

CLASS VALUES

Teacher's Guide

Middle School Special Education

Peer Orientation
Discipline
Great Place to Learn
Results Orientation
Risk Taking
Quality of Work

Information adapted from Intel Corporation @
<http://intelu.intel.com/prodsvcs/EmpDev/GSPerformingToValues /PerformingToValues.htm>

CLASS VALUES

Overview: Special education students have a history of missing school, underperforming in school and getting into trouble. At my school, many of the suspended students and students in the alternative education programs are linked to a special education program. This is also historically true throughout public education. Introducing a value system, teaching students how to incorporate those Class Values into their everyday lives, can increase the performance of the special education students at my school, and create a school environment that encourages special education students to want to do better for themselves.

Objective: Students will assess their personal values and learn to identify advantages and disadvantages of the Class Values, compared to their personal values. Academic lessons will be incorporated so that students have a clear and specific achievement plan to increase their own values, enhancing their classroom and school effectiveness.

Standards:

NBPT Exceptional Needs Standards:

- NBPT Standard VI: Meaningful learning- I will work with students to discover ways to challenge concepts, topics, and issues, enhancing their own personal values through the teaching of the class values.
- NBPT Standard VIII: Social Development- Students will develop a sense of effectiveness and independence in developing their sense of character, sense of civic and social responsibility, respect for diverse individuals and groups, and ability to work constructively and collaboratively with others as they learn to develop their class and personal values. Students will learn to assess their own values and discover the advantages and disadvantages of the values.
- NBPT Standard X: Learning Environment- After learning about the class values students will have established a safe community for learning, in which democratic values are promoted and students take responsibility for learning, show willingness to obtain intellectual risks, develop self-confidence, and learn to work not only autonomously, but also collaboratively.

California Grade Six - English-Language Arts Content Standards:

- Listening and Speaking Strategies- through the assessment of their personal values and in their final group presentation.
- 1.3 Restate and execute multiple-step oral instructions and directions. Through presentations, students will communicate individual instructions and restate directions given by the teacher.
- 2.0 Speaking Applications 2.4 Deliver persuasive presentations:
 - Provide a clear statement of the position. Student final projects will require that student present their own personal values and a chosen class value. A class developed rubric will require that a clear position be stated.
 - d. Engage the listener and foster acceptance of the proposition or proposal. Through a class developed rubric, students will be required to make presentations engaging their classmates, calling for an acceptance of their proposed assessment of the class values.

Materials Needed:

- ? Access to computers ? Copy of PowerPoint presentation: [*Introduction to Class Values*](#)
- ? iMovie (or other movie editor), ? Video camera ? Power point.

Time Needed: 7 to10 -50 minute class periods and continuing reinforcement throughout the school year with various units presented and questions being posed to the class about the class values involved.

Essential Question: What is the most effective method to teach special education students to become productive members of a classroom or any educational setting?

Anticipatory Set: Review the Student guide. Read page 1 of the student guide aloud to students. Discuss with the class what each of the quotes the quotes and definitions might mean to them. Ask the class how they might use various strategies to become effective members of their school environment. Explain that the Class Values will be one method they should try to incorporate into their daily academic lives.

Activities and Procedures:

DAY 1- Review with students page 2 in Student Guide- *Introduction to Class Values*. Begin the PowerPoint Slide show: Class Values Power Point or Slide Handouts: Slides 1-3- Students use page 4 to brainstorm values and then complete introductions.

Homework: Show students slide 4 and have students create their own collage or pictures which represent their values.

Day 2- Begin with Slide 5 and 6. On Slide 7, students will create group rules when working together. Two rules have been created, add to the rules. Slides 8-15 review class values. Discuss with the class each value and what we strive to be. See also last page on student participant guide.

Day 3- Review Slide 7 with the ground rules: quickly review the class values (slides 8-15).

Separate the students into groups of three or four for a total of six groups. Review Page 5 in Student Guide with students, showing Slide 16 as an example.

Day 4- Continue to work in groups, scoring class values using slides 17-19 as examples and page 13 in Student Guide for key.

Homework: Slide 21- page 7 have students assess how their group is working together by filling out page 7 in their student guide packet. Use Class Value Evaluation Matrix on pages 8-9 to determine the degree of each of the six class values.

Day 5-9 Have students discuss with their group what their findings were from day 4 and from homework (allow 15-20 minutes). The teacher will then select one class value for each of the six groups to present (see page 14 in the student guide).

Assess how well students can use the video camera and editing tool, iMovie. Time may be needed to demonstrate to students how a video camera works and how the iMovie editing tool works (see apple tools for help with the iMovie) Students will need to create a story board for their iMovie presentation.

For the story board: students will create what they want to tell the class about their given value:

Students should have an introduction for their Value - what their value is and who is in their group.

Students should include an example of each bullet point for their value (on page 14) and describe how they could effectively use or show the bullet point in use. *Example; Risk Taking- Strive to promote improvement and creative thinking- students could show themselves doing something creative.* Other examples can be found on pages 10-11 in the student guide packets.

Students should include their group's findings on that particular value; how they rated it, how they see it being used in their group, and the advantages and disadvantages of each particular bullet point.

Day 7 to 10- Presentations- each group should present their iMovie.

Assessment: Action Plan page 12 in student guide packet use slides 23- 24 as a guide to creating a class list. As a class discuss how to role model various values and have students create an action plan for themselves and for the class. Discuss the future plans using slides 25-26.

Follow Up: As the teacher completes an assortment of units throughout the year, the class should discuss the various values used through each unit completed.

In the middle of the year the teacher should take time to have students write down three things they have contributed to the class or school, they should also look at the values and choose at least three bullets that

they use effectively, describing how they use them- and finally, choose three bullets they would like to improve on before the end of the year.

At the end of the school year students should reflect on all six class values and explain how they contributed to the class and school using the values. Students should then have four adults and one peer write a simple note as to their effectiveness in using the class values in their lives, at school, at home and in the class.

How Can Teachers Help Their Students Perform Class Values?

- Role model positive behavior (the best way for others to learn a new behavior is to see others doing it).
- Openly recognize the positive behavior in others.
- Create lessons that are directly linked to the Class Values.
- Hold the students and groups accountable.
- Provide ongoing performance assessments and feedback that is linked to the Class Values.
- Frequently talk about the importance of the Class Values in meeting goals.

Class Values

Student Guide

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CLASS VALUES

“Value are not just words, Values are what we live by. They're about the causes that we champion and the people we fight for.”

Senator John Kerry

What We Allow We Teach

"Every one of our actions sends a message to the people around us about what our values are, what our standards are, what we'll tolerate, and what we consider unacceptable."

Lasting Change: Rob Lebow, William L. Simon

"Get around people who have something of value to share with you. Their impact will continue to have a significant effect on your life long after they have departed.”

Jim Rohn (American Speaker and Author. He is famous for motivational audio programs for Business and Life.)

“Shared values tend to move [people’s] hearts... and knit individual and organizational purposes together.”

Richard Pascale, *Managing on the Edge*

These quotes make an important point about sharing personal values and the impact they can have on our lives. This is a point that’s often ignored in education, especially in the classroom. In order to create a common culture, people must share values, as values provide a common structure for action and a “road map for success.”

Successful classrooms exist because they have a guiding philosophy. Research has shown that the lifelong success of any student is related to their ability to clearly converse and follow a set of values.

In our class we will demonstrate good decision making that will strongly encourage our behaviors in all classrooms and on campus, as we continually reflect on our class values.

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Definition of ‘VALUES’:

Webster's Dictionary Definition: A principle, standard or quality regarded as worthwhile or desirable (traditional moral values)

Definition of ‘Philosophy’: a belief (or system of beliefs) accepted as authoritative by some group or school, any personal belief about how to live or how to deal with a situation

Ms. Locke’s Definition: These Class values will be our Guiding Philosophy.

CLASS VALUES

Introduction to Class Values!

Description:

We will learn to assess current value preferences, incorporate wanted behaviors into our thinking, identify the advantages and disadvantages of each value, and look at how we can incorporate these class values into our everyday use.

After we complete this training, you will walk away from the class with a clear and specific action plan to increase your own effectiveness in school and in life, in the course of our class values.

Purpose:

- Share the Class Values, which will contribute to our middle school classroom success and individual successes.
- Provide exercises, tools and resources to help students learn and apply the class Values that will increase performance at school and in their daily lives.
- Practice using the Class Values in a group setting, reporting out to your peers through a video presentation.

Objectives:

- Assess individual and teamwork behavior in relation to our Class Values.
- Identify both effective and non-effective examples of the Values in action.
- Identify and discuss the strengths and disadvantages in emphasizing one value over another.
- Examine ways to incorporate Values into projects and everyday decision making.
- Create a plan to increase successful performance in putting into action the Values as individuals and teams.

CLASS VALUES

Student Standards Addressed:

Grade Six - English-language Arts Content Standards:

- Listening and Speaking Strategies- through the assessment of their personal values and in their final group presentation.

- 1.3 Restate and execute multiple-step oral instructions and directions. Through presentations, students will communicate individual instructions and restate directions given by the teacher.

- 2.0 Speaking Applications 2.4 Deliver persuasive presentations:
 - Provide a clear statement of the position. Student final projects will require that student present their own personal values and a chosen class value. A class developed rubric will require that a clear position be stated.
 - d. Engage the listener and foster acceptance of the proposition or proposal. Through a class developed rubric, students will be required to make presentations engaging their classmates, necessitating an acceptance of their proposed their assessment of the class values.

CLASS VALUES

Personal Values

Make a list of your personal values (things that are important for you to live your life). Use the list below, if you need help getting started. List as many as are important to you (at least 5).

My Personal values list:

Acceptance	Fairness	Integrity	Reputation
Accountability	Fame	Intelligence	Resourcefulness
Achievement	Family	Involvement	Respect
Adventure	Fast living	Knowledge	Responsibility
Being the best	Fast paced work	Interdependence	Satisfaction
Challenge	Financial gain	Influencing others	Security
Change and variety	Freedom	Inner peace	Spiritual connection
Close relationships	Friendship	Integrity	Quality results
Community	Fulfillment	Intelligence	Quality relationships
Compassion	Fun	Loyalty	Stability
Competition	Growth	Love of life	Status
Country	Happiness	Meaningful work	Supervising others
Courage	Harmony	Money	Tranquility
Creativity	Health	Nature	Truth
Democracy	Healthy environment	Order	Wealth
Dignity	Helping other people	Personal development	Wisdom
Effectiveness	Helping society	Pleasure	Working under pressure
Emotional connection	Honesty	Power and authority	Working with others
Equality	Humor	Privacy	Working alone
Excellence	Interdependence	Public service	World Peace
Excitement	Influencing others	Recognition	
Expertise	Inner peace	Religion	

CLASS VALUES

Class Values Preferences Assessment

This is designed to help review your likely preferences or what comes most naturally to you in our class values. *There are no “right” or “wrong” answers.* In understanding your inclinations, you’ll be better prepared to successfully balance the class values with your personal life.

Directions:

- In groups of three or four students, review the four phrases in each of the 8 groups below.
- Put a check mark in the appropriate column for only one phrase that comes **MOST EASILY** to you.
- Put another check mark in the appropriate column for only one phrase that comes **LEAST EASILY** to you.
- You should have two check marks with each set of phrases (one in “most easily” and one in “least easily” columns). You should have a total of 8 “most easily” and 8 “least easily” check marks.
- After you finish, use the Scoring Key for directions on how to score.

	Most Easily	Least Easily		Most Easily	Least Easily
Group 1			Group 5		
Assume responsibility			Demonstrate high standards		
Seek challenging work			Deal with change		
Easy to work with			Complete homework on time		
Always prepared			Listen to adults/ teachers		
Group 2			Group 6		
Listen to peers			Learn from successes & mistakes		
Do things right			Act good at school and in class		
Say what you mean			Look for ways to improve		
Set challenging goals for yourself			Look for ways to learn		
Group 3			Group 7		
Focus on homework/class work			Continue to improve		
Add creativity to work			Regularly do your best		
Work as a team, respecting input from others			Have Fun		
Be on time to school & class			Listen to all ideas & viewpoints		
Group 4			Group 8		
Take pride in your work			Use appropriate language		
Say what you mean			Make positive changes based on failures		
Clean up after yourself			Be a positive person to your school & classroom		
Learn from your peers			Pay attention to your teachers		

CLASS VALUES

Class Values Report Out

1. Use the scoring key to score your values Preferences.
2. Report to your group which values come most easily to you and which values come least easily to you.
3. Discuss what you have in common and generate some ideas about things that may be problems for you. Allow the discussion to highlight the advantages and disadvantages of the various values.
4. Prepare a presentation of your results and discussion; by creating an iMovie (see group directions below).

Group Directions:

1-Use the video camera to create a three-minute presentation on your findings and your group discussion.

- Your group will be assigned one of the class values.
- Create a video that demonstrates how to use each of the bullets under your assigned value. For example, under Risk Taking, *Strive to promote improvement and creative thinking*- show how you can be creative. Under Discipline, *Strive to come to class on time and prepared*- show how you can be on time and prepared. Etc., etc.

2-Download your film to iMovie and use the editing tools to create your three- minute video (If unfamiliar with iMovie, see Apple Tools on the website).

CLASS VALUES

Group Assessment

Directions: Referring to the Class-Values Matrix, take 10 minutes to assess your current team's performance in relationship to the Class Values. For each value, mark an "X" in the box that best describes where you think your team is in relation to that value.

Write any comments or clarifications in the designated box.

	Not Noticeable	Beginning	Doing	Excellence	Comments
Risk Taking					
Great Place to Learn					
Peer Orientation					
Quality					
Discipline					
Results Orientation					

- Which values are the strongest, or get highlighted the most?
- Which values are not seen very much, or are not being used?
- Discuss with your group as to why you are not seeing some of these values in action. Write your comments here.

CLASS-VALUES Evaluation Matrix

Use this matrix to determine if values are being used and to what degree.

Value	Not Present	Beginning	Doing	Excellent
Risk Taking Strive to: -Promote improvement and creative thinking	<ul style="list-style-type: none"> • Takes no personal risks nor gives confidence to others to take 	<ul style="list-style-type: none"> • Allows others to express opinions. • Attacks the problem not the person. 	<ul style="list-style-type: none"> • Communicates ideas that may not be popular. • Takes responsibility for 	<ul style="list-style-type: none"> • Recognizes failures and learns from them. • Makes others feel comfortable to say they

<p>-Embrace change and challenge the way things are now -Listen to all ideas and viewpoints -Learn from successes and failures -Encourage proper risk taking</p> <p>Great Place to Learn Strive to: -Be open and say what you mean -Demand challenging work that helps you grow -Work as a team, respecting other input and point of view -Have Fun -Be an asset to your classroom and your school -Learn from each other</p> <p>Quality of Work Strive to: • Achieve the highest standards of excellence • Do the right things right • Look for ways to learn, develop and improve • Take pride in our work</p>	<p>risks. • Construct s/ spreads a feeling of fear(bullying). • No decision making. • Attacks the person not the problem.</p> <p>• Does not participate in group activities • Does not listen to input • Does not look for opportunities to grow. • Does not recognize or encourage others.</p> <p>• Doesn't focus on doing things • Doesn't know the answers and doesn't ask questions. • Makes decisions without thinking</p>	<p>• Accepts and deals with change.</p> <p>• Accepts ideas and from others. • Supplies ideas to the team.</p> <p>• Doesn't complete work on time • Makes things look good, but may not be right • Asks questions, but does nothing with the answers.</p>	<p>problems discovered. • Takes responsible risks.</p> <p>• Gets ideas and inputs from other team members. • Finds opportunities to develop their skills • Frequently Cheers for others to do well.</p> <p>• Completes some work on time • Checks work before turning it in • Continuously looks for ways to improve • Asks questions and does some- thing with the answers.</p>	<p>disagree. • Takes responsibility and gives possible solutions for the problems he/she discovers. • Willing to change direction if a better solution is proposed.</p> <p>• Provides open/honest feedback to other team members. • Actively contributes to the development of the team. • Accepts individual empowerment.</p> <p>• Completes all work on time • Turns in acceptable, clean work. • Revises work if needed. • Seeks answers to questions through various sources.</p>
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CLASS VALUES

Class-Values Evaluation Matrix

Value	Not Present	Beginning	Doing	Excellent
Peer Orientation Strive to: -Listen and respond to your teachers and classmates	<ul style="list-style-type: none"> • Ignores peer input • Works without 	<ul style="list-style-type: none"> • Knows who is in their group • "Reacts" to 	<ul style="list-style-type: none"> • Seeks out peers and works to meet group requirements 	<ul style="list-style-type: none"> • Accepts input from teacher and peers.

<ul style="list-style-type: none"> - Communicate clearly - Deliver your work on time - Be willing to work with others - Do better than your own expectations <p>Discipline Strive to:</p> <ul style="list-style-type: none"> - Come to class on time and prepared to work - Make commitments with homework completed on time - Conduct yourself in an appropriate manner by following school rules and class rules - Use appropriate and polite speech and body language - Ensure a safe, clean, injury free classroom - Pay attention to the teacher and your peers <p>Results Orientation Strive to:</p> <ul style="list-style-type: none"> - Set challenging Goals for yourself - Focus on accomplishing homework - Take responsibility - Always do your best 	<p>considering others</p> <ul style="list-style-type: none"> • Does not work as a team. <ul style="list-style-type: none"> • Is always late to class • Never has homework completed • Gets in trouble in class and/or outside of class • Frequently uses foul language • Leaves a mess in the class and at desk • Frequently interrupts peers and teacher <ul style="list-style-type: none"> • Fails to complete or attempt homework • Blames others • Never studies for tests 	<p>peers by doing what the team says</p> <p>?Tries to work as a team</p> <ul style="list-style-type: none"> • Frequently arrives late to class • Frequently fails to complete homework ?Occasionally uses unacceptable language ?Occasionally fails to clean up after themselves ?Occasionally interrupts peers and teacher <p>?Attempts to complete homework</p> <p>?Looks for others to blame</p> <p>?Seldom studies for tests</p>	<ul style="list-style-type: none"> • Listens to peers and then speaks • Viewed as effective by the group/team <ul style="list-style-type: none"> • Occasionally arrives late to class • Occasionally fails to complete homework • Seldom uses unacceptable language ?Seldom fails to clean up after themselves ?Seldom interrupts teacher <ul style="list-style-type: none"> • Completes some work on time • Continuously looks for ways to improve • Makes changes when asked 	<ul style="list-style-type: none"> • Communicates so that others understand • Leads team to work cooperatively <ul style="list-style-type: none"> • Regularly arrives to class on time ?Regularly completes homework on time ?Regularly follows class and school rules. ?Always cleans up after them self ?Listens to the teacher <ul style="list-style-type: none"> ?Completes all work on time • Completes homework accurately • Takes responsibility • Always tries their best
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CLASS VALUES

Ideas for using class values in and outside of the class

Action Tips:

Risk Taking

"The person who risks nothing, does nothing, has nothing, is nothing, and becomes nothing. He may avoid suffering and sorrow, but he simply cannot learn and feel and change and grow and love and live."

 [Leo F. Buscaglia quotes](#) (American guru, tireless advocate of the power of love, 1924-1998)

1. Talk to an adult about successful risk taking.

2. Talk to your peers and brainstorm ideas when you have problems in your classes.
3. Think about the things that are troubling you and try to figure out a way to resolve issues.
4. Attempt a new, challenging project and work with your peers or adults to assist you.
5. Go to the Library and look for a book or articles that are of interest to you, but that you have never looked into.
6. Join a club or after school activity to interact with a variety of people from different backgrounds.

Great Place to Learn

["I never teach my pupils; I only attempt to provide the conditions in which they can learn."](#)

~ [Albert Einstein quotes](#) (German born American Physicist who developed the special and general theories of relativity. Nobel Prize for Physics in 1921. 1879-1955)

1. Try to work with younger students who can learn from you.
2. Balance your homework and free time so that you can accomplish things and have fun.
3. Think about the most effective and enjoyable projects you have completed and determine what made them successful.
5. Look for appropriate ways to talk to your peers and teachers.
6. Celebrate accomplishments.
7. Demand that your teachers recognize the good things you have to offer.
8. Periodically tell your peers what they are doing right and express how much you appreciate his/her effort.
9. Take the time to check in with your teachers and peers to find out how they are doing. Be kindhearted when a person expresses a difficult family/personal issue without giving advice on how to approach them.

Peer Orientation

["Coming together is a beginning. Keeping together is progress. Working together is success."](#)

~ [Henry Ford quotes](#) (American industrialist and pioneer of the assembly-line production method, 1863-1947)

1. Always make sure that you complete what your peer or group asks you to do.
2. Frequently check on your grades and work on your low grades.
3. When making decisions about different things, develop the habit of asking yourself, "How will this affect the my peers and my class?"
4. Brainstorm with your group and clearly define the expectations and the goals that you want to attempt.
5. Look for opportunities to mingle with your peers.

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CLASS VALUES

Ideas for using class values in and outside of the class

Action Tips:

Quality of Work

"Quality is not an act, it is a habit."

~ [Aristotle quotes](#) (Ancient Greek Philosopher, Scientist and Physician, 384 BC-322 BC)

1. It is very difficult to improve your work if you don't first understand what is required. A good first step is to plan to stay after school to seek the required help.
2. Determine the steps needed to complete your work.

3. In any process, there are usually many different types of problems. Try using your binder reminder to break up projects, setting your own due dates for different tasks.
4. Look at your work before turning it in and assess the work yourself asking if this is something someone else is going to want to look at?
5. Set a goal for yourself and do what you can to accomplish that goal.
6. Pay attention to skills that need to be improved and talk to a teacher about ways to improve those skills.

Discipline

"He that cannot obey, cannot command."

~ [Benjamin Franklin quotes](#) (American Statesman, Scientist, Philosopher, Printer, Writer and Inventor. 1706-1790)

1. Begin any major activity by creating a detailed plan.
2. Ask for feedback from adults or peers about how well you communicate and listen. If the feedback indicates areas for improvements, practice our presentation in front of a mirror.
3. Identify a partner that you can use as an informal editor (and critic) of your written correspondence to ensure that it is proofread for content and accuracy.
4. Make sure, before you leave your house, that you have all the tools you need to have a successful day.
5. Determine what you need to do to get to school on time each day. Prepare for school the night before, so all you have to do is eat breakfast and get to school.
6. Decide to get to all of your classes on time and be prepared to work by sitting in your seat before the bell rings.
7. Learn to look at the space around you and keep the area clean, regardless of how it was when you got there.
8. Schedule time to speak to other adults or peers who seem well organized, and learn from them.

Results Orientation

[All that we are is the result of what we have thought. The mind is everything. What we think we become.](#)"

~ [Buddha quotes](#) (Hindu Prince Gautama Siddharta, the founder of Buddhism, 563-483 B.C.)

1. Communicate with your peers, your teachers and your group. Explain problems effectively, without whining.
2. Develop a time management system that creates a way for you to prioritize your homework on a daily basis – make sure that the most important things get done first.
3. When working in a group, have each team member write down what they think their tasks should be and the best way to successfully complete a project.
4. Minimize your interruptions – set up a quiet place to study and work.
5. Talk to your teachers about your grades and ways to improve skills and grades.

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CLASS VALUES

Action Plan How might you and your team more effectively role model the VALUES, given some of the challenges you learned in today's class?

For your team action plan, identify things you can do to support your team in living to the VALUES more effectively, given the team's Operational Excellence plan or key deliverables. Review the Action Tips for ideas.

What do I plan to do?

Why should I do it? (How will it benefit me --and my class?)

How? (What are my options?)

For Myself:

- 1.

2.

For My Group:

1.

2.

CLASS VALUES

Scoring Key

Scoring Directions:

- ❖ Lay the Scoring Key side by side with your response sheet.
- ❖ From your response sheet, circle the letter in the corresponding boxes below.

GROUP 1	Most Easily	Least Easily		GROUP 5	Most Easily	Least Easily
Assume responsibility	RO	RO		Exhibit high standards	Q	Q
Seek challenging work	GPTL	GPTL		Deal with change	RT	RT
Easy to work with	PO	PO		Complete homework on time	D	D
Always prepared	D	D		Listen to adults/ teachers	PO	PO
Group 2				Group 6		
Listen to peers	PO	PO		Learn from successes & mistakes	RT	RT
Do things right	Q	Q		Act proper at school and in class	D	D
Say what you mean	GPTL	GPTL		Look for ways to improve	RT/Q	RT/Q
Set challenging goals for yourself	RO	RO		Look for ways to learn	Q	Q

Group 3			Group 8		
Focus on homework/class work	RO	RO	Continue to improve	Q	Q
Add creativity to work	RT	RT	Constantly do your best	RO	RO
Work as a team, respecting input from others	GPTL	GPTL	Have Fun	GPTL	GPTL
Be on time to school & class	D	D	Listen to all ideas & viewpoints	RT	RT
Group 4			Group 8		
Take pride in your work	Q	Q	Use appropriate language	D	D
Say what you mean	PO	PO	Make positive changes based on failures	RT	RT
Clean up after yourself	D	D	Be a positive person to your school & classroom	GPTL	GPTL
Learn from your peers	GPTL	GPTL	Pay attention to your teachers	D	D

Complete the chart below:

1. Add up your “most easily” scores for each value. Add up your “least easily” scores for each value.
2. Subtract the “least easily” from the “most easily” to arrive at a total score for each value (it’s OK if it’s a negative number).
3. Determine which value(s) have the highest rating and which value(s) have the lowest rating.
4. Ask yourself if the value you have a natural tendency to relate to most often (or the one you find easiest to exhibit when faced with competing VALUES) is the same value for which you’ve scored highest. At the same time, ask yourself if the value you find requires more effort is the value for which you’ve scored the lowest.

Code (see above)	Value	Most Easily +	Least Easily -	Total =	Code (see above)	Value	Most Easily +	Least Easily -	Total =
D	Discipline				Q	Quality of Work			
PO	Peer Orientation				GPTL	Great Place To Learn			
RT	Risk Taking				RO	Results Orientation			

Our Class Values

Mission: Be the best students on campus, striving to learn and accomplish many great things this school year

<p>Great Place to Learn Strive to:</p> <ul style="list-style-type: none"> • Be open and say what you mean • Demand challenging work that helps you grow • Work as a team, respecting other input and point of view • Have Fun • Be an asset to your classroom and your school • Learn from each other 	<p>Discipline Strive to:</p> <ul style="list-style-type: none"> • Come to class on time and prepared to work • Meet commitments with homework completed on time • Conduct yourself in an appropriate manner by following school rules and class rules • Use appropriate and polite speech and body language • Ensure a safe, clean and injury free classroom • Pay attention to the teacher and your peers
<p>Quality of Work Strive to:</p> <ul style="list-style-type: none"> • Achieve highest standard of excellence • Do the right things right • Look for ways to learn, develop and improve • Take pride in your work 	<p>Results Orientation Strive to:</p> <ul style="list-style-type: none"> • Set challenging goals for yourself • Focus on accomplishing homework • Take responsibility • Always do your best
<p>Risk Taking Strive to:</p> <ul style="list-style-type: none"> • Promote improvement and creative thinking • Embrace change and challenge the way things are now • Listen to all ideas and viewpoints • Learn from successes and failures • Encourage proper risk taking 	<p>Peer Orientation Strive to:</p> <ul style="list-style-type: none"> • Listen and respond to your teachers and classmates • Communicate clearly • Deliver your work on time • Be willing to work with others • Do better than your own expectations

Handouts for Slide Show Presentation:

Slide 1



Day 1

Slide 2

Pg. 4

Class Values

Over the course of the next two weeks you will learn about the Class Values, comparing them to your own personal values.

TODAY:

- Make a list of a few of your personal values, use page 4 as source. Prepare an introduction which should include:
 - Name
 - Grade
 - One thing you do in your spare time, and what *personal values* actively reflect you.

2


A slide with a black background. In the top left corner, there is a small icon of a book and the text "Pg. 4". The title "Class Values" is in a white font. To the right of the title is a firework graphic. The main text is in a white font. At the bottom right, there is a small number "2".

Day 1- Use page 4 in student guide packet

Slide 3

Introductions

- Name
- Grade
- One thing you do in your spare time
- What *personal values* you see in yourself



Homework: Create a picture or collage on your values.

3

A slide with a black background. The title "Introductions" is in a white font. To the right of the title is a firework graphic. Below the title is a list of four bullet points in a white font. To the right of the list is a small illustration of a globe with a person standing next to it. At the bottom, there is a line of text in a white font and a small number "3" in the bottom right corner.

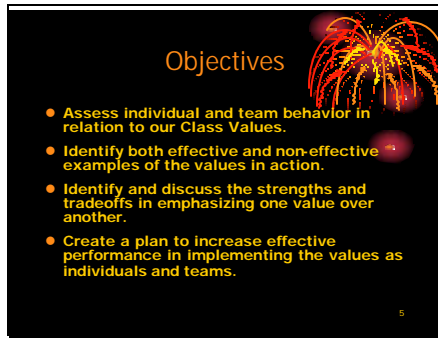
Day 1

Slide 4



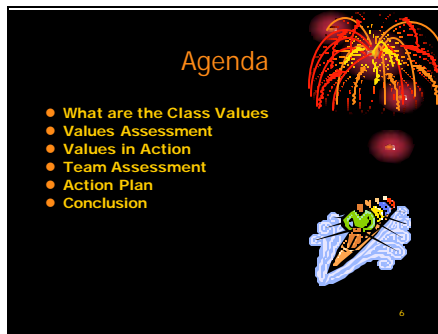
Homework for Day 1- Teacher's example

Slide 5



Day 2

Slide 6

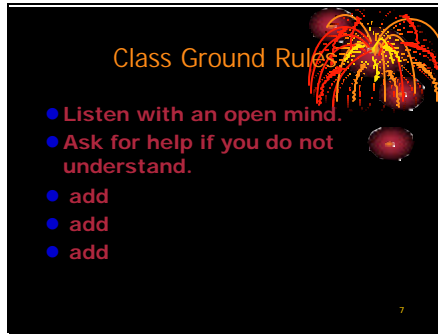


Day 2

Slide 7

Class Ground Rules

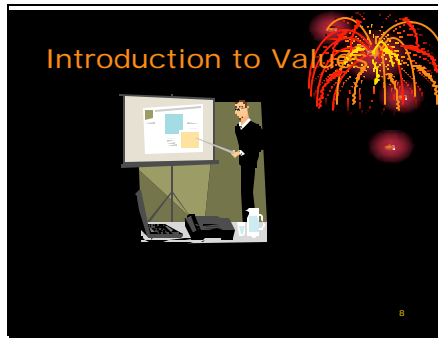
- Listen with an open mind.
- Ask for help if you do not understand.
- add
- add
- add



Day 2

Slide 8

Introduction to Values



Day 2

Slide 9

Class Values

- ✓ *Discipline*
- ✓ *Results Orientation*
- ✓ *Risk Taking*
- ✓ *Great Place to Learn*
- ✓ *Quality of Work*
- ✓ *Peer Orientation*



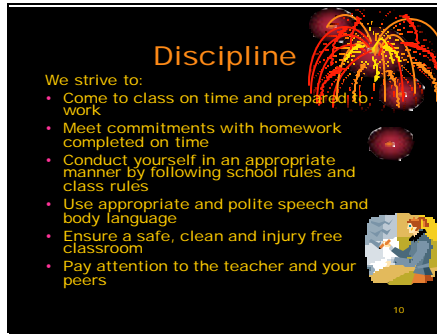
Day 2

Slide 10

Discipline

We strive to:

- Come to class on time and prepared to work
- Meet commitments with homework completed on time
- Conduct yourself in an appropriate manner by following school rules and class rules
- Use appropriate and polite speech and body language
- Ensure a safe, clean and injury free classroom
- Pay attention to the teacher and your peers



10

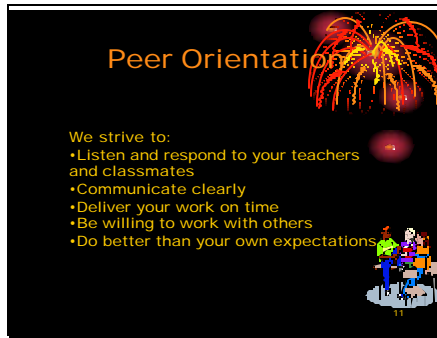
Day 2

Slide 11

Peer Orientation

We strive to:

- Listen and respond to your teachers and classmates
- Communicate clearly
- Deliver your work on time
- Be willing to work with others
- Do better than your own expectations



11

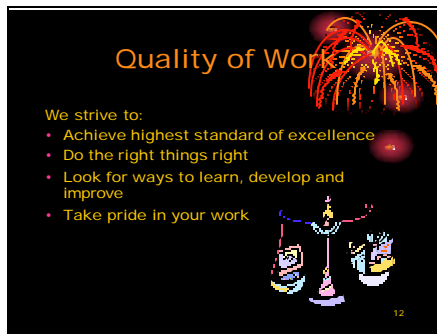
Day 2

Slide 12

Quality of Work

We strive to:

- Achieve highest standard of excellence
- Do the right things right
- Look for ways to learn, develop and improve
- Take pride in your work



12

Day 2

Slide 13



Risk Taking

We strive to:

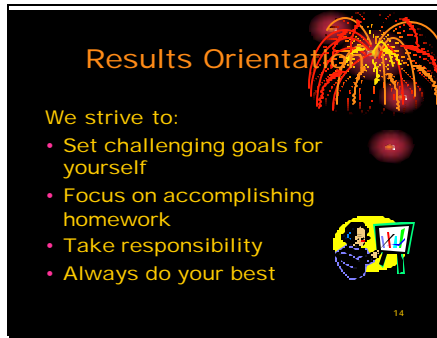
- Promote improvement and creative thinking
- Embrace change and challenge the way things are now
- Listen to all ideas and viewpoints
- Learn from successes and failures
- Encourage proper risk taking

13

This slide features a black background with the title 'Risk Taking' in orange. It includes a list of five bullet points in yellow. Decorative elements include a large firework graphic in the top right, a small globe icon, and a small inset image of a person at a podium. The number '13' is in the bottom right corner.

Day 2

Slide 14



Results Orientation

We strive to:

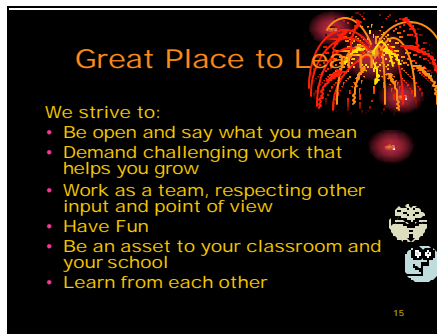
- Set challenging goals for yourself
- Focus on accomplishing homework
- Take responsibility
- Always do your best

14

This slide features a black background with the title 'Results Orientation' in orange. It includes a list of four bullet points in yellow. Decorative elements include a large firework graphic in the top right, a small globe icon, and a small inset image of a person at a computer. The number '14' is in the bottom right corner.

Day 2

Slide 15



Great Place to Learn

We strive to:

- Be open and say what you mean
- Demand challenging work that helps you grow
- Work as a team, respecting other input and point of view
- Have Fun
- Be an asset to your classroom and your school
- Learn from each other

15

This slide features a black background with the title 'Great Place to Learn' in orange. It includes a list of six bullet points in yellow. Decorative elements include a large firework graphic in the top right, a small globe icon, and a small inset image of a person at a computer. The number '15' is in the bottom right corner.

Day 2

Slide 16

Pg. 5 Class Values Preference Assessment

Example:

GROUP 1	Most Easy	Least Easy
Assume responsibility	✓	
Seek challenging work		
Easy to work with		✓
Have integrity		
GROUP 2		
Listen to customers for inputs		✓
Am process oriented		
Provide recognition to team and coworkers	✓	
Set challenging goals		

16

Day 3- SG page 5

Slide 17

Pg. 14 Assessment Scoring Key

Example:

GROUP 1	Most Easy	Least Easy
Assume responsibility	RO	RO
Seek challenging work	GPTW	GPTW
Easy to work with	CO	CO
Have integrity	O	O
GROUP 2		
Listen to customers for inputs	CO	CO
Am process oriented	O	O
Provide recognition to team and coworkers	GPTW	GPTW
Set challenging goals	RO	RO

17

Day 4 SG Page 13

Slide 18

Step 1: Compare and Contrast Value on Key

GROUP 1	Most Easy	Least Easy
Assume responsibility	✓	
Seek challenging work		
Easy to work with		✓
Have integrity		
GROUP 2		
Listen to customers for inputs	CO	CO
Am process oriented	O	O
Provide recognition to team and coworkers	GPTW	GPTW
Set challenging goals	RO	RO

Day 4

Slide 19

Step 2: Total number of value.




GROUP 1	Value	Code
Autonomy/Independability	100	100
Clear challenging goals	100	100
Easy to work with	100	100
High integrity	100	100
GROUP 2	Value	Code
Available person for inputs	100	100
Am process oriented	100	100
Provide recognition to team and individuals	100	100
Clear challenging goals	100	100

Code (see sheet)	Value	Most Easy +	Least Easy +	Total +	Code (see sheet)	Value	Most Easy +	Least Easy +	Total +
10	Decision	1	1		10	Quality of Work	1	1	
100	High Orientation	1	1		100	Clear Place To Learn			
100	High Integrity				100	Results Orientation			

Day 4

Slide 20

Report Out



Preparing to Present to the class


Your group will be assigned one Value to present-
Use the Video Camera and the editing tool, iMovie, to create a three minute presentation of your findings.

20

Day 5 SG page 14

Slide 21

Group Assessment




- Homework Tonight
 - Complete page 7- using the matrix on pages 8-9 to gauge the degree of each value.
 - On your own -Assess your group and answer the questions on the same page.

21

Homework Day 4 and SG page 7

Slide 22

Continue with the Report Out



Create a story board: students will create what they want to tell the class about their selected value.


Include:

- Introduce Value- what is your group's value and who is in your group.
- Given an example of each bullet point for your value and how you could effectively use or show the bullet point in use.
 - *Example: Risk Taking: We strive to promote improvement and creative thinking - students could show themselves doing something creative.*
 - Other examples can be found on pages 10-12 in the student guide packets.
- Explain your group's findings on that particular value: how did you rate it, how do you see it being used in your group, and what are the advantages and disadvantages of each particular bullet point.


22

Day 5-9

Slide 23



Action Plan




As a class discuss ways that you can Role Model different values, and create an Action plan to be used for all of your classes and at school.

23

Assessment SG page 13

Slide 24

Action Plan: Ensuring the values are adhered to...



Your Responsibility	Responsibility of teacher and other adults
1)	
2)	
3)	
4)	
5)	
6)	


24

Assessment Page 13

Slide 25

For the Future

- Throughout the year we will complete an assortment of units - values will be discussed as to which values were used and which values should have been used more often.
- In the middle of the year we will take time to write down three things they have contributed to the class or school, you will also look at the values and choose at least three bullets that you have used effectively, describing how you use them, and finally, choose three bullets you would like to improve on before the end of the year.
- At the end of the school year you will reflect on all six class values and explain how you have contributed to the class and school using the values. You will need to have four adults and one peer write a simple note as to your effectiveness in using the class values in your lives, at school, at home and in the class.



25


Discussion and Follow-up

Slide 26

Slide - Final Comments

Refer to the Values - Matrix to frequently gauge your use of the class values.

Continue to use the class values in the class and outside the class.



26

Discussion and Follow-up