

TSC 6

Acting according to values



TSC 4 : Creating and Innovating

Learning Objectives

Topic 1 What is Acting according to values?

Topic 2 Why is it important?

Topic 3 Sample texts on how to mention it on the CV

Topic 4 TSC assessment criteria

TSC 4 : Creating and Innovating

Activities

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Spoken word poem

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Learning Objectives

On successful completion of this Learning Unit, the participants will be able to:

- Follow legislation and policies
- Understand importance of confidentiality and obligations
- Follow an ethical code of conduct
- Honour commitments

Topic 1: What is acting according to values?

- “*Acting according to values*”, also sometimes referred to as “conscientiousness” (Chernyshenko, Kankaras & Drasgow, 2018) or “work ethic” (NRC, 2012) is a competence that refers to an individual being able to relate their tasks and responsibilities with their own personal social and organizational values (ESCO, 2021). This helps an individual ensure that they are acting in a consistent and ethically accountable way. Important to note that when referring to this particular competence, it is strictly referring to values that can be learned and developed and not fixed moral values.
- Being able to adhere to certain legislations or policies (for example following an ethical code of conduct), respect confidentiality, and honouring commitments are indicators that a person is able to act according to their values. More specifically, what this could look like in a workplace environment includes persistence to accomplish a time-consuming assignment, personally supporting co-workers and representing the organization in a professional manner (OECD, 2018).

Topic 2: Why is it important?

- Acting according to values is especially relevant when considering the socio-cultural and professional integration of vulnerable and de-affiliated groups.
- The modern professional world is fast paced, diverse and ever changing. Acting according to values, a competence under the Self-Management umbrella, becomes vital in assisting youth in navigating the workplace. Youth need to be able to manage themselves with flexibility and adapt to different work environments.
- Recent Gallup report finds that 21% of millennials reported a change in their job in the past year, three time more than non-millennials (Gallup, 2016).
- Additionally, youth need to be able to understand and believe in themselves, be able to identify their interests and connect that to finding the right workplace fit for them (AEGEE, 2018).

Topic 3: Sample text on how to mention in on the CV

- Excellent track record in maintaining complete confidentiality, is reliable and trustworthy.
- Is consistent and dependable in carrying out tasks and responsibilities.
- Demonstrated mastery of professionalism.
- Assumes responsibility for mistakes.
- Accept responsibility for compliance with rules and regulations.

Topic 4: TSC assessment criteria

The main criteria for assessing this TSC are the aspects mentioned below. According to them, educators can guide their learners in their improvement process. The learner can be assessed as “competent” or “need improvement”. The educator can add specific comments for each learner in the respective boxes. Please refer to the Intellectual Output 2: Be Creative! Handbook for educators for further guidelines on assessment criteria.

Criteria	Competent	Need improvement
Being able to adhere to specific policies and legislations		
Can keep confidentiality and respects privacy		
Honours commitments		
Shares and follows an ethical code of conduct		

Activities

Activity 1: Spoken word poem

Objectives of the activity

- Introduce learners to spoken word poetry
- Learners will write a short-spoken word poem on the topic of “work”
- Learners will explore their personal values
- Learners will be able to express their thoughts and feelings through poetry writing and performing

TSC addressed by the activity

- Acting according to values
- Creativity and Innovation
- Addressing problems and issues
- Conveying and exchanging information and ideas

Material

- Pieces of paper for each participant
- Pens for each participant
- Laptop or projector with audio capabilities

The pitch

Participants will individually write and perform a short-spoken word poem addressing the topic of “work”

Activity 1: Spoken word poem

Procedure

Introduction of Spoken Word Poetry 5-7 Minutes

Host asks participants to get seated and play one of the following videos.

[Phil Kaye // Repetition \(Poetry Observed\) – YouTube](#)

[Sarah Kay: If I should have a daughter - YouTube](#)

- *Please note to access this video with subtitles switch on the cc at the bottom right of the screen and then go to settings > subtitles > auto-translate and select your language of choice.*

What is Spoken Word Poetry? 10-12 Minutes

Ask learners to share their thoughts on what spoken word poetry is after watching the video. After a short 3–5-minute discussion explains the following points to participants:

- Spoken word poetry is word-based performance art
- It is a way of self-expression allowing the poets to share their views on their chosen topics
- Rhythm is a foundational element ; poets utilize rhythm to help the poem flow and avoid monotone performance
- Although many spoken word poems include rhyme, it is not necessary, and most poets use rhyme to emphasize points
- Sound and presentation are equally important to body performance and a physical presence

Activity 1: Spoken word poem

Topic Setting 5-10 Minutes

Let participants know they will be writing their own spoken word poem on the topic of “work”. There are no other rules or guidelines; participants can write whatever they wish. Use your judgment if you will allow explicit language.

To assist participant writing share the following tips for writing good spoken word poetry.

Gateway line

This is the first line of the poem. It should be captivating and engage the listener right away.

Repetition and word play

Repetition is a wonderful tool in a spoken word poet’s toolkit. Use wisely and when needed. Using “word play”—puns, play on words, oddly worded sentences also add depth and interest to the poem.

Sensory Details

Include multiple details when reciting your poem. If for example you are talking about an office space, describe in visceral detail the message you want to come across (if negative experience highlights bad lighting, or broken chairs etc)

Conclusion

End with a powerful image or idea; The goal is that the audience remembers your poem and leaves feeling moved.

Activity 1: Spoken word poem

First Draft 20 minutes

Participants should spend about 15-20 minutes working on their first draft. Host may play some instrumental music as background.

Pair & Share 10-15 minutes

Participants pair up and listen to each other's spoken word poem. Instruct participants to share to each other a "Rose" (something they liked from the poem) and a "Thorn" (something they would suggest changing, add to or remove). Host should ensure to remind participants about the topic of "Work". Participants spend another 15-20 minutes polishing their poem.

Presentations 30+ minutes depending on the size of the group

Participants take turns in performing their spoken word poem. As a group give at least one "Rose" feedback to each performer.

Questions for discussion among participants

- Do you consider yourself as someone who has values?
- How did it feel like to write about the topic of work?
- Have you previously thought about work and how it relates to your values?
- What kind of feelings or thoughts came up for you?
- How would you rate the difficulty of this project and why?

Intergenerational aspect

Mixed age groups.

How does each participant understand the topic of 'work'. Does age affect how we contextualize 'work'?

Activity 2: Living picture

Objectives of the activity

- Participants will understand the concept of a tableau or living picture
- Participants will communicate concepts or ideas through physical poses, gestures and facial expressions
- Participants will explore their own values through kinaesthetic movement

TSC addressed by the activity

- Acting according to values
- Analysing and processing information
- Creating and innovating
- Conveying and exchanging information and ideas
- Collaborating with others in teams and networks

Material

N/A

The pitch

Participants will explore different values as related to the workplace through kinaesthetic movement

Activity 2: Living picture

Procedure

Introduce tableau to participants by explaining that a tableau is a frozen picture during a moment in time. Participants will be posing for the tableau given a specific context.

Let participants know that the topic of the tableau will be “Values”.

Pair participants into groups of 3 but no more than 4. In a group they should position themselves in poses, gestures and facial expressions that indicate a value. They must be positioned in a way that the value is obvious to the audience.

If participants are having a hard time coming up with values, you may share some from the following list but keep in mind these are some examples and not an exhaustive list:

Freedom	Compassion	Forgiveness
Security	Professionalism	Faith
Success	Generosity	Beauty
Honesty	Wealth	

Activity 2: Living picture

Participants should spend about 10-15 minutes preparing their tableau. Host should walk around and help out groups as needed.

All groups should present their tableaus. When each group is presenting, other groups should comment on the clarity of the frozen image and offer suggestions to make the presentation of the value as clear as possible.

Optional: The host can randomly ask each participant as they are in the frozen position what that character would be thinking of at that moment and the participant should speak in the first person.

Questions for discussion among participants

- Do you consider yourself as someone who has values?
- Was the chosen group value a value you ascribe to personally? How did your agreement or disagreement with the value impact your feelings about the activity?
- Did you have any group disagreements about the portrayal of this value? If so, how did that make you feel?
- How would you rate the overall difficulty of this project and why?

Intergenerational aspect

Mixed age groups.

Discuss about the different values presented by each group. Do all the group members have the same understanding of their chosen value? Which factors affect their understanding of each value? Did their understanding change through the years?

Further Readings

Code of conduct article → <https://www.valamis.com/hub/code-of-conduct>

Ted talks:

https://www.ted.com/talks/michael_schur_how_ethics_can_help_you_make_better_decisions

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