The Drawbridge Exercise ~ Author Unknown

Instructions:

- Divide the class into groups of 4-5 and have them read the exercise. They must decide who was most responsible. This can sometimes be quite easy, but other times, there can be considerable debate. The group has to come to a consensus.
- Once each group has a consensus, list all of the groups on the board and have the students explain their reasoning for their decisions. Typically, this can lead to a natural debate between groups, but sometimes, the facilitator may play a "devil's advocate role."
- The primary theme is to get students to discuss personal responsibility but there are also issues related to relationships, business ethics, and personal values embedded within the story.
The Drawbridge

As he left for a visit to his outlying districts, the jealous Baron warned his pretty wife: "Do not leave the castle while I am gone, or I will punish you severely when I return!" But as the hours passed, the young Baroness grew lonely, and despite her husband’s warning, decided to visit her lover who lived in the countryside nearby. The castle was located on an island in a wide, fast flowing river, with a drawbridge linking the island and the land at the narrowest point in the river. "Surely my husband will not return before dawn," she thought, and ordered her servants to lower the drawbridge and leave it down until she returned.

After spending several pleasant hours with her lover, the Baroness returned to the drawbridge, only to find it blocked by a madman wildly waving a long, cruel knife. "Do not attempt to cross this bridge, Baroness, or I will kill you," he raved. Fearing for her life, the Baroness returned to her lover and asked him to help. "Our relationship is only a romantic one," he said, "I will not help." The Baroness then sought out a boatman on the river, explained her plight him and asked him to take her across the river in his boat. "I will do it, but only if you pay me my fee of five Marks." "But I have no money with me!" the Baroness protested. "That is too bad. No money, No ride," the boatman said flatly. Her fear growing, the Baroness ran crying to the home of a friend, and after again explaining the situation, begged for enough money to pay the boatman his fee. "If you had not disobeyed your husband, this would not have happened," the friend said. "I will give you no money."

With dawn approaching and her last resource exhausted, the Baroness returned to the bridge in desperation, attempted to cross to the castle, and was slain by the madman.

DIRECTIONS:
In the story above, there are six characters. They are listed below in alphabetical order. Rank the characters (from 1 to 6) in the order of the responsibility for the death of the Baroness.
The Baron ___________
The Baroness ___________
The Boatman ___________
The Friend ___________
The Lover ___________
The Madman ___________

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Values Continuum Statements Activity

- Place signs along walls in a continuum.
- Read the statements and have students move to the area of the room that reflect their level of agreement with the statement.

Values Continuum Statements

Please go to the area of the room which exhibits your level of agreement to the following:

Students should not be required to recite the Pledge of Allegiance in school.
Public schools should require all students to wear uniforms.
Parents should carefully monitor how their children use the internet.
Video games make teens violent.
Most young people do not respect adults.
Most adults do not respect teenagers.
Prejudiced people cannot be changed.
Jokes that focus on ethnicity, race, or sexual orientation reinforce prejudice.
The media unfairly portrays certain groups of people.
There is too much focus on diversity and multiculturalism in the school curriculum.
People whom the government suspects of being dangerous to the United States should be carefully watched and their activities monitored.
Anyone who wants to come to the United States should be allowed to enter.

- Ask students to make general observations about the lesson and to explain how they felt sharing their opinions on some of the topics. Guide a whole-group discussion using some or all of the following questions:

a. How did it feel to take a position on some of the topics?
b. If there was a particular topic that you were unsure about, what information would you need in order to form an opinion?
c. How did you feel when you saw others taking a completely different position from yours on a topic? Were any of your classmates’ opinions surprising to you?

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d. Was there a statement read where you were clearly in the minority in your position? Did you consider changing your position to conform to the majority? Why or why not?

e. What do you think was the purpose of this lesson?

f. How does the variety of beliefs and opinions that people hold present challenges when people work and live together? How can different opinions be beneficial?

g. Do you think people sometimes pretend to agree with another person in order to avoid conflict?

h. Do you think it likely that people change their opinions on topics like the ones presented in this lesson? If so, what kinds of things are likely to cause opinions to change?

- In small groups have students discuss the lesson. Instruct them to consider the various ways that people come to hold their beliefs, opinions, and values and make a list on a piece of paper. After all groups have completed the discussion, prepare a composite list of their responses on chart paper or on the board.

- As an additional activity, encourage students to ask their parents or other family members the same questions and compare those responses to their own.
The College Committee Exercise

Students examine where they place their values in the decision-making process.

Instructions

1. Have the students break into groups of 4-5.

2. Read the following instructions to the students:

   Due to financial constraints, enrollment at college X must be reduced. It is your responsibility to determine which students will be accepted for admission. Rank in order the following applications from 1 to 10, (one being the most deserving). An admissions profile has been developed on each student.

   Please keep the following criteria in mind as you complete this task: Applicants ability, motivation, and attitude. The potential for successful completion of a college education. The degree to which each student can overcome his/her problems with the services available at the college.

   Out of the ten applicants, only the top six will be accepted for admission.

   3. Pass out the 'applicant' sheet. Have each group pick their top 6 applicants, and be prepared to defend their choices.

   4. After about 20 minutes, reconvene the groups. Find the top 6 applicants for each group, and then, as a class, decide who will accepted to your college. Discuss the different values that underlie group and individual decisions.

Possibly assign a journal on the students' feelings and concerns as they went through this process.
Applicants for College Committee Selection Exercise

Susan
Excellent student. Senior class valedictorian. Pre Med major. Quiet and introverted. Plans to live on campus, but may be homesick. Parents insist she attend college.

Jane
Average student in high school. Works part-time to help college costs. Highly motivated, interested in a nursing major.

Tom
All-state basketball player. Received full athletic scholarship to college. High school average was C+, but did poorly on entrance exams. Unsure about major.

Hugh
28 years old. Has a 2-year degree in business technology. Was in the service for 3 years. Interested in an engineering major, but seems to have a poor attitude about school.

Mark
Very popular student. President of his senior class in high school. Sometimes neglects his studies for social activities. Wants to major in business and run for student council.

Charmaine
Single parent of small child, receiving full financial aid and plans to work part-time on campus. Feels overwhelmed with responsibilities. Highly motivated, but needs some extra help in reading. Interested in accounting.

Juan
Foreign exchange student. Speaks English moderately well. Self-supporting. Excellent high school background.

Patricia
Above average student in high school. Works 30 hours a week. Unsure about the value of a college education. Plans to live on campus.

Ann
47 years old; has been a housewife and mother. Wants to return to school to major in psychology. Unsure about study skills and reading ability.

Bradley
Wants to major in computer science. Excellent math background. Comes from a sheltered family. Plans to live on campus, but may have difficulty adjusting to college.

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Value Auction Activity

Need:

Play money (can borrow from the office)

Write each value on paper or note cards to give to the students when they 'purchase' a value (can borrow from the office)

Instructions

1. Write each value name on a separate sheet of paper and post around the room. When a value is purchased - give the buyer the sign off the wall.

2. Give a copy of the values to each student, so they know the definition of each value. Allow students 3 minutes to look over the items, and decide how much they intend to bid on their values.

3. Each participant is given a Bidding Sheet (or can use their own paper). Instruct participant to choose the values they want to bid on and to fill out how much they intend to bid on their selected values. They can take notes throughout the activity as to who actually buys each value and for how much it is purchased.

4. Pass out $1500 in play money to each participant. Appoint a banker to make change and collect bills.

5. Begin the auction with any one of the values. Start the bidding at $200. People can bid against each other, as in a real auction. The person with the highest bid receives the value.

6. Once all the values have been purchased, have each person share what values they purchased, and why these values are important to them.

7. Possible processing/journal questions: 'What is your feeling about the values you purchased? Are they the ones you originally wanted?' 'What one value did you really want that you didn't get to buy?' 'What value were you absolutely not interested in? Why?' 'What is the one thing you learned about someone else through this activity?'
Athletic Prowess
You will be at your top physical condition, and will excel at athletic activities of your choice.

Authentic World
You will be in a world in which all people are open, honest, and totally able to relate authentically with one another.

Closeness to God
You will experience a communion with God. You will believe in God's purpose for you, and you will know that you are serving god.

Creativity
You will be able to formulate important ways for communicating perceptive understandings. You will have unusual fine command of several art media as well as verbal creativity.

Deep Friendships
You will have many close and meaningful relationships with persons you choose to know well.

Empathy
You will have great sensitivity for the needs and feelings of others, and will be able to understand their situations by feeling their pain and sharing their happiness.

Entertainment
You will find your happiness by making other people feel happy. You will always have an acute sense of humor, and will be the center of attention.

Exciting Life
You will lead an exciting, stimulating life, encountering a wide range of new experiences with the confidence that you are equal to all challenges and able to enjoy whatever comes your way.

Fame
You will receive the respect and admiration of all and will be in demand at prominent social occasions and decision-making conferences.

Financial Security
You will have sufficient money to supply any material needs or desires you have plus surplus wealth to use for any purpose of your choice.

Free from Pain
You will lead a life free from physical pain.

Helping Others
Your main concern will be to assist others on a one-on-one basis. People will come to you with their problems, and you will do everything in your power to help them. You will be able to chart their progress, and see them reach their full potential.

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Honesty
You will be open and honest with yourself, never intending to be what you are not.

Ideal Setting
You will have a home overlooking the most beautiful scenery in the world. The home will have the atmosphere, space, and facilities necessary to provide you and your loved ones with the perfect environment.

Influence
You will live a life where your actions (through the print and television media) draw attention to issues.

Job Satisfaction
You will be recognized by all as being the best in your profession, contributing more than you ever hoped and achieving everything you ever dreamed of.

Justice
Your lifetime will be devoted to bringing justice to the world, making right that which is wrong.

Long Life
You will live far longer than normal life expectancy, but your physical and mental health will be surprisingly excellent. You will benefit from both the vitality of youthfulness and wisdom born from experience.

Mature Love
You will obtain lasting intimacy with another.

Musically Expressive
You will have a fine command of a number of musical instruments, and your abilities of musical expression will be great.

Perfect Family Life
You and your family will experience ideal relationships together, each finding the needed love and security to assure personal growth within the family unit.

Perfect Love Affair
You will experience a relationship with a person of great physical and emotional attractiveness: a person who will have the same expectations of the affair as you. You will have absolute control over who is aware of the affair.

Personal Freedom
You will have a life of independence, always being able to do what you know is right for you without the interference of others.

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Pleasure
You will lead an enjoyable, leisurely life. You will not be rushed by commitments, and all possible pleasure will be readily available.

Political Power
You will be in a position to control the destinies of most people in the civilized world. You will have absolute power to institute any program or policy you choose, and you will be able to gain the cooperation of any person or organization required by your purpose.

Self Discipline
You will have the drive and ability to complete tasks you undertake, and the focus to ensure things are done to your satisfaction.

Self Esteem
You will respect yourself, knowing that you are realizing your potential and that you are a person of great worth.

Social Service
You will have the opportunity, the skill, and the resources to serve the sick and needy persons of the world. Full effort on your part will eliminate sickness and need in a lifetime.

Travel
You will lead a lifestyle where you travel all over the world. You will visit every country, and get a taste of customs and heritage. You will appreciate the different cultures, and you will learn about different lifestyles. You will see many sights, meet many people, and do many things.

Trend Setter
You will always be on the "cutting edge," be that in your fashions, actions, style, or behavior. Many will try to emulate you.

Universal Love
You will live in a world in which equal opportunity for all and love of one another are recognized as primary values.

Wisdom
You will have a mature understanding of lie and will be sought out by others to furnish advice and council.

World of Beauty
You will live close to the beauty of nature and to the beauty of fine art, literature, music, and the theatre.
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Additional Lessons and Resources

http://www.pbs.org/wnet/religionandethics/educators/high-school-lesson-plans/237

http://www.nationalgeographic.com/xpeditions/lessons/10/g35/tapestry.html National Geographic Lesson on Cultural Differences

http://www.nytimes.com/learning/teachers/lessons/19990322monday.html Excellent Lesson plan (as always) from NY Times. This one includes an article by George Lucas and a discussion on hero in relation to a soceity’s values and beliefs.

Consider this for current events

http://factcheck.org Use this valuable site to print copies of articles reperesenting both sides of a debate. Provide the content they are debating over such as the Health Care Bill currently being considered: http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=111_cong_bills&docid=f:h3200ih.txt.pdf (page 425 begins death panel discussions). Ask students to use the evidence to support claims.