



Value-Based Introduction: *“Doing the Right Thing”*

Intermediate Grades

Social Studies and Communications

Overview:

The class will explore www.purpleamerica.us and learn of the 12 American values posted on the website. After viewing the video clip from South High School, “Project Love, Doing the Right Thing,” posted on 3/7/08, students will identify the main idea from the video and participate in discussions and activities.

Citizenship Standards:

- Describe ways in which citizens can promote the common good and influence their government through activities such as voting, communicating with officials, participating in organizations and doing volunteer work.
- Explain why personal and civic responsibilities are important.

Communication Standard:

- Delivering presentations on different topics for different types of audiences.

Objectives:

When this lesson is completed, students will be able to:

- Discuss the identified 12 American values.
- Explain and model examples of the value “Doing the Right Thing.”

Length: Two or three 30-45 minute sessions

Materials:

- List of 12 American values from www.purpleamerica.us
- Video clip from South High School in Cleveland, posted on 3/7/08, and titled “Project Love, Doing the Right Thing” from the above website (This clip can be found under the “Post Your Own Videos” section.)
- Materials for posters, brochures, role plays, and writing paper.

Application:

1. Discuss values of being a good student in your school. Lead the discussion to values of a larger community, America.
2. Show the website www.purpleamerica.com. Explain to the class that the organization of this website has identified 12 core values of being a good American. Show and explore the website.
3. Explore the 12 values of a few states under the “Vote for Your Values” page.
4. Tell the class that they will be focusing on the value “Do the Right thing.”
5. Show the video clip of South High School. (It is 1 minutes and 26 seconds.)
6. Discuss the value “Do the Right Thing.” Use the questions below to help initiate and guide the discussion.
 - What does it mean to do the right thing?
 - What are some ways people in the video clip did the right thing?
 - Do you do the right thing often in school? On the bus? On the playground? At home?
7. Students will design a project persuading others to do the right thing. Students may choose to work independently, or in small groups. Students may choose from the following activities.
 - Role-play a scenario of doing the right thing.
 - Write a letter to government or city officials explaining the value and persuading them to apply the value in their community.
 - Design a brochure about the value, regarding their community.
 - Design a Power Point presentation.
8. Students or groups share projects with the class.

Assessments:

Use the rubric on the next page to assess each student’s understanding of the value “Do the Right Thing.”

Value-Based Project - "Doing the Right Thing" Rubric

Student's Name: _____

Date: _____

	1	2	3	4
Identifies and persuades the value.	Does not identify or persuade the value.	Identifies or persuades the value. (only one)	Somewhat identifies and persuades the value.	Clearly identifies and persuades the value.
Give an example of the value.	Does not give an example of the value.	Example is unclear.	Somewhat describes the example.	Clearly gives an example of the value.
Give 4 steps to reaching the value.	One step is given. Or, no steps are given.	Two steps are given, or the steps are unclear.	Three steps are given.	Four steps are given.
Presents the value.	The value project is not presented.	Value project is presented, but is incomplete.	The value project is complete, but the presentation is incomplete.	The value project is clearly presented.

Total points = _____ out of _____ = _____%



Values-in-Action Foundation ♥ 5244 Mayfield Road ♥ Lyndhurst, OH 44124
440-442-LOVE (5693) ♥ Fax 440-684-1934 ♥ www.projectlove.org ♥ www.purpleamerica.us