

Values and Virtues Formation Programme Workshop, 1-2 April 2011
Centre of Excellence

Some teachers' suggestions for strategies that could be used in schools/classrooms when implementing the Values and Virtues Formation Programme

- 1 (i) Students' use of a Reflective Journal would allow them to recall and reflect on what they have learnt from participating in the programme and document how the programme has impacted their lives. It would also give teachers an insight into the extent to which the pupil has grasped the value shared, and allow for intervention, if necessary.
- (ii) Hot seating.
- (iii) The use of a "Day of Reflection" where lessons are discussed away from the school environment. Discussions, role-playing, resource persons, etc. can be used on this day.

2. **Issue:** Boys raise issue with female teacher about inappropriate/questionable behaviour by a male adult.

Strategy: Engage in discussion with them to allow them to identify what they consider inappropriate.

- (a) This will help the teacher to identify what their issues are before attempting to share how to handle the advances of the male adult – to avoid misconstruing their comments;
- (b) Allow them to dramatize what they have identified;
- (c) Allow the students to suggest solutions. This may be an empowering strategy;
- (d) Teacher then gives her pointers to reinforce what is acceptable and appropriate behaviour between children and adults.

Lesson on healthy relationships:

- (a) In the family
- (b) In the school
- (c) In the community

3. **Topic:** Encouraging/Building self-esteem

Incident: Students calling each other 'names'

Discussion Round Table

- What is intended?
- How do they feel about the result?
- Could the result be achieved in another way?
- Writing about the incident.

4.
 - (i) Role-playing/Drama
 - (ii) Writing Poetry (on topics)
Writing Letters, Journals
 - (iii) Art Activities: drawing; painting
 - (iv) Singing - appropriate songs on topics
(Music)
 - (v) Use resource personnel.

5.
 - (i) Story telling designed to teach the specific skill
 - (ii) Identification of the skill as used in the story
 - (iii) Relate skill as used in the story to personal experiences
 - (iv) Role play of the specific skill with varying outcomes in varying contexts
 - (v) Discussion with a view to guiding students towards the most appropriate choice(s).

6.
 - (i) Discussion
 - (ii) Dramatization

7.
 - (i) Dramatization
 - (a) Bad choices versus Good choices
 - (b) Bad touches versus Good touches
 - (c) Bad words versus Good words

 - (ii) Discussion and Explanation
 - (a) Why are certain things wrong or unfair?
 - (b) Why certain things done or said are right?

8.
 - (i) Role play
 - (ii) Give them opportunities to make decisions and solve problems
 - (iii) Use examples
 - (iv) Model correct behavior
 - (v) Reward their positive behaviour
 - (vi) Debate issues
 - (vii) Get them involved in community service
 - (viii) Engage them in discussions

9. (i) Story telling – using real life/authentic situations.

10. Use music that children listen to to introduce topics which relate to different virtues.
e.g. Nicki Manaj music “Moment for life”
How she lived life!
How the world is against her and how she fought back!
Is it appropriate or not?
Respecting each other
Re-enact what is said in the song through dramatization or dancing.
Students reflect/discuss aspects of character formation and virtues that can be developed from this experience.

11. (i) Dramatization (role play)
(ii) Panel discussion – to have different viewpoints and arrive at a consensus.

12. **Model**
 - Ongoing discussions of ‘burning’ issues in groups, reaching consensus through dialogue.
Pray before reaching a decision to model - turning to God for help.
 - Represent ideas in group in rap or song
 - Role playing alternatives to bad choices
 - Model prayer during the day

13. (i) Drama – Role play
(ii) Watching a movie – and debating
(iii) Group discussion

14. (i) Values clarification using role play of a scenario
(ii) Demonstration (authentic)

15. (i) Drama/Role play/Play writing
(ii) Story telling
(iii) Movies

- (iv) Modelling
 - (v) Reflective writing – reflecting on particular incidents
16. (i) Group work
- (ii) Role play/Drama
 - (iii) Chart making
 - (iv) Author’s Chair
 - (v) Giving real life experiences
 - (vi) Journal writing where teacher responds to them in writing.
17. (i) Dramatization/Role playing
- (ii) Testifying – talking it out
 - (i) Modelling
 - (ii) Dscussions
 - (iii) Music, songs
 - (iv) Resource persons: nurses
18. (i) Share some of your life experiences as a teacher. Be honest
- (ii) Role play different outcomes
 - (iii) Dramatize
 - (iv) Be role models – Be aware of the hidden curriculum
 - (v) The use of Scripture (The Bible and other reference books to support).
19. (i) Dramatization
- (ii) Creative Writing - reflective writing
- journal writing
 - (iii) Poetry
 - (iv) Art and Craft
 - (v) Story telling
 - (vi) Students’ presentations and displays - to class and school
20. Decide on objectives and then condense the Booklet into 1 or 2 main ideas (especially since it is difficult to complete) e.g.
- (i) Delayed gratification/purpose
 - (ii) The beauty of the body.
- Then choose those lessons that best achieve the set objectives.

Finally, use a variety of strategies to achieve objectives best suited to the learning styles, likes and intelligences of the class, e.g. G.P. discussions, poetry, art, drama, music/song, sport.

Have parents/community members: (a) come in to talk; (b) do activities with the children (to extend it to the home); (c) relate what they were learning to life, to the programme objectives etc.

21. (i) Stimulations:
Have students face the situation in a real scenario
 - (ii) Critically analyse real life situations/experiences
 - (iii) Debate critical issues
 - (iv) Let them express their feelings and perceptions through art
 - (v) Let them predict outcomes and consequences.
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22. (i) Journalling
 - (ii) Artistic Representation
 - (iii) Use of the Experimental Learning Cycle
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23. (i) Use of drama (hot seat)
 - (ii) Use of music noting lyrical content to reinforce moral values
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24. (i) Problem solving approach
 - (ii) Teach using *Cooperative Learning*
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25. Use of Drama
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26. (i) Presentation and Research (student research)
 - (ii) Open class discussion where teacher is facilitating the discussion.
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27. (i) Testimonies based on topic(s) by a young person/adult
 - (ii) Role play: Right choices versus Wrong choices, e.g. the effects of smoking or looking at pornography; why it is important to have sex only within marriage and to abstain from sex outside marriage.