

Approaches and Strategies in Teaching Values Education


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De La Salle University, Dasmaringas
Cavite

PHILIPPINE NORMAL UNIVERSITY
The National Center for Teacher Education

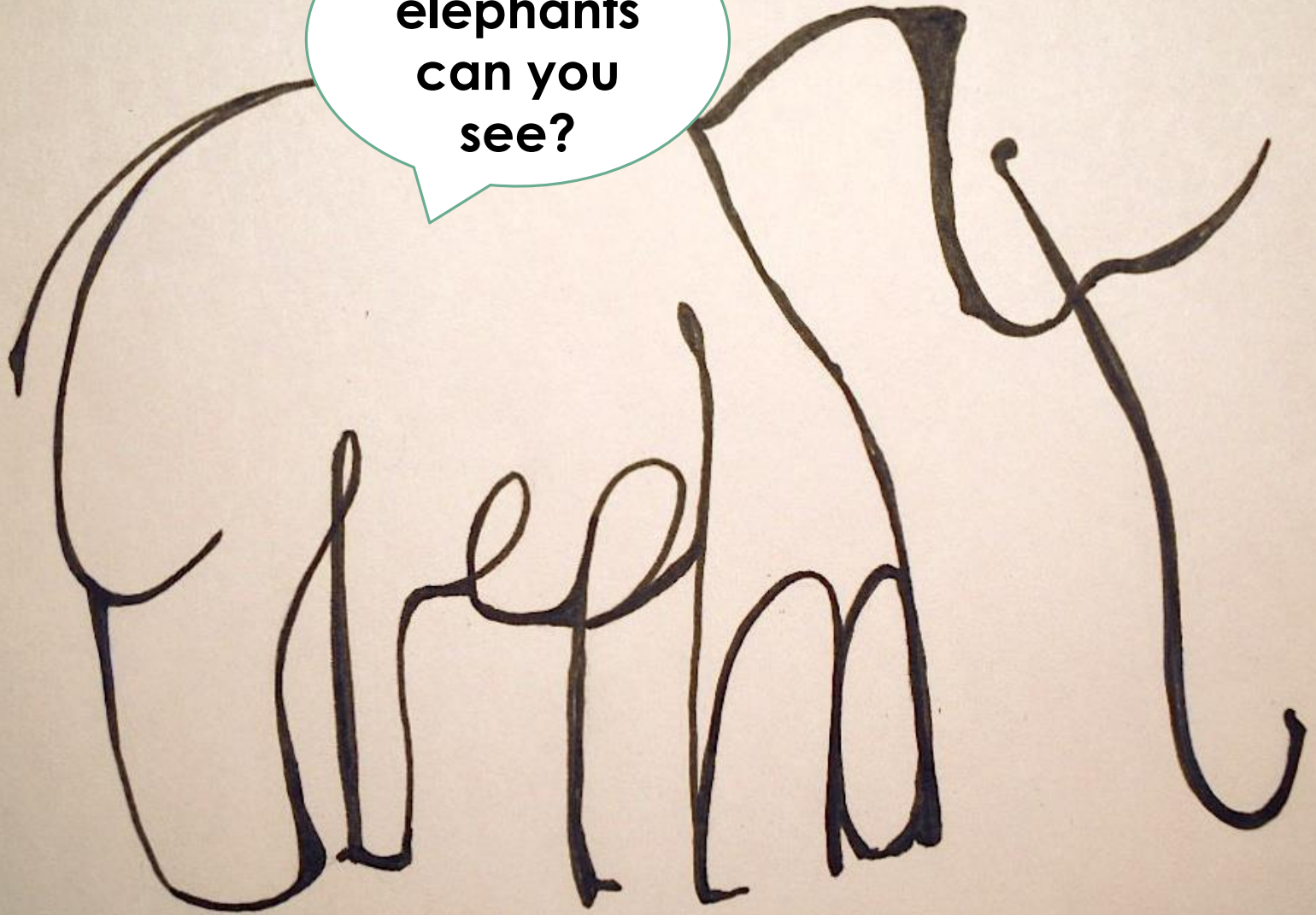




Let's tease
your brain!!!



How many
elephants
can you
see?





How many faces can you see?

Find THE HIDDEN
TIGER 😊



- Marian's father has five children: Nana, Nene, Nini, Nono.
- *What is the name of the fifth daughter?*



MAJOR APPROACHES

STRATEGIES

Inculcation

Modeling, positive and negative reinforcement, mocking, story-telling

Value Clarification

Voting questions, unfinished sentences, values continuum, ranking, agree or disagree

Moral Development

Moral dilemmas, case study

Value Analysis

Testing principles, analyzing analogous cases, debate, research

Transpersonal

Rest and relaxation exercises, meditation and brief fantasizing imagination, creativity and mind games, self-awareness activities

Action Learning

Action projects/ community outreach projects



Values Clarification Approach



Rationale

- Values clarification has its origin in the humanistic and transpersonal psychology.
- Abraham Maslow is its major proponent. He believed that every human being is capable of attaining self-actualization through the valuing process.
- Self-actualization is an on going process of using one's innate capacities and potentials in full, creative and joyful ways.



Purposes of Values Clarification:

- to help students become aware of and **identify their own values** and those of others.
- to help students **communicate openly and honestly** about their values.
- to help students **use both rational thinking and emotional awareness** to examine their personal feelings, values and behavior patterns.



For something to be **considered as a value** using the clarification approach, the person must go through the **seven (7) criteria of the valuing process.**



Seven (7) criteria of the valuing process:

- 1. choosing freely;**
- 2. choosing from alternatives;**
- 3. reflecting carefully on the consequences of those alternatives;**
- 4. prizing;**
- 5. affirming in public;**
- 6. acting upon one's choices; and**
- 7. acting consistently**



The value clarification strategies commonly used in teaching are:

- Role playing
- Games and simulations
- Contrived or real value-laden situations
- Introspection or in-depth self analysis exercise
- Sensitivity activities
- Small group discussion
- Values grid
- Ranking
- Group dynamics
- Case study
- Dyadic and triadic sharing
- Dialogue or clarifying response strategy



Values Continuum

An issue is identified by the teacher and a line drawn on the ground with a stick.

Two extreme positions are identified and the students asked to stand at an appropriate point along the line according to their beliefs. The students discuss their beliefs with people on either side of them to make sure they are in the correct position. The students have literally taken a stand on the issue. The teacher then invites students to explain their position. They may pass if they want to. They may also change their position on the line at any time during the discussion if they want to.



Teacher's Role



- open and communicating trust
- respect and concern the students personal beliefs and values
- stimulate an atmosphere of positive acceptance.





Moral Development



Approach





PURPOSE

- ⑩ Help students develop more complex moral reasoning patterns**
- ⑩ Urge students to discuss the reasons for their value choices and positions**

Moral Development

SOURCE: KOHLBERG, (1963,1981)

Kohlberg's Levels of Moral Development

LEVEL	STAGE	CHARACTERISTICS OF STAGE/LEVEL
A Preconventional	Stage 1	PUNISHMENT-OBEDIENCE ORIENTATION
	Stage 2	INSTRUMENTAL RELATIVIST ORIENTATION
B Conventional	Stage 3	INTERPERSONAL CONCORDANCE ORIENTATION
	Stage 4	AUTHORITY AND SOCIAL-ORDER MAINTAINING ORIENTATION
C Postconventional Autonomous, or Principled	Stage 5	SOCIAL-CONTRACT LEGALISTIC ORIENTATION
	Stage 6	UNIVERSAL ETHICAL PRINCIPLE ORIENTATION

Pre-conventional Morality

- 10 I will do what I am supposed to do In order to avoid punishment.



Conventional Morality

- ⑩ I will do what I am supposed to do as things work out better when everyone follows the rules.



► Post-conventional Morality

- ⑩ I will do (or wont do) what I am supposed to do because I think (or don't think) it is the right thing to do.





METHODS

- **Moral dilemma episodes with small-group discussion**
- **Relatively structured and argumentative**

6. The Pregnant Woman



A pregnant woman leading a group of people out of a cave on a coast is stuck in the mouth of that cave. In a short time high tide will be upon them, and unless she is unstuck, they will all be drowned except the woman, whose head is out of the cave. Fortunately, (or unfortunately,) someone has with him a stick of dynamite. There seems no way to get the pregnant woman loose without using the dynamite which will inevitably kill her; but if they do not use it everyone will drown. What should they do?

Top 10 Moral Dilemmas

<http://listverse.com/miscellaneous/top-10-moral-dilemmas/>

10. Concentration Camp



You are an inmate in a concentration camp. A sadistic guard is about to hang your son who tried to escape and wants you to pull the chair from underneath him. He says that if you don't he will not only kill your son but some other innocent inmate as well. You don't have any doubt that he means what he says. What should you do?



VALUES ANALYSIS

APPROACH



Rationale and Purposes

Help student's use logical thinking and scientific investigation procedures in dealing with social issues, especially values education issues.



Theoretical Basis

The individual is regarded as a rational being in the world who can attain the highest good by subordinating feelings and passions to logic and scientific method.

Teacher's Role

Develop the skills on gathering and organizing facts relevant to making value judgments, assess the truth through supporting evidences and then evaluate the consequences.



Teaching Methods Strategies



- Individual and group studies of social problems
- library and field research and;
- case studies

Teaching Methods Strategies

- Testing principles
- Analyzing analogous cases
- Debate
- Rational discussion that demands reasons and evidence



Mangalap ng mga research studies o clippings mula sa pahayagan o magazine na magpapatunay ng pagiging makabayan ng mga Filipino



Debate



Maghanda ng isang debate tungkol sa paksang “Dapat ba o hindi dapat gawin ang cloning”

http://images.google.com/imgres?imgurl=http://mahboubian.googlepages.com/dog-bird.jpg&imgrefurl=http://raizam.blogspot.com/2006/12/nice-pictures-of-when-cloning-goes.html&h=387&w=400&sz=11&hl=en&start=5&tbnid=odwGxfiGP_FhbM:&tbnh=120&tbnw=124&prev=/images%3Fq%3Dcloning%26gbv%3D2%26hl%3Den%26sa%3DG

ACTION LEARNING APPROACH



What is Action Learning?

- ★ To provide students with opportunities and chances to discover and **act on their values**.
- ★ To encourage students to view themselves as **personal-social interactive beings**, not fully autonomous, but members of a community or social system.



Theoretical Basis

- * Values are assumed to have their sources in society or in the individual but in the interaction between the person and the society.

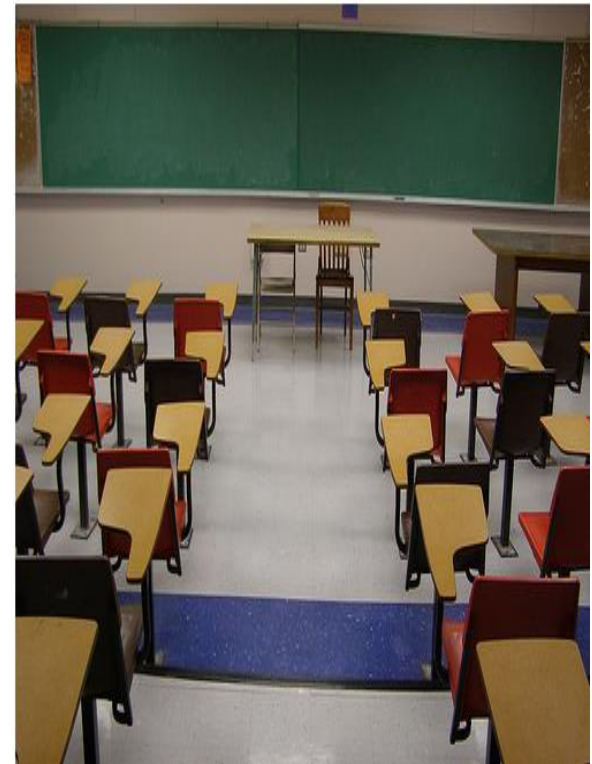
Theoretical Basis

- * Derived from a perspective that it is important to **move beyond thinking and feeling to acting**.
- * Related to the efforts of some social studies educators to emphasize **community-based** rather than classroom-based learning experiences



Theoretical Basis

- * Place more emphasis on action-taking inside and outside the classroom;
- * Values are seen in the interaction between the person and society;and
- * A problem-solving/decision making model.



Strategies



What...? Why...? When...?
Which...? Where...? Who...? How...?

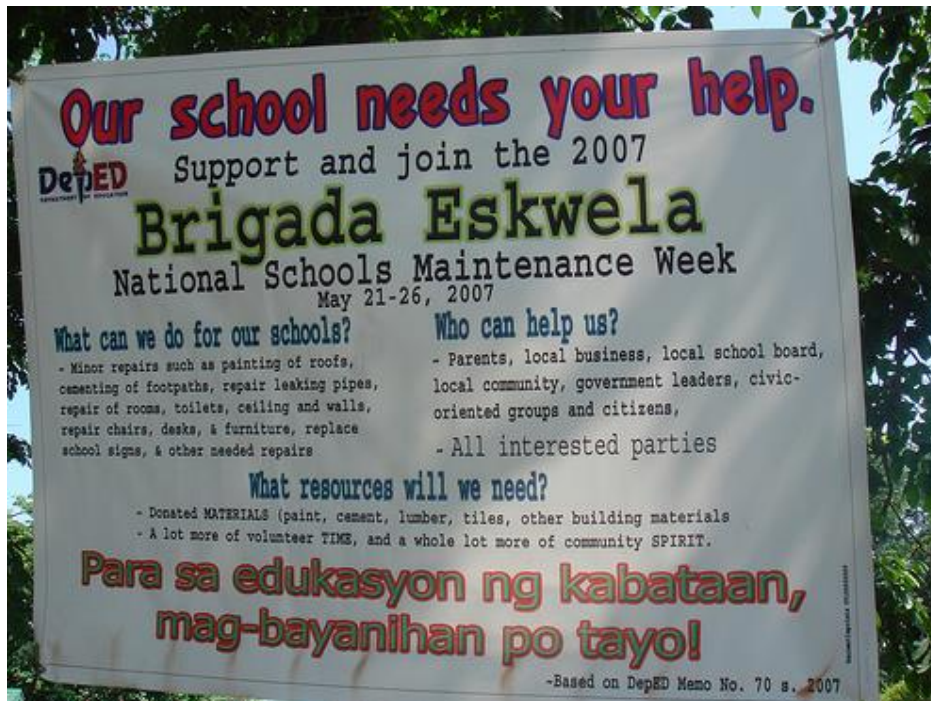
*Teaching methods include mostly the clarification & values analysis strategies.

Two (2) strategies unique to these approach include:

- * Skills practice in group organization
- * Action projects or community outreach projects.



Community Development Program



Networking Activities

HOLY NAME UNIVERSITY
TAGBILARAN CITY, BOHOL

Halalan
2010

BOTO MO IPATROL MO

AKO ang
SIMULA

ABS-CBN

THERE WILL BE A
BOTO MO IPATROL MO
THIS COMING MONDAY OCTOBER 5, 2009
AT MAIN GYM. WE ENCOURAGE ALL
STUDENTS TO BE A
BOTO
PATROLLERS

PLEASE REGISTER.

"KABATAAN, PAG-ASA NG BAYAN"
Dr. Jose Rizal



Transpersonal Approaches

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Purpose-

to develop among students a higher level of consciousness and spiritual upliftment. It underscores the process of self discovery and the significance of self-actualization to become a fully functioning person.

The most commonly used strategies are:

- * rest and relaxation exercises
- * meditation and brief fantasizing imagination
- * creativity and mind games
- * self-awareness activities



MULTIMEDIA TOOLS FOR ESP

Edukasyon sa Pagpapakatao

N.C.Marte

Multimedia

- The use of computers to present text, graphics, video, animation, and sound in an integrated way.
- The combined use of several media, as sound and full-motion video in computer applications

SCREENAGERS

A term that combines two words to describe "teenagers who are online" and who are "always looking at the screen."



How Teens Use Digital Media



Socializing

Gaming

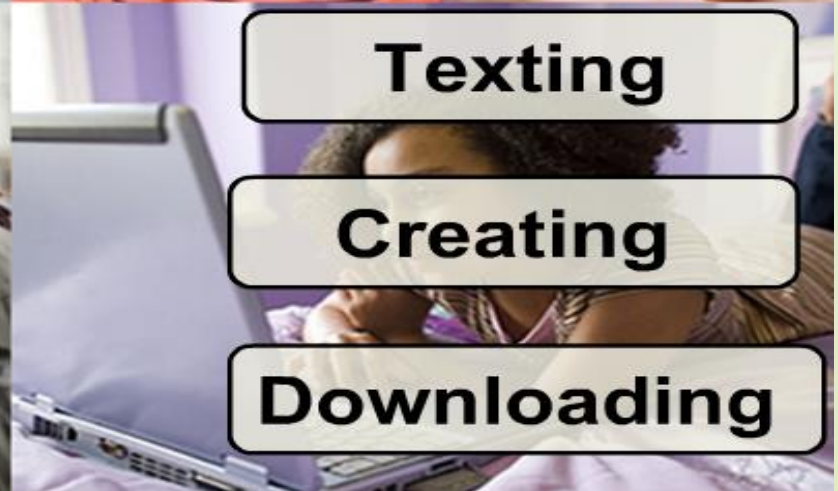
**Visiting
virtual worlds**




Texting

Creating

Downloading






Since success with technology depends largely upon critical thinking and reflection, even teachers with relatively little technological skill can provide useful instruction.

Activities

Classroom activities for VE



The screenshot shows the website **goodcharacter.com** with a navigation menu at the top. The main content area is titled **Teaching Guides (for high school)**. It includes buttons for **Go To Elementary Topics** and **Go To Middle School Topics**. Below the title, it says: "Discussion Questions, Writing Assignments, and Student Activities for Character Education. Just click on a topic." A grid of character traits is displayed, each in a colored box with a link: **TRUSTWORTHINESS** (purple), **CITIZENSHIP** (yellow), **RESPECT** (yellow), **HONESTY** (purple), **RESPONSIBILITY** (purple), **COURAGE** (yellow), **FAIRNESS/JUSTICE** (yellow), **DILIGENCE** (purple), **CARING** (purple), and **INTEGRITY** (yellow). At the bottom of the grid is a larger orange box for **SCHOOL-TO-WORK: ETHICS IN THE WORKPLACE**, which lists topics like Teamwork, Attitude, Shoplifting, Employee Theft, Racism, Sexual Harassment, Kickbacks, Supervisor Misconduct, Whistle-Blowing, and Customer Relations. A **Go To HOME PAGE** button is at the very bottom.

TRUSTWORTHINESS	CITIZENSHIP
RESPECT	HONESTY
RESPONSIBILITY	COURAGE
FAIRNESS/JUSTICE	DILIGENCE
CARING	INTEGRITY
SCHOOL-TO-WORK: ETHICS IN THE WORKPLACE Teamwork, Attitude, Shoplifting, Employee Theft, Racism, Sexual Harassment, Kickbacks, Supervisor Misconduct, Whistle-Blowing, Customer Relations	

Sample: <http://www.goodcharacter.com/ISOC/Responsibility.html>



Activities

- **Differentiated Instruction Ideas and activities**

- <http://www.differentiatedinstructionactivities.com/>

- **Activities (based on Bloom's Taxonomy)**

- http://www.teachervision.fen.com/tv/printables/TCR/1576900045_019-021.pdf

- **Activities easily adaptable for technology-enhanced education**

- <http://www.randomactsofkindness.org/Educators/Lesson-Plans/>



Bank

100 Ways to Promote Values Education in Schools

o <http://www.forcharacter.com/100ways.htm>

Cartoon

- Create your own comics and cartoons!



<http://www.toondoo.com/cartoon/4841821>

Collage



<http://www.photovisi.com/download?id=e992ba1e-44c9-49e1-a42d-24690b8eff8f&ready=true>

Photo Essay

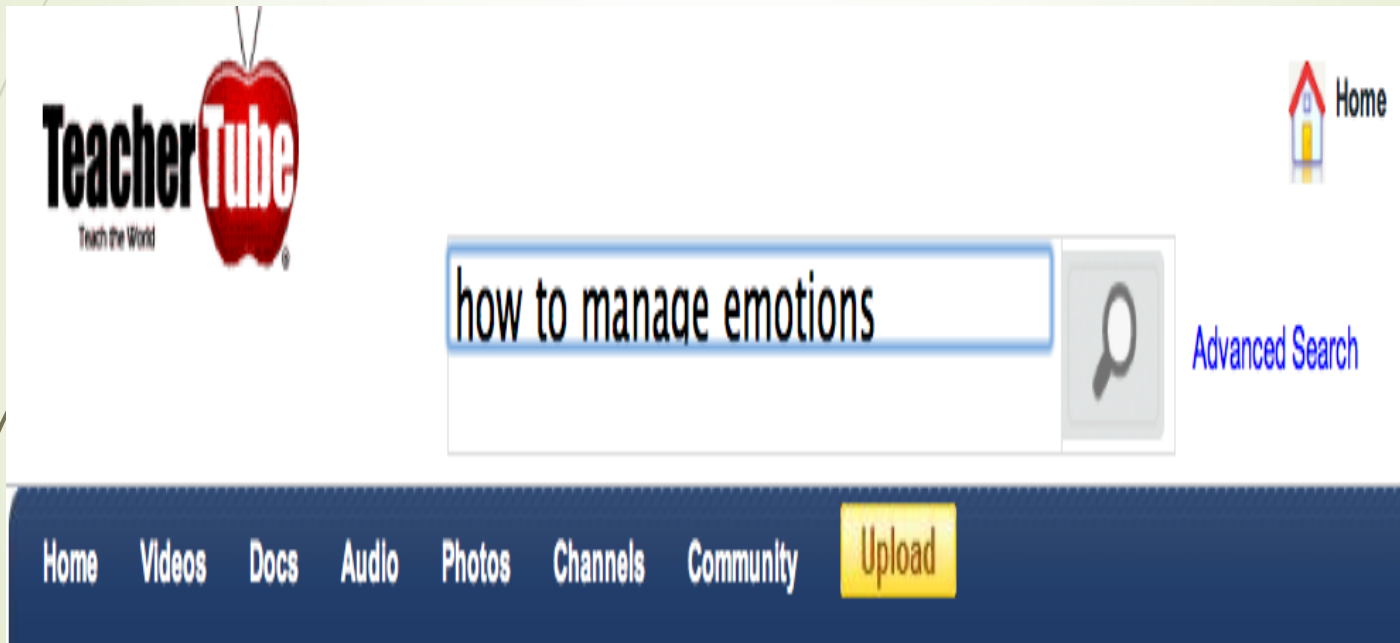
- Photo essays rely on a simple truth: Telling stories with pictures can be more evocative and moving than using words.



http://www.unicef.org/sowc05/Flash/photoessays/english/E_2_poverty.html

Tutorial: **Teacher Tube**

- Online instructional teacher videos



TeacherTube

<http://www.teachertube.com/>

Audio Podcast

- Internet world's form of broadcasting, known as podcasting, is the new face of radio journalism



28 min - 23 Nov 2007
Uploaded by kerygmfamily
Bo... you are so inspiring... you give us hope when we are desperate. **Bo Sanchez - Shine ...**
www.youtube.com/watch?v=c64Wnpb1Ys



[Holy Quran - Discover Islam Podcast](#)
8 min - 31 Jan 2001
www.islamicpodcast.com/the-holy-quran



When to Say NO?



<http://www.youtube.com/watch?v=FKwcdvvAi1Y>

Thank you!

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