

A Practical Application of Human Values

Inspired by the Tuskegee Airmen Legacy

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A Course in Principles, Values, Problem Solving, and Conflict Resolution for Today's Businesses, Colleges, Schools, and Families.

This course is being produced in the following formats:

- Military and Corporate Training – Management and Human Relations Seminars
- Undergraduate Level College Semester – 48 class hours
- High School Teacher Continuing Education Graduate Level Training
- High School Semester – 90 class hours
- Elementary and Middle School Semesters
- Preschool and Kindergarten Exercises
- Home Study Internet Based

This Course consists of 5 different Blocks A through E. Each Block introduces a higher level of understanding about humans and their instincts, free choices, behavior, and values. Although the course is designed to be taught in sequence, each Block may be presented independently.

- Block A: Our Instinctual Behaviors – *instinct self-management*.
- Block B: The Hal Reichle “SSSSH” Phenomena – *ego-free compassion*.
- Block C: The Tuskegee Airmen Legacy – *passive excellence*.
- Block D: Searching for Values – *self-actualization engagement*.
- Block E: Merging Blocks A through D - *human-values implementation*.

Three books are used throughout this course:

- *The Curse of Being Human* by Dr Jack Soules
- *A Practical Application of Human Values* by Roger F. Cram
- *Searching for Values* by Stuart Muszynski

Contents for this introductory package of information.

- Introduction
- Our Unique 5-Block Training System – Why We Use It?
- Practical Application of Human Values – Contents

- Values Presented in this Course
- The Five Levels of Giving
- Lesson Plan Outline for Undergraduate Course
- Lesson Plan Examples

- High School and Elementary School Exercises
- Your Internal Value System

- The Tuskegee Airmen Personal Conflict Resolution Model
- The Tuskegee Airmen 4-Test GAP Problem-Solving Model

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College Lesson Plan Outline – Full Semester

35 Lesson plans that are 55 minutes each

3 Lesson plans that are 2 hours each

3 Lesson Plans employing multi-media

1 Field Trip

10 Examinations

52 Class Sessions

This color means a Sample Lesson Plan is included in this material.

A. Block A: The Curse of Being Human – Instinct Self-Management

1. Lesson Plan 1 - Instinct vs. Reason, the Human Dilemma
 - a. Instinct versus Reason, the Human Dilemma
 - b. Humans vs. Animals
 - c. The Appearance of Civilization
2. Lesson Plan 2 - Logic, Education, and Social Control
 - a. Logic
 - b. Education and Social Control
3. Lesson Plan 3 - War and Ethnicity
 - a. War and Ethnicity
 - b. Why We Persecute Each Other__
 - c. Civilization Required New Adaptations of Old Traits
4. [Lesson Plan 4 -Test](#)
5. [Lesson Plan 5 – Part One - Why We Behave the Way We Do](#)
 - a. Lie, Cheat, and Steal
 - b. Why We Behave the Way We Do
6. Lesson Plan 6 – Part Two - Why We Behave the Way We Do
 - a. Lie, Cheat, and Steal
 - b. Why We Behave the Way We Do
7. Lesson Plan 7 - Instincts and Titillation
 - a. Little Instincts
 - b. Attention Span, Boredom and Titillation
8. Lesson Plan 8 - Dating, Mating, and Orthodoxy
 - a. Dating and Mating
 - b. Orthodoxy: The Truth, The Whole Truth, and Nothing But the Truth
 - c. The Future
 - d. Level One and Level Two Giving
9. [Lesson Plan 9 - Test](#)

B. Block B: The Hal Reichle Phenomena – Ego-Free Compassion

1. Lesson Plan 10 - Who Was Hal Reichle?
 - a. The Hal Reichle and the SSSSH Story.
 - b. Level Three Giving - Ego-Free Compassion.
2. Lesson Plan 11 - Anonymity and Instinct
 - a. The Incredible Benefits of Anonymity.
 - b. Beneficial Publicity vs. Anonymity.
 - c. Instinctual Conflict of Ego-Free Compassion and Reciprocal Giving
3. [Lesson Plan 12 -Multi-Media – Show DVD, SSSSH, The First Year](#)
4. [Lesson Plan 13 - Community without Tragedy](#)
 - a. Developing *Community* without Tragedy
 - b. Diversity and *Community*
5. Lesson Plan 14 - Another’s Gain and Self-worth
 - a. The New Positive Psychology.
 - b. Another’s Gain is Not Your Loss
 - c. An Outer and Inner Measure of Self-Worth.
6. Lesson Plan 15 - Letters to SSSSH – Anonymous Deeds
 - a. Letters to SSSSH
 - b. Doing Anonymous Good Deeds
 - c. SSSSH projects: The elderly, the young, the handicapped.

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College Lesson Plan No. 13

Lesson Plan Block: B - SSSSH

Section from Course Outline: 4. a. b.

Lesson Plan Title: Community without Tragedy Time allotted: 55 minutes

Materials and Recourses:

- *A Practical Application of Human Values* (text) Chapter 8
- PowerPoint of 9-11 tragedy.

Equipment Needed: (Audio/video, Internet, projectors, screens, chalk boards, podiums, vehicles, etc.)

- Marker board and markers, podium and microphone if needed, computer, data projector, screen.

Introduction: (Key points needed from previous assignment to grasp the concepts of this lesson plan)

- Definition of ego-free compassion and Level Three Giving- Lesson Plan 10.
- Understanding the concepts and basis for projects with SSSSH – Lesson Plan 10.
- Non-instinctual giving – Lesson Plan 11
- Instinct vs. Reason – The Human Dilemma – Lesson Plan 1.

Objective: (How should the student's behavior or abilities become enhanced from this lesson?)

- Understand the definition of "Community" as it pertains to this lesson.
 - **Community:** A group of people usually comprised of both sexes with a wide mix of religions, ages, economic backgrounds, races, educational levels, and nationalities that, through a significant event, have become totally equal in all areas. *Community* occurs during tragedies, like tornado destruction, when millionaires work along side the homeless in total equality looking for survivors. Once the significant event is resolved – the storm damage is cleaned – the sense of *community* usually ends.
- Understand how tragedy creates a sense of community.
- Discover how a sense of community can be created without a tragedy.
- Learn how diversity benefits everyone engaged in community.

Methods and Procedures:

- Discuss the sense of community developed by the 9-11 New York Tragedy.
- Show the PowerPoint presentation on the 9-11 tragedy.
- Discuss the sense of community created by New Orleans Hurricane tragedy.
- Give examples of group Reichles (anonymous good deeds) that create a sense of community - See Lesson Plan 15.
- Discuss how these group Reichles creates community.
- Why would a sense of community created by a tragedy be temporary while a sense of community created by group good deeds (SSSSH) has a tendency to last?

Key Points:

- Develop a sense of community without the need for tragedy.
- Create a common bonding among diverse groups (The Harley-Davidson affect.)
 - Young and old, various races and religions, mixed occupations, handicapped.
- Encourages additional good deeds from reciprocal giving.

Evaluation:

- Have a class discussion on the results of the Follow-up Assignment listed below.

Reinforcing Materials: Study the pages on the following Website: <http://www.hiram.edu/hal>

Follow Up or Assignments:

- Divide the class into diverse groups of 6 or more students and assign them to "pull Reichles" over the weekend and report back on their results, feelings, and reactions.

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College Lesson Plan No. 17

Lesson Plan Block: C - Tuskegee Airmen **Section from Course Outline:** 1.a.b.c.d. & C.2.

Lesson Plan Title: Who Were the Tuskegee Airmen **Time allotted:** 2 Hours

Materials and Recourses:

- The Website: <http://www.Tuskegeearmen.org>
- The Website: <http://www.hiram.edu/tuskegeearmen>
- The book *The Black Knights* – Chapter One
- The PBS Video – *The Tuskegee Airmen, They Fought Two Wars* – 52 minutes
- Notes from A Practical Application of Human Values
- The Five Levels of Giving

Equipment Needed:

- VCR Player, TV or data projector, screen
- Computer connected to Internet, Computer projector

Introduction: (Key points needed from previous assignment to grasp the concepts of this lesson plan)

Objective:

- To introduce the Tuskegee Airmen story to the class.
- To emphasize their struggles and obstacles.
- To introduce the Tuskegee Airmen's incredible values.
- To introduce the Tuskegee Airmen's amazing accomplishments.
- To introduce the class to level-four giving.

Methods and Procedures:

- Give a 15-minute overview of who the Tuskegee Airmen were.
- Show the PBS video: *The Tuskegee Airmen, They Fought Two Wars*
- Break: 7-minutes
- Discuss with class the obstacles the Tuskegee Airmen faced.
- Discuss how obstacles are really opportunities for growth – never quit!
- Thomas Edison – Inventing light bulb = 1385 filaments – 1385 step process.
- Wright Brothers: built 700 airplane wings before one flew; they never failed, for building the airplane wing was a 700-step process.
- Compare the Tuskegee Airmen's problems and accomplishments those of the class.

Key Points:

- Most problems are only stepping stones to a goal. Make sure your solution to the problem does not endanger reaching the goal.
- The only time we can fail is if we quit. Most perceived failures are only stepping stones being small problems encountered along the path to a goal. Obstacles are opportunities for growth, therefore, encourage and embrace them.
- Never give another control over your conduct. How you behave is never someone else's fault.

Reinforcing Activities/Materials:

- Discuss never quitting, that one can almost never fail as long as they persist.
- Get student inputs on their concept of previous personal failures and show how these were not failures, but rather stepping stones to goals.

Evaluation:

- As a group in class, ask the students to develop methods for overcoming some of the obstacles encountered in obtaining world peace.

Follow Up or Assignments:

- Have the students write a short paper describing two of their perceived previous failures then have them suggest why these occurrences may not be failures after all, but rather stepping stones.

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College Lesson Plan No. 33

Lesson Plan Block: D – Searching for Values **Section from Course Outline:**

Lesson Plan Title: The Power of One **Time allotted:** 55-Minutes

Materials and Resources: (Books, magazines, notes, DVDs, videos, speakers, etc.)

Searching for Values by Stuart Muszynski

- One Person – the Power of One – Chapter XVIII
- Our Purpose of Life – Chapter XIX
- Kindness as a Common Bond – Chapter XX
- The Choice of Perfection, Greatness – Chapters XXI, XXII
- Making a Stand Based on Your Values – Chapter XXIII

Equipment Needed: (Audio/video, Internet, projectors, screens, chalk boards, podiums, vehicles, etc.)

Introduction:

- Understand the concepts of Lesson Plan 30 and 32.

Objective: (How should the student’s behavior or abilities become enhanced from this lesson?)

- Become aware of the unimaginable positive influence one person can have.
- Become aware of the unimaginable negative influence one person can have.
- To understand the all-encompassing, controlling, and spreading affect of human kindness.
- To become aware of one’s true character and potential in a major crises.
- To become aware of the power we have over everyone’s reality.
- Be able to start weighing consequences based on the strength of our values.

Methods and Procedures: (Sequence of events, presentation methods, and time needed for each)

- Discuss with the class what continuously happened in Chapter XVII to make the first Community Understanding Day in the spring of 1995 successful.
- Discuss the sometimes immense consequences of sticking to your values in Chapter XIX. Is this always worth the risk? How does one determine this?
- Discuss how the examples of kindness in Chapter XX correlate with “free choice (Block A), “ego-free compassion” (Block B), “passive excellence” (Block C), and “the power of one” (Block D).
- Explain how being human creates the possibility of; therefore the obligation for our free choices determining our value system, peace, opportunities for growth, hope, and greatness as presented in Chapters XXI, XXII, and XXIII.

Key Points:

- We can control / influence others by using kindness or hate – pick one!
- Everyone’s reality can be changed through kindness or hate – our choice!
- By realizing our enormous power over others, the need for our positive influence, instead of negative influence, becomes paramount.
- How we react in a major crisis determines our character, our self-esteem, the quality of the rest of our lives, and the value of life for many others.

Evaluation: (Methods to determine if the material was learned or what impact it had on the student)

- Discuss major occurrences of kindness and cruelty and try to surmise how man people throughout the world for how many years they were affected.

Reinforcing Materials:

Follow Up or Assignments:

- Students research famous individuals who made a major difference in the quality of other’s lives.

- Students interview neighbors to find out how they made a major difference in the quality of other's lives.

New Terms Created for this Course

The following terms were created to explain the values and components of this course. They are used frequently throughout the material with their definitions repeatedly given serving the reader as an easy reference for the new terminology.

- **Block A**
Instinct self-management: When beneficial, recognizing and stopping our instinctual knee-jerk reactions (aggression, dominance, jealousy, possessiveness, inappropriate lust, etc.) before such behavior creates unpleasant consequences. Being able to "...turn the other cheek." (The Curse of Being Human)
- **Block B**
Ego-free compassion: Performing acts of generosity, charity, and kindness for strangers, anonymously, without receiving satisfaction, recognition, or reward from any source other than from deep within; giving simply for the intent of increasing the amount of goodness in the world. (Hal Reichle & SSSSH – level-three giving)
- **Block C**
Passive excellence: Leading by quiet example, influencing change by demonstrating ones excellence, talent, and abilities by doing, not boasting; doing your best under adverse conditions without recognition or reward; performing with high standards and values in order to satisfy an internal value system; peacefully confronting ridicule and criticism by repeatedly producing quality in all endeavors. (Tuskegee Airmen – level-four giving).
- **Block D**
Self-actualization engagement: Experiencing, for a few moments, a complete understanding of human values permitting the clarity, direction, and resolve needed for immediate, critical, and accurate decision making, without regard for consequences, during a major crises. Realizing and justifying the immediate need to "...march into hell for a heavenly cause," based only upon righteousness and without regret or regard for consequences. Realizing emotionally, only for a moment, as if experiencing an epiphany, the true wonder of being human and the associated obligations of service connected with reaching such a high plateau. (Searching for Values - level-five giving)
- **Block E**
Non-instinctual free choice: Deciding upon and being able to carry out a behavioral choice (change) often being opposite and in defiance of your objectionable instinctual desires and knee-jerk reactions. For example, being kind to someone insulting you instead of (instinctually) retaliating with insults. Using reason and negotiation instead of retaliatory aggression when encountering conflict; showing patience and understanding by using complements as a retort to another's insults, offering charity and kindness to the offensive, maintaining your enemy's dignity throughout their defeat and recovery.
- ***Human-values implementation:*** Implementing non-instinctual free choices, quality values, tested principles, compassion, self-control, kindness, charity, and other human qualities of goodness into controlling positions over our own free will, our life styles, our behavior, our habits, our instinct management, our relationships, and our choices in order

to improve and become a better person. Trying to engrain any or all of the above new terms making them second nature to our behavior.

Block D: SELF-ACTUALIZATION ENGAGEMENT - *Searching for Values* by Stuart Muszynski

Block D: Level-five giving: Giving to yourself and others and based on a strong value system of morals, ethics, and beliefs without regard to consequences (Searching For Values: i.e. harboring a Jew from the Nazis knowing death is the penalty, newspaper reporter going to jail for withholding the identity of an informer, sister donating a kidney to a sibling, Iraqi citizens voting in a free election after being told he and his family would be killed for doing so, "...marching into hell for a heavenly cause...").]

Today we are greatly concerned about law suites and liability. Such concerns often discourage us from coming to the aid of others in a crisis because of legal restrictions, repercussions, or individual retaliation. A strong internal value system takes time to develop, and staying faithful to such high values and principles often places one in jeopardy. What to do?

There is a lot of discussion about values today – in schools, corporate America and communities across the country. In address to these concerns, Searching For Values is a true story that took place during the World War II Holocaust. It involves a young Jewish man's search for personal meanings and values and his discovery of the importance of kindness and goodness throughout the story of his grandmother's life and the five families that saved her during the Holocaust. This text introduces this course to its highest level of giving: **Level-five giving:** Giving to others and yourself based on a strong value system of morals, ethics, and beliefs without regard to consequences.

If you were a Christian in Poland during World War II, and a Jewish girl came to your door pleading you hide her from the Nazi's, would you do so knowing if discovered you and your entire family might be executed? Well, you cannot answer that, for under such extreme situations we probably don't know our reactions or our strengths. Five different families did just that, however, and hid Stuart Muszynski's grandmother in their homes (in a closet, under the kitchen floor, etc.) from the Nazis. The internal value systems and beliefs they lived by were so strong that consequences were not a determining factor in their decisions.

Our Current Grandparents have:

- The work ethics and values needed for today.
- The history of overcoming adversity.
- The needed wisdom derived from experience.
- The patience required for the best resolve.
- The insight to weight the risks against the benefits.
- The knowledge to understand the "whole picture."

Questions to ask in an established group:

- How are the decisions made to exclude others*?
- What are the reasons for exclusion?
- What would it take to overcome those exclusions?
- What are the values of being "in" the group?
- What are the disadvantages of being "in" the group?
- What are the disadvantages of not being allowed to be "in" the group?

***Others** = Those that are not part of a particular group for any particular reason – age, sex, religion, race, occupation, interest, weight, ability, nationality, hobbies, talents, etc.

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The Five Levels of Giving

Roger F. Cram, from his development of this course.

- **Block A: Level-one giving:** Giving instinctually as a gesture to help insure basic needs (food, shelter, safety), to encourage mating, or to help establish self-esteem or trust among peers and enemies. (**Instinct Self-Management – The Curse of Being Human**)
- **Block A: Level-two giving:** Giving to others receiving thanks and recognition in return - the average person (**Instinct Self-Management – The Curse of Being Human**).
- **Block B: Level three giving:** Giving to strangers anonymously receiving satisfaction only from within, i.e. shoveling the snow from a stranger's driveway and then leaving before she returns home, giving money to a toll-booth operator requesting the tolls be paid for the next twenty cars, while paying for your order at the fast-food, drive-up window, also pay for the food for the car waiting behind you, etc. (**Ego-free compassion - Hal Reichle and SSSSH**).
- **Block C: Level-four giving:** Treating the indignant with dignity, the disrespectful with respect, excelling for those encouraging your failure; performing with excellence for those believing you incapable, giving the best of yourself as demanded from your internal values and ethics regardless of outside influences, not allowing your behavior to be depended on the behavior of others (**Passive excellence - Tuskegee Airmen**).
- **Block D: Level-five giving:** Giving to yourself and others and based on a strong value system of morals, ethics, and beliefs without regard to consequences (Searching For Values: i.e. harboring a Jew from the Nazis knowing death is the penalty, newspaper reporter going to jail for withholding the identity of an informer, sister donating a kidney to a sibling, Iraqi citizens voting in a free election after being told he and his family would be killed for doing so, "...marching into hell for a heavenly cause..." (**Self-Actualization Engagement – Searching for Values**).