

Fostering moral development of students in English classes

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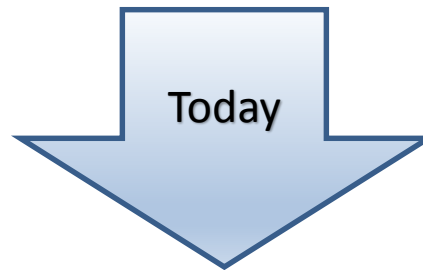
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Moral development

- ☞ the process through which students develop **proper attitudes and behaviors towards other people in society and towards themselves,** based on social and cultural norms, rules, and laws.

<http://www.healthofchildren.com>(access date: 7.09.2017)

Need to promote
moral value education
among students,
not only focus on the academic side.



Ideas to work with 1. children
2. teenagers



Kids

Values to aquire/develop

- Sharing
- Cooperation
- Accepting and respecting others

Game - classification

Board divided into 2 columns

Bad actions 	Good actions 

+ 10 cards
(showing good or bad behaviour)

Objectives:

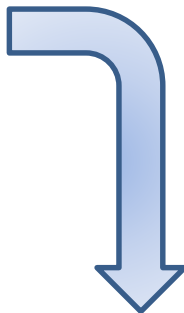
➔ to develop appropriate moral values

by learning to distinguish the most appropriate behaviour

Procedure:

- Place it on the wall
- Add cards with new situations
- Support this activity with storytelling, drawing, role-play or

films





Do Unto Others As You Would Have Them Do Unto You

<https://www.youtube.com/watch?v=kLRMuYf0HEY>

(access date: 29.10.2018)



Making posters

👍 Do unto others
as you would have them
do unto you

👍 Treat others the way
you want to be treated

(Luke 6:31)

Launch a campaign of kindness in your school 😊

Color Your World With Kindness

<https://www.youtube.com/watch?v=rweIE8yyY0U>

(access date: 30.10.2018)

This video launches a Campaign of Kindness (USA)

☞ a challenge for all people to share kindnesses with others.

Small acts make a BIG difference, but ☞

the **BIGGEST difference comes by doing kind acts for strangers**—
people you don't know, people different than you, people with different
backgrounds and even beliefs.

<https://www.betterworldians.org/PeaceBegins> (access date: 30.10.2018)

Find inspiration here:

Random Acts organization in the United States

<https://www.randomacts.org/kindness-heroes/> (access date: 30.10.2018)



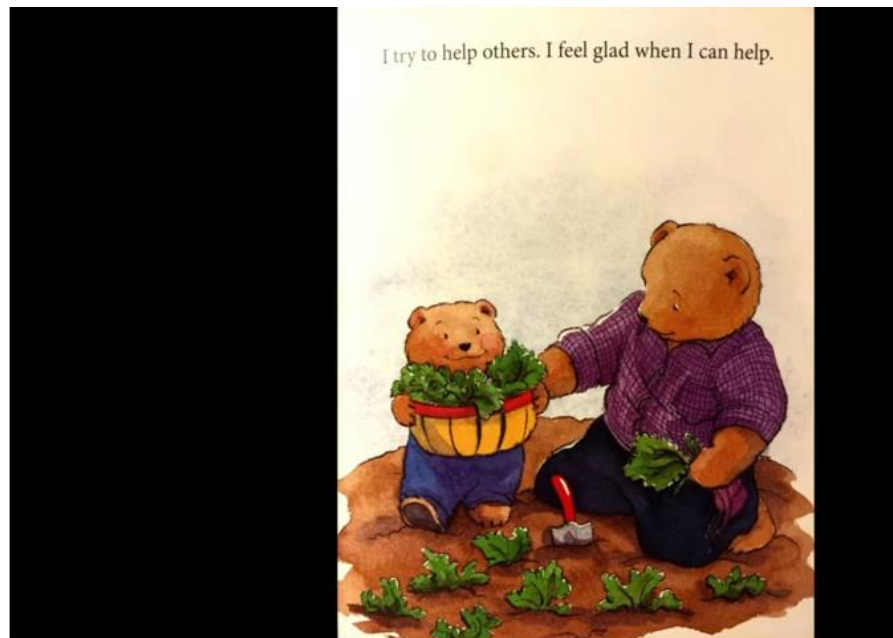
Complete ten acts of kindness. These acts don't necessarily have to be documented, as they can range from something as simple as holding the door open for a stranger to as elaborate as you want to make them. Once you have completed the ten acts of kindness, complete and submit the form [here](#).



The STEAM Teacher

Opublikowany 31 sie 2016

In this simple book, the author begins by helping children see that when they are sick, hurt, or unhappy, others care about them. Children can then begin to see that others need to be cared about as well.



He reads aloud and talks about the moral of the story

READ ALOUD | When I Care About Others ~ Read by: Mr. Jones, the STEAM Teacher

<https://www.youtube.com/watch?v=hX2wM6AOYek>

(access date: 20.09.2017)



The STEAM Teacher przestał(a) film



READ ALOUD | When I Feel Angry ~ Read by: Mr. Jones, the STEAM Teacher

The STEAM Teacher • 12 tys. wyświetleń • 1 rok temu

Anger is a scary emotion for young children, their parents, and caregivers. As this little bunny experiences the things that make her angry, she also learns ways to deal with her



The STEAM Teacher przestał(a) film



READ ALOUD | When I Feel Worried ~ Read by: Mr. Jones, the STEAM Teacher

The STEAM Teacher • 3 tys. wyświetlenia • 1 rok temu

Everybody worries. Children worry too—in new or confusing situations or when someone is angry with them. This new addition to the acclaimed The Way I Feel Series uses reassuring



The STEAM Teacher przestał(a) film



READ ALOUD | When I Care About Others ~ Read by: Mr. Jones, the STEAM Teacher

The STEAM Teacher • 2,6 tys. wyświetleń • 1 rok temu

In this simple book, the author begins by helping children see that when they are sick, hurt,



The STEAM Teacher przestał(a) film



READ ALOUD | Lucy and the Bully ~ Read by: Mr. Jones, the STEAM Teacher

The STEAM Teacher • 1,9 tys. wyświetleń • 1 rok temu


Lucy is good at drawing and making things at school. But there's a bully at school, and he's very mean to Lucy. She can't tell anyone the bully rips her books and breaks her things,

The base for a discussion or writing assignment (teenagers)

A story of a Carpenter who plans to retire from work

<https://www.youtube.com/watch?v=1dMx-2NGD5s>

Topics:

- Attitude to your duties/work
- Consequences of your behaviour/decisions
- The story as a metaphor  an inspiring story to achieve the best in life

Ethics, manners, morality

(recommended for high schools)



A long list of topics for different levels
e.g.
Abortion, bullying, Contraceptives,

<https://www.englishcurrent.com/>

(access date: 29.10.2018)

Dealing with the Situation: Ten Etiquette Scenarios for Discussion (Group Work)

fragments

Bad Date – You are out on a date with a new person. You can sense that the date is going to be a disaster. You are not sure whether you should make up an excuse to leave or **stick it out**.

Smells – One of your coworkers dresses well but wears far too much cologne. Another smells as if he doesn't shower at all. When both **odors** are mixed together, you can hardly breathe.

Facebook – Your aunt wants to add you as a ‘friend’ on Facebook. You don’t really want family **invading** your online social life. But, you know she’d be upset if you refused her request.

<https://www.englishcurrent.com/etiquette-manners-lesson-plan-int/> (access date: 29.20.2018)

Links - different levels

[Etiquette & Manners \(Advanced ESL Lesson Plan\)](#)

[Etiquette & Manners \(Upper-Intermediate ESL Lesson Plan\)](#)

[Etiquette & Manners \(Intermediate ESL Lesson Plan\)](#)

Lessons on **how to be tactful**

Speaking Activities / Role Plays

(fragments)

<https://www.englishcurrent.com/roleplays/tact-speaking-roleplay-esl/>

How to say sth critical in a way that respects the feelings of others
e.g. Working on the strategies to make sentences more tactful







➡ Your perfume is too strong.

➡ I don't want to waste my time talking with you. I have more important things to do.

➡ This has waaaaaaaaaaaaaaaaay too much salt.

Being tactful (lesson fragments)

Study the sentences and pay attention to the adjectives in bold. Use a dictionary if possible.

-  Calling her 'fat' was very **offensive**.
-  Don't be so **rude**! Say 'thank you' when you are given a present.
-  I'll be **blunt** – you need to lose weight!
-  Mark always uses very unpleasant words and gestures when he speaks. He is very **vulgar**.
-  Masa always opens doors for other people. He is very **respectful**.
-  Sam is very **polite**. He always says "please", "thank you", "you're welcome."

Tactful language

Study the dialogues and sentences below.

Notice how the expressions **in bold** are used to say things more carefully so that you don't offend or upset someone



Speaking your mind 2

Emma: Mark, I've decided. I'm going to take my driving test next week.

Mark: Next week? **Don't you think** you need **a bit** more time?

Emma: What do you mean?

Mark: Well, **I don't mean to be rude, but** I've seen your driving. You're just not ready yet.

Helping people (level: intermediate)

Offering and refusing help

00:00|00:00



A: I can help you with your homework if you like.

B: No thanks, I think I can manage.

00:00|00:00



A: Shall I answer the phone?

B: No thanks, it's all right.

For teenagers *'The other side of the story'*



pixabay.com (access date:18.09.2017)

It's easy to judge others ...
especially when you don't know their side of the story

- Students read a text about a problematic situation


Example:

John was ill and had to borrow some copybooks from a classmate.

David lent him the copybooks but only for 1 day. The next day he needed them at school but **John** didn't return them. He didn't come to school or answer the phone.

David got furious.....

Try to figure out the other side of the story.

- In groups ss try to figure out any possible explanations 
the other side of the story



- They write them all down
- The winner  the group with **the longest list** of explanations

Then each group **transfers** their sentences into grammatical constructions given by the teacher:

e.g.

John's little sister **could have damaged** the copybooks.

Maybe he's **had** an accident.

Speaking

In pairs

students use these possible explanations

to create a short dialogue

between David (angry) and Sandra (a classmate).

Sandra tries to calm him down

by giving the possible explanations for John's behaviour.

What do these activities teach students?

Ask them: 'What have you learnt?'

What do these activities teach students?

- empathy and perspective-taking ability
= the ability to figure out how sb might be thinking or feeling
- justice, compassion, and caring

Moral functioning can be fostered by providing the kinds of experiences that promote it.



Aktualności ▾

Oferta edukacyjna ▾

Zasoby edukacyjne ▾

Projekty

Współpraca

O nas ▾

Strona główna › Zasoby edukacyjne › Języki obce

Język angielski

↓ Aktualna oferta szkoleniowa wrzesień/październik 2018 r.

↓ Materiały dydaktyczne

↓ Przedszkole

↓ Szkoła podstawowa

↓ Klasa 7 Szkoły Podstawowej, Gimnazjum i szkoła ponadgimnazjalna

Klasa 7 Szkoły Podstawowej, Gimnazjum i szkoła ponadgimnazjalna

Things to do in an emergency situation



Respect yourself



Things to do in an emergency situation (activities for students without and with disabilities)

 Reading & vocab

 Self-defense techniques

that anyone can learn

to escape harm

(where/how to strike, how to break free)

Revision: Vocabulary + practical tips

(fragments)

Task 4. Guess the words. One space stands for one letter.

a) If the bandit is too close to you and you cannot use your hands to attack, hit him with your _____. .

Task 4 for dyslexic students.

Part 1. Order the letters or syllables and guess the words.

a) If the bandit is too close to you and you cannot use your hands to attack, hit him with your _____ .

e	d	h	a
---	---	---	---

Part 2. Separate the words in the snake. Then write them in your notebook with different colours.

pokevulnerableheadsensitiveknee

Listening

'RESPECT YOURSELF AND YOUR BODY AND PEOPLE WILL RESPECT YOU'

PRE-LISTENING:

1) Describe the picture



2) Divide your students into 2 groups – male and female. Give each group a couple of questions:

Boys

1. When you're at the disco/club/pub

- do you search for a nice girl with the intention of a relationship or...

- do you hunt for some physical pleasure (one-night stand)?

2. What is usually the difference between your behavior 'tonight' and 'tomorrow'?

(treating the girl **"tonight"**=at the party and your attitude towards her **"tomorrow"**= the next day when the party is over)

Girls	<p>1. How can you guess if the boy you meet at the disco/club/pub</p> <ul style="list-style-type: none">- is interested in you as his future girlfriend or...- hunts for some physical pleasure (one-night stand)? <p>2. What can be the difference between his behavior 'tonight' and 'tomorrow'?</p>
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Mix the groups to let the boys and girls share their opinions in a short discussion.

LISTENING:
THE SHIRELLES

Will You Still Love Me Tomorrow

<https://www.youtube.com/watch?v=3irmBv8h4Tw>

(access date: 29.10.2018)

THE SHIRELLES - Will You Still Love Me Tomorrow

_____ you're mine completely.
You _____ so sweetly.
Tonight the light of _____
But _____ ?
_____ a lasting treasure?
Or just a _____ pleasure?
_____ the magic of your sighs?

_____ ?

Tonight with words unspoken
You say that _____
But will my heart be _____
When the night meets the _____ sun?

I'd like to know _____
Is love I can be sure of.
_____ now, and I _____ :
_____ ?

}

POST-LISTENING

Boys 👉 write down some golden advice for the girls on how to be alert and not naive.

Girls 👉 think of some other dangers at the club (e.g. drugs secretly added to their cola/juice/ etc.)

Together as a class 👉 talk about the ways to avoid such situations.

Netography

1. <http://www.healthofchildren.com>(access date: 7.09.2017)
2. Promoting Moral Development Through Play During Early Childhood'
https://www.acauthorities.org/sites/aca/files/countrydoc/Promoting%20Moral%20Development%20through%20play%20during%20early%20childhood_1.pdf (access date: 15.09.2017)
3. <https://www.betterworldians.org/PeaceBegins> (access date: 30.10.2018)
4. <https://www.randomacts.org/kindness-heroes/> (access date: 30.10.2018)
5. <https://www.youtube.com/channel/UC3jEg4xYlMM2Bf6iHH19r2w> (access date: 20.09.2017)
6. <https://www.englishcurrent.com/> (access date: 20.09.2017)
7. www.lingua-house.com (access date: 20.09.2017)
8. http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=565 (access date: 8.09.2017)