

# Fostering moral development of students in English lessons

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# Strengthening the upbringing role of school



The Minister of Education  
determined the **fundamental directions**  
for the implementation **of state education policy**  
and the tasks related to  
**pedagogical superintendence**  
in the school year 2017/2018

# Teach children how to care

## Film 1

Teach your children to care

<https://www.youtube.com/watch?v=Wdu2pWGoeh0>

(access date: 9.09.2017 r.)

# Anti-trafficking activities in secondary schools

<http://www.handelludzmi.eu/>

(access date: 26.09.2017)

Site both in Polish and English

## Reading resources on human trafficking

<https://traffickingresourcecenter.org/sites/default/files/Student%20Engagement%20Toolkit%20-%20NHTRC.pdf>

(access date: 12.09.2017)

# National Human Trafficking Resource Center Student Toolkit

*Resources to engage your campus to end human trafficking*

National Human Trafficking Resource Center (NHTRC)

**1-888-373-7888**

Text HELP or INFO to BeFree (233733)

[www.TraffickingResourceCenter.org](http://www.TraffickingResourceCenter.org)

POLARIS  
PROJECT

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# Example

## WHAT IS HUMAN TRAFFICKING?

- a) Human trafficking is the use of force or fraud to control a person for the purpose of engaging in commercial sex acts or labour services against his/her will.
- b) Travelling by train, bus, car along busy roads and highways.

**Write in the chat box**

The first paragraph in the reading text will give you the answer

## WHAT IS HUMAN TRAFFICKING?

Human trafficking is a form of modern-day slavery where people profit from the control and exploitation of others. 1. [REDACTED], human trafficking still exists today throughout the United States and globally. Human trafficking is the use of force, fraud, or coercion to control a person for the purpose of engaging in commercial sex acts or labor services against his/her will.

## WHAT IS HUMAN TRAFFICKING?

Human trafficking is a form of modern-day slavery where people profit from the control and exploitation of others. 1. [REDACTED], human trafficking still exists today throughout the United States and globally. Human trafficking is the use of force, fraud, or coercion to control a person for the purpose of engaging in commercial sex acts or labor services against his/her will.

2. [REDACTED], and debt bondage to trap vulnerable individuals in situations of commercial sex or labor for profit. **Sex trafficking** has been found in a wide variety of venues within the sex industry, including residential brothels, online escort services, fake massage businesses, strip clubs, and street prostitution. 3. [REDACTED] including domestic work, small businesses, large farms, and factories.

4. [REDACTED] – the loss of freedom.

- a) Traffickers use violence, threats, blackmail, false promises, deception, manipulation
- b) Although slavery is commonly thought to be a thing of the past
- c) All trafficking victims share one essential experience
- d) Labour trafficking has been found in diverse labour settings

1. b)

2. a)

3. d)

4. c)

# What do you think? (students discuss in pairs)

- Are all victims of trafficking female?

**Write in the chat box**

# What do you think? (students discuss in pairs)

- How do traffickers choose their victims?

**Write in the chat box**

## COMMON MYTHS & MISCONCEPTIONS

*All victims of sex trafficking are females minors.*

Reality: Anyone can be a victim of sex or labor human trafficking, regardless of age, gender, ability, sexual orientation, or socio-economic status. Traffickers choose their victims based on vulnerability, which can be easily exploited. However, all people under 18 (girls and boys) who are induced to commit commercial sex acts are victims of human trafficking. For adult men and women, the commercial sex act is considered human trafficking if it is compelled by force, fraud, or coercion.

# Moral development

= the process through which children develop **proper attitudes and behaviors toward other people** in society, based on social and cultural norms, rules, and laws.

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

In the early stages, the child simply tries to **avoid punishment** as he cannot distinguish ‚right’ from ‚wrong’.

Over time children’s values are influenced by **parents and educators as role models**.

Based on: 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](https://www.acauthorities.org/sites/aca/files/countrydoc/Promoting%20Moral%20Development%20through%20play%20during%20early%20childhood_1.pdf) (access date: 7.09.2017)



Jean Piaget, a Swiss psychologist, explored how children developed moral reasoning



children learn morality best  
by having to **deal with others in groups**



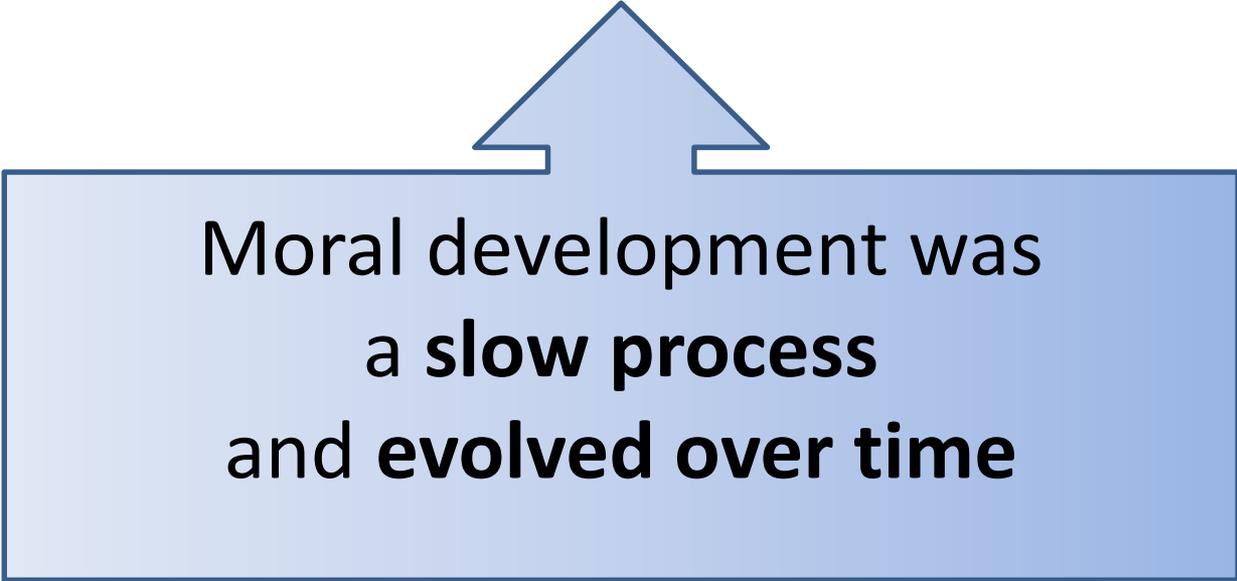
## Process

by which

children conform to  
society's norms of what is right and wrong,  
The process was **active** rather than passive

# Kohlberg's theory of moral development

Lawrence Kohlberg, an American psychologist, extended Piaget's work into **adolescence** and adulthood



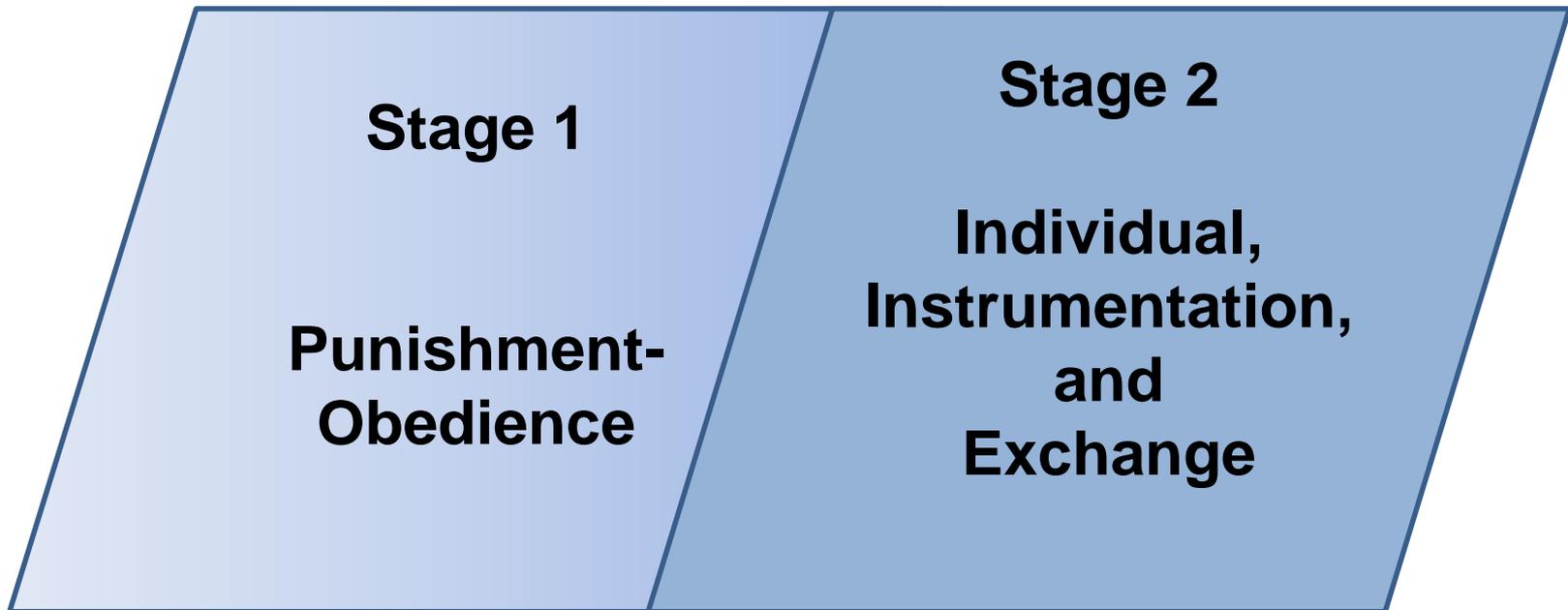
Moral development was  
a **slow process**  
and **evolved over time**

# Kohlberg's theory of moral development

## PRECONVENTIONAL LEVEL

The child is concerned with avoiding punishment and getting needs met.

### Children up to 10 years old



## Stage 1: Punishment- Obedience

### Children up to 10 years old

- **obey rules because adults tell them to do so** (parents/teachers),
- **fear punishment** if they do not follow rules,
- whatever is **rewarded is good**,
- not able to see sb else's side.



## Children up to 10 years old

### **Follow rules if they know a benefit:**

⇒ agree to behave in a certain way for a payoff: "I'll do this, if you do that."

Payoff : knowledge that behaving correctly is in their best interest or approval from authority figures or admiration from peers or avoiding blame

⇒ make deals with each other and even adults

### **Justice = eye-for-an-eye**

If one child hits another, the injured child will hit back

### **Very concerned with what is fair**

**Just beginning to understand that others have their own needs.**



**Children/adolescents concerned about  
being accepted by others  
and living up to their expectations.**

⇒ begins around age 10 but lasts into adulthood

Stage 3 - often called the "good boy/good girl" stage.

- ⇒ children do the right thing because it is good for the family, group, team, school,
- ⇒ understand the concepts of trust, loyalty, and gratitude.

Stage 4 - Law and Order, or Social System  
Children and adults stick to the rules of their society.

Still moral behavior based on authority,  
but **a shift from the social group to society at large.**

Need to promote  
**moral value education**  
among children and teenagers,  
not only focus on the academic side.

## Promoting values through Play

- Play - '**enjoyable activities** that one takes part in for the sake of **amusement, mental, physical and social development**' (Oxford Dictionary)
- a natural activity/need
- the most appropriate pedagogical tool to stimulate the whole development of the child
- while playing in groups = learning rules with a set of moral values

# Promoting values through Play

As the child grows, the type of play varies and gets more & more elaborate.

No age limit for playing  
– from childhood to adulthood

# Types of **PLAY**

## **Free play**

the child leads the play, sets the rules and boundaries.

## **Structured play**

adult led, guided and planned activities

more limiting & minimises the child's opportunities to be inventive:  
the child must stick to rules and regulations.

## Benefits of play in English lessons

- **Social development** through **group games**:

Through interaction with peers 👉 acquire social skills

(waiting for turn, sharing and cooperation.)

- **Language development**

Children must **learn the vocab** of a game to be able to play it.

While playing, they will have to sing, **communicate**  
and **express themselves** consciously or unconsciously.

### Play fosters language and moral/social development

# Values kids aquire/develop through play

- Sharing

Children are egocentric (pre-school)

Through play they interact with others: they observe and imitate the **models that you favour.**

- Cooperation

- Accepting and respecting others

# Game 1- classification

Board divided into 2 columns

<b>Bad actions</b> 	<b>Good actions</b> 

+ 10 cards  
(showing good or bad behaviour)

## Aim:

To learn the ability to distinguish the most appropriate behaviour

## Objectives:

To develop appropriate moral values

## Procedure:

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

## For teenagers - writing task *'The other side of the story'*



pixabay.com (access date:18.09.2017)

It's easy to judge others ...

- Students read a text about a problematic situation
- In groups they try to figure out any possible explanations - the other side of the story
- They write them all down

## Example:

John was ill and had to borrow 4 copybooks from his 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 his phone. David got furious.....

Try to figure out the other side of the story.



The winner  
= the group with  
**the longest list**  
of possible 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.

In pairs  
students use these possible explanations  
to create a short dialogue  
between  
David (angry) and another classmate (Jake).  
Jake tries to calm him down  
by giving the possible explanations.

# What do these activities teach students?

Ask them: 'What have you learnt?'

- 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.

## How to promote moral functioning with young children, especially in relation to caring for others

When one child hurts another 🖐️ attend to the **victim first**

It's important to **focus on the feelings of others**

when dealing with hurtful conflicts or breaking of classroom rules.

Instead of focusing on the fact that the rules have been broken,  
focus on the result of **how someone has been hurt or was put in danger.**

This way you **attend to the victim's needs**

+

help **the offending child develop a sense of morality**

= caring about the welfare of others

## How to promote moral functioning with children & teenagers

### Literature with moral themes

- bibliotherapy – carefully chosen literature is used to help students solve problems
- to share examples of caring
- to stimulate a discussion:



Read a story/book + discuss (in English or Polish)

help students 'uncover' the meaning and implications of the story

# Discuss the moral



Children, especially attractive, well bred young ladies, should never talk to strangers, for if they should do so, they may well provide dinner for a wolf.

[...] “wolf,” but there are **various kinds of wolves**.

There are also those who are charming, quiet, polite, unassuming, complacent, and sweet,

who **pursue young women at home and in the streets**.

And unfortunately, it is

**these gentle wolves** who **are the most dangerous** ones of all.’

# How to promote moral functioning, especially in relation to **caring for others**.

Teachers can  
**model, encourage, and reward acts of caring**

Children need to see  
**others engaged in acts of kindness**  
and **expressions of caring**:

- e.g. 1: If sb absent for several days because of illness, suggest making **a get-well card** for them (in English)
- e.g. 2: **Praise** kids (in English) when they show empathy for others.
- e.g. 3: **Suggest** ways in which children can practice **acts of kindness** in their daily routines: holding the door for each other, sharing materials, helping to clean up sb's desk, etc.

# Golden rules

## students make posters

### The Platinum Rule

Do unto others  
as they would  
like to have you  
do unto them.



[planeta.wikispaces.com/platinumrule](http://planeta.wikispaces.com/platinumrule)

Flickr.com (access date: 26.09.2017)



Attribution-NonCommercial 2.0 Generic  
(CC BY-NC 2.0)

# Songs that teach about life

Songs/lyrics evoke emotions

Inspiring songs

cheer us up  
when everything  
seems depressing

remind us that  
we are beautiful  
no matter what others  
say

motivate us  
when we see  
no way out

# Songs that teach about life

- A sigh of our times 🙌 we rush

Teach them that  
there are some things in life  
that can't be hurried:.....

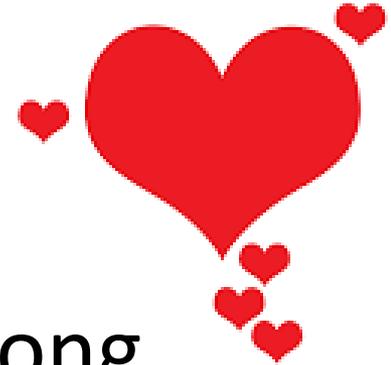


Like what?  
Type in the chat box

# Songs that teach about life

e.g. falling in love

'You can't hurry love' song  
by Phil Collins



# Songs that teach about life

## 'Beautiful' by Christina Aguilera : song + video clip

- all people are beautiful, despite the differences
- no matter your race, gender, sexual orientation, etc.
- people should believe in themselves and ignore any insults
- don't let others define who you are:

***„No matter what they say”***

Lessons We Can Learn From 10 Inspiring Songs of All Time  
Posted on [July 16, 2012](#) by [Jesslyn](#)

<https://www.pickthebrain.com/blog/lessons-we-can-learn-from-10-inspiring-songs-of-all-time/>

## 'The Climb' by Miley Cyrus

***Message:***

***Life is full of struggles and battles.  
Sometimes you lose but don't give up.  
Keep going, be strong!***

<https://www.pickthebrain.com/blog/lessons-we-can-learn-from-10-inspiring-songs-of-all-time/>

## **'Don't Worry, Be Happy' by Bobby McFerrin**

*'In every life we have some trouble  
But when you worry you make it double  
Don't worry, be happy  
Don't worry, be happy'*

## Lessons We Can Learn From 10 Inspiring Songs of All Time

Posted on [July 16, 2012](#) by [Jesslyn](#)

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### 'You Gotta Be' by Des'ree

You must be bold, wiser, hard, tough, stronger, etc.

Be cool, calm, stay together.

While life is full of challenges and troubles, take them as a challenge.

Release your fears.

Stand up for what you believe for.

Don't be afraid to love or cry.

Love will guide us to succeed and be a better person.

## Lessons We Can Learn From 10 Inspiring Songs of All Time

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<https://www.pickthebrain.com/blog/lessons-we-can-learn-from-10-inspiring-songs-of-all-time/>

### 'Fireworks' by Katy Perry

*'Cause baby, you're a firework*

*Come on, show 'em what you're worth'*

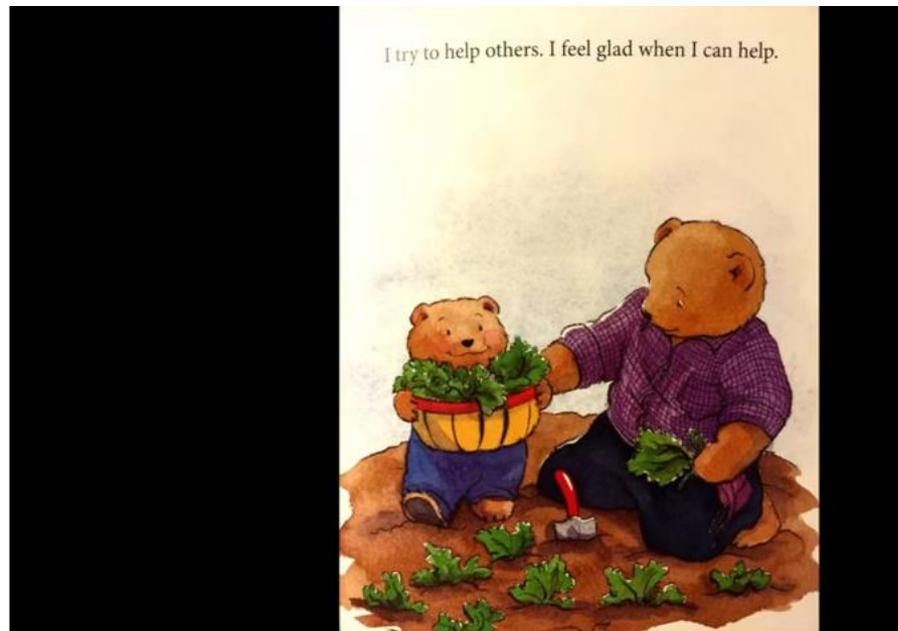
If you ever feel maltreated, helpless, oppressed, etc.  
or lacking ambition in life,  
pick yourself up and show the rest what you are worth.



**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,

Aktualności

Oferta edukacyjna

Zasoby edukacyjne

Projekty

Konsultanci

Współpraca

Kontakt

## Najnowsze wiadomości:

- Konferencja „Skuteczny nauczyciel wychowawca w pracy z uczniem nadpobudliwym psychoruchowo”
- Oferta wspomagania szkół/placówek – styczeń/luty 2016 r.
- Przedłużony termin składania prac – Wojewódzki Konkurs Historyczny
- Życzenia z okazji Świąt Bożego Narodzenia oraz nadchodzącego Nowego 2016 Roku
- 24 grudnia 2015 roku RODN „WOM” w Częstochowie będzie nieczynny
- Konferencja „Matura z języka polskiego – bez tajemnic”
- Rok Otwartej Szkoły z RODN „WOM” w Częstochowie – seminarium
- Konferencja: Łatwe sposoby na trudne zachowania. Jak radzić sobie w sytuacjach trudnych wychowawczo
- Konferencja „Uczeń ze specjalnymi potrzebami edukacyjnymi w świetlicy szkolnej. Nowatorskie metody i formy zajęć wspierających rozwój ucznia niepełnosprawnego”
- Język niemiecki: Konkurs Plastyczno-Językowy dla uczniów szkół gimnazjalnych

## Wyszukaj:

## O nas:



## Wydarzenia - Styczeń 2016

Aktualności

Oferta edukacyjna

Zasoby edukacyjne

Projekty

Konsultanci

Współpraca

Kontakt

Częstochowski Biuletyn Oświatowy

Języki obce

Liderzy WDN

Materiały do pobrania

Przykłady dobrej praktyki

Wojewódzkie Konkursy Przedmiotowe

...dopodulowym

...go 2016 Roku

- Konferencja „Skuteczny nauczyciel – skuteczny uczeń”
- Konferencja „Skuteczny nauczyciel – skuteczny uczeń” psychoruchowo”
- Oferta wspomagania szkół/placówek
- Przedłużony termin składania prac
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Wyszukaj:

wpisz szukaną frazę ...

Idź

O nas:



Wydarzenia - Styczeń 2016

[Aktualności](#)

[Oferta edukacyjna](#)

**[Zasoby edukacyjne](#)**

[Projekty](#)

[Konsultanci](#)

[Współpraca](#)

[Kontakt](#)

[Strona główna](#) › [Zasoby edukacyjne](#)

## Języki obce

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Serdecznie witamy na naszej podstronie nauczycieli języka angielskiego, francuskiego i niemieckiego.

Znajdziecie tutaj :

- dodatkowe materiały dydaktyczne dla nauczycieli (m.in. scenariusze lekcji, artykuły),
- informacje o ważnych wydarzeniach (m.in. bieżące formy doskonalenia zawodowego, konkursy itp.),
- prezentacje zrealizowanych wideokonferencji,
- inne przydatne linki.

Nauczycieli wszystkich języków zapraszamy do [Aktualności](#).

Poniżej znajdują się odnośniki do materiałów przeznaczonych dla nauczycieli wybranych języków obcych:



[J. angielski](#)



[J. niemiecki](#)



[J. francuski](#)



## Język angielski

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 **Aktualna oferta szkoleniowa styczeń/luty 2016**

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 **Materiały dydaktyczne**

---

 **Materiały z wideokonferencji**

---

 **Scenariusze zajęć**

---

 **Egzaminy**

---

 **Przydatne linki**

↑ Materiały dydaktyczne

---

↓ Przedszkole

---

↓ Szkoła podstawowa

---

↑ Gimnazjum i szkoła ponadgimnazjalna



**Respect yourself**

↓ Pobierz

**‘Respect yourself and your body and people will respect you’**

Listening based on the song

**‘Will you still love me tomorrow’**

# Thanks for watching

mgr Marta Lipska

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# Netography

1. Podstawowe kierunki realizacji polityki oświatowej państwa w roku szkolnym 2017/2018 <https://men.gov.pl/> (access date: 13.09.2017)
2. Teach your children to care <https://www.youtube.com/watch?v=Wdu2pWGoeh0> (access date: 9.09.2017 r.)
3. Portal o przeciwdziałaniu handlowi ludźmi <http://www.handelludzmi.eu/> (access date: 26.09.2017)
4. Student toolkit <https://traffickingresourcecenter.org/sites/default/files/Student%20Engagement%20Toolkit%20-%20NHTRC.pdf> (access date: 12.09.2017)
5. The Encyclopedia of Children's Health <http://www.healthofchildren.com> (access date: 7.09.2017)
6. 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](https://www.acauthorities.org/sites/aca/files/countrydoc/Promoting%20Moral%20Development%20through%20play%20during%20early%20childhood_1.pdf) (access date: 7.09.2017)
7. „Early childhood news-The professional resource for teachers and parents” [http://www.earlychildhoodnews.com/earlychildhood/article\\_view.aspx?ArticleID=565](http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=565) (access date: 8.09.2017)
8. Fostering Goodness & Caring: Promoting Moral Development of Young Children by Ruth A. Wilson Ph. D., [http://www.earlychildhoodnews.com/earlychildhood/article\\_view.aspx?ArticleID=565](http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=565) (access date: 19.09.2017)
9. A Fairy Tale Warning: Little Red Riding Hood by Mari Ness <https://www.tor.com/2017/02/02/fairy-tales-little-red-riding-hood/> (access date: 19.09.2017)
10. Lessons We Can Learn From 10 Inspiring Songs of All Time <https://www.pickthebrain.com/blog/lessons-we-can-learn-from-10-inspiring-songs-of-all-time/> (access date: 20.09.2017)
11. Bobby McFerrin Lyrics: <https://www.azlyrics.com/lyrics/bobbymcferrin/dontworrybehappy.html> (access date: 20.09.2017)
12. The Steam Teacher <https://www.youtube.com/channel/UC3jEg4xYlMM2Bf6iHH19r2w> (access date: 20.09.2017)