Teacher Packet- Virtue Project:

Contents:

1. Brief overview of the exhibit and the exhibit goals
2. Information for teachers about the exhibit
   a. Pre-visit activities
   b. During visit questions and prompts for teachers
   c. Post-visit activities and discussion questions
3. Activity materials
   a. Cartoon strip template
   b. Paperbag puppet instructions
   c. “The Qualities of a Good Person” word search

1. Overview of Choosing the Good Exhibit:

What is this exhibit about?

This exhibit examines the science of how people make tough choices between different good actions—such as helping a friend versus telling the truth—and how what people view as the greater good can vary from person to person and from culture to culture.

What is the exhibit like? What sections are there?

The first part of the exhibit will introduce visitors to the variety of virtues—or ways of being good, such as honesty, kindness, fairness, and generosity. It will also provoke visitors to think about situations where one must make tough choices between different ways of being good—such as being just versus showing mercy or being obedient versus helping someone.

The second section of the exhibit will introduce visitors to recent research on how people make such tough choices. This section will introduce a current project on the topic at Arizona State University and show where researchers are collecting data for the project, including Bangladesh, Fiji, Bolivia, China, Iceland, and the U.S., on a large world map. Visitors will see how anthropologists study people’s choices in these diverse fieldsites by using a combination of interviews and experimental games. Visitors will be able to try out these games.

In the third section visitors will find out about how people made choices differently in research sites around the world. The results will be divided by country so that visitors can pick and choose which places they want to learn more about (or they can read them all!). In addition there will be an interactive computer display of results from the experimental games.

In the fourth section the visitor can give their own thoughts on the best way to handle a number of tough choices in an interactive computer section. These computer interactives will present three stories for kids and three stories for youth and adults. At the end of each story visitors will have to decide what they would do if they were faced with the situation in the story. After responding, visitors will be able to see how their
responses compare to those of other visitors and people around the world. When all three stories on a console have been completed by the visitor the computer will use their responses to tell the visitor what kind of moral issues they care most about. This section will also have a station with a longer questionnaire on their personal values.

In the fifth section there will be a Powerpoint with examples of tough choices people face in the modern world and a discussion table where large groups can sit, discuss the exhibit and do projects/activities.

In the sixth and final section there will be a mock coffee shop where visitors are encouraged sit in small groups, enjoy coffee, and discuss the topics the exhibit brings up. (For children's groups hot chocolate or milk will be provided in the place of coffee.) To prompt discussion, three tough choices will be presented in this section and a board will be available for people to share their thoughts on the dilemmas and the exhibit with others.

This exhibit offers a unique window into how research is done and what it can produce. Visitors will be challenged to consider how they make decisions in their daily lives and introduced to the idea that individual and cultural variation can play a meaningful role in decision-making.

What are the educational goals of this exhibit?

Purpose Statement:

This exhibit examines the science of how people make tough choices between different good actions—such as helping a friend versus telling the truth. Through this exhibit of faculty research, visitors will be see how what counts as the greater good can vary from person to person and culture to culture.

Educational Goals for Young Visitor Groups:

1) Choosing between two goods is difficult.
   a. Often in life we are faced with difficult choices and the best option may not always be clear. In these sticky situations we need to think carefully about which choice is better and why we think that way.

2) The “best” choice can change from person to person and culture to culture
   a. What people think is a good choice in tough situations depends on their personal perspectives and cultural background. Culture, in particular, can shape how we see the world and the choices we feel are good and right. Just as cultures are different from one another so too are the goods that different cultures promote. One culture might value bravery while another values wisdom. One might value helping close friends while another puts more value on obedience to the law.

3) A better understanding of worldwide and local virtue conflicts can encourage useful discussions.
   a. By thinking about and discussing these tough choices we can better recognize and deal with them when they come up in our own lives.
2. Information for teachers about the exhibit

A. Pre-visit Lesson Plan and Activities Ideas:

- **Teacher:** Before you take your class or group to this exhibit you may want to introduce some key concepts and get the kids thinking about the issues the museum exhibit will address. We have identified some key themes to discuss with your class and provided some pre-visit activities.

- **Lesson Plan (Approximately 15 minutes):**
  - Begin the lesson by saying that this class will look at how we decide what the right thing to do is in tough situations. Also say that the class will talk about what qualities or personality traits we value in other people and why.
  - After introducing these topics tell this story to the class:
    - Story: Once upon a time there was a girl named Emily. Emily had many friends but her two best friends were Kayla and Joe. Kayla and Emily were friends from school and Emily and Joe were friends because they lived on the same street. Even though Kayla and Joe were both best friends with Emily they did not know each other. For her birthday Emily had a big party and invited all of her friends. At the birthday party Kayla and Joe met for the first time. After the party Emily asked Kayla if she liked meeting Joe. “What do you think of Joe, Kayla?” Emily asked. Kayla wrinkled her nose and made a funny face, “I don’t like him. He is weird and dorky.” Later Joe and Emily are hanging out after school and Joe told Emily that he thought Kayla was great. “Kayla is really fun. I think I could become good friends with her. What do you think, Emily? Do you think she likes me too?” Emily bit her lip and looked at Joe. What should she say to him? Kayla told Emily that she does not like Joe but Emily is worried that if she tells Joe that Kayla feels that way his feelings will he hurt. If she does not tell Joe the truth about what Kayla said then he will not feel sad or hurt. But if she is honest to him and does not lie Joe may feel bad. What do you think Emily should do?
  - Have a class discussion about this story.
    - What should Emily do?
    - How should she make this decision?
    - Why should she make one choice or the other?
    - Is it better to tell the truth even if it hurts your friend?
    - Is it ok to protect your friend’s feelings by not telling them the truth?
    - What is another possibility? How else could Emily deal with this situation?
  - Use this story to explore larger questions like:
    - How do we know what is the right thing to do tough situations?
    - What helps you make decisions like this?
Do you ask your friends, parents or other people in your life for help when you have to make tough choices?
- Who do you ask for help?
- Why them?

Think of someone who you think is a good person.
- Why are they a good person?
- What do they do that makes them a good person?
- Do they have certain qualities or things about them that make them good?

List all the qualities that make someone a good person.
- What are your best “good” qualities?

Have you ever had to make a tough choice like the one in the story?
- What happened?
- What two good choices did you have to choose between?
- What did you do?
- How did you make that decision?

Is there always a right and a wrong choice in tough situations like the one in the story?
- Why? Why not?

Introduce the idea that there is not always a right and a wrong, sometimes there is just the better of two good options that you have to choose between. These sticky situations between two “goods” is what we are going to look at in the exhibit.

Pre-visit activity:

- **Option 1 (for younger kids):** Make up a character with the class. Have them describe what makes this character a good person. What do they do to make them good? How do they treat other people? Have the kids draw the character doing something good.

- **Option 2 (for older kids):** Have each child write up a 5-10 list of things that make up a good person. Split the kids into groups of 2 or 3 and have them compare their lists to see if they are the same or different. Have them look at the order of their lists to see how their ideas about what qualities are most important vary. Challenge them to discuss the differences and why those differences might exist.

- **Option 3 (for older kids):** Divide the class into groups of 5 or 6 kids. Have them come up with a story about a tough situation where a character has to choose between two good options. What does the character decide to do? How does the character make that decision?

B. During the visit Lesson Plan and Activities:

- **Lesson Plan:**
During your groups visit to the museum you will be guided by a student guide or a researcher on the project. The guide will go through each section of the exhibit explaining the content to the group. The guide will also have questions to ask the children for each section to keep them actively engaged as they walk through the museum.

**Activities at the Museum:**
- The central part of the tour will be a guided discussion and activity about virtue conflicts in daily life and how we resolve them. We have written several stories about tough situations that are specifically relevant to children. The guide will read them one or more of these stories and then encourage a group discussion about what the characters should do in each scenario and why. The guide will also have a balancing scale to demonstrate that with these types of challenging problems we must weigh the benefits of both choices before we decide what to do. The goal with this activity is to challenge the children to think about these types of hard choices and what they would do while discovering that other people may think differently about the situation and make a different choice. In this activity we will stress that in these conflicts there is not one good choice and one bad choice but rather two good choices.
- We intend to make clear that being able to discuss differences of opinion in situations like these is important for resolving problems that arise. To illustrate this idea we will have a structured mini debate/discussion. The museum guide will tell a story about a tough situation with two good options and then divide the group of students in two. Each group will be told to discuss the merits of one of the good choices and come up with an argument for why their good choice is the best good option. The two groups will then come back together and present to the whole class why their good is the best. The class will then talk about both of these arguments for the good and decide on the best course of action from this debate. The goal of this activity is to a) demonstrate that there are two good options, b) show that solid arguments can be made for why both of the answers is the “right” one, and c) show kids that the act of discussing and listening to the perspectives of other people can be valuable for resolving sticky situations peacefully.
- After this debate/discussion children will be given a comic strip with a new story about a virtue dilemma. The last box of these comic strips will be empty so that the children can draw in how the main character in the comic chooses to resolve the situation. These comics can then be colored and taken home so that they have a reminder of their museum visit and the lessons they learned.

C. Post-visit Lesson Plan and Activities Ideas:
- Teacher: After you take your class or group to this exhibit you can revisit key concepts and give the kids and opportunity to discuss what they learned at the museum. A wrap up discussion may help solidify the lessons they learned at the
museum tour. We have identified some key themes to discuss with your class and provided some post-visit activities.

- **Lesson Plan (Approximately 15 minutes):**
  - Begin with discussion about how the museum visit went. Some question prompts for children might include:
    - What did you learn at the museum today?
    - What do you think was the most interesting thing we talked about or did? Why?
  - You may then want to move into a discussion of the content. Some question prompts for children might include:
    - What did you learn about how anthropologists do research around the world?
      - What methods do they use?
      - Where did they go to do this research?
    - What did you learn about how people make decisions in tough situations?
      - Why might people make different choices if they are from another culture?
  - You may want to conclude with how this exhibit may affect their future choices. Some question prompts for children might include:
    - Do you think that you learned anything today that will help you make decisions in your daily life?
      - How so?
      - Can you think of an example?
    - Why is it important to talk about tough situations?

- **Post-visit activity:**
  - **Option 1 (for younger kids):** Create paper bag puppets (instructions included in the packet) and have the children use their puppets to make a play about a character making a tough decision between two good options.
  - **Option 2 (for older kids):** Have the kids draw their own comic strip of a tough situation they have experienced or think could happen to them and how they have or could resolve it. (The comic strip templates for this are included in this packet).
  - **Option 3 (for older kids):** Have the kids do a homework assignment where they a) interview their parent or friend about a moral dilemma that they have faced, or b) find a news article that talks about a choice between two goods. This activity is intended to illustrate that moral dilemmas are everywhere and that many people face them every day.