



AUCTION OF 80 YEARS

Activity 39

AGE LEVEL = 8 and up
DURATION = 30-45 min.
LEARNING STATION = Anywhere
RELATED ACTIVITIES = None

WHEN =  



UNDERSTANDING: Individual human values are clarified, while respecting the values of others.
SPECIAL NOTES: Hold separate auctions for every 10 participants.

MATERIALS:

- List of 15 to 20 auction items
- Chalkboard or newsprint for record keeping
- Props to represent the auction items (optional)

PREPARATION: Prepare a list to be auctioned that reflects human desires and values (choose from the following list or create your own):

- Ability to read minds
- Your own computer
- An ATV
- Seeing 25 wild animals close-up
- Unlimited money supply
- A rafting trip
- Ability to fly without an airplane
- Lifetime pass to movies or concerts
- Happy family

If desired, display props representing the items (i.e., a paddle for the canoe).

LESSON:

Warm-up: Post the auction items. Explain the rules of a typical auction. For example, state that you will only recognize individuals who raise their hands and sit quietly. Ask the children if they've ever been to a real auction and discuss.

Activity: After everyone understands the procedure, explain that the items will be paid for with years, not money. Everyone starts with 80 years of life and must choose how to spend them. Give the children a few minutes to examine the auction items. Encourage questions.

Bidders may spend 80 years on one object or spread them over several. After they've spent all their years, they may not bid again. Encourage everyone to bid. Mark down the amount of the highest bid and the bidder's name next to each item. Continue until all items are sold.

Wrap-up: Ask the children: "Is everyone satisfied with what they bought? If you could repeat the auction, how would you bid differently? Can two people, or groups, or nations with different values agree on a controversial issue? If so, how

OPTIONS AND FURTHER EXPLORATIONS:

Present a local environmental issue to the students. Research its effect on each student (i.e., highway department widening a local street, resulting in loss of wildlife habitat and/or displacing poor families). Have the children place themselves in a straight line along a values clarification continuum, with individuals strongly opposed at the other end, and undecided or neutral in the middle. Discuss why they feel the way they do. After several minutes, have the students line up again. If any change their positions, ask them why they changed and what influenced their decision.