

SOCIAL AWARENESS 12TH GRADE

TOPIC: VALUES

OBJECTIVE: to help the students to identify and clearly define what they value in life.

MATERIALS: Index cards.

Values are the bases upon which persons decide what they are for and against, or where they are going and why. The lives of persons with clear values have direction and meaning. A value system remains a person's most important possession.

ACTIVITY: Confront the students with the question: "*WHO WILL STAY?*" in the three different situations listed below where someone must be eliminated. At the conclusion of each situation, review the following:

REVIEW QUESTIONS:

1. How difficult was this to do? Why?
2. Are there basic rules of decision making which the group has used in evaluating each situation?
3. What are they?
4. Would a Christian solve or work at solving these situations differently? How?
5. From what you know of Jesus and his teachings, how do you think he would work at each of these situations?

SITUATION 1: Set the classroom up with 6 seats in front. On each of 9 index cards, write one of the following DOCTOR, WRITER, CRAFTSPERSON, TEACHER, FARMER, MINISTER, ATHLETE, MOTHER, CHILD. (Adapt these numbers to your class size.) Put them in a hat and let each student pick one as a role they will play. Tell the students: *You are in a lifeboat that will soon go down because there are too many people on board. There are 9 people on board a boat that can only hold 6. Who must go overboard before the boat sinks?* Have the chosen students sit in the seats at the front of the class.

SITUATION 2: It's your Senior year at high school and due to budget cuts and new state regulations, only 900 students can be accommodated during the coming semester. There are currently 1,050 students seeking to continue their education in the school. What criteria would you use for selecting the students who would be allowed to continue?

1. Make a list of guidelines that you would use in the selection process.
2. What provisions would be made for those students not selected to continue in school?
3. What values would you be setting up for the future of the school in your selection of the 900 students?

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VALUES *continued*

SITUATION 3. It is the year 2050 and because of limitations on space, energy, food and water supplies; the people of your community have voted to limit its population to 30,000 people. There are currently 32,000 residents. What criteria would you use to determine who will leave and who will stay?

SUGGESTED DISCUSSION QUESTIONS:

1. How real are these situation?
2. What are some current dilemmas? (Wars, health crisis, unemployment, immigration, etc.)
3. What would be your solutions to these problems?

SUGGESTED READING: 1 Kings 3:16-28

The Judgement of Solomon

Later two prostitutes came to the king and stood before him. "If it please you, my lord," one of the women said, "this woman and I live in the same house, and while she was in the house I gave birth to a child. Now it happened on the third day after my delivery that this woman also gave birth to a child. We were alone together; there was no one else in the house with us; just the two of us in the house. Now one night this woman's son died; she overlaid him. And in the middle of the night, she got up and took my son from beside me while your servant was asleep; she took him in her arms and put her own dead son in mine. When I got up to suckle my child, there he was, dead. But in the morning, I looked at him carefully and he is not the child I had borne at all."

Then the other woman spoke, "That is not true! My son is the live one, yours is the dead one"; and the first retorted, "That is not true! Your son is the dead one, mine is the live one." And so they wrangled before the king. "This one says," the king observed, "My son is the one who is alive; your son is dead," while the other says, "That is not true! Your son is the dead one, mine is the live one."

"Bring me a sword," said the king; and a sword was brought in the king's presence. "Cut the living child in two," the king said. "and give half to one, half to the other." At this the woman who was the mother of the living child addressed the king, for she felt acutely for her son. "I beg you, my lord," she said, "let them give her the live child, on no account let them kill him!" But the other said, "He shall belong to neither of us. Cut him in half!"

Then the king gave his decision. "Give the live child to the first woman," he said, "and do not kill him. She is his mother." All Israel had pronounced and held the king in awe, recognizing that he possessed divine wisdom for dispensing justice.