


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

Duration: 14 hours

Trainer:



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www.rinova.co.uk

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University of Applied Sciences

www.dimitra.gr

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Training Rules

- ▶ Mobile Phones
- ▶ Smoking
- ▶ Breaks
- ▶ Other



Participation



Respect

Express your opinion



ROAD MAP

1. ETHICS AND VALUES IN EDUCATION
2. CRITICAL THINKING
3. SUSTAINABILITY
4. ETHICAL AND SUSTAINABLE THINKING
IN THE CLASSROOM

Adjective Game



Learning Outcomes



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 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



ETHICS AND VALUES IN EDUCATION



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Ethics

“MORAL PRINCIPLES
THAT CONTROL OR
INFLUENCE A PERSON’S
BEHAVIOUR”

(source Oxford Dictionary)



Value

“BELIEFS ABOUT WHAT
IS RIGHT AND WRONG
AND WHAT IS
IMPORTANT IN LIFE”

(source Oxford Dictionary)



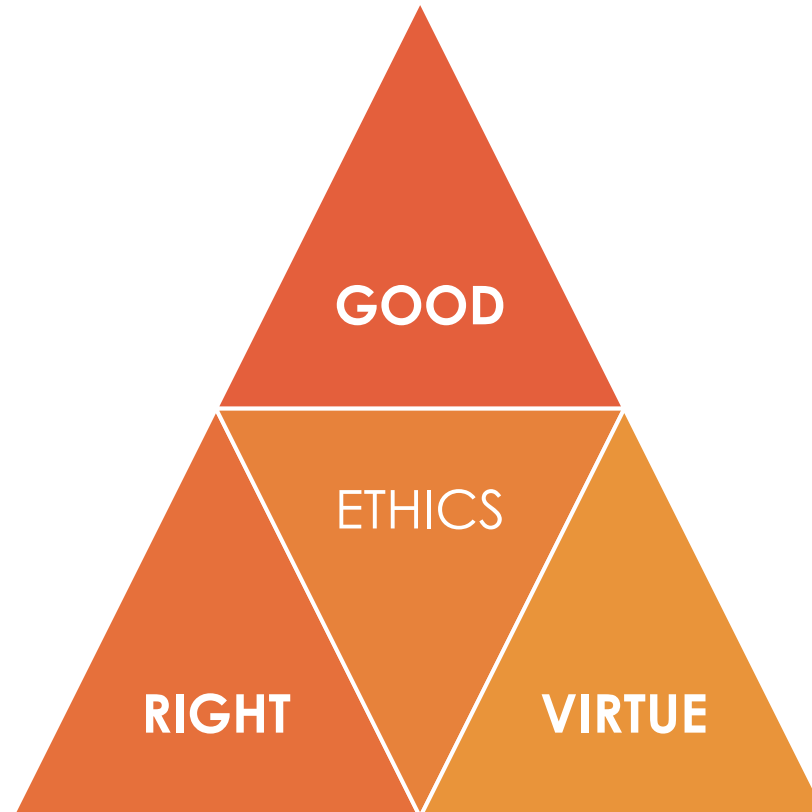
Aims of Ethics Education

enable pupils to become...

- ▶ informed, critical and reflective
- ▶ balanced between individual and social needs
- ▶ aware of their own values and ethical frameworks
- ▶ committed to human rights, equality, active citizenship
- ▶ socially responsible
- ▶ respectful, inclusive and sustainable



Basic Ethical Concepts



Values Clarification Process

1. Prizing and cherishing	Students should become aware of what beliefs and behaviours they prize.
2. Public affirming	The students are asked to indicate their positions, either in class discussions, written exercises, or in personal journals.
3. Choosing from alternatives	It is the responsibility of the teacher to provide information about the dilemma that is being discussed. This part of the values clarification process is often introduced as part of decision-making skills.
4. Choosing after consideration of consequences	Students reflect and choose their own positions based on the information they receive in the classroom, rather than on the basis of absolute moral values as taught at home or in church.
5. Choosing freely	A sense of wellbeing in relation to the decisions taken is important in the process of values clarification. The worst case scenario would be if pupils accuse each other of moral offenses.
6. Acting	The students are asked to put their beliefs into scene. The acting can be morally good or bad depending on the value which is expressed.
7. Acting with a pattern, repetition	Students learn that their decisions and their behaviour should reflect their values consistently.



Socratic Dialogue (teaching by asking instead of telling)

AIM: to achieve a genuine consensus about the answer to the general question

- understand complex ideas, get to the truth of things
- make room in minds for different ideas and perspectives
- challenge current beliefs, make aware of misconceptions, delusions and self-deceptions
- bring a better understanding of the good

STEP 1: begin from the point of amazement, perplexity, puzzlement. Start with an example from a real life

STEP 2: pupils present an assertion or hypothesis

STEP 3: hypothesis is cross-examined by targeted questioning (to expose contradictions or weaknesses)

STEP 4: if a weakness is discovered, eliminate hypothesis

STEP 5: reformulate old hypothesis or find new one

Genuine consensus about the answer



6 Types of Socratic Questions

- 1. Questions for clarification:**
 - Why do you say that?
 - How does this relate to our discussion?
- 2. Questions that probe assumptions:**
 - What could we assume instead?
 - How can you verify or disapprove that assumption?
- 3. Questions that probe reasons and evidence:**
 - What would be an example?
 - What is....analogous to?
 - What do you think causes to happen...? Why?

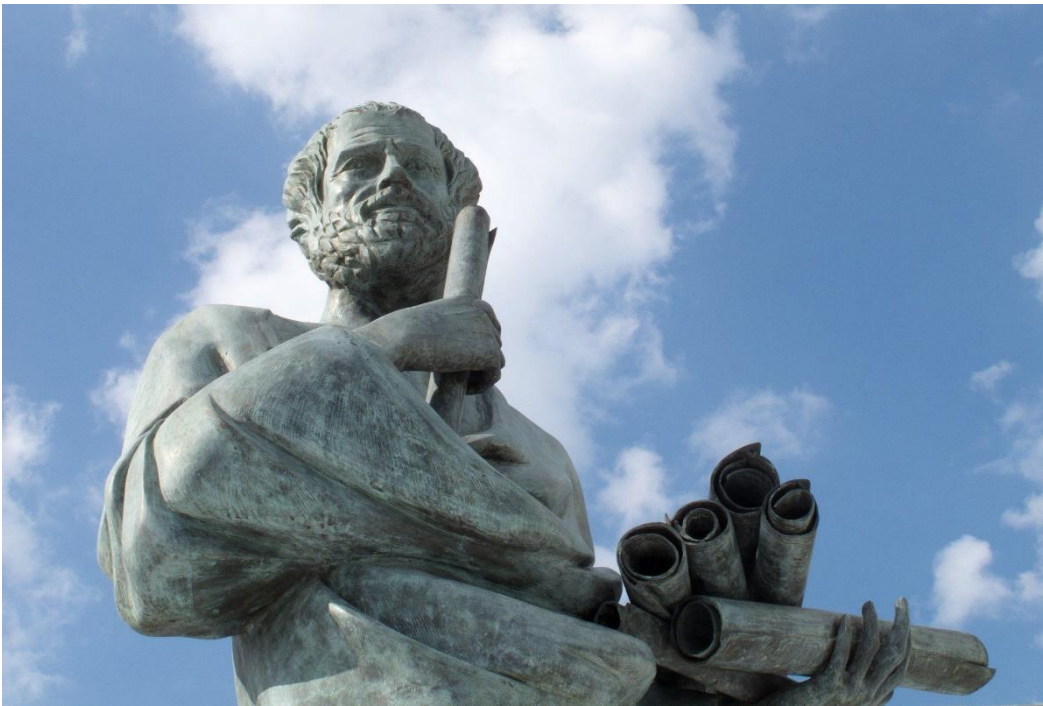


6 Types of Socratic Questions

- 4. Questions about viewpoints and perspectives:**
- What would be an alternative?
 - What is another way to look at it?
 - Would you explain why it is necessary or beneficial, and who benefits?
 - Why is the best?
- 5. Questions that probe implications and consequences:**
- What generalizations can you make?
 - What are the consequences of that assumption?
 - What are you implying?
 - How does...affect...?
 - How does...tie in with what we learned before?
- 6. Questions about the question:**
- What was the point of this question?
 - Why do you think I asked this question?
 - What does...mean?
 - How does...apply to everyday life?



Exercise Discussion: Socratic Dialogue



**What does
value mean
in the
classroom?**



CRITICAL THINKING



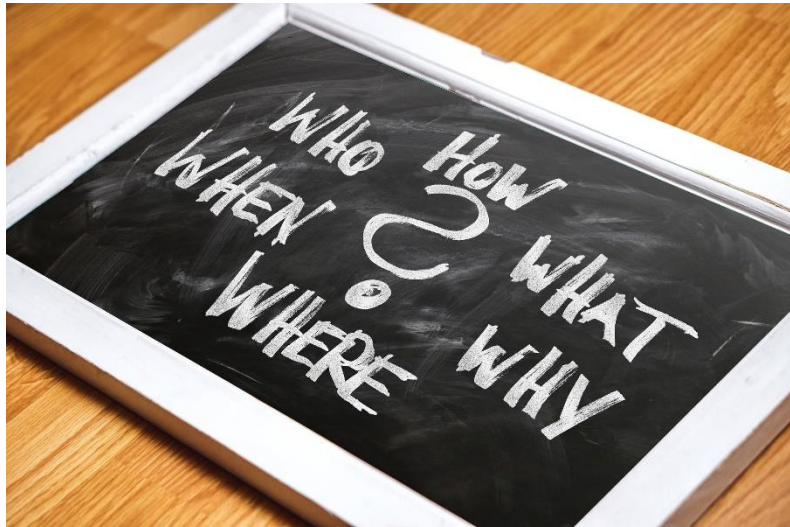
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Critical Thinking

- ▶ Think clearly and rationally
- ▶ Understand the logical connection between ideas
- ▶ Connect concepts, solve problems, think creatively, and apply knowledge in new ways
- **ability to engage in reflective and independent thinking**
- ▶ Based on the evaluation and application of knowledge
- ▶ Not only applicable to subjects like science and math, but in everyday life



Critical Thinking Exercises in the Classroom



Ask questions, especially open-ended questions. It allows pupils to think, draw their own conclusions and seek solutions. It gives them the opportunity to express their own thoughts.

Brainstorm and find solutions, is an excellent critical-thinking exercise. You can bring discussions to life by using visual elements.

Communicate opportunities and explore a concept from various points of view before forming an opinion. It gives pupils a chance to share their perspectives and listen to others.



Critical Thinking Exercises in the Classroom



Make connections

Connecting different ideas is key to teaching critical thinking. Sort, categorize and compare ideas and possible solutions. Let pupils communicate their thoughts.

Foster creativity and find new ways for students to use information to create something new, e.g. write a story, perform a song, art projects.



Critical Thinking Exercises in the Classroom



Give room

This makes pupils apply their knowledge for own experiences and decision-making. Evaluate solutions and decide for the best option.

Set up group work encourages critical thinking skills. Thoughts and opinions are exchanged between the pupils. They learn that there are various ways to approach a problem.



Discussion: The Palm Tree Worshippers



Imagine you and your friends got shipwrecked and stranded on an 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.

What would your reaction be?
Will you cut the palms?

Find a genuine consensus.



SUSTAIN- ABILITY



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SUSTAINABILITY

„SUSTAINABLE
DEVELOPMENT IS
DEVELOPMENT THAT
MEETS THE NEEDS OF
THE PRESENT WITHOUT
COMPROMISING THE
ABILITY OF FUTURE
GENERATIONS TO MEET
THEIR OWN NEEDS”

*(source UN World Commission on
Environment and Development)*



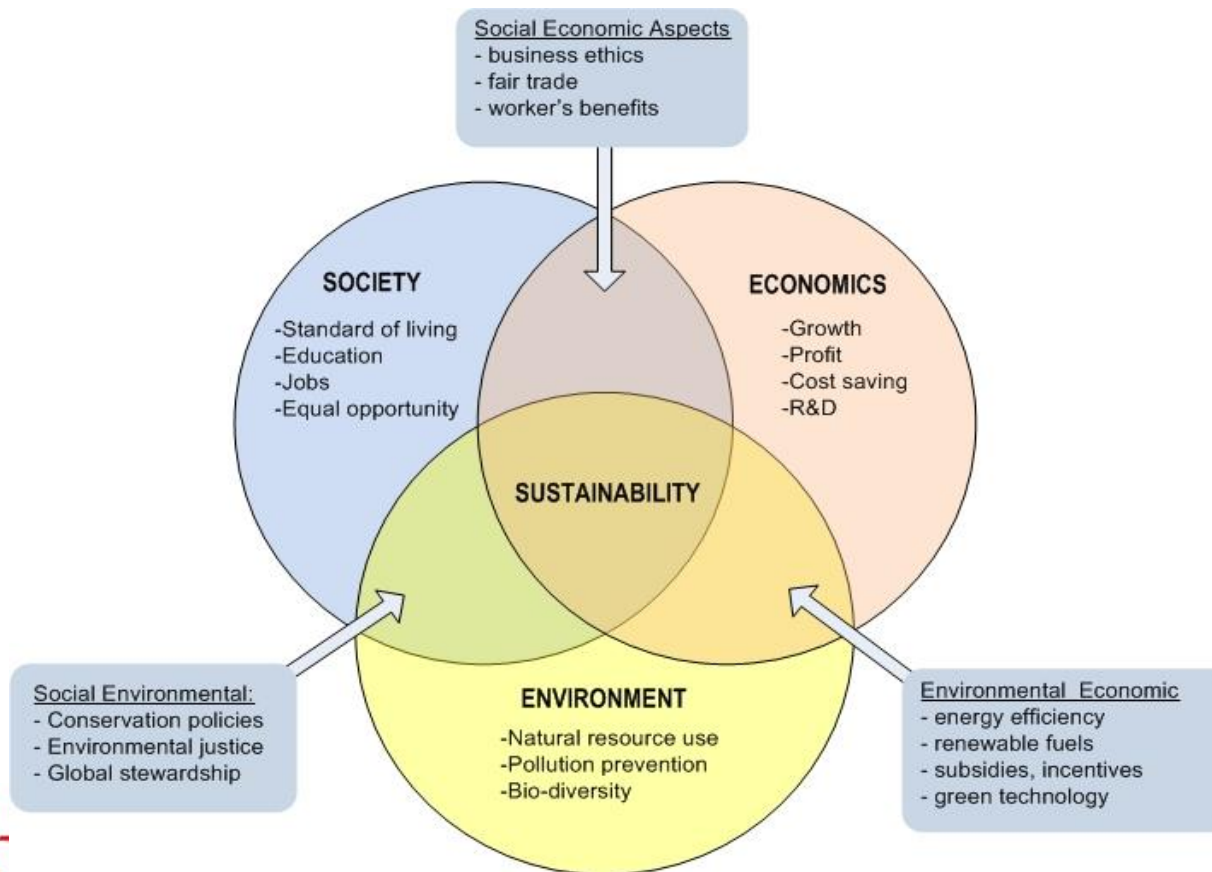
SUSTAINABILITY



<https://www.youtube.com/watch?v=eec0UYGleo4&list=PLEXqjIYY5zi6hWCvm5idXYLH2Qtv7fT-f&index=1>



Three Pillars of Sustainability





Global Sustainability Certifications



SENSE OF COMMUNITY

“A FEELING THAT MEMBERS HAVE OF BELONGING, A FEELING THAT MEMBERS MATTER TO ONE ANOTHER AND TO THE GROUP, AND A SHARED FAITH THAT MEMBERS’ NEEDS WILL BE MET THROUGH THEIR COMMITMENT TO BE TOGETHER”

(source McMillan & Chavis (1986): Sense of Community: A Definition and Theory, p.9)



Elements of Sense of Community

- ▶ **Membership:** boundary, feeling of safety, common symbols, sense of belonging
- ▶ **Influence:** Power and trust, needs and values
- ▶ **Integration and fulfillment of needs:** exchange of resources, shared values
- ▶ **Shared emotional connection:** recognizable spiritual bonds



How to Create a Classroom Community

- ▶ Introduce a morning meeting
- ▶ Greet each student as they enter the room, everyday
- ▶ Welcome identities and families on photos
- ▶ Establish rules together
- ▶ Focus on relationships from day one
- ▶ Create a nice and secure “nest”
- ▶ Most important element to creating a sense of community in your classroom is **YOU!**



COMMON GOOD



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POLITICAL DISCOURSE:

“FACILITIES—WHETHER MATERIAL, CULTURAL OR INSTITUTIONAL—THAT THE MEMBERS OF A COMMUNITY PROVIDE TO ALL MEMBERS IN ORDER TO FULFILL A RELATIONAL OBLIGATION THEY ALL HAVE TO CARE FOR CERTAIN INTERESTS THAT THEY HAVE IN COMMON.”

(source Stanford Encyclopedia)

PHILOSOPHICAL CONCEPT:

“COMMON GOOD, THAT WHICH BENEFITS SOCIETY AS A WHOLE, IN CONTRAST TO THE PRIVATE GOOD OF INDIVIDUALS AND SECTIONS OF SOCIETY.”

(source www.britannica.com/topic/common-good)

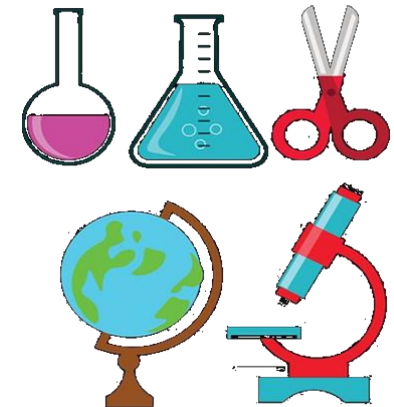
Common Good in the Classroom

Resources shared for the collective benefit of the whole group of people.



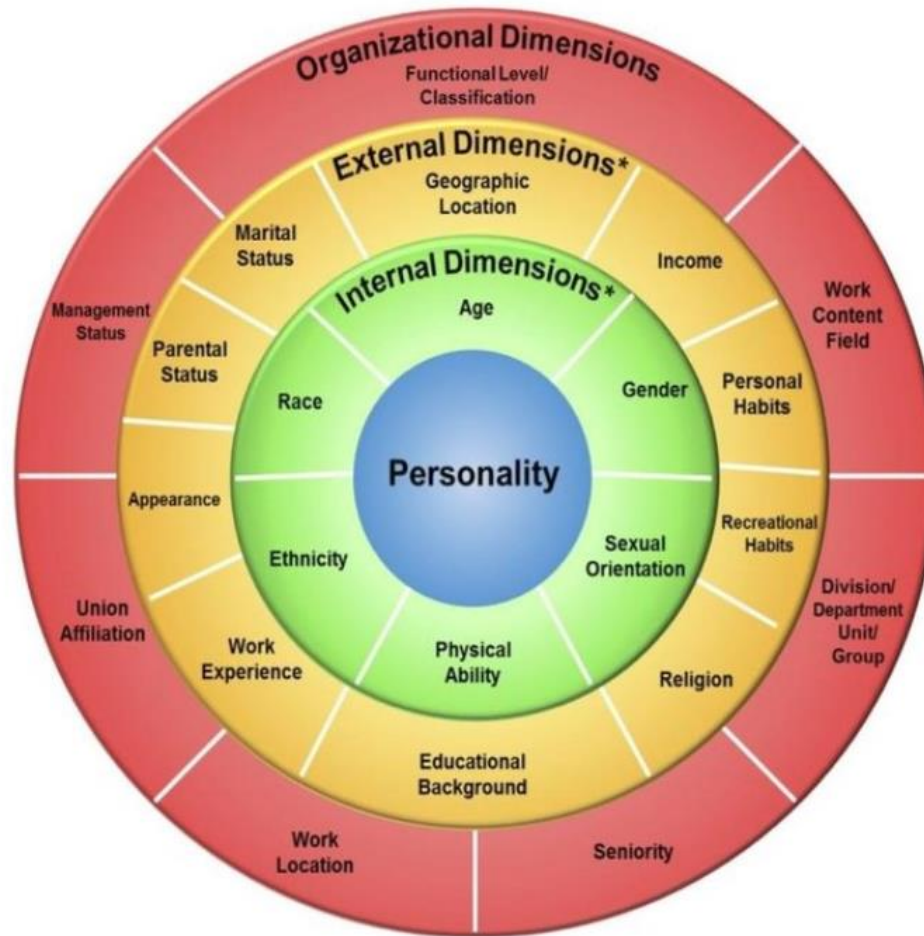
Common Good in the Classroom

Resources shared for the collective benefit of the whole group of people.



Respecting Diversity

Diversity stands for a holistic approach that understands the heterogeneity of people as opportunity and potential.



Four Layers of Diversity
Gardenswartz & Rowe,
Diverse Teams at Work
(2nd Edition, SHRM,
2003)



Individual Exercise

Personality Molecule

- Individually work out the tasks on the handout (10 min)





ETHICAL AND SUSTAINABLE THINKING



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Ethical and Sustainable Thinking

TO BE ABLE TO THINK ETHICALLY AND SUSTAINABLY MEANS “TO ASSESS THE CONSEQUENCES AND IMPACTS OF IDEAS, OPPORTUNITIES, AND ACTIONS”.

(EntreComp)

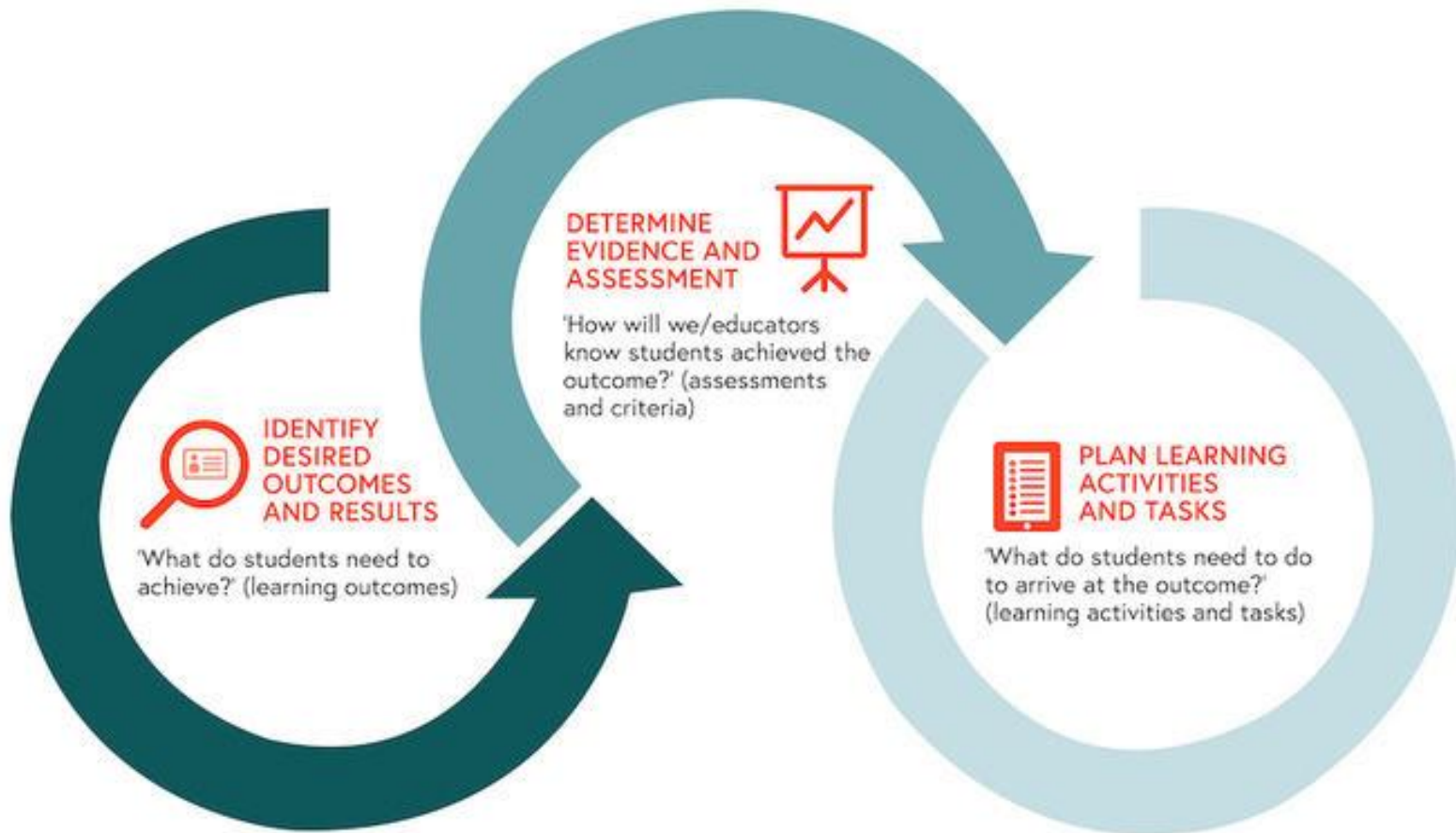


Value of Ethical and Sustainable Thinking in the Classroom

- ▶ Preparing pupils to become effective citizens in a more sustainable society
- ▶ Understanding of the ethical principles that provide the backbone for sustainability
- ▶ Engaging pupils in practical activities such as greening initiatives, field visits to learn about sustainable practices, environmental studies
- ▶ Understanding how society, nature and economics interact
- ▶ Founding the moral basis for future decisions
- ▶ Helping people decide how to live and what to buy
- ▶ Allowing groups to determine fair and appropriate procedures



Backward Design Process



7 Steps for Creating Ethics and Values Education Materials and Tools

1. Set the main goal of your educational material.
2. Know the basics about the age of students you want to work with. Research what kids of this age like and what is the best way to approach them as well as key characteristics of moral development for this age.
3. Be creative and find the right way to stimulate students to think about the main idea. Let the materials attract children to use it. You can use a lot of different tools such as different computer programs, stories, games, project activities.
4. Be neutral. Never refer to a specific position for the content that you prepare. You must prepare it in a way that engages students to rethink the main topics and ideas. Still, be careful and give your best to lead students away from wrong conclusions.
5. Come up with an ethical dilemma and leave it for students to resolve it by themselves.
6. Materials should be fun for children.
7. Materials should have some interesting activities for children in order to involve them fully.



Brainstorming: Creating educational material on FRIENDSHIP

Think about an approach to creating material on FRIENDSHIP considering:

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



Group Discussion

**Sustainable and ethical
thinking in the classroom
– where, how and when**



Ethical and Sustainable thinking:

- ▶ generate positive impacts, set the standards of what's acceptable and what's not.
- ▶ empower pupils to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity.
- ▶ connect concepts, solve problems, think creatively, and apply knowledge in new ways.



Key Points

No.	Title and Reference
1	The Rock Ethics Institute, Children and the Development of Ethical Decision-Making (2015): https://rockethics.psu.edu/this-is-the-rock/news/children-and-the-development-of-ethical-decision-making
2	Teaching Primary School Children Sustainability Through Place Based Learning https://www.sustainabilitycurriculum.co.uk/teaching-primary-school-children-sustainability-through-place-based-learning/
3	Sustainability and food waste https://www.sustainabilitycurriculum.co.uk/sustainability-and-food-waste/
4	Orr, D. W. (2004): Earth in Mind: On Education, Environment, and the Human Prospect, New York, Island Press
5	McNaughton, M. J. (2012): Implementing Education for Sustainable Development in schools: learning from teachers' reflections, Environmental Education Research, 18:6, 765-782, DOI: 10.1080/13504622.2012.665850

Recommendations for self directed learning

