open Comments to This I Believe, I Learned, and I Wonder Statements.

I was often afraid to speak out - even though they were intended to be "objective" statements, often "attacks" were made by others in the class on others who spoke.

Didn't like for some reason.

Poor class participation caused it to flop.
Class not ready to trust this far but would be neat if we'd had this trust.

I felt the I wonder comments, in particular were B. S. Usually, these turned into a farce due to lack of participation.

I didn't like this - little feedback, and consequently ineffective (for me).

Just didn't come off. It was very general, could have been a statement on anything. May have been better if topic were limited.

Fun to do.

TABLE 12
EFFICIENCY, EFFECTIVENESS AND SATISFACTION INDEX
RATINGS OF THE TWENTY THINGS IN LIFE STRATEGY

<table>
<thead>
<tr>
<th>Low Criteria</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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<td>215</td>
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<td>24</td>
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<td>205*</td>
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<td>5</td>
<td>2</td>
<td>33</td>
<td>72</td>
<td>240*</td>
</tr>
</tbody>
</table>

*Represents ratings from the instructor's point of view.

Open Comments to Twenty Things in Life.
Could be more pleasing to me if I changed a few actions - if I shared more.

I learned about me.

Fun.

It doesn't produce results/discovers (sic) as quickly as other projects.
It was fun to do and was really worth the effort.
Good to find out what you really like, never thought about before.
More time needed!
It brought up a good point.
I enjoyed it and it gave me an awareness.
I think I may have learned something from this.
I thought it was fun also.
Beneficial!
I really liked this - let me rank values and see various conclusions.
Was fun and interesting.
I didn't learn much from this.
Made me stop and think.
This was a different way of looking at things. I'm stealing this for my Sunday (sic) school class.

TABLE 13

EFFICIENCY, EFFECTIVENESS AND SATISFACTION INDEX
RATINGS OF THE PERSONAL COAT OF ARMS STRATEGY

<table>
<thead>
<tr>
<th>Low Criteria</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>High Criteria (N)</th>
</tr>
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<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>(Mean)</td>
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<td>57</td>
<td>116*</td>
<td>140* 3.848</td>
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<td>3</td>
<td>26</td>
<td>42</td>
<td>80*</td>
<td>150* 3.762</td>
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<tr>
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<td>3</td>
<td>22</td>
<td>51</td>
<td>84</td>
<td>130* 3.717</td>
</tr>
</tbody>
</table>

*Represents ratings from the instructor's point of view.
Open Comments to Personal Coat of Arms.

Good for making me really examine my thoughts when presented back to me - rather than just kept internal.

Fun.

Hard to do in drawing form - guess I'm just not creative enough.

I used this in student teaching and I'm sure I will use them in my class.

Like the 20 Things in Life, the amount of work put into it was not quite equal to the discoveries from it. Perhaps if more than one was (sic) done for comparison it would be better and more "worthwhile."

I got the point, but I didn't like doing it.

Good exercise.

Did this in a class and kids liked it. Didn't rate it - just let them find out about themselves.

I am always thinking of something.

This was a neat idea and I wish we had done it more often. It's similar to the here and now wheel and I really think it's a good idea.

I really see no point to this.

I thought it was stupid.

Enjoyable.

Personally rewarding.

Caused reflection, thought, and value judgment.

This really wasn't too worthwhile.

Enjoyed doing this one.
**TABLE 14**

**EFFICIENCY, EFFECTIVENESS AND SATISFACTION INDEX**

**RATINGS OF THE I URGE TELEGRAM STRATEGY**

<table>
<thead>
<tr>
<th>Low Criteria</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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<td>8</td>
<td>27</td>
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<td>16</td>
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<td>56*</td>
<td>140</td>
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<td>6</td>
<td>36</td>
<td>80</td>
<td>130*</td>
<td>3.984</td>
</tr>
</tbody>
</table>

*Represents ratings from the instructor's point of view.

**Open Comments to I Urge Telegrams.**

I don't think I got much out of this besides the info on sending telegrams to government by public opinion style.

I wish I had sent it.

Not a bad idea but no one seems to follow through.

This made me realize there was such a thing as a Public Opinion Telegram. I will take advantage of this info.

Interesting, helpful, informative and a challenge if you really do it.

Made us think about whether we would actually do something with our values.

Made me feel guilty that I didn't know about them.

Overall good, to everyone, not much of an effect.

Able to see various opinions - interesting to see where others' concerns lie.

I did send a telegram!!!
I didn’t think I benefited much.

Very interesting, especially the discussion afterwards.

**TABLE 15**

**EFFICIENCY, EFFECTIVENESS AND SATISFACTION INDEX
RATINGS OF THE SEVEN CRITERIA GRID STRATEGY**

<table>
<thead>
<tr>
<th>Low Criteria</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E (Mean)</th>
<th>High Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inefficient</td>
<td>75</td>
<td>1</td>
<td>10</td>
<td>48</td>
<td>108</td>
<td>130* 3.960 Efficient</td>
</tr>
<tr>
<td>Ineffective</td>
<td>73</td>
<td>2</td>
<td>18</td>
<td>51</td>
<td>88*</td>
<td>115 3.753 Effective</td>
</tr>
<tr>
<td>Not Satisfying</td>
<td>74</td>
<td>3</td>
<td>12</td>
<td>60*</td>
<td>92</td>
<td>110 3.743 Satisfying</td>
</tr>
</tbody>
</table>

*Represents ratings from the instructor’s point of view.

**Open Comments to Seven Criteria Grid.**

Some of these questions don’t seem to apply to all values.

Very good to really test yourself and your ideas.

Difficult to figure out.

Not sure how worthwhile or true this is for me.

I didn’t follow through with it, maybe that’s the problem for the low rating.

I still don’t understand how the rating works.

One of the best hand outs.

The criteria listed are important things people should take into consideration when making decisions.

I'm not sure if it would work with all the things I value.
## TABLE 16

### EFFICIENCY, EFFECTIVENESS AND SATISFACTION INDEX

**RATINGS OF THE STUDENT DATA FORM STRATEGY**

<table>
<thead>
<tr>
<th>Low Criteria</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inefficient</td>
<td>84</td>
<td>0</td>
<td>8</td>
<td>30</td>
<td>100</td>
<td>225*</td>
</tr>
<tr>
<td>Ineffective</td>
<td>82</td>
<td>1</td>
<td>12</td>
<td>33</td>
<td>100</td>
<td>195*</td>
</tr>
<tr>
<td>Not Satisfying</td>
<td>79</td>
<td>2</td>
<td>8</td>
<td>36</td>
<td>108</td>
<td>170</td>
</tr>
</tbody>
</table>

*Represents ratings from the instructor's point of view.

**Open Comments to Student Data Form.**

Effective in making me take a little closer look at myself - kind of a review to help me see what I've done and where I'm going.

I always appreciate the opportunity for introspection.

I don't think you can tell all that much about a person from what they write down on this type of questionnaire.

Didn't turn it in.

I don't like filling them out.

I feel this was more useful to you than us.

Valuable not only to the teacher, but to the students as well.

Good to find out about student, if he fills it out correctly.

At first, this seemed like prying but after you taught for awhile, your trust made it okay.
Excellent idea.

Very good way to get to know about one's students.

Also very good.

I can see that it would be helpful to a teacher.

It didn't seem to hit at the right questions.

Were very useful and something that every teacher should have and faithfully use. I think profs would understand why a student may be doing poorly, for example, if he knew more about him personally.

Good to get to know students better, but I don't know if it helped you.

I think more teachers should use something similar.

I thought that this was really good!

I didn't see the value in this.

Helpful to instructor in conferences and furthering teacher/student relations.

Some questions too hard to put into words.

For me, some questions were very difficult to answer. I found it almost impossible to answer: "What is your claim to fame? and what are you an expert on?"

I believe the kind of information provided is important for a teacher to know and asked for information that I would want a teacher to know about so he could deal with me as an individual.

Interesting from both the teacher and the student view point.
<table>
<thead>
<tr>
<th>Low Criteria</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>High Criteria (N) 1 2 3 4 5 (Mean)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inefficient</td>
<td>88</td>
<td>4</td>
<td>14</td>
<td>48</td>
<td>96</td>
<td>185 3.943 Efficient</td>
</tr>
<tr>
<td>Ineffective</td>
<td>88</td>
<td>4</td>
<td>26</td>
<td>45</td>
<td>80</td>
<td>180 3.806 Effective</td>
</tr>
<tr>
<td>Not Satisfying</td>
<td>88</td>
<td>6</td>
<td>14</td>
<td>60</td>
<td>100</td>
<td>155 3.795 Satisfying</td>
</tr>
</tbody>
</table>

*Represents ratings from the instructor's point of view.

Open Comments to Here and Now Wheel.
I found these very interesting and helpful.
An excellent spot check on my feelings and thoughts.
Very expressive.
I liked it!!
Good - presents thoughts as they occur.
Neat! Gets your head together fast.
Fantastic!
Had a hard time thinking of a fourth emotion.
This is like running through the grass without any shoes on because it feels good.
Makes one aware of feelings.
We only used it twice.
Had to verbally pinpoint feelings - good!
Tension releavers.
Thought they were really great because it forced you to try to pinpoint certain momentary feelings.

I don't see any benefit to this.

The here and now wheel was again an original idea to me, but now I find myself making my own wheels outside of class whenever I feel that I just have to know how I really feel. I think it helps to write down your feelings in words, because it forces you to be truthful with yourself.

Good because I actually had to write down my feelings which I wouldn't do otherwise.

**TABLE 18**

**EFFICIENCY, EFFECTIVENESS AND SATISFACTION INDEX**

**RATINGS OF THE WHO COMES TO YOUR HOUSE STRATEGY**

<table>
<thead>
<tr>
<th>Low Criteria</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>High Criteria (Mean)</th>
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<tr>
<td>Inefficient</td>
<td>78</td>
<td>4</td>
<td>14</td>
<td>48</td>
<td>68*</td>
<td>170</td>
</tr>
<tr>
<td>Efficient</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.897</td>
<td></td>
</tr>
<tr>
<td>Ineffective</td>
<td>77</td>
<td>5</td>
<td>28</td>
<td>48</td>
<td>44*</td>
<td>155</td>
</tr>
<tr>
<td>Effective</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.636</td>
<td></td>
</tr>
<tr>
<td>Not Satisfying</td>
<td>76</td>
<td>4</td>
<td>22</td>
<td>60*</td>
<td>56</td>
<td>135</td>
</tr>
<tr>
<td>Satisfying</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.644</td>
<td></td>
</tr>
</tbody>
</table>

*Represents ratings from the instructor's point of view.

**Open Comments to Who Comes to Your House.**

Not really applicable to many of us who live in dorms and seldom go home. No real chance to have company for dinner or go to others' houses.

Eye opening.

Contented with the strategy used but not with what I realized about myself.
Didn't make me learn anything.

Good!

This make (sic) you wonder about yourself.

Again, gave one an awareness.

Another good idea – perhaps give more insight to those having more coming than going experiences.

I missed the point of this.

A needed insight into our individual lives and dealings with others. Able to see the self we don't often like.

Indirectly caused a lot of thinking concerning racism.

Makes you think.

Not very good.

I used it on some of my friends. I found out some new things about myself. It was scarey (sic) to see where I came out at.

It really frightened me to see how shallow my existence (sic) was.

TABLE 19

EFFICIENCY, EFFECTIVENESS AND SATISFACTION INDEX

RATINGS OF THE SUCCESS SYMBOLS STRATEGY

<table>
<thead>
<tr>
<th>Low Criteria</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>High Criteria</th>
<th>(N) 1 2 3 4 5 (Mean)</th>
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</thead>
<tbody>
<tr>
<td>Inefficient</td>
<td>69</td>
<td>3</td>
<td>16</td>
<td>45</td>
<td>100</td>
<td>90 3.681</td>
<td>Efficient</td>
</tr>
<tr>
<td>Ineffective</td>
<td>68</td>
<td>2</td>
<td>18*</td>
<td>63</td>
<td>84</td>
<td>75 3.558</td>
<td>Effective</td>
</tr>
<tr>
<td>Not Satisfying</td>
<td>68</td>
<td>4</td>
<td>14*</td>
<td>66</td>
<td>68</td>
<td>90 3.558</td>
<td>Satisfying</td>
</tr>
</tbody>
</table>

*Represents ratings from the instructor's point of view.
Open Comments to Success Symbols.

I didn't really feel this was too useful.

Hard to think of in form of symbols.

Very interesting - makes one think.

Not sure I understood this, neither was my group.

Showed what we valued, thought to be important.

Not deserving of the time spent.

Not really good.

I don't like to think of success symbols. This, to me, runs counter to the aims laid out for the course, of the emotion training. I'm only a "success" by the grace of God.

TABLE 20

EFFICIENCY, EFFECTIVENESS AND SATISFACTION INDEX

RATINGS OF THE FORCED CHOICE FIVE STRATEGY

<table>
<thead>
<tr>
<th>Low Criteria</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>High Criteria (Mean)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inefficient</td>
<td></td>
<td>82</td>
<td>0</td>
<td>18</td>
<td>51*</td>
<td>88</td>
</tr>
<tr>
<td>Ineffective</td>
<td></td>
<td>83</td>
<td>2</td>
<td>16</td>
<td>63*</td>
<td>104</td>
</tr>
<tr>
<td>Not Satisfying</td>
<td></td>
<td>81</td>
<td>4</td>
<td>18</td>
<td>60</td>
<td>84*</td>
</tr>
</tbody>
</table>

*Represents ratings from the instructor's point of view.

Open Comments to Forced Choice Five.

Useless.

Makes me compare my values of different - rather unrelated topics. Good and different.
Didn't care for it. I couldn't identify too well. I question the point.

Good exercise in projecting ourselves into another's shoes.

Not enough total class comment.

Made me think about what I value and who I value.

Again, forced us to choose, good.

Needed open discussion to be better - not enough time for it.

Was good for group discussion.

Couldn't really identify with the situations.

**TABLE 21**

EFFICIENCY, EFFECTIVENESS AND SATISFACTION INDEX RATINGS OF THE IALAC SIGN STORY STRATEGY

<table>
<thead>
<tr>
<th>Low Criteria</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>High Criteria (N) 1 2 3 4 5 (Mean)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inefficient</td>
<td>81 0 2 27 72</td>
<td>265* 4.518</td>
<td>Efficient</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ineffective</td>
<td>79 0 2 30 68</td>
<td>255* 4.493</td>
<td>Effective</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Satisfying</td>
<td>80 0 4 27 84</td>
<td>240* 4.437</td>
<td>Satisfying</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Represents ratings from the instructor's point of view.

Open Comments to IALAC Sign Story.

I'll never forget it and hope I'll always live by it. Everyone should know the story and hear it repeated — especially when they marry!

Excellent and how true.
Another method of making me look at myself and others in a different light.

One of the best.

Great for future teachers!

Touching and thought provoking.

Most useful and interesting.

A very profound and striking lesson.

I hope I remember this when I am teaching. It's a good lesson in being sensitive to another's feelings.

It was enlightening.

Hitler had an IALAC sign too. Now what. You've got to make a choice. There's no getting around it.

This was a good way of showing what you meant.

Good – Excellent point – stress even more because of its importance.

I thought it was really good!

Enabled us to see importance and responsibility involved in teaching and dealing with others.

Good thing to remember.

This was really a mind-opening experience. I guess I never really thought that young kids went through intense emotional periods or stages like adults.

I think about that story a lot when something happens to upset me and when I find myself not loving and caring.

Something a teacher should always keep in mind.

I liked this one best!
### TABLE 22

**EFFICIENCY, EFFECTIVENESS AND SATISFACTION INDEX RATINGS OF THE PARTNER RISK/RATIO STRATEGY**

<table>
<thead>
<tr>
<th>Low Criteria</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>(N)</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inefficient</td>
<td>87</td>
<td>6</td>
<td>12</td>
<td>24</td>
<td>124</td>
<td>180</td>
<td>3.977</td>
</tr>
<tr>
<td>Ineffective</td>
<td>82</td>
<td>6</td>
<td>6</td>
<td>42</td>
<td>96</td>
<td>175</td>
<td>3.963</td>
</tr>
<tr>
<td>Not Satisfying</td>
<td>82</td>
<td>5</td>
<td>14</td>
<td>48</td>
<td>100</td>
<td>145</td>
<td>3.804</td>
</tr>
</tbody>
</table>

*Represents ratings from the instructor's point of view.

**Open Comments to Partner Risk/Ratio.**

- Not too satisfying; who but me can decide how much to share with others - what is risky - and who but me can tell the results?

- You learn a lot about people by what they're unwilling to say!

- It's individual and you made it a game.

- I didn't always feel comfortable but as the quarter progressed I really did open up to others and feel comfortable about it.

- Exciting - growth.

- I definitely question the point.

- Good if students can take possible criticism - I enjoyed it.

- Sometimes it just seemed inappropriate to get together and I didn't always groove my partner.

- More time!
My partner opened up a lot.

In small groups - O.K. With class as a whole - NO!

I liked meeting the people I talked to.

I was really interested in this approach. I believe this is one of the best ideas. Gives a person the chance to defend himself.

I enjoyed the discussions especially on personal subjects with only one person.

For all the time spent in groups I felt I got very little benefit. We don't work in groups perhaps because we don't care to!

I think it is very important to be willing to share one's values and discuss them with another.

I liked this idea. I had never had that thought put in those terms before and I think it is very descriptive. If one does not risk, there can be no growth. If one wants to decide whether or not to risk something, he can think in terms of how much he is risking and what are the possibilities of reward or failure. There is a fine line between risking enough to grow and risking so much it is foolish.

This would have worked better if we had had sensitivity training.

### TABLE 23

**EFFICIENCY, EFFECTIVENESS AND SATISFACTION INDEX**

**RATINGS OF THE PRIVACY BLOCKS STRATEGY**

<table>
<thead>
<tr>
<th>Low Criteria</th>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>High Criteria (N) 1 2 3 4 5 (Mean)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inefficient</td>
<td>80</td>
<td>1</td>
<td>16</td>
<td>39</td>
<td>100*</td>
<td>165</td>
<td>4.012 Efficient</td>
</tr>
<tr>
<td>Ineffective</td>
<td>77</td>
<td>5</td>
<td>12</td>
<td>45</td>
<td>92*</td>
<td>140</td>
<td>3.818 Effective</td>
</tr>
<tr>
<td>Not Satisfying</td>
<td>78</td>
<td>6</td>
<td>12</td>
<td>42</td>
<td>112*</td>
<td>120</td>
<td>3.743 Satisfying</td>
</tr>
</tbody>
</table>

*Represents ratings from the instructor's point of view.
Open Comments to Privacy Blocks.

Made me realize that I have some hang-ups that should be changed - also that I should be more friendly in a sharing manner with acquaintances.

Very good.

Some of the questions needed qualifying. Under certain circumstances, I would have answered in different blocks.

I feel you learn a great deal about yourself in these privacy blocks.

Not all were applicable but does show how much you trust other people.

You are surprised to find out how insecure you are.

It doesn't do any good to ask - "What if ..."

We didn't follow through on these.

This was good.

This was one of the better exercises we did in class. It is an interesting concept of self to see who you would share certain thoughts with. I think this reveals some reasons for your particular inter-actions with people.

Showed our certain values on various topics - we could see our weak points in our values.

Reveals how open you are.

It was great.

Not very worthwhile.

Summary of Strategy Index Ratings and Rankings.

Tables 24, 25 and 26 present the efficiency, effectiveness and satisfaction mean index ratings of all twenty strategies in descending rank order. Table 27 summarizes the efficiency, effectiveness and satisfaction rank orders of each value clarifying strategy used in this study.
## TABLE 24

MEAN INDEX RATING AND RANK ORDERING OF THE EFFICIENCY OF TWENTY VALUE CLARIFICATION STRATEGIES

<table>
<thead>
<tr>
<th>Rank Order</th>
<th>Value Strategy</th>
<th>Mean Index Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>IALAC Sign Story</td>
<td>4.518</td>
</tr>
<tr>
<td>2.</td>
<td>Student Data Form</td>
<td>4.321</td>
</tr>
<tr>
<td>3.</td>
<td>Twenty Things in Life</td>
<td>4.300</td>
</tr>
<tr>
<td>4.</td>
<td>Freely Chosen Thought Cards</td>
<td>4.238</td>
</tr>
<tr>
<td>5.</td>
<td>Values Sheets</td>
<td>4.164</td>
</tr>
<tr>
<td>6.</td>
<td>Value Ranking</td>
<td>4.158</td>
</tr>
<tr>
<td>7.</td>
<td>I Urge Telegraphs</td>
<td>4.093</td>
</tr>
<tr>
<td>8.</td>
<td>Topical Thought Cards</td>
<td>4.058</td>
</tr>
<tr>
<td>9.</td>
<td>Value Continuums</td>
<td>4.051</td>
</tr>
<tr>
<td>10.</td>
<td>Privacy Blocks</td>
<td>4.012</td>
</tr>
<tr>
<td>11.</td>
<td>Forced Choice Five</td>
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<td>12.</td>
<td>Partner Risk/Ratio</td>
<td>3.977</td>
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<tr>
<td>13.</td>
<td>Seven Criteria Grid</td>
<td>3.960</td>
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<tr>
<td>14.</td>
<td>Here and Now Wheel</td>
<td>3.943</td>
</tr>
<tr>
<td>15.</td>
<td>Who Comes to Your House</td>
<td>3.897</td>
</tr>
<tr>
<td>16.</td>
<td>Personal Coat of Arms</td>
<td>3.848</td>
</tr>
<tr>
<td>17.</td>
<td>Weekly Reaction Sheets</td>
<td>3.809</td>
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<tr>
<td>18.</td>
<td>Success Symbols</td>
<td>3.681</td>
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<tr>
<td>19.</td>
<td>Public Interview</td>
<td>3.584</td>
</tr>
<tr>
<td>20.</td>
<td>This I Believe Statements I Learned Statements</td>
<td>3.421</td>
</tr>
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<td>I Wonder Statements</td>
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</table>
TABLE 25
MEAN INDEX RATINGS AND RANK ORDERING OF THE EFFECTIVENESS OF TWENTY VALUE CLARIFICATION STRATEGIES

<table>
<thead>
<tr>
<th>Rank Order</th>
<th>Value Strategy</th>
<th>Mean Index Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>IALAC Sign Story</td>
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</tr>
<tr>
<td>2.</td>
<td>Twenty Things in Life</td>
<td>4.259</td>
</tr>
<tr>
<td>3.</td>
<td>Student Data Form</td>
<td>4.158</td>
</tr>
<tr>
<td>4.</td>
<td>Freely Chosen Thought Cards</td>
<td>4.105</td>
</tr>
<tr>
<td>5.</td>
<td>Values Sheets</td>
<td>4.059</td>
</tr>
<tr>
<td>6.</td>
<td>Topical Thought Cards</td>
<td>3.977</td>
</tr>
<tr>
<td>7.</td>
<td>Partner Risk/Ratio</td>
<td>3.963</td>
</tr>
<tr>
<td>8.</td>
<td>I Urge Telegrams</td>
<td>3.923</td>
</tr>
<tr>
<td>9.</td>
<td>Value Ranking</td>
<td>3.912</td>
</tr>
<tr>
<td>10.</td>
<td>Privacy Blocks</td>
<td>3.818</td>
</tr>
<tr>
<td>11.</td>
<td>Here and Now Wheel</td>
<td>3.806</td>
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<tr>
<td>12.</td>
<td>Value Continuums</td>
<td>3.797</td>
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<tr>
<td>13.</td>
<td>Forced Choice Five</td>
<td>3.795</td>
</tr>
<tr>
<td>14.</td>
<td>Personal Coat of Arms</td>
<td>3.762</td>
</tr>
<tr>
<td>15.</td>
<td>Seven Criteria Grid</td>
<td>3.753</td>
</tr>
<tr>
<td>16.</td>
<td>Who Comes to Your House</td>
<td>3.636</td>
</tr>
<tr>
<td>17.</td>
<td>Weekly Reaction Sheets</td>
<td>3.626</td>
</tr>
<tr>
<td>18.</td>
<td>Success Symbols</td>
<td>3.558</td>
</tr>
<tr>
<td>19.</td>
<td>Public Interview</td>
<td>3.425</td>
</tr>
<tr>
<td>20.</td>
<td>This I Believe Statements</td>
<td>3.276</td>
</tr>
<tr>
<td></td>
<td>I Learned Statements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I Wonder Statements</td>
<td></td>
</tr>
</tbody>
</table>
### TABLE 26
MEAN INDEX RATINGS AND RANK ORDERING OF THE SATISFACTION OF TWENTY VALUE CLARIFICATION STRATEGIES

<table>
<thead>
<tr>
<th>Rank Order</th>
<th>Value Strategy</th>
<th>Mean Index Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>IALAC Sign Story</td>
<td>4.437</td>
</tr>
<tr>
<td>2.</td>
<td>Twenty Things in Life</td>
<td>4.240</td>
</tr>
<tr>
<td>3.</td>
<td>Freely Chosen Thought Cards</td>
<td>4.127</td>
</tr>
<tr>
<td>4.</td>
<td>Student Data Form</td>
<td>4.101</td>
</tr>
<tr>
<td>5.</td>
<td>Values Sheets</td>
<td>4.059</td>
</tr>
<tr>
<td>6.</td>
<td>I Urge Telegram</td>
<td>3.984</td>
</tr>
<tr>
<td>7.</td>
<td>Topical Thought Cards</td>
<td>3.903</td>
</tr>
<tr>
<td>8.</td>
<td>Value Ranking</td>
<td>3.837</td>
</tr>
<tr>
<td>9.</td>
<td>Partner Risk/Ratio</td>
<td>3.804</td>
</tr>
<tr>
<td>10.</td>
<td>Here and Now Wheel</td>
<td>3.795</td>
</tr>
<tr>
<td>11.</td>
<td>Privacy Blocks</td>
<td>3.743</td>
</tr>
<tr>
<td>11.</td>
<td>Seven Criteria Grid</td>
<td>3.743</td>
</tr>
<tr>
<td>13.</td>
<td>Personal Coat of Arms</td>
<td>3.717</td>
</tr>
<tr>
<td>14.</td>
<td>Forced Choice Five</td>
<td>3.716</td>
</tr>
<tr>
<td>15.</td>
<td>Value Continuums</td>
<td>3.693</td>
</tr>
<tr>
<td>16.</td>
<td>Weekly Reaction Sheets</td>
<td>3.646</td>
</tr>
<tr>
<td>17.</td>
<td>Who Comes to Your House</td>
<td>3.644</td>
</tr>
<tr>
<td>18.</td>
<td>Success Symbols</td>
<td>3.558</td>
</tr>
<tr>
<td>19.</td>
<td>Public Interview</td>
<td>3.367</td>
</tr>
<tr>
<td>20.</td>
<td>This I Believe Statements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I Learned Statements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I Wonder Statements</td>
<td>3.044</td>
</tr>
</tbody>
</table>
TABLE 27
THE EFFICIENCY, EFFECTIVENESS AND SATISFACTION RANK ORDERS OF TWENTY VALUE CLARIFYING STRATEGIES

<table>
<thead>
<tr>
<th>Value Strategy</th>
<th>Efficient</th>
<th>Effective</th>
<th>Satisfying</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Weekly Reaction Sheets</td>
<td>17</td>
<td>17</td>
<td>16</td>
</tr>
<tr>
<td>2. Chosen Thought Cards</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>3. Topical Thought Cards</td>
<td>8</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>4. Values Sheets</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>5. Value Ranking</td>
<td>6</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>6. Value Continuum</td>
<td>9</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>7. Public Interview</td>
<td>19</td>
<td>19</td>
<td>19</td>
</tr>
</tbody>
</table>
| 8. This I Believe  
I Learned Statements  
I Wonder Statements | 20 | 20 | 20 |
| 9. Twenty Things in Life | 3 | 2 | 2 |
| 10. Personal Coat of Arms | 16 | 14 | 13 |
| 11. I Urge Telegrams | 7 | 8 | 6 |
| 12. Seven Criteria Grid | 13 | 15 | 11 |
| 13. Student Data Form | 2 | 3 | 4 |
| 14. Here and Now Wheel | 14 | 11 | 10 |
| 15. Who Comes to Your House | 15 | 16 | 17 |
| 16. Success Symbols | 18 | 18 | 18 |
| 17. Forced Choice Five | 11 | 13 | 14 |
| 18. IALAC Sign Story | 1 | 1 | 1 |
| 19. Partner Risk/Ratio | 12 | 7 | 9 |
| 20. Privacy Blocks | 10 | 10 | 11 |

aPresented in order of appearance on the Student Satisfaction Scale: Value Clarifying Strategies.
Student Confidence in Using Strategies. Table 28 illustrates the degree of confidence students would have in using these value clarifying strategies when they teach. One student felt his degree of confidence would depend on the class and school. Another felt his confidence would depend on how well he handled student questions. One student who responded with an "uncertain" degree of confidence stated that he does not know how high school students would react, but it would be interesting to find out.

### TABLE 28

**DEGREE OF CONFIDENCE IN USING VALUE CLARIFYING STRATEGIES IN THEIR FUTURE TEACHING**

<table>
<thead>
<tr>
<th>Degree of Confidence</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Uncertain</td>
<td>1</td>
<td>1.07</td>
</tr>
<tr>
<td>Uncertain</td>
<td>11</td>
<td>11.77</td>
</tr>
<tr>
<td>Indifferent</td>
<td>7</td>
<td>7.49</td>
</tr>
<tr>
<td>Confident</td>
<td>59</td>
<td>63.13</td>
</tr>
<tr>
<td>Very Confident</td>
<td>15</td>
<td>16.05</td>
</tr>
<tr>
<td><strong>Total = 93</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Response to Open-Ended Questions. Table 29 presents the data collected in response to the open-ended questions on the last page of the Student Satisfaction Scale. This table presents the frequency ratings of strategies students got the most from, the least from, and those they plan to use when they begin to teach.
TABLE 29
FREQUENCY RATINGS OF STRATEGIES STUDENTS GOT THE MOST FROM, THE LEAST FROM AND THOSE THEY PLAN TO USE WHEN THEY TEACH (N = 88)

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Most From</th>
<th>Least From</th>
<th>Plan To Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Weekly Reaction Sheets</td>
<td>9</td>
<td>16</td>
<td>9</td>
</tr>
<tr>
<td>2. Freely Chosen Thought Cards</td>
<td></td>
<td>8</td>
<td>36</td>
</tr>
<tr>
<td>3. Topical Thought Cards</td>
<td>41</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>4. Values Sheets</td>
<td>33</td>
<td>4</td>
<td>30</td>
</tr>
<tr>
<td>5. Value Ranking</td>
<td>11</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>6. Value Continuums</td>
<td>3</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>7. Public Interview</td>
<td>5</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>8. This I Believe Statements</td>
<td></td>
<td>21</td>
<td>1</td>
</tr>
<tr>
<td>I Learned Statements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I Wonder Statements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Twenty Things in Life</td>
<td>23</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>10. Personal Coat of Arms</td>
<td>13</td>
<td>14</td>
<td>10</td>
</tr>
<tr>
<td>11. I Urge Telegrams</td>
<td>8</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>12. Seven Criteria Grid</td>
<td>4</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>13. Student Data Form</td>
<td>10</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>14. Here and Now Wheel</td>
<td>17</td>
<td>13</td>
<td>16</td>
</tr>
<tr>
<td>15. Who Comes to Your House</td>
<td>16</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td>16. Success Symbols</td>
<td>3</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>17. Forced Choice Five</td>
<td>2</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>18. IALAC Sign Story</td>
<td>32</td>
<td>2</td>
<td>27</td>
</tr>
<tr>
<td>19. Partner Risk/Ratio</td>
<td>25</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>20. Privacy Blocks</td>
<td>7</td>
<td>10</td>
<td>1</td>
</tr>
</tbody>
</table>

aSeven students left this question blank.
bFifteen students left this question blank.
cTen students stated that all the strategies were good.
dThirteen students left this question blank.
Use for and Plans for Strategies as a Teacher.

Students were asked to respond to the following two questions: 1) Do they see use for some of these strategies when they begin to teach? 2) Do they plan to use some of these strategies when they teach? Table 30 reports this data.

**TABLE 30**

**FREQUENCY OF RESPONSES TO QUESTIONS CONCERNING USE FOR AND PLANS FOR VALUE STRATEGIES AS A TEACHER**

<table>
<thead>
<tr>
<th>Degree Of Use</th>
<th>See Some Use</th>
<th>Plan To Use</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Never . . .</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Rarely . . .</td>
<td>4</td>
<td>4.20</td>
</tr>
<tr>
<td>Occasionally</td>
<td>38</td>
<td>39.90</td>
</tr>
<tr>
<td>Often . . .</td>
<td>33</td>
<td>34.65</td>
</tr>
<tr>
<td>Very Often . .</td>
<td>20</td>
<td>21.00</td>
</tr>
<tr>
<td><strong>Total = 95</strong></td>
<td><strong>Total = 95</strong></td>
<td></td>
</tr>
</tbody>
</table>

Value Strategies and Course Objectives. Students were asked to estimate the relative degree to which the value strategies used in Health Education 301 achieved the objectives of the course. Table 31 summarizes this data.

The reader must be cautioned however, that the "objectives" the students are using are creations in their own minds. At no time did this investigator discuss or distri-
bute a list of "objectives" -- behavioral or otherwise.
During the first week of the quarter the investigator discussed the topical course outline, but he never mentioned the word "objective."

Recorded immediately following Table 31 are the comments students freely wrote about this question.

TABLE 31
FREQUENCY AND PERCENTAGE RATINGS OF THE DEGREE TO WHICH THE VALUE STRATEGIES ACHIEVED THE COURSE OBJECTIVES

<table>
<thead>
<tr>
<th>Degree of Achievement</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Rarely</td>
<td>3</td>
<td>3.15</td>
</tr>
<tr>
<td>Occasionally</td>
<td>17</td>
<td>17.85</td>
</tr>
<tr>
<td>Often</td>
<td>53</td>
<td>55.65</td>
</tr>
<tr>
<td>Very Often</td>
<td>22</td>
<td>23.10</td>
</tr>
<tr>
<td><strong>Total = 95</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Freely Written Comments About Course Objectives:

Very often for the objectives of self-evaluating, introspection and thinking.

Don't know what the objectives were.

Often, if my conception of the objectives is correct. What were they?

Yes, it was almost pleasant to get up at 7 AM and come because there was always something different to do. You handled things well and I enjoyed the class.

I was not told what the course objectives were.
Often, in the sense that I learned a little more about myself and therefore should be able to teach better - but I'd would (sic) have liked learning more about physical health problems.

I'm not sure what the objectives were.

We floundered so. You need, I think, to get your hands on just what you want to accomplish and tell us - don't keep us wondering. Health Education is so important, time is precious. Thank you muchly for your efforts and interest.

Enjoyed the course - happy it's required.

What are the stated objectives of this course? If you think any of these 10 minute exercises is going to alter even minutely the built up values of a junior or senior in college, then you are a bigger dreamer than I thought. You have a total of too many values sheets, etc., for any one activity to make much of an impression. If you want to get to people's values, first cut down the total number of activities, and perhaps spend several entire periods on just one discussion topic each -- even that might be ineffective in a class meeting only three times a week.

A Discussion Of The Findings

The selected value clarifying strategies used in Health Education 301 were designed to assist the student in clarifying his own values. Students were asked to rate the percentage of course time available for the opportunity to engage in one of the seven levels of valuing. According to these ratings the course was rich with opportunities and/or encouragement for the student to engage in the valuing process. This finding is probably attributable to the design of the value clarifying strategies and the psychologically safe classroom atmosphere. The lack of a
control group limits the interpretation of this finding, in and of itself.

Students were further asked to rate the relative degree to which they became involved in the process of valuing as a direct result of Health Education 301. The data indicate that more than forty per cent of the students surveyed became involved in the valuing process to a greater degree than before the course began. Few became less involved. The smallest gain (one-third of the students) came on the public affirmation level even though the opportunities on this level were rich (two-thirds suggested they had opportunities and/or encouragement 81-100 per cent of the time). This finding seems to indicate that, in comparison to the other levels of valuing, the students in this study had the most difficulty publicly affirming their value choices.

A more objective evaluation of student valuing was made by the paired interpretation of the SAV and Ex scales of Shostrom's Personal Orientation Inventory. A t-test of the pre and post mean scores resulted in a statistically significant difference at the .01 level of confidence. Without a control group the interpretation of the meaning of this finding would be considered speculation. Improvement in the valuing process during the ten week span was significant. However, to attribute this improvement in
student valuing to the selected value clarifying strategies would be dangerous.

In summary, opportunities for the valuing process were richly available; student valuing improved as a direct result of the course for over 40 per cent of the students; over eighty per cent of the students became more cognizant of their values and almost half became more consistent between their speech and actions as a result of the course; and the results of the t-test between the mean pre and post scores of the POI indicated a significant difference at the .01 level of confidence.

Collectively, the interpretation of the objective POI and the subjective course valuing and student valuing scales lend additional validity to the merits of value clarifying strategies. Together these findings suggest that value clarification is feasible in assisting the valuing process within a health education course for future teachers.

A wealth of information was collected from the Student Satisfaction Scale: Value Clarifying Strategies. With few exceptions the selected strategies apparently functioned adequately.

Both student and instructor ratings tended to be similar as to the efficiency, effectiveness and satisfaction of each strategy. The open comments by the students
not only reflected the range of opinions but also the general feeling toward each strategy.

From the data on the Student Satisfaction Scale, the investigator made the following interpretations:

1). Students tended to rate the efficiency, effectiveness and satisfaction of each strategy slightly higher than the instructor.

2). Ten of the twenty strategies received efficiency index ratings of four or higher. Only five strategies received as high a rating on the effectiveness and satisfaction criteria.

3). The index ratings of the Public Interview, This I Believe - I Learned - I Wonder Statements, and Success Symbols strategies were the lowest on all three of the criteria scales. The instructor's ratings were slightly below those of the students. In retrospect, these ratings may reflect the improper implementation, infrequent use of or inappropriate explanation of these strategies on the part of the instructor. According to the open comments by the students, the Public Interview was not used often enough and when it was used, not enough time was available.

4). The Weekly Reaction Sheets, Value Continuums, and Personal Coat of Arms received only mediocre ratings. According to the open comments Weekly Reaction Sheets were not adequately explained nor were they followed up prop-
erly. Value Continuums were used in a different manner than described in the literature. Perhaps, if the investigator had implemented them as the literature suggested, the ratings would have improved.

5). Although rated as a very effective and efficient strategy, too many Value Sheets were distributed throughout the quarter. More in-class time should have been devoted to the completion of each sheet distributed.

6). Too many strategies were used during the quarter. This resulted in a hurried use of several techniques and an infrequent use of others. According to the open comments, too little time was made available for both discussion and written responses.

7). The most favorable ratings and comments by the students were given to the IALAC Sign Story. Its appeal is open to speculation. Perhaps its rating reflects student identification with the person in the story.

8). In general, the strategies students got the most from were also the ones they plan to use. One exception to this was the Student Data Form. Twice as many plan to use it as compared to those who got the most from it.

9). The Thought Cards and Values Sheets were the most frequently used strategies throughout the quarter. They also ranked highest for the strategies students got

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3See pages 50-56 for the explanation.
the most from and the ones they plan to use when they teach.

10). Over eighty per cent of the students expressed confidence in using value clarifying strategies as future teachers.

11). Only relatively few students plan not to use value clarifying strategies when they teach; still fewer students saw little use for value clarifying strategies in education.

12). The overwhelming majority of students felt that the strategies used more than occasionally contributed to the attainment of the course objectives. Less than four per cent of the students stated that the strategies rarely achieved the course objectives.

Had the instructor identified the course objectives early in the course, less confusion and more accurate interpretations may have been possible. The attempt to allow students to "discover" or formulate course objectives for themselves may have been more effective if time for this had been provided and fewer strategies attempted.

Additional Data. The question was raised, "Has the knowledge level of the students concerning health education information been adversely affected because of the value clarifying strategies used?" Though not originally planned for in the study, this aspect of student evaluation was explored.
The final examination from the previous quarter (see Appendix N) was administered to the sections treated with value clarifying strategies. Students had not been told about this examination and consequently had not prepared for it. A t-test was used to compare the means from the previous quarter to the mean score in the treatment group. Appendix O summarizes the data.

A highly significant difference (<.001 level) was found in favor of the knowledge level of the students enrolled in Health Education 301 the previous quarter. These results may not be as "significant" as the level of confidence indicates. The comparison group, with a mean of 84.64, had the advantage of preparing for the exam and the additional incentive of a course grade. During the quarter in which the treatment group was enrolled in the course the instructor revised the course outline and dropped the former textbook. Consequently, four questions on alcohol misuse and two textbook questions, each worth two points, were not directly discussed in the treatment group.

Knowing these limitations seven students in the treatment group chose to prepare for this final exam and use the results as their final grading option. Their scores ranged from 62 to 98 with a mean of 82.3. Several days later these same students were given this same examination
with the rest of the treatment group, only this time not for a grade. The student with the first score of 98 only received a 72! The student with the lowest score of 62 improved the second time to 94! The other five remained relatively unchanged.

Apparently the validity and/or reliability of the final examination is questionable. The results of the final examination, although statistically significant in favor of the comparison group, are misleading in and of themselves. When interpreted in light of the extenuating circumstances, it is suggested that the knowledge levels of both the comparison and treatment groups were relatively similar. Because of the limiting nature of this data the investigator abstains from drawing any conclusions from this finding.

In summary, the findings of this study have been presented in table form, discussed, and interpreted in light of their possible meanings. In general, the findings indicate that, given the opportunities, the process of valuing can improve within a health education course using selected value clarifying strategies. Most of the twenty selected strategies were rated as efficient, effective, and satisfying. The collective data in this chapter suggest that value clarification is feasible as a method in health education for future teachers.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to explore the feasibility of using selected value clarifying strategies in a health education course for future teachers. The study was further designed to develop, modify, describe and evaluate these selected strategies. Sub-purposes included opportunities for students to learn the process of valuing, assisting the student in reducing the gap between speech and actions, and assessing student success in the process of valuing.

College juniors and seniors preparing to be secondary teachers who were enrolled in the investigator's sections of Health Education 301 at The Ohio State University during the Spring Quarter of 1971 comprised the study population.

In preparation for the study the investigator attended conferences and workshops about value clarification. Value clarification strategies were developed and modified for use within Health Education 301. These strategies were described in Chapter III in detail. The materials modified and used in this study appear in the appendices.
Students were instructed in the usual course content but with a focus on the seven levels of valuing —
1) choosing freely, 2) choosing from alternatives, 3) choosing after thoughtful consideration of the consequences of each alternative, 4) prizing, being happy with the choice, 5) publicly affirming the choice, 6) acting on the choice, and 7) acting repeatedly as a pattern of life.

Each of the twenty value strategies were designed to assist students in two or more of the above mentioned levels of valuing. Half of these strategies were used more than once during the quarter. The average strategy activity took less than ten minutes to conduct.

Evaluation of the study was accomplished in four phases. The first evaluative instrument used was Shostrom's Personal Orientation Inventory, a measure of self-actualization. The paired interpretation of two scales in this instrument were used to assess the process of student valuing. This instrument was administered during the first and last weeks of the quarter. A statistically significant difference at the .01 level was determined by the t-test between the means of the paired scales. Lack of a control group prohibited the interpretation of this finding as being attributable to the experimental procedure. The use of the POI was found to be relatively sensitive to changes over a ten week period and, therefore, may be a feasible measure of the valuing process.
A Course Valuing Scale was developed and administered by the investigator during the last week of the quarter to determine in a percentage rating the opportunities and/or encouragement for each of the seven levels of value theory. The collected data indicated that well over fifty per cent of the course time provided students with the opportunity and/or encouragement to become involved in the valuing process.

A scale to assess the degree to which students became involved in the valuing process as a result of the experiences in Health Education 301 as completed during the last week of the quarter. In relation to before the course began, almost fifty per cent of the students rated themselves as having become more involved in the valuing process. More than eighty per cent expressed a greater awareness of their values. Almost half of the eighty-eight students stated that their speech had become more consistent with their actions as a result of the experiences in this course.

The Student Satisfaction Scale: Value Clarifying Strategies was designed to determine the efficiency, effectiveness and satisfaction of each strategy through a five point continuum rating. Seventeen of the twenty strategies received good to very good ratings in each of the three categories. The three strategies receiving fair to poor ratings were the same ones which the instructor
felt were not implemented properly. Student responses to the open-ended comments gave further insight into the merits and limitations of each strategy.

In general strategies from which students said they received the most benefit were also mentioned as ones they plan to use when they teach. The vast majority of students felt that the strategies used throughout the course often achieved the course objectives.

Conclusions

On the basis of the findings of this study, the following conclusions seem justified:

1). Rich opportunities can be provided in health education courses for students to learn the valuing process.

2). The paired interpretation of the SAV and Ex scales on Shostrom's FOI appears to be a sensitive measure of the process of valuing.

3). Given the opportunities in a non-threatening, non-directive atmosphere, students can become successfully involved in the process of valuing.

4). The majority of the selected strategies functioned as intended, in that they were rated as efficient, effective, and satisfying.

5). Value clarifying strategies enrich the teaching process by helping students get involved in choosing, prizing and acting about their values.
6). When future teachers are exposed to value clarifying strategies many can see use for and/or plan to use some of these strategies when they begin to teach.

7). Value clarification appears to be feasible for use in a health education course for future teachers in light of the ratings and comments made by the study population.

8). In summary, the stated results of this investigation combined with the feedback of students throughout the quarter, interpreted and analyzed in relation to the teaching experiences of this investigator, lead to the conclusion that the use of selected value clarifying strategies in a health education course for future teachers is not only feasible but also personally satisfying and professionally edifying.

Recommendations

As a result of this investigation the following studies are recommended:

1). Using Shostrom's POI, a controlled study should be undertaken to determine if improvement in the valuing process results from the use of value clarifying strategies.

2). A study should be undertaken to develop, modify and evaluate value clarifying materials for a personal health education course.

3). A study should be undertaken to determine the
feasibility of using Thought Cards, Weekly Reaction Sheets, Student Data Forms and Value Sheets for in-depth studies of student concerns and their self concepts.

For a fuller utilization of the materials developed and modified from this study, the following recommendations are made to educators:

1). Those seriously interested in learning and applying value clarifying strategies attend one of the workshops offered in value clarification.

2). Future teachers be instructed in the methods, techniques and theory of value clarification.

3). Teachers interested in honest student feedback and who desire to keep in touch with the thought patterns of their students, use selected strategies in their teaching, namely: Thought Cards, Values Sheets, Student Data Forms, and Weekly Reaction Sheets.

4). The materials developed and discussed in this study be further modified and refined for use in other health education courses.

5). Opportunities and encouragement for the valuing process be given to all health education students.

6). Value clarifying strategies be used by all health educators and, in particular, those who may have a tendency to "moralize" on value laden topics.
WEEKLY REACTION SHEET
5/14/71.

1. What was the best day of the past week? What made it the best?

2. What are some things you learned this week which were important to you?

3. Were you in emphatic agreement or disagreement with anyone this week? Explain.

4. Did you do anything this week which required more than three solid hours?
WEEKLY REACTION SHEET
5/21/71

1. Did you work on any plans this week for some future experience you hope to have?

2. What, if anything, did you do this week of which you are proud?

3. Did you act on any of your values this week? What did you do?

4. Were there important contradictions or inconsistencies in your week?
WEEKLY REACTION SHEET
5/28/71

1. Identify three choices you made during the week.

2. Are you happy with the way you spend your weekends? How could you improve them?

3. What did you learn this week, in or out of school, that you are likely to use in your later life?

4. List one or two ways in which the week could have been better.
WEEKLY REACTION SHEET
6/14/71.

1. Describe some conversation you had this week in which you found yourself poles apart from someone else on a topic you value.

2. What did you do this week that made you very happy?

3. Did you work on any plans this week for some future experience you are planning to have? Tell us something about it (unless it is too personal).

4. How was this week different from the previous week?
APPENDIX B
Selected Thoughts from Thought Cards:

I dislike school because it teaches me to fit in the present society without questioning its values.

Good mental health is having a realizable distance between what you are and what you want to be.

I can't stand white people being nice to me just because I'm Black. Treat me just as you would any other human being.

I feel very strongly about the use of drugs because many of my friends have become very messed up with their use.

Never let school interfere with your education.

"Pollution fighters sit
   In smoke-filled rooms:     Happiness = Realization
     Thinking of ways:
   To clean the air.      Expectation

If something is not done about pollution, where will the animals live? Remember, man is an animal.

I feel that there is a terrific need today, especially among young people, for a personal religious faith. The various sects and denominations we now have disgusted me due to the ritualism and ceremony associated with them.

I think each man's need (religious) can best be fulfilled by his own searching for God whether he looks to nature or into himself, and, I suggest, this need cannot be satisfied by looking behind a pulpit or in the baptismal waters which "cleanse" one. There is too much hypocrisy in the church pew. We should examine the relation of our beliefs with our actions.

I really believe that any person can go without a cigarette at 8:00 a.m.

Please, let's have a peaceful Spring Quarter.

Be a liberal, have friends left and right.

In the middle of the word life there's a big word "if".
If I had all the money I've spent on beer and cigarettes returned to me, I'd have a small fortune.

I wanted to sit on the Oval today, but I couldn't find anyplace that wasn't covered with cigarette butts.

Fighting for peace is like screwing for chastity.

I feel Calley should be set free.

A healthful and philosophical note to all who are ecology-minded this week: there is nothing more incongruous than a student who helps to pick up trash and litter, but who then deposits the butt of his well-puffed fag on the nearest lawn or floor of a building.

Many teachers I've had teach to their students as if their minds were empty blackboards, waiting to be scribbled up with useless bits of information.
Additional Thought Cards:

I. Date: 4/26/71 — Freely Chosen Thought Cards

Many people hurry to catch up; few hurry to get ahead.

It's nice to be greeted by the person next to you at 8:00 a.m. with a smile.

It's midterm time again, time to sweat & cram, to build the sacred grade point, to drag out the coffee and the "Murine." What a drag!

I hope that as a teacher I won't forget to continue my investigation of my field. That is to say — A teacher should never stop learning. I hope I'm never caught in a rut as so many are.

What are those with all the hair trying to prove? Does it take intelligence to grow hair?

Why can't I ever tell people no?

I hope campus is quiet this spring quarter — no riots.

After having gone through a very bad week, emotionally & physically, I'm now experiencing a neutral state of complacency and well being. I feel that mental recuperation is as necessary as physical.

I wish once a professor sets the date for a test, he would stick to that date instead of delaying the exam, because it can really screw up a student's schedule. Once you study for a test you sure don't feel like doing it all over again.

One big credibility gap which should be investigated more thoroughly is that which exists between what schools should be doing for students and what they are doing to students.

My grandfather died a week ago from cancer. Please write your congressman to vote for bill S-34 establishing the National Cancer Authority — for cancer research. It may help someone you love live a little longer.
School seems to be becoming more and more of a waste of time because all I hear are the same questions with no answers. I need some answers now before I start teaching.

The only thing I've thought about this week is my pregnant roommate. I wish I knew how to help her.

II. Date: 5/3/71 — On Health, Mental Health, Mental Illness or Suicide

Mental Health: The art of living with yourself after and only after you've come to know and accept yourself.

If I think it is awful being slightly sick physically, how would I like to be mentally ill?

You can never be anything in your own mind unless you value yourself and have confidence in what you do. Always think positively, and life will turn out positive too.

Some people worry about their mental health too much. I think many of the emotional problems we have are common to all people and not signs of poor mental health.

I've wondered who it is that dictates sanity. Is he qualified? Isn't everyone a little "crazy" in some way?

8:00 classes should be outlawed.

Ulcers: What you get from "mountain climbing" over "mole-hills".

There is such a narrow line drawn by the supposedly mentally healthy. Where would the line be if drawn by the mentally ill? I could be on the other side of a line.

Well, hell who is to say who has perfect mental health, except God.

Why are young people today so defiant of authority and disrespectful of country?
I have a professor who boringly lectures for 2 solid hours — and has to drink coffee to keep himself awake.

The aspect of American society I like least is: — the rush, rush, rush, always worried about the paranoia. If I find time in my life to relax and do things without hurrying — I will have achieved one of my goals in life.

Mental health is like a window pane; it's only visible when it's smudged.

About three weeks ago I brought a girl to class with me who was suicidal. I wonder if anyone noticed anything different about her (or even noticed her!).

Sometimes I wonder if there is a tendency of suicide in families because my father was supposed to have committed suicide (although sometimes I don't believe it) even though the thought has never become action & I don't believe I ever could. I don't tell many people because I'm kind of scared. I'm kind of worried about the day we discuss suicide. I was only in 5th grade when it happened.

To commit suicide a great deal of courage is required.

Are present day mental hospitals and high priced psychiatric care conducive for improving mental and emotional health?

If people would consider the mentally ill as "ill" and not "crazy" recovery for the ill would be aided not stunted.

Suicide is a coward's way of escaping the realities of life. Drugs are a suicide in this way.

Anyone who can prove to me that he is completely mentally healthy, I'll give $100.

Worry is a thin stream of fear trickling thru the mind. If encouraged, it cuts a channel into which all other thoughts are drained. Arthur Roche
I feel the crush of grades again as I tie up the
loose ends of various research projects and papers.
My mind should be used to all that by now, but the
weight of it all feels just as heavy.

Health will always be a thing of concern no matter
how many wonder drugs there are.

If a country has to draft men to defend it, then
there's nothing to defend. If there is something
defend, but a draft is still necessary, then
the nation's defense is not in question — Strawberry Statement

He who stands for nothing, will fall for anything.

In our society today, women have a changing role.
They are accepting more roles. Now, we have to
allow men to assume more previously women related
roles. Their role prescriptions are too strict.

Somehow, I think all parents & students should go
through a short course in mouth-to-mouth revival.
I wonder just how many people have died from the
lack of knowledge of others.

"To Health with all mankind."

I think if a person has knowledge about health —
they are crazy not to use that which they know.
People who smoke, drink to an excess, over eat, etc.

The meek and the humble shall inherit the earth.
Why, then, do I act so bold so often?

This quarter is ruining my health. Three all
nighters per week don't do much good for the body. (sic)

I just passed a man without a leg on the Oval. Why
does everyone, (including myself), stare at those
who are different?

I'm not in a very "healthy" state of mind today —
I'm tired of pseudo-hippies, pseudo-teachers and
pseudo-people.
Hypocrisy is: When your walk doesn't match your talk or when your talk doesn't match your walk.

You hold a block of metal in your hand, and it's solid. Yet within the metal there are molecules or atoms, all moving by laws of their own. Press a block of pure gold against a block of pure silver. When you separate them they seem unchanged, but a good physical chemist will show you that where they have been in contact, invisible flecks of gold have wandered across the barrier of structure and buried themselves, in the silver and likewise atoms of silver, somehow, in the structure of the gold.

I think that when people are pressed close they act the same way. Part of you enters them, part of them enters you. Long after you forget the names and faces, they are still a part of you. Sometimes it is frightening to think that every person you have ever hated, or feared, or run away from is part of you. But so is every person you have ever learned from, every friend you ever knew. Theodore H. White: The Mountain Road

We met Ronnie yesterday while on a picnic. He wandered around from group to group while his mother sat in the car and her boyfriend fished. Ronnie said he was 3 years old, but I think he was a little older. He asked if we felt funny when he was around. He said he would like to kill himself but he didn't know how. I hope when we left Ronnie had met 2 new friends.

One is not supposed to smoke, be over-weight, eat high cholesterol foods, etc. But is a few years longer life worth it if one so fears death, that he gives up all pleasures and vices to avoid it? Is not their fear of death paranoid? -- and those who campaign against these vices simply replacing physical illness for mental?

I sometimes find myself wondering if all the work and anxiety that goes into preparing for classes is worth it; especially when you notice your instructor grades not only on your performance, but whether he likes you, and he doesn't care at all for you personally.
"People are lonely because they build walls, instead of bridges." unknown

War: Killing, Rape — The front page of every newspaper — slow down America and take a good look at yourself — ASHAMED!!!!

IV. Date: 5/17/71 — On Smoking, Drug Use, or Drug Abuse.

I bet you can't smoke just one!

I can't help losing some respect for anyone that I know who smokes.

I must confess that I remember feeling a strange sense of perhaps inconsistency as I read The Pleasure Seekers while sipping a glass of wine.

Drugs are a cop out.

Last summer a woman came into the place where I worked with her little daughter and bought a pack of cigarettes. The little girl asked for a candy bar and the mother told her that she couldn't afford it. The cigarettes cost 45 cents and the candy bar 5 cents.

I believe people have the RIGHT to kill themselves any way they want to.

At 15 a boy begins to smoke to prove he's a man; at 35 he tries to quit to prove the same thing.

One of the best days of my life was when my father quit smoking because he thought he had throat cancer. Now that he no longer smokes, everyone in my family is happy now.

I lost my best friend to drugs. I miss her.

I really feel sorry for those people who say they can stop smoking whenever they want to, but when you ask them why they don't quit, they say they don't want to. I know they can't.

I wish before someone started to smoke or drink they could come and talk to me first. I do both!
Female smokers definitely turn my stomach inside OUT. Why do they do it? Men smokers are also crazy.

I think it would be easier to invent a cigarette that is not hazardous to your health instead of convincing people that they are hazardous to their health.

Smoking and puffing...Listen to your heart beat!!
Smoking and puffing...Listen to your heart beat.
Smoking and puffing..... Listen to your heart ----
Shooo, what happened to your heart beat!

To me smoking is just as bad as taking drugs. It's just a question of what poison you prefer.

Have you ever seen a section of a cancerous lung? It looks like a sponge dipped in motor oil. Think about it.

"No Smoking" Classroom smokers are illiterate, blind, or obviously addicted. And for some reason they make everyone else "enjoy" their cigarette.

It's easy to say "I'll quit smoking" when I have a full pack in my pocket. But as soon as the pack is empty, I think "I'll quit when I don't have so much on my mind and I'm not so nervous." I think it's the thought of quitting that makes me nervous.

To be critical of others is to show one's stupidity.

I don't object to smoking if it does something for you -- but if it does something to you, forget it! Freud would say smoking stems back to the need for sucking on the thumb in childhood. If this is the case, rather than a cigarette, give me a tasty ol' thumb any day! As for the smoke -- I get more enjoyment out of smelling a campfire. Cigarette smoke stinks! STAMP OUT CIGARETTES.

The SST was voted out once. Now it's back. I wonder who is in charge.

The thought of never smoking again really scares me and I wonder if I could really quit. I wish I could really want to quit for then perhaps I would. But I really don't feel the desire to quit, altho I know that I should.
How cold is conclusion, when beginning was so warm?

The reason I have trouble trying to quit smoking is because I associate it with relaxation.

Two relatives and one close friend of mine have died from lung cancer. I wish my father would quit smoking.

"Winston -- Why do you smoke?
Raleigh -- I guess just to kill time.
Winston -- Yeah, I guess you are killing your own time."

V. Date: 5/24/71. -- On Sex, Sexuality, or Sex Education

Sex education is a course that should be taught to parents, to remind them of the differences between them and their children.

It's a sad thing that in most schools sex education is limited (perhaps by law) to physiological differences and emphasis on "cycles," hormones, etc. I was amazed to find out that there are laws prohibiting the teaching of birth control methods in some high schools. (Is this true?)

In my high school, sex education was taught by an unmarried phys. ed. teacher who was so embarrassed and upset about having to teach it that consequently she did not really teach anything.

I am curious as to the difference between sex and sexuality.

To touch, to feel is the greatest experience that two people can encounter. Why is this looked down upon by society?

Everyday I become more and more aware our senses have been restricted, especially the sense of touch. We do not feel free to hold hands, to hug, to kiss, and so we waste inadequate words where contact would have said it all.

If sex was dirty, it would probably be spelled with four letters instead of three.
Caution: Sex may be hazardous to your health. Personally, I can't think of a better way to go!

Most people make love as if they were making war. Conquest becomes the chief motivation, and not mutual attempts at satisfying the other person.

If one were to think about the fact that sex is what leads to and creates life itself, perhaps they would realize how very beautiful and enjoyable and natural it is. Like any other pleasure, sex can be abused with a wrong attitude. Few too many people see it this way. They think it's abused through over-experiencing it, or by going against the laws that man has imposed on it. They never realize that it is all an attitude that decides whether you enjoy or abuse your sexual capacities.

Sex seems so meaningless, and trivial ... afterwards.

Sex education should be an ongoing process, not something taught in a health class in junior high or high school as it so often is. Not that it should not be included here but it should go beyond this.

Having sex without enthusiasm is like eating grapefruit without sugar.

Getting sex education in "dirty" movies can often result in a healthier attitude towards sex than getting your sex education from parents.

Sex with a person you "love" is beautiful, but sex with a person you "like" can be better.

One of the most beautiful aspects of a human relationship with another person is the sexual roles of the man and woman. As future teachers we should be able to aid students in developing a healthy sexuality, so as to be able to realize this potential later in life.

It's amazing how my views on sex have changed -- it is something you share with someone -- yet it's not the greatest way of saying "I love you." It's an important part of a relationship but let's hope it's not the only part.
Man is the only animal who has taken sex and regulated, legislated, condemned, and used it for selfish purposes. It's ironic that most people frown on sex before marriage — and then rarely have intercourse after marriage.

Sex education should be a course which is included in the common curriculum of a high school. Biology is good in learning frog intercourse -- but what of human intercourse?

People are so busy concentrating on a love of power that they can't find the power of love. (paraphrase of Dick Gregory)

There are many people in this world who do not know the difference between love and sex, and when each one is proper.

"For years, I said I wanted a girl -- just like the girl -- who married dear old dad -- until I got a glimpse of what dad had going on the side." Playboy, April, 1970.

My parents' idea of sex education was none. I hope I can do better when I have a child.

Pregnant students should be kept in school and taught to love instead of being expelled and taught to hate.

I firmly believe sex education should be taught in schools. This should not excuse the parents of their responsibility. Some parents fail their children on this subject, so why shouldn't the schools pick up the slack. After all sex is a major part of school life.

Must the sexual climax be a part of a healthy life?

Some people think sex is a four letter word. So: maybe their hang-up isn't sex, maybe they just can't spell!

VI. Date: 6/2/71. -- On Birth Control, Unwed Parents, or "This Course".

A lot of people think they know who they are, what they value, but when you try to express this, verbally, or on paper (i.e., value sheets) you find.
just how lost and undecided you are. This course (even in its sometimes unusual ways forced us to choose, value, decide. I enjoyed it.

Why is the advertising of contraceptives illegal in Columbus? Why do our moral imposing city elders have such a one sided view of this subject.

Women caution: Sex taken internally is a body expanding experience.

This course has been valuable in helping the prospective teacher analyze and conceptualize his attitudes towards many volatile topics. Important because a teacher must act on many occasions without the opportunity of time to formulize the proper responses. Hopefully this course has helped do that.

I wish I had been taught some birth control methods in high school. It might have saved a lot of sweating and maybe even a love affair.

Pregnancy could be an unwanted insertion of authority.

Attention: Are you underweight? Sex in two or three easy applications can gain you inches and pounds.

Perhaps birth control should be called conception control.

The unwed father should share the guilt equally with the girl for out of wedlock pregnancies, maybe then he might worry more about the consequences of his actions.

This course has been more beneficial to me than all the other education courses put together.

Seen on a billboard: ABORTION -- capital punishment for the crime of being an unwanted child.

Although I learned a lot in this course, at times I wonder if it should be called Health Education.

The topics discussed in this class often made good conversation with my family.
We have learned much in this course concerning values. Criteria involved in values are: 1) taking a stand on the subject, 2) publicly stating your views, 3) making the value a part of your actions regularly, 4) free choosing from alternatives and 5) accepting the consequences. Concerning this course: 1) I did not like the way it was handled, 2) I have stated this to members of the class and now to you, 3) I periodically missed the class; therefore, I don't value it, 4) I am choosing from two alternatives, one for and one against and 5) I accept whatever the consequences may be.

Before the quarter I had negative ideas about taking a health course in my senior year. Now that I've taken this course it has been a very healthy experience for myself.

I once heard a man remark that he'd like to get all the girls in town pregnant. He didn't seem to realize that the children would be his, not the girls' alone.

I really enjoyed this course. It was such a relief to come to class and relax and learn at the same time. I also hope to use "borrow" some of your teaching techniques.

I have enjoyed this course. It was a refreshing change from the everyday boring lectures of my other classes.

This course has been an enlightening experience, as far as my formal education at Ohio State.

This course has made me think in a few ways differently than any other course I have taken. A good course to help realize how other class members think.

Health Education has given me many ideas which I hope to incorporate into my classes. The Here and Now Wheel, Coat of Arms, Values Sheets, and Weekly Reaction sheets are great ideas. I enjoyed doing them and I think my students will.

I wonder how the number of un-wed mothers and fathers would be affected if we lived in a sex-educated society.
A girl has got to be a fool to get pregnant. If she does she should share the expense of the child with the father.

I feel I have learned much from this course due to the way it was taught.

Unwed parents: Your child didn't have a choice of parents but if he did do you think he would choose you? -- Don't get married just to give the child a name.

I enjoyed this course -- it was thought provoking and refreshing. I can always keep the notebook along with everything else I experienced. This course was for students -- and it is obvious a lot of time was spent in preparation by the teacher -- it's nice to know someone is concerned and really interested in the future and in the future of the children we will teach.

This course was neat.

This course makes one realize more about himself and become more involved within himself than did other courses I have taken.

The Massachusetts Legislature upheld a 115 year old law prohibiting discussing birth control with any unmarried person. My husband and I were unwed parents. Rather than a detriment to a good marriage, our position made us strive harder to make our marriage work! A big wedding is no guarantee to a happy marriage!
Summary of Thought Cards*

1. Which of your thought cards (list the titles) reflect your most cherished beliefs or attitudes?

2. Which card would you drastically rewrite at this point?

3. Can you spot a pattern to the things you stand for as they are revealed in your thought cards?

4. Which of your thought cards would make worthy "editorials" for the school paper?

5. Pick the one card which you would most like the class to know you wrote.

6. If your thought cards have not yet made you proud, what can you do about it?

7. Pick one card in which you expressed a very strong, positive opinion. Have you done anything about it?

8. Why do you or do you not like to write thought cards?

*Questions adapted from Raths, Harmin, and Simon, Values and Teaching, 1966, p. 133.
VALUES SHEET #1.

Greeting his pupils, the master asked: "What would you learn of me?"
And the reply came:
   How shall we care for our bodies?
   How shall we rear our children?
   How shall we work together?
   How shall we live with our fellowmen?
   How shall we play?
   For what ends shall we live...?
And the teacher pondering these words:
sadly walked away, for his own learning
 touched not these things.

TO THINK ON AND TO WRITE ON:

1. What would you do under these circumstances?

2. In what ways could you identify with the teacher?

3. What are you doing to prepare yourself to answer these kinds of questions?
VALUES SHEET. #2.

I Taught Them All.
by Naomi John White.

I have taught for ten years. During that time I have given assignments, among others, to a murderer, an evangelist, a pugilist, a thief, and an imbecile.

The murderer was a quiet little boy who sat on the front seat and regarded me with pale blue eyes; the evangelist, easily the most popular boy in the school, had the lead in the junior play; the pugilist lounged by the window and let loose at intervals with a raucous laugh that startled even the geraniums; the thief was a gay-hearted Lothario with a song on his lips; and the imbecile, a soft-eyed little animal seeking the shadows.

The murderer awaits death in the state penitentiary; the evangelist has lain a year now in the village graveyard; the pugilist lost an eye in a brawl in Hong Kong; the thief, by standing on tip toe, can see the windows of my room from the county jail; and the once gentle-eyed moron beats his head against a padded cell in the state asylum.

All these pupils once sat in my room, sat and looked at me grimly across worn brown desks. I have been a great help to these pupils -- I taught them the dates of battles, the boundaries of states, and how to find square roots by the algebraic method.

TO THINK ON AND TO WRITE ON:

1. What does this article say to YOU?

2. Would YOU, as their teacher, accept responsibility for these consequences? Why? Why not?

3. In what ways could YOU identify with this teacher?

4. What are the implications here for YOUR OWN teaching career?
VALUES SHEET #3

Quotations on Education

Henry Peter:  "Education makes people easy to lead, but difficult to drive; easy to govern, but impossible to enslave."

John Dewey:  "Education is a social process... Education is growth.... Education is not preparation for life; education is life itself."

Adolf Hitler:  "Universal education is the most corroding and disintegrating poison that liberalism has ever invented for its own destruction."

Horace Mann:  "A human being is not, in any proper sense, a human being till he is educated."

Joseph Stalin:  "Education is a weapon, whose effect depends on who holds it in his hands and at whom it is aimed."

Thomas H. Huxley:  "Perhaps the most valuable result of all education is the ability to make yourself do the things you have to do, when it ought to be done, whether you like it or not."

Marshall McLuhan:  "The child interrupts his education when he attends school, and that when he enters its doors he moves from a higher to a lower level of input."

Lord Halifax:  "Education is what remains, when everything that you have learned in class has been forgotten."

TO THINK ON AND TO WRITE ON:

1. What does the word "education" mean to YOU?

2. Which of the above ideas would YOU choose as most nearly representing YOUR concept of "education"?

3. Are YOU happy with the "education" YOU have received thus far? Briefly explain.
14. If there is a difference between what you believe education is and the type of education YOU have thus far received, is there anything YOU can do to reduce this gap? Say more.
Turned off
What's the most common complaint kids have about school these days? It turns them off. But one reason may be that they turn their teachers off. A survey taken in Pennsylvania recently showed that a majority of new teachers go sour on teaching within a very short time.

Typical comments: "I have found teaching much more difficult and the students more apathetic... than I had anticipated." "Teaching on my own is much more difficult than my student teaching was. I didn't know teaching could be such hard work!" "Nothing I learned in college really prepared me for students the way they really are." "The frustration I feel is often overpowering. I work so hard to get ready for my classes, and then I find that many of the students are paying no attention at all." "Sometimes even the better students get on my nerves." "My teacher training was superficial."

Here, according to the survey, are the main reasons teachers become disenchanted. They find it tough to keep control of the class. They have trouble deciding at what level the kids are able to learn and have no way of providing for individual differences. The students don't care about learning and don't respect teachers. Classes are too big. Clerical work and lesson planning take too much time. Teachers don't get enough guidance or supervision.

Result: heavy teacher dropout — 50% of those certified to teach are not teaching within two years. "There is something seriously wrong with a profession," says the foreword to the report, "that loses half of its new entrants in half the time required to prepare for it."

April 1971: Changing Times: The Kiplinger Magazine

TO THINK ON AND TO WRITE ON:

1. What is YOUR immediate reaction to the last statement in this article? Briefly explain.

2. How long do YOU plan to teach?

3. What alternatives do YOU have if YOU become unhappy or disenchanted with teaching?

4. What can YOU do now to protect YOURSELF against these "typical comments" of beginning teachers?
VALUES SHEET #5

Love:

_________ is slow to lose patience —_________

looks for a way of being constructive. _________ is not

possessive; _________ is neither anxious to impress nor
does _________ cherish inflated ideas of _________ own

importance:

_________ has good manners and does not pursue:

selfish advantage. _________ is not touchy. _________
does not keep account of evil or gloat over the wickedness

of other people. On the contrary, _________ is glad with

all good men when truth prevails.

_________ knows no limit to _________ endurance; no

end to _________ trust, no fading of _________ hope;

_________ can outlast anything. _________ is, in fact,

the one that still stands when all others have fallen.

*Adapted from I Corinthians (Chapter 13; verses 4 to 8)

TO THINK ON AND TO WRITE ON:

1. Fill in your name or appropriate personal pronoun where
the blanks appear. Now, re-read the passage.

2. Do a Here and Now Wheel below — once you have finished
the above directions.

3. What can YOU personally do to "teach the young to love"?

4. Speculate as to the possible consequences of your ac­
tions to teach the young to love.
VALUES SHEET #6
Dual Continuum

NUTRITION AND WEIGHT CONTINUUM

Super Skinny Sharon

Basic Food Selection Junk Food

Bob Fantastically Fat Fran

TO THINK ON AND TO WRITE ON:

1. Identify with an "X" where YOU are now on this double continuum of proper food selection and ideal weight.

2. Find someone else in class in the same general area you are. Talk to them. Do YOU still belong where you are? _____

3. Where would YOU like to be on this continuum? Mark the spot with an "O". Is there a difference between where YOU are now and where YOU would like to be? If yes, what are you going to do about it? _____
4. As a future teacher of students with nutrition and/or weight problems, list several alternatives you might consider to help these students.

5. Explain the possible consequences of the best alternatives listed.
I had been concerned about Marian since her mother had run away with a man, leaving Marian to care for her little brother and her father, who drank too much to hold a steady job. Probably the heavy burdens at home had not been as hard on her, however, as the attitude of her fellow students, which ranged from coolness to contempt.

One morning as I walked to class I heard the students excitedly discussing Marian. To my horror I learned she had tried to kill herself and had been taken to the hospital in critical condition. All the comments I heard were far from sympathetic. Possibly because I had sensed their intolerance and had done nothing to stop it, I was very angry at the students' reactions.

When my first class came in, I felt I had to speak out. I told them that I was ashamed of their intolerance, and that I felt it was their fault she no longer wanted to live among them.

While they sat in shocked silence, I made writing letters to Marian a required assignment and suggested the class send flowers. I asked them to visit her at the hospital and try to give her the understanding and sympathy they had withheld.

The effort bore fruit. Because of it, Marian became a nurse.

I have wondered what might have happened if I had been too timid to speak out.


TO THINK ON AND TO WRITE ON:

1. Would YOU have spoken out? If yes, what would YOU have said? If no, explain.

2. Do YOU think it is appropriate to visit students when ill or in the hospital? Say more.

3. Have YOU ever known anyone who wanted to commit suicide? Did anyone reach out to them?
4. When was the last time YOU spoke out in favor of someone who was unfavorably spoken about behind their backs?

5. What would YOU do if teachers in the lounge started to cut down one of YOUR favorite students? What if he were one of your worst "problem" students?
VALUES SHEET #8
Dual Continuum

RELIGION VS. SPIRITUALITY

Bible Believing Bartholomew

Anti-Religious
Albert

Religion

Scale

Spirituality

Atheist - Agnostic - Nihilist - Nietzsche

TO THINK ON AND TO WRITE ON:

1. Identify with an "X" where you are on this double continuum.

2. Do YOU cherish YOUR position enough to publicly affirm it, or at least not deny it when questioned about it?

3. Find someone else in class who has marked their continuum in the same general area you have. Talk with them about it. Do you still belong where you are?
4. Explain YOUR personal theory about this dual continuum and the incidence of mental-emotional illness (insanity).

5. What relationship does all this have to YOUR total personal health?

6. In one sentence relate this dual continuum to YOUR teaching of adolescent students.
VALUES SHEET #9

Perspective

DIRECTIONS:
Read the attached letter "perspective," then answer the following questions.

TO THINK ON AND TO WRITE ON:

1. If YOU could identify with the parents, what feelings were YOU experiencing BEFORE YOU read the last paragraph?

2. As a student what does this letter say to YOU?

3. As a future teacher what does this article say to YOU?

4. As a future teacher what alternatives do you have to the present grading system?

5. Detail what YOU plan to do about YOUR ideas concerning the grading system. When?
"Dear Mother and Dad:

Since I left for college I have been remiss in writing and I am sorry for my thoughtlessness in not having written before. I will bring you up to date now but before you read on please sit down. You are not to read any further unless you are sitting down. Okay?

Well then, I am getting along pretty well now. The skull fracture and the concussion I got when I jumped out of the window of my dormitory when it caught on fire shortly after my arrival here is pretty well healed now. I only spent two weeks in the hospital and now I can see almost normally and only get those sick headaches once a day. Fortunately, the fire in the dormitory, and my jump, was witnessed by an attendant at the gas station near the dorm and he was the one who called the Fire Department and the ambulance. He also visited me in the hospital and since, I had nowhere to live because of the burnt-out dormitory, he was kind enough to invite me to share his apartment with him. It's really a basement room, but it's kind of cute. He is a very fine boy and we have fallen deeply in love and are planning to get married. We haven't got the exact date yet, but it will be before my pregnancy begins to show.

Yes, Mother and Dad, I am pregnant. I know how much you are looking forward to being grandparents and I know you will welcome the baby and give it the same love and devotion and tender care you gave me when I was a child. The reason for the delay in our marriage is that my boy friend has a minor infection which prevents us from passing our pre-marital blood tests and I carelessly caught it from him.

I know that you will welcome him into our family with open arms. He is kind and although not well educated, he is ambitious. Although he is of a different race and religion than ours, I know your often-expressed tolerance will not permit you to be bothered by that.

Now that I have brought you up to date, I want to tell you that there was no dormitory fire, I did not have a concussion or skull fracture, I was not in the hospital, I am not pregnant, I am not engaged, I am not infected, and there is no boy friend in my life. However, I am
getting a D in History and F in Science and I want you to see those marks in their proper perspective.

Your loving daughter,

Susie.
Grades**

So it came to pass that imperfectly educated teachers, using imperfect measures and imperfect criteria, began to grade students on subject matters that may or may not have had any obvious significance in the life of the student. Success was no longer measured in competitive debate, or in the sports arena or on the battlefield, or on the job. It was determined by the whim of the teacher in the classroom.

At one time in history, it was the teacher who was graded on the basis of the performance of his students. If a teacher's students succeeded in the competition of daily living, he was assured of more pupils and also a flourishing practice. But if his pupils consistently failed, he would not make it as a teacher and would probably have to get another job. Thus, in the earlier periods of education, the criteria of success were highly visible, and the teacher was, in many ways, held accountable.

But grading changed all that. Instead of success being judged by society once the student was out of school, success was now being judged by the teacher in the classroom. Thus, the teacher's evaluation became the focus of the learning experience rather than the student's preparation for life in the real world. Grading also took the teacher off the hook -- no longer could he be held accountable for a student's failure. He would just point to the student's low marks.


TO THINK ON AND TO WRITE ON:

1. How would YOU like to be graded on YOUR students' performance? Explain.

2. Would YOU teach and/or evaluate differently if students graded YOU? Explain.
3. React to the statement: "If the school fails to teach the child, it need only give the child a low mark to, miraculously, make the child the failure, not the school." Leslie A. Hart, The Classroom Disaster, New York: Teachers College Press, 1969.

4. Detail how YOU will justify low grades to parents.
VALUES SHEET. #11

Legal Liability and First Aid**

Innocent as teachers and administrators may individually feel themselves to be of wrongful conduct toward their pupils, cases do arise in which pupils or their parents sue on account of injuries sustained by pupils while under school control. Every person has a right to freedom from bodily injury, intentionally or carelessly caused by others; yet in every human relationship there is some possibility of injury. If the risk is great, the legal liability for possible injuries should be investigated.

If a pupil is injured ... and no person with medical training is available, the proper action to be taken by the teacher depends upon the nature of the injury. If immediate first aid treatment seems indicated, the teacher is obligated by his relationship to the pupil in loco parentis to do the best he can. Only such first aid knowledge as is expected of laymen is required of teachers in these circumstances, but every teacher should be trained in at least the rudiments of first aid. If the injured pupil does not need immediate attention, the teacher should await the attendance of a medically trained person rather than attempt to do something which may leave the pupil in worse condition. Failure to act or unwise action may lead to a charge of negligence against the teacher.

The situation, however, is quite different if a pupil is in need of medical treatment in the absence of an emergency such as an accident. Teachers without medical training should not attempt medical treatment in such cases. If they do so and act unwisely, they may be subject to a charge of negligence.


TO THINK ON AND TO WRITE ON:

1. Knowing YOUR present first aid competence, what thoughts ran thru YOUR mind as YOU read the above paragraphs?
2. How do YOU think YOU will react (emotionally) in an emergency situation?

3. List several things you can do to protect yourself against a negligence and/or liability charge.
VALUES SHEET # 12.

I Know Butt ... **

Part I

The Principal:

"We have been made aware of this (that cigarette smoking is a health hazard) by the Surgeon General's reports on Smoking and Health, the latest of them released in 1967. If we permit students to smoke on school property, it might seem that we are ignoring the warning, and that we are in essence actually encouraging students to smoke."

"Right," thought one of the high school health teachers. "When I think of all the hours I spend trying to get across to our kids the dangers of smoking, it makes my blood boil to have these facts contradicted by the deliberate sanctioning, and perhaps actual encouragement of smoking. What's the use of showing all these films from the Cancer Society and the Heart and T.B. Associations, if we then say, 'now you're not in class, go ahead smoke, if you want to.' I try to influence these kids not to smoke, and then we turn around and say 'it's really O.K. if you want to.' If this petition is approved, you can be sure that when I'm on lunch duty, I won't allow the kids from the health classes to smoke. After all, I don't care how much students learn about the statistical relationship between smoking and lung cancer, but I do care whether they take up the habit of smoking cigarettes, especially under school auspices."

"I disagree," thought the Art teacher, "If we're going to have rules against smoking, we shouldn't use that health hazard argument. If smoking were really as dangerous as some of those fear-mongers would have you believe, the government would stop the television advertising, and maybe even take cigarettes off the market. There are plenty of doctors who smoke, and if anyone should be aware of danger, they should. I don't hear the American Medical Association trying to convince people not to smoke. Of course, there may be other reasons for not letting kids smoke in school, but the danger to health certainly is not convincing enough at this stage of the game. We would do much better if we concentrated our attention on the air pollution problem which really is a health hazard, rather than wasting our time prohibiting something the students are going to do anyway. Let's be sure that
smoking is harmful before we go on this crusade."


TO THINK ON AND TO WRITE ON:

1. Are YOU in emphatic agreement or disagreement with either the health teacher of the art teacher? Explain.

2. Do YOU smoke? How much? What brand? What is the nicotine and tar ratings of that brand? Do YOU prize or cherish YOUR beliefs and/or behavior?

3. If YOU are part of the "unhooked" generation, explain YOUR reasoning. Do YOU prize or cherish YOUR beliefs and/or behavior?
"On the other hand," the Principal continued, "we want our students to learn how to think critically and to make decisions for themselves. Whether or not to smoke is just one of those decisions, and while we hope to influence it, we can't mandate it. Smoking is an accepted practice. Many of us smoke and so do some of the parents, and we know that some of our students will decide to smoke in spite of the medical evidence. If we maintain that they should be making their own decisions, then we ought to let them make them."

"Right," thought the Social Studies teacher. "This is exactly what we try to do (in) our Social Studies classes. We take care to consider all sides of issues, whether we agree with them or not, and the students have to come to their own decisions. We shouldn't make smoking appear as a prohibition determined and enforced by adults. We would do better to present it as a young adult's choice. I'm getting sick and tired of teaching the importance of personal decision making in a democracy, and then imposing restrictions that don't allow this process to take place. It negates everything I'm trying to do. If these kids are old enough to be drafted soon after they leave school -- if they're old enough to drive cars, then they are old enough to decide about smoking."

"I disagree," thought the Industrial Arts teacher. "These kids aren't really old enough to make an important decision like this that could affect their whole lives. I think there is too much permissiveness today, both at home and in school. That's one of the reasons we have so much trouble with kids -- we've given them too much of a voice and too many rights, and they simply haven't had enough experience to be able to make responsible judgments." I don't know what the schools are coming to. Just imagine -- teenagers questioning the rules of the school! What they need to learn is how to be a part of a democracy by following the rules that exist. We're getting too lax in every way -- the way we permit them to dress for school is scandalous."

TO THINK ON AND TO WRITE ON:

1. With whom do YOU agree -- the social studies teacher or the industrial arts teacher? (If neither, express your feelings and thoughts about smoking, students, and the school.):

2. What are YOUR thoughts about student detentions and/or suspensions for smoking on school property?


4. Justify or criticize a teachers' smoking lounge.

5. Justify or criticize a smoking area for students on school property.
VALUES SHEET #14

A Cigarette Speaks to a Pretty Girl

DIRECTIONS:
Read the attached poem, then answer the following questions.

TO THINK ON AND TO WRITE ON:

1. What per cent of the attached poem do YOU believe? How much of the poem is factually accurate?

2. Do YOU find anything "pro" smoking in the poem? What?

3. If the poem is too anti-smoking for YOU, tell why.

4. What, if any, are the implications for YOUR OWN LIFE to be found in this values sheet exercise?

5. If YOU smoke, give at least one PERSONALLY beneficial reason why YOU continue to smoke.
A CIGARETTE SPEAKS TO A PRETTY GIRL

I'm just a friendly cigarette,
Don't be afraid of me.
Why, all the advertisers say,
"I'm harmless as can be."
They tell you that I'm your "best friend"
(I like that cunning lie).
And say you'll walk a mile for me,
Because I satisfy.

So come on girlie, be a sport,
Why longer hesitate.
With me between your pretty lips,
You'll be quite up to date.
You may not like me right at first,
But very soon I bet -
You'll find you just can't get along without a cigarette.

You've smoked one package, so I know,
I've nothing now to fear.
When once I get my grips on girls,
They're mine for life, my dear,
Your freedom you began to lose,
The very day we met,
When I convinced you it was smart.
To smoke a cigarette.

The color's fading from your cheeks:
Your finger tips are stained.
You said you'd like to give me up
But sister You are chained!
You even took a drink last night
I thought you would e'er long
For those whom I enslave
Soon lose their sense of right and wrong.

Year after year I've fettered you and led you blindly on
Till now you're just a bunch of nerves with looks and health
both gone.
You're pale and thin and have a cough,
The Doctor says, "TB."
He says you can't expect to live
Much longer thanks to me.

But it's too late to worry now,
When you became my slave,
You should have known the chances:
Were you'd fill an early grave.
And after I have done my part
To send your soul to Hell
I'll leave you with my partner Death
He'll come for you "Farewell."
VALUES SHEET #15**

We're Really Getting It Together, Man*'

"It's ALL A HASSLE, man. The Establishment is forever trying to jive you. Well, I'm through with being jived, with being hassled. I'm just going to stay here on this mountain, smoke a lot of dope and really get myself together."

It's been five years since you've seen them. And now somehow you hear they've moved West and are close by. There is more to it than old friendship. More like kin they were.

************

WHEN TOMMY COMES through the door, he nods at you and goes right on by. It had been a while. He didn't recognize you. So you follow him, looking hard at him when he turns around. It finally dawns on him who you are. "How are you, man?" he smiles.

Then, without another word, he sits down at the console, pulls out a package of grass and starts rolling joints. You look at him. He's wasted, gaunt; his eyes are kind of glazed-over remnants of faded blue. You finally get up to walk on. He is too spaced out.

**This Values Sheet was originally developed by Dr. Sidney B. Simon and used with his permission.**
He looks up, says, "You leaving? Come on back later and we'll rap." You say okay, but you have this feeling that you won't be doing that. Instead you drive to where he and Laura live. Has she changed that much?

When you get there, you find out she has. You really don't believe what you see. Where once before was this beautiful, exciting woman there's now a drab little sparrow, living in a house without heat or water or electricity. Her clothes are rags. Her face is drawn and tight. Her eyes scare you.

************

BUT AT LEAST she's really happy to see you. And wants to talk: "Did Tommy do that?" she said, when you tell her of the scene at the station. "Wow, well, he's probably on cocaine. He stays stoked up all the time.

"I mean it's really beautiful for him, though. He glides through it all really well. He really works when he's stoned on drugs no matter how heavy they are. I can't handle it as much as he does. Like we both drop a lot of acid, but it's gotten where I don't need to but maybe every six weeks."

You hear her but you don't believe her. And you look at the filth and poverty and you ask her why. "Yeah, we're down to the wire, all right. But that's just for now."
"We're really getting it together, man. I'm working with this great band and we're going to move to the city and Tommy's getting a job with this farout station and..."

***********

YOU LISTEN. You're hearing the same thing you had talked about five years before. The same dreams. Laura keeps talking, but it starts making less and less sense. She uses the teenybopper terms "funky" and "out of sight" over and over.

It's a gray day with snow clouds hanging low over this secluded mountain town. The flakes finally start falling as you go back to pick up Becky.

"This is going to be a really far-out party," she tells you. The party. Right. You'd forgotten.

She tells you where to drive, up the mountain, on a dirt road that winds for eight miles. "Here's the place," she says, pointing to a wooden shack.

***********

YOU GO INSIDE. Already there are 10 people, young men and women, dressed in rags and tatters. They're already stoned. You walk in but nobody makes any move to introduce you. Becky lights up a joint, pours herself some wine and sits down on a bed in the corner of the two-room house.

You sit and watch, waiting for some kind of conversation to begin. You look at Becky but she's spaced out,
staring at the coal oil lamp as it provides a faded yellow parchment setting in the shack.

"Really far-out grass," a girl mumbles. "Yeah, really super grass," somebody else says.

You sit in the corner for three hours watching them "get it together." Looking at them "finding out where it's at." Five years is a long time. It really is.

*On Hassle, Getting It Together and Drugs:

TO THINK ON AND TO WRITE ON:

1. Do an immediate Here and Now Wheel upon finishing reading the above.

2. Do you find anything "pro" drug in the story? What?

3. If the story is too anti-drug for you, tell why.

4. This is the hard question. What, if any, are the implications for YOUR OWN LIFE to be found in this values sheet exercise?
Self Concept**

The concept of self serves as a censor for one's perceptions. An individual does not perceive what is actually in his physical and social environment. He perceives those aspects that relate to, enhance, and maintain the self. According to Rogers, as an individual moves toward a more positive view of self, he becomes more open to his experience. That is, he can be less defensive and does not have to distort what he perceives. He is able to perceive his world more realistically. The more unworthy an individual feels, the more defensive he has to be, and the more he has to distort his perceptions to maintain the person he thinks he is. The more unworthy an individual feels he is, therefore, the more difficult it is to change his self-concept.

Combs says that "it is people who see themselves as unliked, unwanted, unworthy, unimportant or unable who fill our jails, our mental hospitals, and our institutions." He describes the individual who has a positive view of self as one who expects to be successful, as one who behaves courageously, is less disturbed about criticism, is free to pay more attention to events outside the self, behaves unselfishly, does not have to be concerned about whether he is conforming.


TO THINK ON AND TO WRITE ON:

1. How does YOUR self-concept measure up to the above statements?

2. As a future teacher of students with poor self concepts, list at least three things that YOU PERSONALLY can do to help strengthen the students' self concepts.

3. Relate the above two paragraphs to drug ABUSERS. Explain.

4. As a teacher of actual and/or potential drug ABUSERS, list at least three things that YOU PERSONALLY can do to help (YOU complete the statement and answer it.)
VALUES SHEET #16

Inner City Education**

There are none so holy as the recently converted, and none who are likely to fall from grace so soon. I applaud those whose moral indignation leads them to active involvement in the race relations scene, but I have reservations about those people who suddenly discover Negroes, or poor people, or Puerto Ricans, and become immersed in their causes. Negroes and poor people and Puerto Ricans share those reservations. They are not looking for saviors; and however messianic you are, the chances of their accepting you are something less than a hundred to one.


TO THINK ON AND TO WRITE ON:

1. Do YOU plan to teach in an inner city school?

2. Are YOU described in the above paragraph?  _____ Where would YOU place yourself on the following continuum? Explain in one sentence.

racist ______________________ apathetic ______________________ messiah

3. Do YOU have friends at the messiah end of the continuum? _____ Would YOU be willing to share this values sheet with them? _____ When? _____ (YOU may pick up an extra copy at the end of class.)

4. If YOU could not get the job of YOUR choice would YOU teach in an inner city? Explain.

5. What "course work," "experience," and/or "preparation" have YOU had to prepare yourself to teach in an inner city?

6. If YOU know YOU do not want to teach (and wouldn't teach) in an inner city school, explain how YOU would turn down that job, if offered. Explain also why YOU are not at the racist end of the continuum.
VALUES SHEET #17**

Sweden and Sex

NO COMMENT

The anti-sex-education — in-the-schoools people currently are attacking Sweden as "a nation of degenerates," claiming sex education is responsible. Here is what the UN World Health Organization says:

**Suicide Rate:** Sweden rates 9th in the world. At last count, there were more suicides per 100,000 population in California than Sweden. **Alcoholism:** France and the U.S. consume more alcohol per capita. **Divorce:** Sweden — one in every six marriages; U.S. — one in every three. **Abortion:** Approved in Sweden only by a Medical Board. The law is almost identical to Maryland's. **Rape:** 1965 and 1966 show a decrease in Sweden of almost 10 per cent, not the 55 per cent increase claimed by the attackers. Figures for U.S. in the same years show an increase of 7 per cent. **Syphilis:** Per 100,000 population — Sweden 4.3 per cent; U.S. 10.8 per cent. **Unwed mothers:** Their children have full legal rights as innocent individuals. But out-of-wedlock status is not "rewarded" or "glorified."

— Compiled by Abigail VanBuren

TO THINK ON AND TO WRITE ON:

1. Do YOU believe this? How does it conflict with other things YOU have read about Sweden?

2. Would YOU use this with YOUR students? What would YOU hope to accomplish?

3. Is promiscuity an alternative people should be presented with? What are the dangers? What does this say to value theory?

4. Open comment:

5. What did YOU learn from doing the sheet, if anything?

**This Values Sheet was developed by Dr. Sidney B. Simon and used with his permission.**
VALUES SHEET #18.

Classroom Incident**

As if I didn't have enough problems in my first week of teaching, one morning an obscene note was left on my desk between class changes. It contained a picture of a nude man and woman, with my name and a fellow teacher's below it, plus an unusually crude remark. I was sure that it came from someone in a class of all boys who had just been in my room, but I had no notion as to which one it was.

I said nothing about the incident until the same class assembled again the next day. I felt that the solution must be mine, and as a young woman just out of college I was too embarrassed to tell anyone about it, anyway. It seemed to me that my whole career depended on the way I handled the incident.

As soon as the bell rang, I brought up the matter of the note and said that I had traced the handwriting to a member of the class. I went on to say that because I liked the boy and felt he was already sorry for what he had done, I had taken no action on the matter; in fact, if he came to me after school and apologized, I would not call his parents or have him expelled.

My bluff worked. That afternoon, the boy who had written the note came to me in tears and begged forgiveness. For the rest of the year he was the most respectful and helpful member of the whole class.

**From: NEA Journal. Volume 54 (April, 1965) page 47.

TO THINK ON AND TO WRITE ON:

1. What kind of lesson has this teacher taught about her own sexuality?

2. With the number 10 representing perfect mental health, how would YOU rate this teacher's mental health on a ten point scale? Explain.

3. React to Mary Calderone's often quoted statement: "SEX is not just something we do; it is something we are!" Relate this quote to the teacher in the classroom incident.
4. What kind of sex or sexuality education can **YOU** as a teacher of ___________ provide for your students?

5. React to Dr. T. E. Braun's statement about sex education: "Nothing we could try could possibly have any worse effect than the nothing we are doing now."
VALUES SHEET #19

Classroom Incident**

We had hunted and fished together, so I was better acquainted with Roy than I usually am with students at the junior college where I teach. I wasn't surprised, then, when Roy came to my office and asked if he could talk to me in confidence about a personal matter.

"Of course," I said.

"It's not teacher-to-student advice I'm asking for," said Roy. "This is the kind of thing that's got to be talked about man to man. My girl is pregnant and I don't know what to do. Will you help me?"

I told him that he had come to the wrong person and advised him to go to one of the professional counselors. When he rejected this, I suggested that he talk to his mother -- a widow -- but again he refused.

"You tell me what to do," he begged.

I replied that I'd given him all the advice I had to offer, but that I would help him to explore all the possible solutions to the problem. We discussed marriage and keeping the baby, letting the baby be born out of wedlock and putting it up for adoption, his running away and leaving the girl to face the situation alone, and abortion. For one reason or another, all the alternatives were unsatisfactory to him.

"But if you'll tell me the right thing to do, I'll do it," he said.

I refused to advise him on the ethical and moral issue. I did remind him that by being party to an abortion he would be guilty of conspiring to commit a criminal offense. I concluded by saying:

"You'll have to make your own decision. You're the one who'll have to live with it."

I didn't talk to Roy again. He made no more calls at my office and sat in the back row during the class he had with me so that he could always be the first one out at the end of the hour. It was only via the grapevine that I learned, much later, that the girl had had an abortion and that subsequently she had gone into a state of deep depression.

Because I had agreed to keep the matter confidential, I had told no one of Roy's problem and because he never took the initiative to speak to me again, I put the matter out of my mind. Now I feel that I made a wrong decision
and that I should have done something more constructive, but I'm not sure what.

**From: Today's Education (April, 1969), Volume 58, page 44.**

TO THINK ON AND TO WRITE ON:

1. Are YOU willing to "get involved" with personal matters that concern YOUR students? How much time per week are YOU willing to give?

2. What other alternatives did Roy have?

3. Would YOU recommend abortion as an alternative? Why? Why not?

4. Can YOU think of situations where YOU might "tell" kids what to do?

5. What alternatives are open to YOU to help avoid the unpleasant feelings this teacher experienced?

6. What role would value clarification (i.e., helping kids clarify their own values) have played in this classroom incident?
VALUES SHEET #20

A Curriculum Fable**

Once upon a time, the animals had a school. The curriculum consisted of classes in running, climbing, flying, and swimming. All the animals were required to take all the classes.

The duck was a good swimming student—better, in fact, than the instructors. He made passing grades in flying, but was practically hopeless in running. Because he was low in the subject, he was made to stay in after school and drop his swimming classes in order to practice running. He kept this up until he was only average in swimming. But as educators, we all know that average is acceptable so no one worried much about it. No one— but the poor duck.

The eagle was considered to be a problem pupil and was always being disciplined severely. He beat all others to the tops of the trees in climbing classes—but he had used his own way of getting there.

The rabbit started out at the head of the class in running; but he had a nervous breakdown and dropped out of school because of so much make-up work in swimming.

The squirrel led the class in climbing, but his teacher made him start his flying lessons from the ground up rather than from the top of the trees down. The poor thing developed Charley-horses from over exertion at takeoff and began getting failing grades in both climbing and running.

The practical prairie dogs apprenticed their offspring to a badger when the local school board refused to add digging to the school curriculum.

At the end of the school year, an abnormal eel that could swim, walk, run, climb, and fly was given the honor of being made valedictorian of the class.

**Source Unknown.

TO THINK ON AND TO WRITE ON:

1. With which animal do YOU identify? Explain.
2. What are YOUR feelings about required courses?

3. Should YOU be permitted to freely choose YOUR courses?

4. What might be some of the possible consequences?

5. Detail some of YOUR feelings about Health 301 as a required course. Is YOUR answer consistent with #2? Explain. Would YOU have freely chosen Health 301?
VALUES SHEET #21

Give Them the Flowers Now*

Closed eyes can't see the white roses.
Cold hands can't hold them you know.
Breath that is stilled cannot gather
The odors that sweet from them blow.
Death with a peace beyond dreaming
Its children of Earth doth endow.
Life is the time we can help them --
So give them the flowers now.

Here are the struggles and strivings.
Here are the cares and the tears.
Now is the time to be smoothing the frowns.
And the furrows and fears.
What to closed ears are kind sayings?
What to hushed heart is deep vow?
Naught can avail after parting --
So give them the flowers now!

*Source unknown.
Recited on a recording by
Dr. Murray Banks.

TO THINK ON AND TO WRITE ON:

1. Without long thought or even complete sentences, what are YOUR present thoughts about this poem? What does it say to YOU?

2. When was the last time YOU gave someone "flowers"? Explain.

3. Have YOU ever felt "guilty" after the death of a loved one -- that perhaps YOU withheld some "flowers" from him?

4. React to the statement: "There are possibly more 'hang-ups' in our country with personal death than with personal sexuality."

5. What are the implications in this values sheet for YOUR OWN LIFE?

6. Contract with yourself, in writing below, the living person who will be the recipient of your "flowers." By when? How often? Date and sign the contract.
APPENDIX F
Your Personal Coat of Arms:

In each area on your coat of arms, make a drawing to express your thought. Do not use words except for #6. Your drawings can be simple, incomplete, and even unintelligible to others, as long as you know what it expresses.
SEVEN CRITERIA GRID**

<table>
<thead>
<tr>
<th>Have you chosen freely?</th>
<th>Your feelings about the A, B, C, D, etc. grading system</th>
<th>Your stand on legalizing marijuana</th>
<th>Your religion</th>
<th>Your feelings on (spirituality)</th>
<th>Your feelings on legalizing abortion</th>
<th>Premarital sexual intercourse</th>
<th>Others - (name)</th>
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</thead>
<tbody>
<tr>
<td>Have you chosen from alternatives?</td>
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<tr>
<td>Have you chosen after thoughtful consideration of the consequences of each alternative?</td>
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<tr>
<td>Are you happy with the choice? Do you prize or cherish it?</td>
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<td>Are you willing to affirm the choice publicly?</td>
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<tr>
<td>Are you acting on or doing something with the choice?</td>
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<tr>
<td>Are you acting repeatedly as a pattern of life?</td>
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</table>

STUDENT DATA SHEET

Directions: PRINT neatly the following information. If it does not apply, leave it blank. Your instructor will answer any questions you have.

1. Name ______________________ 2. Nickname ______________________
3. Address ______________________ 4. Campus phone ______________________
5. Marital status ______________________
6. Home address ______________________ 7. Number of children ______
8. Birth date ______________________
9. College ______________________ 10. Major ______________________
11. Minor ______________________ 12. Class rank ______________________
13. Check if graduating this quarter ___
14. Town in which you spent your high school years ______
15. How many semesters of health education and/or hygiene did you have in high school? ___ Was it any good? ___
16. List any health problems you have which the teacher should be aware of (such as epilepsy, diabetes, heart trouble, asthma, poor sight, etc.)___________________
17. How many brothers and sisters do you have? B____ S____
18. What is your birth order in the family? ________________
19. Rank order (most important first) the three things you value most in life.
   a. ___________________________________
   b. ___________________________________
   c. ___________________________________
20. List several of your hobbies and forms of recreation.

21. Which ones do you do regularly as a pattern of life?

22. List the jobs you have held for pay.

23. Do you work now? ___ Where and how many hours per week?
24. What are you using the money for?

25. What percentage of your college education are you personally paying for? Say more.

26. What magazines do you read regularly? Underline the ones you subscribe to.

27. What books have you recently read and really enjoyed?

28. If your friends considered you to be an authority on a particular topic, what would that topic be?

29. What is your "claim to fame?"

30. What do you want to be in life and why?

31. If you had not come to college, what would you be in life? Would you have been proud of that?

32. What is your accumulative grade point hour?

33. How many hours are you carrying this quarter?

34. List three things you feel strongly about which you view as good feelings.
   a.
   b.
   c.

35. List two things you feel strongly about which you view as undesirable feelings.
   a.
   b.

36. List any non-paying work you have done with teenagers or younger children.

37. To what parts of the country or world have you traveled?

38. What are your favorite TV programs?
PRIVACY BLOCKS

Acquaintances

Friends

Intimates

Self
Course Valuing Scale

Instructions:
Place an "X" next to the percentage which most accurately describes YOUR feelings about each question asked below in relation to this course.

IN THIS COURSE, WERE YOU GIVEN THE OPPORTUNITY AND/OR ENCOURAGED:

1. To choose freely in value related issues?
   - 0 — 20% of the time
   - 21 — 40% of the time
   - 41 — 60% of the time
   - 61 — 80% of the time
   - 81 — 100% of the time

2. To choose from among alternatives on value related issues?
   - 0 — 20% of the time
   - 21 — 40% of the time
   - 41 — 60% of the time
   - 61 — 80% of the time
   - 81 — 100% of the time

3. To consider thoughtfully the consequences of alternatives on value related issues?
   - 0 — 20% of the time
   - 21 — 40% of the time
   - 41 — 60% of the time
   - 61 — 80% of the time
   - 81 — 100% of the time

4. To be proud and/or happy about your value choices?
   - 0 — 20% of the time
   - 21 — 40% of the time
   - 41 — 60% of the time
   - 61 — 80% of the time
   - 81 — 100% of the time

5. To affirm publicly your value choices?
   - 0 — 20% of the time
   - 21 — 40% of the time
   - 41 — 60% of the time
   - 61 — 80% of the time
   - 81 — 100% of the time
6. To act upon your value choices?

- 0 — 20% of the time
- 21 — 40% of the time
- 41 — 60% of the time
- 61 — 80% of the time
- 81 — 100% of the time

7. To develop patterns of behavior based on your values?

- 0 — 20% of the time
- 21 — 40% of the time
- 41 — 60% of the time
- 61 — 80% of the time
- 81 — 100% of the time
APPENDIX K
Student Valuing Scale

Instructions:
Place an "X" next to the phrase which most accurately describes YOUR feelings about each question asked below in relation to before this course began.

AS A RESULT OF THE EXPERIENCES IN THIS COURSE:

1. Do you consider free choice on value related issues?
   --- less often
   ---- about the same
   ----- more often

2. Do you consider your choice from among alternatives on value related issues?
   --- less often
   ---- about the same
   ----- more often

3. Do you consider thoughtfully the consequences of the alternatives on value related choices?
   --- less often
   ---- about the same
   ----- more often

4. Are you proud and/or happy about your value choices?
   --- less often
   ---- about the same
   ----- more often

5. Do you affirm your value choices publicly?
   --- less often
   ---- about the same
   ----- more often

6. Do you act upon your value choices?
   --- less often
   ---- about the same
   ----- more often

7. Are you developing patterns of behavior based upon your value choices?
   --- less often
   ---- about the same
   ----- more often
8. Are you more aware of your values?
   ____ less often
   ____ about the same.
   ____ more often

9. Is what you do now more consistent with what you say?
   ____ less often
   ____ about the same.
   ____ more often
STUDENT SATISFACTION SCALE: VALUE
CLARIFYING STRATEGIES*

Instructions:

Many different strategies or techniques were modified for use within this course. Your instructor would appreciate it if you would evaluate their value to YOU.

The purpose of this scale is to determine the extent to which you felt the strategies of value clarification used in this course were efficient, effective, and satisfying.

a. Efficient - means the method was convenient, practical, and manageable especially in regard to the time and energy required.

b. Effective - means the method was influential, useful, and a contributing factor in achieving results desired in the learning-teaching process.

c. Satisfying - means you were comfortable and contented with the strategy and found it adequate, unobjectionable and pleasing.

Each of the following strategies or techniques are to be rated on these three factors. Mark with an (X) the space on your answer sheet under the letter which best indicates your feeling. Mark every item.

If you were absent the day the strategy was used or you did not participate in the strategy, mark the Not Applicable Box (NA).

VALUE CLARIFYING STRATEGIES OR TECHNIQUES

Weekly Reaction Sheets

<table>
<thead>
<tr>
<th>Inefficient</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>Efficient</th>
<th>Effective</th>
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Open comment:

Weekly Thought Cards (freely chosen)

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Open comment:

Weekly Thought Cards (geared to specific topics)

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Open comment:

Value Sheets

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Open comment:

Which ones did you like best? (list titles or numbers)
Which ones did you like least?

Value Ranking

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Open comment:
### Value Continuums

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Open comment:

### Public Interview

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Open comment:

### This I Believe Statements

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Open comment:

### Twenty Things in Life

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Open comment:

### Personal Coat of Arms

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Open comment:
I Urge Telegram

| Inefficient | A | B | C | D | E | Efficient | NA |
| Ineffective |   |   |   |   |   | Effective  |   |
| Not Satisfying |   |   |   |   |   | Satisfying |

Open comment:

Seven Criteria Grid

| Inefficient | A | B | C | D | E | Efficient | NA |
| Ineffective |   |   |   |   |   | Effective  |   |
| Not Satisfying |   |   |   |   |   | Satisfying |

Open comment:

Autobiographical Questionnaire (Student Data Form)

| Inefficient | A | B | C | D | E | Efficient | NA |
| Ineffective |   |   |   |   |   | Effective  |   |
| Not Satisfying |   |   |   |   |   | Satisfying |

Open comment:

Here and Now Wheel

| Inefficient | A | B | C | D | E | Efficient | NA |
| Ineffective |   |   |   |   |   | Effective  |   |
| Not Satisfying |   |   |   |   |   | Satisfying |

Open comment:

Who Comes to Your House

| Inefficient | A | B | C | D | E | Efficient | NA |
| Ineffective |   |   |   |   |   | Effective  |   |
| Not Satisfying |   |   |   |   |   | Satisfying |
### Success Symbols

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Open comment:

### Forced Choice Five

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Open comment:

### TALAC Sign Story

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Open comment:

### Partner Risk/Ratio

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Open comment:

### Privacy Blocks

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</table>

Open comment:
List the three or so strategies that YOU personally got the most out of.

List several strategies which you personally got little or nothing from.

Would YOU see use for some of these strategies and techniques as a teacher?
- never
- rarely
- occasionally
- often
- very often

Do YOU plan to use some of these strategies when you teach?
- never
- rarely
- occasionally
- often
- very often

List several of the strategies you plan to use when you teach.

What degree of confidence would you have in using these strategies?
- very uncertain
- uncertain
- indifferent
- confident
- very confident

Do YOU feel the strategies achieved the objectives of this course?
- never
- rarely
- occasionally
- often
- very often
## Ratings of Values Sheets:

<table>
<thead>
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<th>Values Sheet Number</th>
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<th>Liked Least</th>
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</thead>
<tbody>
<tr>
<td>1. Greeting his pupils</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>2. I Taught Them All</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>3. Quotations on Education</td>
<td>8</td>
<td>1</td>
</tr>
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<td>4. Turned Off</td>
<td>1</td>
<td>6</td>
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<tr>
<td>5. Love</td>
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<td>2</td>
</tr>
<tr>
<td>6. Nutrition and Weight cont.</td>
<td>3</td>
<td>2</td>
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<td>7. Classroom Incident</td>
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<td>8. Religion vs. Spirituality</td>
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<td>9. Perspective</td>
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<td>11. Legal Liability and First Aid</td>
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<td>15. We're Really Getting It Together, Man</td>
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<td>16. Self Concept</td>
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<tr>
<td>16½ Inner City Education</td>
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<td>17. Sweden and Sex</td>
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<td>18. Classroom Incident</td>
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<td>19. Classroom Incident</td>
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<td>20. A Curriculum Fable</td>
<td>6</td>
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<td>21. Give Them the Flowers Now</td>
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1. Recalling the underlying philosophy of your instructor (discussed often in class), the best answer a secondary-school teacher can give to the question: "What do you teach?" is:
   a. abnormal youth  
   b. English, history, distributive education, or your area  
   c. high school  
   d. teenagers with unique individual needs  
   e. Health

2. In 1938 four major purposes of education were formulated. Which one listed below is NOT correct?
   a. self realization  
   b. human relationship  
   c. civic responsibility  
   d. transmission of knowledge  
   e. economic efficiency

3. That part of the school health program which concerns itself with lighting, ventilation and seating is:
   a. school health services  
   b. school health education  
   c. health appraisals  
   d. healthful school living

4. "Adolescence" may be defined as the period:
   a. between thirteen and twenty  
   b. when accelerated blossoming of growth appears over a few years span during the teen years  
   c. when children obtain psychological independency and self-reliance  
   d. the period between puberty and maturation  
   e. all of the above

5. In dealing with an extreme crush (intense attachment to a teacher), a teacher should:
   a. try to embarrass the student  
   b. ignore the student in and out of class  
   c. pretend you share the student's feelings  
   d. talk to the student alone in your classroom with the door shut  
   e. none of the above.
6. Which of the following was NOT suggested as a means for developing rapport?
   a. being yourself
   b. evaluating each student against a set criterion
   c. a keen, relevant sense of humor
   d. using the "open door" policy
   e. a personal interview with each student.

7. Correlation in regard to indirect health teaching is:
   a. relating content matter in a specialized instructional area with ideas in the realm of health.
   b. a statistic comparing two distributions of scores on a health attitude scale.
   c. a symptom of social maladjustment, especially at puberty.
   d. a practice which applies only to health teaching.
   e. similar to the "core curriculum" approach.

8. What is the primary purpose of correlation?
   a. to give time to courses that cannot be squeezed into an already crowded curriculum.
   b. to make the unit more interesting for the student
   c. to show interrelationships between supposedly isolated bodies of knowledge.
   d. to unite separate subjects under one coordinating theme.

9. Accidental health teaching is properly defined as:
   a. safety education in the classroom
   b. unconsciously teaching health material, perhaps by example
   c. taking advantage of a classroom accident to stress certain health principles.
   d. a review of policies and procedures to follow during emergency situations.
   e. both C and D

10. The school health program exists to promote and maintain the health of both the teachers and the students. As a non health major teacher, your primary concern with the school health program would probably be:
    a. making full use of the beneficial health services provided.
    b. making sure you correlate your major area with health education
    c. using correlation and integration methods of health instruction when no direct health teaching exists in the schools.
    d. maintaining a continual environment highly conducive to teaching (i.e., 72 degrees and 150 candles lumens of light on each desk).
    e. learning the names of the school custodial staff.
11. What is the recommended first aid procedure for insulin shock if the juvenile victim is still conscious?  
   a. administer insulin in some form  
   b. give the victim candy or sugar  
   c. increase his activity through exercise  
   d. make the victim lie down, rest and keep him warm  
   e. let the school nurse administer insulin

12. Which of the following is the BEST recommendation for working with an epileptic during a convulsion?  
   a. do nothing with the victim per se; concentrate on altering the environment around him and planning for his post-seizure care.  
   b. place a tongue depressor or blunt instrument in the victim's mouth to prevent the tongue from blocking the windpipe.  
   c. restrain the victim's arms and legs so he will not injure himself  
   d. talk to the victim quietly while he is having the seizure; reassure him that everything will be all right.  
   e. Both b and d.

13. Which of the following best describes "The outward form of love seeking little or nothing in return?"  
   a. eros  
   b. agape  
   c. philos  
   d. married love  
   e. motherly love

14. What of the following is NOT considered as a separate group in the basic four food groups:  
   a. meat, fish, poultry, etc.  
   b. milk and milk products  
   c. vegetable and fruit  
   d. bread and cereals  
   e. fats and oils

15. The developers of the vegetable-fruit group suggest four or more servings per day including  
   a. one serving of food rich in ascorbic acid (vitamin C);  
   b. one serving of dark green or deep yellow vegetables every other day  
   c. two or more servings of other vegetables including potatoes  
   d. all of the above  
   e. variety

16. Which one of the following statement(s) would your instructor say is false?  
   a. "variety in selection" and "moderation in all things" are good general guidelines in nutrition.
b. following the Basic Four Food Groups will adequately supply all 40 plus nutrients known to be essential for the normal, healthy American

c. potatoes are not a fattening food.

d. the prudent individual limits his egg intake to between three and five per week.

e. none of the above.

17. According to Frymier's TIP article "Teaching the Young to Love" which of the following is NOT true?

a. people become what they perceive - what they experience and psychologically consume.

b. a child is born with a positive concept of himself, but because of repeated unloving behavior on the part of most teachers the child transforms these feelings into a negative self concept.

c. a child is not born loving or hateful. Love and hate are learned.

d. despite protests to the contrary, most schools in the U.S. teach about hate.

e. none of the above.

18. According to Galloway's article "Love Is What It Is" which of the following is the most complete description of the article's contents?

a. kids learn through the teacher's non verbal behavior how the teacher really feels about students.

b. a response to the question, "How do you teach love?" would be: "It all begins within yourself."

c. if you mean to love you will

d. all of the above;

e. none of the above.

19. The best exercise for losing weight are: (sic)

a. those which exercise the area where the undesirable fat is.

b. those which are highest in energy cost.

c. those which will tone the muscles.

d. those which will cause one to perspire profusely.

e. those which will change fat to muscle.

20. Of the following persons, which one has done a great deal of study and research about obesity and is considered to be a reliable authority on weight control?

a. John Mayo, D.V.M.

b. Jean Dixon, D.D.S.

c. Jean Mayer, Ph.D.

d. Hermon Taller, M.D.

e. William Stillman, M.D.
21. The fundamental cause of obesity is:
   a. hypothyroidism  d. psychological
   b. hyperthyroidism  e. calorie intake exceeds
   c. heredity  calorie expenditure

22. A major misunderstanding of caloric expenditure tables results from the fallacy that:
   a. it is necessary to burn 3500 - 4000 calories to lose one pound of fat.
   b. it is necessary to play tennis for eight hours to lose one pound of fat.
   c. to burn a given quantity of fat, all of the work must be performed in one continuous bout.
   d. it is necessary to walk about 35 miles to lose one pound of fat.

23. According to Dr. Banks which of the following standards is NOT correct?
   a. happiness is a by product of effective life adjustment
   b. research confirms that insanity can be inherited
   c. there is no such thing as a nervous breakdown
   d. some people turn to insanity as a form of adjustment
   e. both c and d

24. According to Dr. Banks which of the following statements is incorrect?
   a. the alcoholic actually hates liquor, but he hates life more.
   b. be able to laugh at yourself
   c. insanity can be prevented in most instances
   d. problems are just about the same for most people, but the attitude toward the problem differs.
   e. none of the above.

25. What is the MOST EFFECTIVE way for a teacher to protect himself against developing the most common communicable diseases from his students?
   a. excuse the ill student from class as soon as symptoms are observed
   b. keep his immunizing inoculations against these diseases up-to-date.
   c. require periodical, routine screening tests of school students
   d. secure adequate amounts of sleep and follow the basic four food groups.

26. To protect oneself against viral caused communicable diseases the teacher should regularly practice several of the following tasks. Which one was NOT suggested in class?
24-9

a. get adequate rest and sleep
b. follow the basic four food groups
c. take regular therapeutic doses of Vitamin C
d. use prudence in contact with infected persons

e. regularly engage in activity and/or other forms of recreation

27. From "The Significance of Emotional Disorders in the Teacher," Dr. Brandes contends that:
   a. Since an emotional disturbance in a child may start as early as pre-school, any harmful experience with an emotionally disturbed teacher will be forgotten over the years.
   b. During a child's school years, the chances of him encountering an emotionally disturbed teacher are extremely rare.
   c. Since an emotional disturbance in a child may start as early as pre-school, any harmful experience with an emotionally disturbed teacher may prevent his "ego" or Self from maturing normally.
   d. Most emotional disturbances start in a child during his later years.

28. The attitudes and behavior of a teacher toward his students reflects feelings and attitudes that stem from his own previous experiences, as well as his personal needs and conflicts. Therefore, the teacher should:
   a. accept the responsibility for looking at himself so as not to contribute to problems and future emotional disturbances in his students
   b. realize that he is set in his ways and not be concerned as these are his hang-ups and not those of his students.
   c. not worry about his personal behavior as the students don't pay any attention to him anyway.
   d. all of the above
   e. none of the above.

29. According to "Self Understanding for the Teacher," if you want to improve your behavior:
   a. you should see a psychiatrist and see what's making you act that way
   b. you must recognize you can improve your behavior
   c. you must ask your students how they want you to behave
   d. you must try to behave like another teacher that you admire.
30. Which of the following statements about alcohol is most true?
   a. alcohol causes cirrhosis of the liver
   b. less than 25% of all automobile fatalities involve drinking drivers
   c. of those who drink one out of 13 or 14 will become an alcoholic
   d. a drink of alcohol will warm the body on a cold day
   e. most teenagers start to drink because they like the taste of beer.

31. The body will oxidize alcohol at the rate of:
   a. 2 oz. per hour     d. .1 oz. per hour
   b. .05 oz. per hour   e. 1 oz. per hour
   c. .3 oz. per hour

32. The most desirable method for the treatment of alcoholism is:
   a. insisting quantities be limited
   b. incarceration of inebriates
   c. correction of underlying psychological factors:
   d. pointing out how wrong it is to the drinker
   e. taking alcohol away

33. In most states, when alcohol in the blood stream exceeds _______ per cent, the individual is considered intoxicated.
   a) 1 to 2  b) 2 to 3  c) 3 to 4  d) .1 to .15  e) .4

34. Barbiturates:
   a. may be physically addicting
   b. are the second most commonly used agent for suicide
   c. are valuable for their sedative and hypnotic qualities
   d. are valuable for their ability to induce sleep or relieve tension
   e. all of the above.

35. The best defense against drug abuse is:
   a. to avoid the entire subject and never mention it
   b. to let people experiment with drugs so they can see their effects:
   c. to know how drug abuse happens and why
   d. to have former addicts give talks on their "bad trips"
36. Listed below are three facts and one fallacy about drugs and their abuse. Select the one fallacy.
   a. the abuse of drugs does not necessarily lead to emotional dependence.
   b. drug abusers can be found everywhere, from the worst slum area to the wealthiest suburb.
   c. young people are usually introduced to drugs by friends, not pushers.
   d. heavy or frequent use of liquor can pave the way for experiments with drugs.

37. The substance in tobacco which causes lung cancer is:
   a. the hot smoke  
   b. nicotine  
   c. some unknown factors in tobacco smoke  
   d. tobacco tars  
   e. carbon monoxide in tobacco smoke

38. Physical addiction to tobacco is dependent on:
   a. seeing the smoke  
   b. nicotine  
   c. tars in the smoke  
   d. the hand to mouth habit  
   e. all of the above

39. Considering the total U.S. population of high school boys, which of the following will be adopted, at least temporarily, by the greatest percentage of these adolescents?
   a. abusing narcotic drugs  
   b. abusing alcoholic beverages  
   c. masturbating  
   d. smoking cigarettes  
   e. smoking pot

40. In Mary Calderone's article, "The Development of Healthy Sexuality" she mentions that she worked with and was co-founder of:
   a. Sex for a Democratic Society (SDS)  
   b. National Association for the Advancement of Sex (NAAS)  
   c. Sex Information and Education Council of the U.S. (SIECUS)  
   d. Interfaith and International Council on Sex (ICCS)

41. Mary Calderone says that she feels that the real issue concerning sexuality today is:
   a. premarital sex  
   b. racial sex hang-ups  
   c. the changing relationship between men and women  
   d. the feminization of men  
   e. all of the above
42. In Dr. Mary S. Calderone's article, "The Development of Healthy Sexuality," the primary goal of sex education should be:
   a. to inform teenagers on the available methods of contraception  
   b. to inform students on the advantages and disadvantages of premarital sex.  
   c. to educate students so that they will become adults who will use their sexuality in mature and responsible ways.  
   d. to reduce the ever increasing rate of venereal disease and illegitimate pregnancies.

43. There are many types of sexual deviations. Some you might never have realized to exist. When being rubbed or pressed against another person in a subway or elevator, you might have unknowingly been in contact with someone who desires:
   a. Gerontosexuality  
   b. frottage  
   c. Saliromania  
   d. Pedophilia  
   e. Scoptophilia  

44. Sex questions from children:
   a. should not be answered by the parents  
   b. should not be answered at school  
   c. should only be answered by a physician  
   d. should be answered frankly  
   e. should not be answered but children should be given books to read

45. In CR selection, "I Taught Them all," the teacher sees that:
   a. teaching academics is more important than teaching a student about himself.  
   b. no matter what you teach, a person will end up the same with or without a teacher's help.  
   c. learning what to teach comes with experience.  
   d. there is a place for both academic and humanistic concepts to be taught.

46. If a teenage girl has sexual intercourse with a victim of gonorrhea, she:
   a. will develop syphilis if untreated  
   b. can receive immunization shots (i.e., gamma globulin) to protect her from developing the symptoms.  
   c. should be treated with the penicillin whether the symptoms are present or not.  
   d. may eventually develop an immunity to this disease.
47. Which of the following statements is the BEST description of the primary purpose or objective of an effective, up-to-date high school family life education curriculum?
   a. to compensate for deficiencies of inadequate sex education instruction in the family and so to transmit the culture to a new generation
   b. to expose the student to a reliable source of accurate information concerning the anatomy and physiology of human reproduction.
   c. to help the individual grow in self-understanding and in his ability to establish meaningful interpersonal relationships.
   d. to reduce the annual incidences of illegitimacy and venereal disease among today's maturing adolescents.

48. In the excerpt from an article by Aldous Huxley, "The Dangers of Good Teaching" which of the following teachers would he consider to be the most dangerous:
   a. the highly skilled teacher who is rather quiet and permits learning to occur through other techniques rather than lecturing.
   b. the teacher who is relatively unskilled and has little valuable knowledge to bring to class.
   c. the teacher who is highly skilled, lectures the majority of the time, and keeps a constant flow of information rolling.
   d. the teacher who has a lesson plan, yet is willing to change according to the class's need.

49. The purpose of value clarification is to help people clarify their own values, whatever they may be. It involves a supportive and non-directive role for the teacher. Value clarification can also aid the teacher by helping him close the gap between
   a. what he says and what he does
   b. administrative feasibility and didactic convenience
   c. students and administrators
   d. right and wrong
   e. knowledge and concepts

50. In the article, "homosexuality," the point was made that:
   a. homosexuality is a disease
   b. homosexuality is a "way of life"
   c. there is a higher known percentage of women homosexual than men homosexual
   d. everyone falls somewhere on the homosexual-heterosexual continuum
   e. homosexuality is hereditary
Winter Quarter
Comparison Students:

N = 59
Mean = 84.64
S. D. = 7.01
S. E. = 0.9126

t-test = 11.70
.001 level.

Spring Quarter
Treatment Students:

N = 113
Mean = 68.83
S. D. = 10.59
S. E. = 0.9961
SELECTED BIBLIOGRAPHY

BOOKS:


ARTICLES AND PERIODICALS:


UNPUBLISHED MATERIAL:


