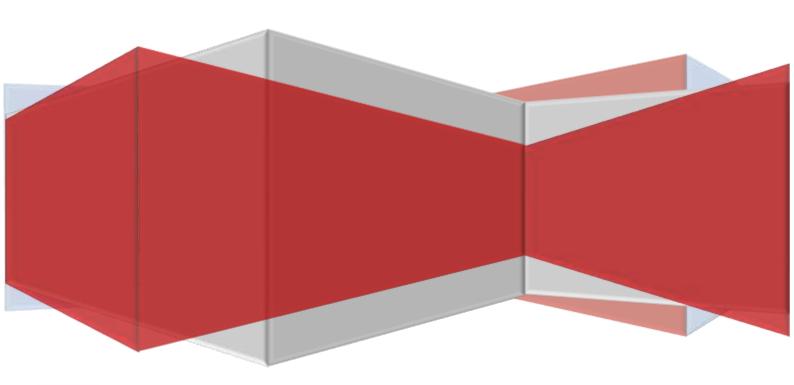**Cultivate school entrepreneurial mind-set through holistic approach targeting teachers and pupils**

enterschoolmind

IO5: TRAINING MATERIALS-METHODOLOGICAL TOOLS (Classroom learning)

Competence: 1.5 Ethical and sustainable thinking (including sense of community and common good)

Partner Responsible: FH JOANNEUM

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The LOs at a glance

Competence Code and Title	1.5 Ethical and sustainable thinking (including sense of community and common good)
Entercomp Area	Ideas and opportunities
Learning Outcome Numbers and Titles	*In terms of knowledge:* 5. Define ethical and sustainable thinking, sense of community and common good *In terms of skills:* 6. Design learning activities to promote ethical behaviour and a sense of community in the classroom e.g. with the Backward Design Process 7. Promote critical thinking in the classroom to question perspectives and develop opinions and views by using tools like Socratic dialogue and the Six Types of Socratic Questions *In terms of competences:* 8. Recognize the personal and social value of ethical and sustainable thinking for pupils including resources of non-material wealth by clarifying values e.g. with values clarification process

Methodological tool Type	Number of Methodological tools
✓ **Lecture (compulsory)**	1
✓ **Open-ended questions**	1
✓ **Closed questions**	1
☒ **Individual Exercise**	1
☐ **Role play**	
☐ **Experiential workshop**	
☒ **Group discussion**	2
☒ **Brainstorming**	2
☐ **Group Exercise**	
☐ **Other (Please indicate)**	

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Total Number of methodological tools:	8

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Compulsory Methodological tools

Power Point Presentation

Code of methodological tool:
PPT1.5_1

Competence Code and Title	1.5 Ethical and sustainable thinking (including sense of community and common good)
LO codes and titles	5. Define ethical and sustainable thinking, sense of community and common good 6. Design learning activities to promote ethical behaviour and a sense of community in the classroom e.g. with the Backward Design Process 7. Promote critical thinking in the classroom to question perspectives and develop opinions and views by using tools like Socratic dialogue and the Six Types of Socratic Questions 8. Recognize the personal and social value of ethical and sustainable thinking for pupils including resources of non-material wealth by clarifying values e.g. with values clarification process
Aim of the methodological tool	This ppt will provide all relevant information and basic knowledge about the competence *1.5 Ethical and sustainable thinking (including sense of community and common good).* A definition of the competence will be mentioned as well as an overview about the related learning outcomes and activities on how to develop the competence.
Hints and tips for the trainer	Please see slide notes for further explanation and information
Attachment	PPT1.5_1

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Open Ended Questions

In this methodological tool you need to develop at least <u>five (5) open ended question for the competence</u> to be developed through classroom learning.

Code of the methodological tool:
CL1.5_2 Open Questions

Competence Code and Title	1.5 Ethical and sustainable thinking (including sense of community and common good)
LO codes and titles	5. Define ethical and sustainable thinking, sense of community and common good 6. Design learning activities to promote ethical behaviour and a sense of community in the classroom e.g. with the Backward Design Process 7. Promote critical thinking in the classroom to question perspectives and develop opinions and views by using tools like Socratic dialogue and the Six Types of Socratic Questions 8. Recognize the personal and social value of ethical and sustainable thinking for pupils including resources of non-material wealth by clarifying values e.g. with values clarification process
Aim of the methodological tool	The open-ended questions allow the participants to answer in their own words based on their knowledge, feeling, and understanding. The answers are unrestricted and not limited to a set of options and give space for self-reflection and self-expression. Trainers will get an insight into the participants' attitude and thinking as well as a peek into their inhibitions.
Hints and tips for the trainer	Print out of the questions needs to be provided as well as paper to note the answers.

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Question 1: What is your understanding of ethical and sustainable thinking, sense of community and common good?

Individual answers such as

- Ethical thinking: to have others' interests in mind when making decisions; traits like honesty, integrity, fairness, etc.; never lose sight of our positive purpose.
- Sustainable thinking might entail a re-orientation of values and attitudes. It includes among other things poverty alleviation, citizenship, peace, ethics, responsibility in local and global contexts, diversity, democracy and governance, justice, security, human rights, health, gender equity, etc.
- Sense of community is a feeling of belonging, a feeling that members of a community matter to one another and to the group, and a shared faith that members' needs will be met through commitment to be together.
- Common good: refers to either what is shared and beneficial for all or most members of a given community, or alternatively, what is achieved by citizenship, collective action, and active participation.

Question 2: How would you determine the personal and social value of ethical and sustainable thinking?

Individual answers such as

Sense of identity and self-esteem; empathy; commitment to social justice and equity; alue and respect for diversity; concern for the environment and commitment to sustainable development; belief that people can make a difference.

Question 3: What can teachers do to support and promote ethical behavior & critical thinking and a sense of community in the classroom?

Individual answers such as
Creating a feeling of belonging, set rules together with pupils, implement and enforce rules, praising individuals, expect respectful behavior and communication etc.

Question 4: Which qualities make someone a virtuous and ´good´ person?

Individual answers such as
The traditional list of cardinal virtues was prudence, justice, fortitude/bravery, temperance. A more modern approach focusses also on fidelity and self-care. Good people are polite. They show respect and mind their manners. They truly respect individuals and want to treat them how they want to be treated, etc.

Question 5: Does everyone have to do the same thing? What could the impacts of this be?

Individual answers such as
If every human being on earth simultaneously believed something, thought, hoped... then that could occur. But what about individual thinking? Who would decide what is right or wrong? What is good or bad? Who would correct others in their bad behavior? One can only reflect one's own behavior by comparing and reflecting it with others

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Closed Questions

In this methodological tool you need to develop at least <u>ten</u> (10) close questions, of any type in order to consider as concluded methodological tool.

Code of methodological Tool:	CL1.5_3 Closed Questions	
Competence Code and Title:	1.5 Ethical and sustainable thinking (including sense of community and common good)	
LO Code and Title:	5. Define ethical and sustainable thinking, sense of community and common good 6. Design learning activities to promote ethical behaviour and a sense of community in the classroom e.g. with the Backward Design Process 7. Promote critical thinking in the classroom to question perspectives and develop opinions and views by using tools like Socratic dialogue and the Six Types of Socratic Questions 8. Recognize the personal and social value of ethical and sustainable thinking for pupils including resources of non-material wealth by clarifying values e.g. with values clarification process	
Aim of the methodological tool:	This will be the tool to assess the knowledge of the course contents of the participants. By using closed questions, answers are easier to code and analyze.	
Hints and tips for the trainer:	Print out of the assessment tool needs to be provided.	
Question Type:	**Type**	**Number**
	True/False questions and answers	1, 2, 3, 4,5
	Multiple Choice Questions and answers	6, 7, 8, 9, 10
	Multiple Response Questions and answers	11, 12, 13, 14, 15
	Sequence questions and answers	
	Matching question and answers	
	Word Bank questions and answers	

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True/False Question	
Choose whether the statement is true or false	
Statement:	To be able to think ethically and sustainably means to assess the consequences and impact of ideas, opportunities and actions
True	x
False	
Correct Answer	True

True/False Question	
Choose whether the statement is true or false	
Statement:	Sense of community is a concept that focuses on the structure of community rather than the experience of community
True	
False	x
Correct Answer	False

True/False Question	
Choose whether the statement is true or false	
Statement:	Ethics educations aims at enabling pupils to commit to active citizenship
True	x
False	
Correct Answer	True

True/False Question	
Choose whether the statement is true or false	
Statement:	Ethics educations focuses on balancing the pupils' individual and social needs
True	x
False	
Correct Answer	True

True/False Question	
Choose whether the statement is true or false	
Statement:	Effective education for sustainability should prompt students to reflect on their learning to lead to changes in values, attitudes and behaviours
True	x
False	
Correct Answer	True

Multiple Choice Question	
Select the correct answer from the choices below	
Statement:	Which is a standard distinction in ethics?
Alternative 1	The right, the wrong and the one in between
Alternative 2	The good, the right and the virtuous
Alternative 3	The good, the polite and the popular
Correct answer	2

Multiple Choice Question	
Select the correct answer from the choices below	
Statement:	Critical thinking…
Alternative 1	… means to always agree to other people´s arguments and conclusions
Alternative 2	… is an attitude involving questioning other people´s arguments
Alternative 3	… should be avoided in order not to be rude
Correct answer	2

Multiple Choice Question	
Select the correct answer from the choices below	
Statement:	Sustainable development meets the needs of the present…
Alternative 1	… through reflection of the past
Alternative 2	… and defines the needs of future generations
Alternative 3	…without compromising the ability of future generations to meet their own needs
Correct answer	2

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Multiple Choice Question

Select the correct answer from the choices below

Statement:	Which of the following is NOT a pillar of sustainability?
Alternative 1	Economy
Alternative 2	Society
Alternative 3	Values
Correct answer	3

Multiple Choice Question

Select the correct answer from the choices below

Statement:	Which elements comprise the Sense of Community?
Alternative 1	Membership, influence, integration and fulfilment of needs, shared emotional connection
Alternative 2	Membership, influence, integration and fulfilment of needs
Alternative 3	Membership, integration and fulfilment of needs, shared emotional connection
Correct answer	1

Multiple Response Question

Select one or more correct answers from the choices below

Statement:	Typical dimensions of sustainability are...
Alternative 1	Socio-economic development and interdependence
Alternative 2	Culture and intercultural relations
Alternative 3	Environment
Correct answer	1, 2, 3

Multiple Response Question

Select one or more correct answers from the choices below

Statement:	Which of the alternatives are examples for a common good?
Alternative 1	A public safety and security system
Alternative 2	A legal and political system
Alternative 3	An affordable car for every adult person
Correct answer	1, 2

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Multiple Response Question	
Select one or more correct answers from the choices below	
Statement:	The layers of diversity include…
Alternative 1	Organizational dimensions
Alternative 2	External dimensions
Alternative 3	Personality
Correct answer	1, 2, 3

Multiple Response Question	
Select one or more correct answers from the choices below	
Statement:	Ethics…
Alternative 1	…control a person's behavior
Alternative 2	…influence a person's behavior
Alternative 3	…is what we feel is right or wrong
Correct answer	1, 2

Multiple Response Question	
Select one or more correct answers from the choices below	
Statement:	Ethics education aims at enabling students to become…
Alternative 1	…aware of their own values
Alternative 2	...independent from any social expectations
Alternative 3	…informed, critical and reflective
Correct answer	1, 3

Additional methodological tools

Group Discussion

Code of methodological Tool:	CL1.5_4 What does value in the classroom mean?
Competence Code and Title	1.5 Ethical and sustainable thinking (including sense of community and common good)
LO Code and Title	7. Promote critical thinking in the classroom to question perspectives and develop opinions and views 8. Recognize the personal and social value of ethical and sustainable thinking for pupils including resources of non-material wealth by clarifying values e.g. with values clarification process
Aim of the methodological tool:	The aim of this tool is to discuss different approaches and opinions on the term VALUE and what this means in the school context. Participants are asked to think critically and apply the before learned techniques of Socratic Dialogue.
Hints and tips for the trainer	Trainer should encourage participation and open discussion.

Introduction to the topic (if applicable)

Participants got an insight to critical thinking and the Socratic dialogue before and are now asked to discuss the meaning of VALUE in the classroom with respect to the insights they had gained before.

Guiding questions (if applicable)

Conclusion questions

If we have to find a compromise that everyone agrees with - what does value in the classroom mean?

Conclusions (if applicable)

Group Discussion

Code of methodological Tool:	CL1.5_5 The Palm Tree Worshippers
Competence Code and Title	1.5 Ethical and sustainable thinking (including sense of community and common good)
LO Code and Title	9. Promote critical thinking in the classroom to question perspectives and develop opinions and views 10. Recognize the personal and social value of ethical and sustainable thinking for pupils including resources of non-material wealth by clarifying values e.g. with values clarification process
Aim of the methodological tool:	The aim of this tool is to highlight diversity and that everyone's religion, social background, and opinions in life are different. The participants, as global citizens of the world, should also respect the autonomy of their students in class and refrain from passing any form of judgment on their beliefs.
Hints and tips for the trainer	Trainer should encourage participation for this scenario. Trainees might condemn the views and actions of local, let them in order to stimulate the discussion and to go through the process of critical thinking.

Introduction to the topic (if applicable)

Imagine you and your friends got shipwrecked and stranded on Island. On your stay there you discovered that the natives worshipped palm trees.

The nights are cold and you could light a fire. The only inflammable material you see is the palm trees.

Guiding questions (if applicable)

Part I

What would your reaction be? Will you cut the palms in order to light a fire? Find a genuine consensus in the group.

Part II

Now, the Trainer should split the participants in two groups:

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- One group is the shipwrecked group that wants to convince the natives that they need palm trees to light a fire.
- The second group is asked to imagine that they are the palm tree worshippers, and they are being told by foreigners that what they practice and believe is wrong and that their palm trees should better be cut.

Conclusion questions

How did you feel when you were put in the new position of being one of the palm tree worshippers?

Have you ever made this experience of getting into someone else's shoes before and by this changing your perspective?

Would you like to be told how to live your live?

Conclusions (if applicable)

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Individual Exercise

Code of methodological Tool:	CL1.5_6 Personality Molecule
Competence Code and Title:	Competence: 1.5 Ethical and sustainable thinking (including sense of community and common good)
LO Code and Title:	7. Promote critical thinking in the classroom to question perspectives and develop opinions and views by using tools like Socratic dialogue and the Six Types of Socratic Questions 8. Recognize the personal and social value of ethical and sustainable thinking for pupils including resources of non-material wealth by clarifying values e.g. with values clarification process
Aim of the methodological tool:	The aim of this tool is to raise self-awareness on the concepts of self-identification and multiple identity by analysing and sharing our own identities and our thoughts on the communities/groups we feel we belong to. It is also an opportunity to self-identify, rather than be labelled by others, and it can establish a broad definition of diversity in a seemingly homogeneous group. In a second steps a discussion will be started about how this task can be implemented in the classroom and how it fosters critical thinking of the pupils.
Hints and tips for the trainer:	

General Guidelines (for the facilitator)
- Ask the participants to identify themselves using 5 social descriptors (class, ethnic background, gender, age…) and fill the "Personality Molecule handout" (5 min)   - After doing so individually, they share their "molecules" in small groups (partner work). (15 min)   - Reconvene the group and facilitate a discussion on self-identification, social belonging and how this can be implemented in the classroom (15 min)
Number of persons
< 20

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Instructions for the participants

Part I (5 min)
    1) Please write your name on the central atom.
    2) Write five groups you feel you belong to or identify with into the outer circles.
 	
Part II (15 min)
    1) Mark the group that is (currently) of greatest importance to you
    2) Exchange information with a partner on the following topics:
       • Explain why you described yourself this way
       • What were the positive experiences you had with these aspects of your identity?
       • What were negative experiences you had with these aspects of your identity?

Estimated Duration
35 – 45 min
Materials
Personality molecule hand-outs (one per participant)
Debriefing Question 1
How did you feel doing this exercise?
Debriefing Question 2 (please add as many questions as needed)
Do you usually think about yourself in this way? What were the things you found out when you exchanged in the small groups? Could this task be implemented in your classroom? What would be important factors to make your pupils critically think about themselves and their "molecules"?
Instructions/Comments from facilitator
Print out of a sufficient number of hand-outs needs to be prepared.

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Brainstorming

Code of methodological Tool:	CL1.5_7 Creating educational material on FRIENDSHIP
Competence Code and Title	1.5 Ethical and sustainable thinking (including sense of community and common good)
LO Code and Title	6. Design learning activities to promote ethical behavior and a sense of community in the classroom e.g. with the Backward Design Process
Aim of the methodological tool:	The aim of this tool is to make participants think about an approach to create educational material on friendship. Using this tool, they will gain hands-on experience in developing learning activities by considering the seven steps for creating ethics and values education materials and tools. This brainstorming activity aims at generating as many ideas/perspectives as possible within the group setting. This environment fosters an uninhibited, non-judgmental amount of ideas/perspectives/answers. All contributions are valid, and as many ideas as possible should be shared without evaluating them. Flowchart of activity conducting.
Hints and tips for the trainer	Trainer should encourage participation from all persons for this scenario. There should be enough space for open discussions. This activity is conducted by starting with explaining the task, presenting the rules below, then generating and elaborating on individual ideas, and ending with collecting, grouping and discussing the answers. 1. Focus on quantity: This rule is a means of enhancing divergent production. 2. Withhold criticism: In brainstorming, criticism of ideas generated should be put 'on hold'. By suspending judgment, participants will feel free to speak openly. If needed, critics can be addressed at a later stage. 3. Welcome unusual ideas: To get a good and long list of ideas, unusual ideas are welcomed. 4. Combine and improve ideas: Encourage lively discussion. It is believed to stimulate the building of ideas by a process of association

Topic
Ask participants to think about an approach to creating material on FRIENDSHIP considering the seven categories:

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1.	Main goal
2.	Age of students and best approach
3.	Attraction of pupils
4.	Be neutral
5.	Ethical dilemma
6.	Fun factor
7.	Interesting activity

Method of analysis (eg grouping of ideas, development of a new model etc)

Participants are asked to write their ideas anonymously. Then the moderator collects the ideas or participants present their answers and grouping of answers is done on flipcharts or posters (one per category). Results should be discussed.
e.g.

- Was it easy/difficult for you to come up with an idea?
- Did you feel well guided by following the seven steps?

Other questions focusing the ideas for the material:
- What was difficult in the process? What was easy?
- Which step took you the longest?
- Have you had difficulties in one of the seven steps?
- Now that you received the feedback from other participants do you think that you can use any of the comments?

Conclusions

Exchange of ideas and perspectives. Share and compare different approaches with other participants. Conclusions are dependent on the outcomes of the brainstorming process.

Group Discussion

Code of methodological Tool:	CL1.5_8 Sustainable and ethical thinking in the classroom – where, how and when?
Competence Code and Title	1.5 Ethical and sustainable thinking (including sense of community and common good)
LO Code and Title	6. Design learning activities to promote ethical behaviour and a sense of community in the classroom e.g. with the Backward Design Process
	7. Promote critical thinking in the classroom to question perspectives and develop opinions and views
	8. Recognize the personal and social value of ethical and sustainable thinking for pupils including resources of non-

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	material wealth by clarifying values e.g. with values clarification process
Aim of the methodological tool:	The aim of this tool is to bring together all the learnings from this workshop and discuss different experiences and opinions. Participants are asked to develop and bring up new ideas, to think critically and apply the before learned.
Hints and tips for the trainer	Trainer should encourage participation and open discussion.

Introduction to the topic (if applicable)

Participants got an introduction on the competence: Ethical and sustainable thinking (including sense of community and common good). Participants are now asked to discuss where, what and how their learnings on the topic can be integrated into their teaching in school. Ideas can additionally be noted on post-its and grouped on flipcharts or pinwalls.

Guiding questions (if applicable)

The trainer should give room for an open discussion, since this is considered to be a wrapping-up activity and all remaining questions should be discussed and answered. However, the trainer should guide the discussion and lead it towards the focus by asking questions like:
Out of the insights you got during the workshop
- What do you consider as most important to be integrated in the classroom?
- How exactly do you plan to integrate?
- In which subjects do you think your plans can be integrated?

The ideas participants bring up can be noted down and grouped on

Conclusion questions

Participants should also be asked about their emotional learnings during the workshop
- What was the most surprising fact you learned during the workshop?
- Which idea will you definitely implement in your classroom and why?
- Why do you consider the topic of sustainability/sustainable thinking important to be addressed in the classroom?
- Why do you consider the topic of ethical thinking important to be addressed in the classroom?

Conclusions (if applicable)