

**Values and Ethics**  
*Intensive Course on Inclusion*  
*Weeks 39 – 46, 2011*  
*Supervisor: Stefan Myrgård*

Meeri Pussinen  
Kim Söhr-Hertz  
Dana Berga  
Maria Bue Rasmussen  
Einar Jacobsen

**Table of Contents**

**1. Introduction**

- 1.2. Problem statement
- 1.3. How to make inclusive activities

**2. Ethics in Curricula**

- 2.1 Ethics and values in the National Core of Finnish curriculum for Basic Education (intended for pupils in compulsory education, classes 1. - 9.)

- 2.2. The Swedish Curriculum
- 2.3. The Norwegian Curriculum
- 2.4. Curriculum About Teaching Ethics in Latvia
- 2.5. Basic values in the Danish curriculum

### **3. Stereotypes**

- 3.1. Outline of teaching
- 3.2. Reflection

### **4. Materialism**

- 4.1. Outline of teaching
- 4.2. Reflection

### **5. Freedom of Speech**

- 5.1. Outline of teaching
- 5.2. Reflection

### **6. Conclusion and Discussion**

## **1. Introduction**

We started our group because we are all interested in values and ethics in education and teaching about values and ethics. First we discussed what our general goal is in and how we can present ethical dilemmas. We wanted to get the pupils to reflect and think of the following questions: Why do I have these values? Where do they come from? And we also wanted to make pupils aware of ethics and values, encourage critical thinking and make them to think independently. Our goals were also to increase empathy and help the pupils accept themselves as they are to help them in building their own identity.

We decided to have three different ethical dilemmas presented in three different sessions. We discussed the different dilemmas and decided to make activities about stereotypes, materialism and freedom of speech. In freedom of speech we wanted to address the dilemma between the freedom of speech and being offensive. We decided to make the activities for the age group 12 to 14. Although the participants would not act like pupils of that age, but were asked to keep the age group in mind.

During the planning we agreed to pay attention to the following: Why do we do this activity, What is the goal, What is the context of the activity, What happens in the activity, Questions for discussion after the activity.

#### 1.2. Problem statement

#### 1.3. How to make inclusive activities

## **2. Ethics in Curricula**

## 2.1 Ethics and values in the National Core of Finnish curriculum for Basic Education (intended for pupils in compulsory education, classes 1. - 9.)

One of the basic ideas of the Finnish curriculum is, that the values and underlying principles of education must be written in the curriculum. In the text I have bolded the words that I found interesting from the point of view of Inclusion.

The Value base of Compulsory Education (classes 1.-9.) are human rights, equality, democracy, to preserve the diversity of nature, to preserve environments viability and to **accept** multiculturalism. The compulsory education improves communality, responsibility and respecting the rights and freedoms of the individuals.

The base of the curriculum is **Finnish culture**. It has developed in interaction with **original Nordic culture and European culture**. In the Education you have to **take into account** national and international characteristics, national languages, two national churches of Finland, the Sami as a indigenous people and National minorities. Education must take into account the Finnish culture becoming more diverse also by immigrants from different cultures. With the help of the education we support the building of pupils **cultural identity** and pupils involvement in a Finnish society and globalizing world. The Education must also promote **tolerance and understanding** between different cultures.

Basic education helps to increase both regional equality and equality among individuals. In the instructions for education the diversity of learners is taken into consideration and gender equality is promoted by giving girls and boys the ability to act on the basis of equal rights and responsibilities in society, working life and family life.

In basic education, instruction in the different subjects is nondenominational and politically neutral.

In the local basic education curriculum the values that underlie education are to be specified. They are to be incorporated into objectives and contents of basic education and into everyday activity.

## 2.2. The Swedish Curriculum

An ethical perspective is relevant to many of the issues raised in the school. The perspective should permeate the school's activities to provide the basis for and promote students' ability to make personal standpoint.

The school's mission to promote learning requires an active discussion in the individual school about concepts of knowledge, of what is important knowledge for today and the future and about how knowledge is made. Different aspects of knowledge and learning are natural starting points for such a discussion. Knowledge is a complex concept. Knowledge is expressed in various forms - as facts, understanding, skills and experience - all of which presuppose and interact with each other. The school endeavours to provide space for various forms of knowledge and to create a learning where these forms balance and get into a whole.

Schools should promote the harmonious development of pupils. This will be achieved through a diversified and balanced mix of content and working methods. Common experience and the social and cultural world in which the school is creating space and conditions for learning and development in which different forms of knowledge are the  $\rightarrow$  learn of a whole. A mutual meeting of the pedagogical approaches in preschool, school and after-school enrich pupils' learning and development.

The school will encourage each student to form and grow with their tasks. In school, the intellectual as well as practical, sensual and aesthetic aspects of attention  $\rightarrow$  same. Although health and lifestyle issues should be addressed. Students will experience different forms of knowledge. They should get testing and developing various forms of expression and experience the feelings

and moods. Drama, movement, dance, music, sparkling and creativity in art, text, and the form will be part of school activities. One has monic development and education provides opportunities to examine, explore, acquire and perceive different skills and experiences. Creative ability is part of what students should acquire.

### 2.3. The Norwegian Curriculum

The current Norwegian curriculum (LK06) was adopted in 2006. In comparison with the previous curriculum, LK06 is more flexible regarding teaching methods. The curriculum introduces the mission of the education and overall goals. However, despite its flexible approach with respect to teaching methods, it outlines the learning goals in an accurate manner, which leaves little room for personal interpretation by the teacher. The learning goals are categorized under different subjects and grade. We will only present the goals that have relevance for our topic.

#### **Philosophy and ethics**

*The goals of the education is that the pupil shall master:*

- Talk about various topical philosophical and ethical questions and discuss challenges concerning the topics: poor and rich, war and peace, nature and environment, ICT and society
- Talk about ethics in relation to various family forms, relation between the genders, various gender identities and the relation between generations
- Discuss some questions on v
- Discuss philosophy, religion and life-philosophy as basis for ethical reflection and talk over some moral ideals from present and past.
- Discuss racism and how anti-racist work can prevent racism  
iskutere rasisme og hvordan antirasistisk arbeid kan forebygge rasisme
- Explain important parts of United Nations declaration on human rights and discuss their significance

### 2.4. Curriculum About Teaching Ethics in Latvia

In this curriculum mostly information is about what should be taught, discussed in a subject "Ethics".

"The educational system shall ensure freedom of conscience. Educatees shall have the option to acquire Christian religious instruction or ethics, or Christian religious instruction and ethics concurrently.

The primary task of the primary education programmes shall be- to form a preconception and understanding regarding primary natural and social processes, moral and aesthetic values.

Also one of primary tasks for the teacher who teaches ethics is comprehension of such notions as fairness, respect, equality, honesty, reliability, responsibility, composure, helpfulness, sensitivity, kindness in mutual interaction amongst people .

It is important to take into account these comprehension regarding the right of a person to equality, have positive attitude towards the cultural heritage. The ability to listen to and respect different points of view and to form an understanding of ethical values.

Source - <http://www.likumi.lv/jaunumi.php?id=201226&full=1&page=1>

### 2.5. Basic values in the Danish curriculum

## The basic elements: Values and mutual expectations

Specifically existence result of spring and summer work now in the form of 2 sets of values, each containing 6 central values and their coupled to expectations, respectively as students and teachers by Lio (The teacher education in Odense). The basic idea is that the training meaningful can be viewed in two special signs 'study paradigm', which relates individual values and expectations.

- A study paradigm for first and second vintage, which requires special attention to cooperation and community, accountability and equality, autonomy and self-discipline
- A study paradigm for third and 4 vintages, which particularly focuses on immersion and commitment, reflection and innovation, perseverance and leadership.

Here is an example of the 1. and 2. year students values:

Responsibility:

Expectation	As student at LiO we expect that you:	As teacher at LiO we expect that you:
Value		
<ul style="list-style-type: none"> <li>• Accountability is the willingness to commit themselves as well as communities</li> <li>• Accountability emerges when there is line between speech and action, and you assume full responsibility for the consequences of his acts</li> <li>• Accountability prerequisite s ability to reflect and evaluate own and others' actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Want something - is ambitious in relation to your studies</li> <li>• Meetings up, and keep an active and reflective to your studies</li> <li>• Involves you academically and socially, in and around teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Ensures that the students know what they must be accountable to</li> <li>• Allows students to take responsibility for a product</li> <li>• Allows students to take responsibility for parts of the joint work.</li> </ul>

## A common reference point

It is now important that each student is related to the values above and expectations of what they are meant to be: A common binding reference point about the study and teaching. There is

not a regulatory basis in the legal sense (that is what we have a curriculum and notices to) and it is not intended to study the foundation will be used to punish or discipline. Study basis must be opposed complement regulatory basis to say anything on what values we wish to commit ourselves, and what was expected on the basis reasonably have for ourselves and as students. Put another way, the expectation is that you come to meet student base in the daily educational practice, and that together with your teachers can use the study base as a common reference point for the continuous development of you, your studies and the common teaching. It is far from certain that we are in all respects is where we say we want to be, but there is now a very clear and certain offer on how we like to see key aspects of the common study and teaching culture unfold. It is the way we commit ourselves to go and we hope and believe that you as students will go with.

## Materialism

### 3. Stereotypes

#### 3.1. Outline of teaching

Stereotypes

9.00 What are we doing right now? Theme is stereotypes. Not a whole class, but two activities that you can use in a class. We planned this activity to pupils from 12-14. Don't act like a teenager during the activity, act like yourself but keep the age group in mind so that we can reflect on that.

9.05 banana-energizer (5 to 10 minutes)

Theme of today is stereotypes: What does that mean?

"A **stereotype** is a popular belief about specific social groups or types of individuals. Can be positive or negative" (in a class this is something you could write down with the students)

9.15 Instructions for "Party of Differences" (5 minutes)

- Instructions to the board also:
- Discuss with other people, use the questions on board
- Don't tell other people what does it say on their tape.
- act in a stereotypical way.
- We will now give instructions if you have some questions, please ask after instructions.
- Everyone gets a tape to put on their forehead. In the tape there is a social stereotype. You don't know which stereotype you have on your own forehead but you can see the stereotypes of others. Don't tell the other people what does it say in their forehead.
- Act towards each other in a way that you think that people stereotypically act towards each other. So, don't act in a way that you would normally act but in a way that you think people in general act.
- Try to speak as many persons as possible. Use the questions written on the board when discussing with people.

(Read questions out loud and ask if everybody understood the questions)

- Would you like to go jogging with me?
- Would you like to be my roommate?
- Would you like to sit next to me in a classroom?
- Would you like to come to my home and have a dinner with my family?
- Would you like to be in a same summer camp with me?
- You can decide if you want to ask one or more questions when talking to a person. Use only the questions on board.
- Before giving the tapes to people say that don't start before we say so. We will use 10 to 15

minutes to this exercise.

- Ask if there are any questions?

9.20 "PARTY!" for 10-15 minutes

- clear instructions about ending the activity. When you are ready with the discussion you are having right now sit on your place on the floor. Do not take the tape off before we say so.

9.35 Reflection sitting on the floor (30 minutes)

- Now you can take the tape off. Think of the activity we just had. Did you guess what was written on your forehead? How did people act towards and how did it feel. Think by yourself for a minute. And after that we will make a round talking about this.

- questions when doing the round to other people, how was it to talk to him/her

After the round discussion with these questions.

- Do people really behave like this?
  - Where do stereotypes come from?
  - Do we have to include everybody?
  - Is there a way that we can make everybody feel included in a group/social life?
  - Is that important?
  - How can we do that
  - How do stereotypes affect on a way that I act towards other people (only silent reflection)
- After the discussion we make a clear ending and thank people of a good activity and discussion. If this activity is used in a class it would be important to talk a bit about this subject in the beginning of next class. For example what kind of thoughts you had after the activity and discussion.
- From here we will continue to another activity from the same theme. These are two totally different activities and we did not plan this so that they are used in a same class.

The goals of the activity

- To know what does stereotype mean?
- To get pupils to think about how people behave towards each other and how do stereotypes affect on our way of thinking

Stereotypes:

- teacher	- swedish girl	- victoria beckham
- bimbo	- black person	- person with a big nose
- rock-star	- plumber	- racist
- idols winner	- lawyer	- dying person
- nerd	- police	- handicapped
- world of warcraft player	- alcoholic	- millionaire
- buddhist monk	- justin bieber-fan	- homeless person
- prisoner	- muslim woman	- blind
	- deaf	

### 3.2.Reflection

When planning the session about stereotypes we wanted to make participants to see different

kinds of stereotypes in their life and to think how stereotypes affect their way of thinking. We wanted the instructions to be very clear so that everybody was aware of the task they were supposed to do, so that we could have a good discussion after the activity. We also had a precise plan on what kind of questions we would ask in discussion and how to go forward in discussion. This planning was extremely important because there were two of us leading the session.

After the session we felt that we achieved our goals. Some of things that could have been improved was the stereotypes that we choose for this group and that we could have been more precise in the definition of the term stereotype. We also learned that it is important to have the reflection and feedback from the session right after the activity because three days later when it was time for our session evaluation there has been so much time that we didn't get that much feedback.

## **4. Materialism**

### **4.1. Outline of teaching**

Write down some things, that you need in your home to make you feel comfortable. You have to be honest with yourselves. (7)

- You will form groups in 4-5. (10) They will be formed in a small "country" activity.
- The groups share their choices of needs and discuss each other's choices. (15)
- Now imagine that you are living in Ethiopia. Think about the 5 most important things you need to live and survive there. (5)
- Discuss why we need those 5 things? (10)
- Find similarities and differences!
- Every group tell about the most important things, naming 5. Discussion in plenum. (15)
- Why did we ask you to do this task? What's the point of this? (10)
- Freegan! Do you know what it is? Who is for and who is against?? Divide the pros and the cons. (2)
- Discussion in plenum. (10)

Sum up: Show in a PowerPoint presentation some surveys about happiness. (10 )

### **4.2. Reflection**

## **5. Freedom of Speech**

### **5.1. Outline of teaching**

The aim for this session was to teach the pupils about free speech, human rights and the convention of the rights of the child. We wanted to raise awareness of the line between free speech and offensive statements. In other words, with freedom comes also responsibility for consideration. In order to achieve this we wanted to make it relevant and comprehensible for the children by making use of possible scenarios in the schoolyard.

#### **Freedom of speech**

This section is divided into four parts.

[Part one: Getting familiar with the Convention on the rights of the Child](#)

Article 13

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.
2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:
  - (a) For respect of the rights or reputations of others; or

(b) For the protection of national security or of public order (order public), or of public health or morals.

#### Part two: Insulting remarks in school

The children are given one sheet of paper each and every child shall write down insulting remarks that can be heard in the schoolyard. One comment per sheet. Make different categories on the wall/blackboard: fooling, teasing, bullying, severe bullying. The children are then to put their remarks under the category which they think they belong.

Spend a minute looking at the wall in silence. Similar words will probably appear several times under different headlines.

The pupils can now categorize the remarks in various categories based on: appearance, ethnicity, background, sex and religion.

Discussion:

Are some of the remarks only targeted girls? Why can one remark be perceived as an innocent and an insult at the same time? Is there a bias towards some of the categories? What does that suggest about the language in school?

#### Part three: Group work

The class is divided into small groups. The groups shall discuss which remarks they consider the most insulting. The entire group must accept the remark as insulting and discuss the following: Is it ok to say such things to each other? What is our reaction when we hear such a remark? The teacher can repeat or give each group a copy of article 13.

Discussion in plenum

Does the teacher have a responsibility to prevent children insulting each other? When can or should the teacher intervene? Do the children have responsibility to stop it themselves? If yes, Why? What can the local community do to prevent insulting remarks? Why is it important to prevent such remarks?

#### Part 4: Summary

The teacher reminds the children of the Convention and that it gives the children right to speech. However, together with these rights come responsibility and duties. Free speech includes consideration to others reputation and rights.

#### 5.2. Reflection

When conducting such a lesson, which depends to a large degree on the engagement of the pupils one can never really, predict the outcome. However, we got the impression that we to a satisfactory degree achieved our aims. Although, the aims were, by no means, clear in terms of accurate measurability. "Raise awareness" is of course not quantifiable, thus we must rely on our overall impression of the classroom activities. It must be taken into consideration that the participants were adults and therefore more capable of having an objective discussion. Hence, the experience from this lesson cannot uncritically be transferred to a real life situation.

## 6. Conclusion and Discussion

## Value and ethics

### Curriculum:

### Starting points:

We started our group because we are all interested in values and ethics in education and teaching about values and ethics. First we discussed on what is our goal in general and how can we present ethical dilemmas. We wanted to get the pupils to reflect and think of the following questions: Why do I have these values? Where do they come from? And we also wanted to make pupils aware of ethics and values, encourage critical thinking and make them to think by themselves. Our goals were also to increase empathy and help the pupils to accept themselves as they are to help them in building their own identity.

We decided to have three different ethical dilemmas presented in three different sessions. We discussed about different dilemmas and decided to make activities about stereotypes, materialism and freedom of speech. In freedom of speech we wanted especially to think the dilemma between the freedom of speech and being offensive. We decided to make the activities to a age group from 12 to 14 but so, that the people attending would not act like pupils of that age but to keep in mind the age group.

We decided that in planning of the activities we all should think of the following: Why do we do this activity, What is the goal, What is the context of the activity, What happens in the activity, Questions for discussion after the activity.

- Why, what is the goal?
- How we can present ethical dilemmas
- Get the pupils to reflect, why do i have these values? Where do they come from? Making pupils aware of ethics and values.
- Encourage critical thinking, make them think themselves
- Empathy
- Accept you as you are, to help in the building of their own identity
- 
  
- How to do that?

- we will have somekind of development psychology theory (age-group)
- survey: list of importance in different countries (age 12-14)

- Agegroup:12-14

Dilemmas:

- didactical goal of activities
- **Freedom of speech** (this is free country) fine line in free speech vs. Being offensive: **Einar and Maria and Dana**
- **Materialism: Einar and Maria and Dana**
- **stereotypes: tape on the forehead-game. Meeri and Kim**

Why do we do this activity:

What is the goal:

What is the context of the activity:

What happens in the activity:

Questions for discussion after the activity:

- **small activity:** Value-pairs:
- beauty/intelligent'
- 
- each one of us writes:
- about their curriculums valuebase
- small survey from one person in the right agegroup from each country: three things that you think when you think about:
- **Freedom of speech** (this is free country) fine line in free speech vs. Being offensive
- **materialism**
- **stereotypes**

- 3 x 45 minutes in different times, 20 minutes of activity, 20 minutes discussion about it.

Why do we do this activity:

What is the goal:

What is the context of the activity:

What happens in the activity:

Questions for discussion after the activity:

Stereotypes

9.00 What are we doing right now? Theme is stereotypes. Not a whole class, but two activities that you can use in a class. We planned this activity to pupils from 12-14. Don't act like a teenager during the activity, act like yourself but keep the age group in mind so that we can

reflect on that.

9.05 banana-energizer (5 to 10 minutes)

Theme of today is stereotypes: What does that mean?

"A **stereotype** is a popular belief about specific social groups or types of individuals. Can be positive or negative" (in a class this is something you could write down with the students)

9.15 Instructions for "Party of Differences" (5 minutes)

- Instructions to the board also:
- Discuss with other people, use the questions on board
- Don't tell other people what does it say on their tape.
- act in a stereotypical way.

- We will now give instructions if you have some questions, please ask after instructions.
- Everyone gets a tape to put on their forehead. In the tape there is a social stereotype. You don't know which stereotype you have on your own forehead but you can see the stereotypes of others. Don't tell the other people what does it say in their forehead.
- Act towards each other in a way that you think that people stereotypically act towards each other. So, don't act in a way that you would normally act but in a way that you think people in general act.
- Try to speak as many persons as possible. Use the questions written on the board when discussing with people.

(Read questions out loud and ask if everybody understood the questions)

- Would you like to go jogging with me?
- Would you like to be my roommate?
- Would you like to sit next to me in a classroom?
- Would like to come to my home and have a dinner with my family?
- Would you like to be in a same summer camp with me?

- You can decide if you want to ask one or more questions when talking to a person. Use only the questions on board.

- Before giving the tapes to people say that don't start before we say so. We will use 10 to 15 minutes to this exercise.

- Ask if there are any questions?

9.20 "PARTY!" for 10-15 minutes

- clear instructions about ending the activity. When you are ready with the discussion you are having right now sit on your place on the floor. Do not take the tape off before we say so.

9.35 Reflection sitting on the floor (30 minutes)

- Now you can take the tape off. Think of the activity we just had. Did you guess what was written on your forehead? How did people act towards and how did it feel. Think by yourself for a minute. And after that we will make a round talking about this.

- questions when doing the round to other people, how was it to talk to him/her  
After the round discussion with these questions.

- Do people really behave like this?
  - Where do stereotypes come from?
  - Do we have to include everybody?
  - Is there a way that we can make everybody feel included in a group/social life?
  - Is that important?
  - How can we do that
  - How do stereotypes affect on a way that I act towards other people (only silent reflection)
- After the discussion we make a clear ending and thank people of a good activity and discussion. If this activity is used in a class it would be important to talk a bit about this subject in the beginning of next class. For example what kind of thoughts you had after the activity and discussion.
- From here we will continue to another activity from the same theme. These are two totally different activities and we did not plan this so that they are used in a same class.

The goals of the activity

- To know what does stereotype mean?
- To get pupils to think about how people behave towards each other and how do stereotypes affect on our way of thinking

- PPP “ It is ok to be different” and show pictures of Simpson family (Dana used it in her practice in Austria with 11-13 years young students, talked with them about a topic and not to offend anyone showed different kind of Simpson pictures, blue hair, tall person, with lots of tattoos etc.) The aim of the presentation is to show how can a teacher talk with pupils, have a discussion about stereotypes and choosing friends, putting emphasis on that characteristics, qualities of a person is more important than the outer look. Also, showing that by the outer look we cannot tell what the person actually is. (time approximately 15min)

Maria's survey:

Frederik, 14 years old boy

Three things about:

Materialism: spoiled, the best, matching.

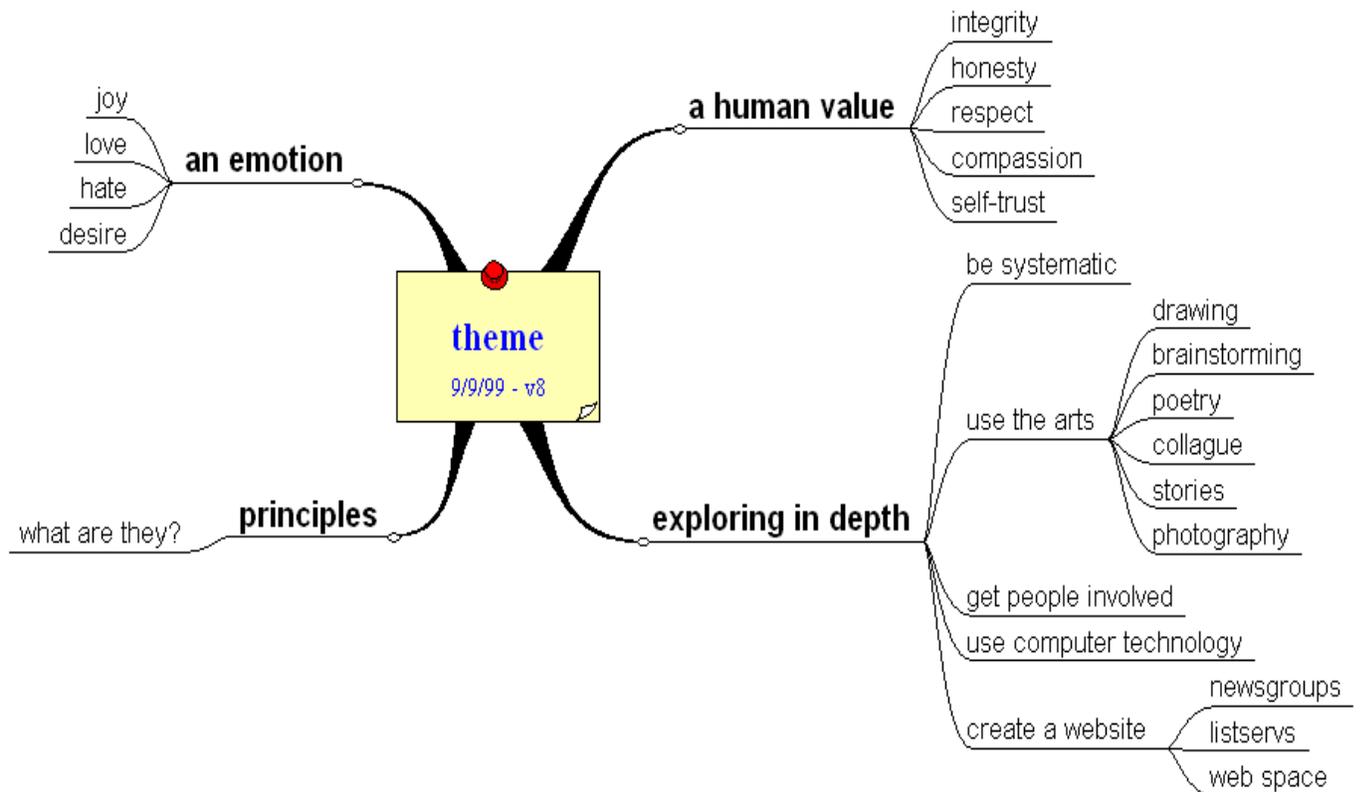
Freedom of speech: You can say what you want, limits, to sue.

Stereotypes: Soccer players always have to look good, when they are playing a match, for the girls and TV. Ice hockey players want to appear big and strong. And then there is the perfect

people, the smart ones.

He made a list of his 5 most important values: Family, ice hockey, friends, health(what I eat), school.

Inspiration:



## The Swedish Curriculum

An ethical perspective is relevant to many of the issues raised in the school. The perspective should permeate the school's activities to provide the basis for and promote students' ability to make personal standpoint.

The school's mission to promote learning requires an active discussion in the individual school about concepts of knowledge, of what is important knowledge for today and the future and about how knowledge is made. Different aspects of knowledge and learning are natural starting points for such a discussion. Knowledge is a complex concept. Knowledge is expressed in

various forms - as facts, understanding, skills and experience - all of which presuppose and interact with each other. The school endeavors to provide space for various forms of knowledge and to create a learning where these forms balance and get into a whole.

Schools should promote the harmonious development of pupils. This will be achieved through a diversified and balanced mix of content and working methods. Common experience and the social and cultural world in which the school is creating space and conditions for learning and development in which different forms of knowledge are the result of a whole. A mutual meeting of the pedagogical approaches in preschool, school and after-school enrich pupils' learning and development.

The school will encourage each student to form and grow with their tasks. In school, the intellectual as well as practical, sensual and aesthetic aspects of attention are the same. Although health and lifestyle issues should be addressed.

Students will experience different forms of knowledge. They should get testing and developing various forms of expression and experience the feelings and moods. Drama, movement, dance, music, sparkling and creativity in art, text, and the form will be part of school activities. One has monic development and education provides opportunities to examine, explore, acquire and perceive different skills and experiences. Creative ability is part of what students should acquire.

## Curriculum About Teaching Ethics in Latvia

In this curriculum mostly information is about what should be taught, discussed in a subject "Ethics".

"The educational system shall ensure freedom of conscience. Educatees shall have the option to acquire Christian religious instruction or ethics, or Christian religious instruction and ethics concurrently.

The primary task of the primary education programmes shall be- to form a preconception and understanding regarding primary natural and social processes, moral and aesthetic values.

Also one of primary tasks for the teacher who teaches ethics is comprehension of such notions as fairness, respect, equality, honesty, reliability, responsibility, composure, helpfulness, sensitivity, kindness in mutual interaction amongst people.

It is important to take into account these comprehension regarding the right of a person to equality, have positive attitude towards the cultural heritage. The ability to listen to and respect different points of view and to form an understanding of ethical values.

Source - <http://www.likumi.lv/jaunumi.php?id=201226&full=1&page=1>

## Materialism

With this activity we wanted to point out and put emphasis on that as future teachers we have an opportunity to show pupils that there are more other values that are more important than material things. Also show that we live in so called “consumer society” and that society and environment around us might influence our choices. And show that the more choices we have the harder it is to make a decision.

We will make PPP showing questions and tasks for the students so that they could read the tasks themselves once more after we have explained it to him.

Why do we do this activity: we want students to think about things that they actually need and things that are useless or not so necessary in another environment.

What is the goal: to point out, make students understand their values, what is important for them and why.

What happens in the activity: discussions, individual work, plenum

Questions for discussion after the activity: Why did we ask you to do this task? why did we need to write things in two lists and compare? What conclusions can you make?

- Write down some things, that you need in your home to make you feel comfortable. You have to be honest with yourselves. (7)
- You will form groups in 4-5. (10) They will be formed in a small “country “activity. (Each student will have a small slip of paper on which country, nationality, capital city or language is written. This is how they will be divided into groups)
- The groups share their choices of needs and discuss each other’s choices. (15)
- Now imagine that you are living in Ethiopia. Think about the 5 most important things you need to live and survive there. (5)
- Discuss why we need those 5 things? (10)
- Find similarities and differences!
- Every group tell about the most important things, naming 5. Discussion in plenum. (15)
- Why did we ask you to do this task? What’s the point of this? (10)
- Freegan! Do you know what it is? Who is for and who is against?? Divide the pros and the cons. (2)
- Discussion in plenum. (10)

Sum up: Show in a PowerPoint presentation some surveys about happiness. (10 )

### **Free speech vs bullying/ being offensive**

- Are some of the remarks only targeted girls?
  - How can one remark be perceived as insulting by one, and merely foolish by another?
  - Is there a bias towards some of the categories?
  - What does that suggest about the language in school?

Discussion in groups -

- Is it ok to say such things to each other?  
What is our reaction when we hear such a remark?

Discussion in plenum -

- Does the teacher have a responsibility to prevent children insulting each other?  
When can or should the teacher intervene?  
Do the children have responsibility to stop it themselves? If yes, Why?  
What can the local community do to prevent insulting remarks?  
Why is it important to prevent such remarks?

Evaluation and reflection of our work of Value and Ethics.

## Basic values in the Danish curriculum

### The basic elements: Values and mutual expectations

Specifically existence result of spring and summer work now in the form of 2 sets of values, each containing 6 central values and their coupled to expectations, respectively as students and teachers by Lio (The teacher education in Odense). The basic idea is that the training meaningful can be viewed in two special signs 'study paradigm', which relates individual values and expectations.

- A study paradigm for first and second vintage, which requires special attention to cooperation and community, accountability and equality, autonomy and self-discipline
- A study paradigm for third and 4 vintages, which particularly focuses on immersion and commitment, reflection and innovation, perseverance and leadership.

Here is an example of the 1. and 2. year students values:

Responsibility:

Expectation	As student at LiO we expect that you:	As teacher at LiO we expect that you:
Value		
• Accountability is the willingness to commit themselves as well as communities	• Want something - is ambitious in relation to your studies • Meetings up, and keep an active and	Ensures that the students know what they must be accountable to • Allows students to take

<ul style="list-style-type: none"> <li>• Accountability emerges when there is line between speech and action, and you assume full responsibility for the consequences of his acts</li> <li>• Accountability prerequisite s ability to reflect and evaluate own and others' actions.</li> </ul>	<p>reflective to your studies</p> <ul style="list-style-type: none"> <li>• Involves you academically and socially, in and around teaching.</li> </ul>	<p>responsibility for a product</p> <ul style="list-style-type: none"> <li>• Allows students to take responsibility for parts of the joint work.</li> </ul>
--	---	---

### A common reference point

It is now important that each student is related to the values above and expectations of what they are meant to be: A common binding reference point about the study and teaching. There is not a regulatory basis in the legal sense (that is what we have a curriculum and notices to) and it is not intended to study the foundation will be used to punish or discipline. Study basis must be opposed complement regulatory basis to say anything on what values we wish to commit ourselves, and what was expected on the basis reasonably have for ourselves and as students. Put another way, the expectation is that you come to meet student base in the daily educational practice, and that together with your teachers can use the study base as a common reference point for the continuous development of you, your studies and the common teaching.

It is far from certain that we are in all respects is where we say we want to be, but there is now a very clear and certain offer on how we like to see key aspects of the common study and teaching culture unfold. It is the way we commit ourselves to go and we hope and believe that you as students will go with.

### Materialism

Our goal with the value, materialism, was not quite clear for us in the beginning; but we wanted to raise the question, what is materialism? How can we illustrate and teach how it in general has a bad influence on our lives. It was important to us, that our students would leave our lesson, with a rather questioning feeling about their perhaps too consumer-Semitic lives. It was our purpose not to reveal the topic too much, but they should be able to track it down as the lesson carried on step by step. We wanted them to reflect on basic needs in their homes and if it would be any different if they lived in a country like Ethiopia.

Our didactically reflections were to use some different kind of methods in our presentation, so we could reach as many students as possible. We had to consider that every student have individual learning competences, so our task were to adapt our teaching multiple intelligences. We started out with presenting them with a small appetizer, some music that could lead them to the right senses.

- Write down some things, that you need in your home to make you feel comfortable. You have to be honest with yourselves.

The first task they had to solve individually, so others would not influence their answers. And we ask them to be honest with them self, otherwise they might just have given us answers they thought we wanted to hear.

- You will form groups in 4-5. They will be formed in a small "country "activity. We chose this activity, in order to include everybody.
- The groups share their choices of needs and discuss each other's choices.
- Now imagine that you are living in Ethiopia. Think about the 5 most important things you need to live and survive there.
- Discuss why we need those 5 things?
- Find similarities and differences!
- Every group tell about the most important things, naming 5. Discussion in plenum.

We chose group work for these tasks, to make sure that all students would participate. Earlier they were told to do a task individually, and after this they can share their opinions with each other and can comment on that. As a sum up, we heard every group most important points in plenum. With this approach we gained an interesting discussion and everybody could say something out loud.

Evaluation: basically the lesson went as we had expected. The students were very involved and it seemed like they were interested in the discussions. It includes everybody, when we talk about values, so everybody had something to say in this matter. They were able reflect on each other points of view, and actually in some cases, change their own view. We later presented them with the fact, that our happiness can be affected by materialistic needs. We were again very satisfied with the discussions, witch lead to the future of our children and our responsibly as teachers, to increase the pupils critical awareness towards the surroundings, such as media etc. But also motivate a basic, healthy and natural understanding of what values we should value in our individual lives.