

Instructional Design for Moral Values

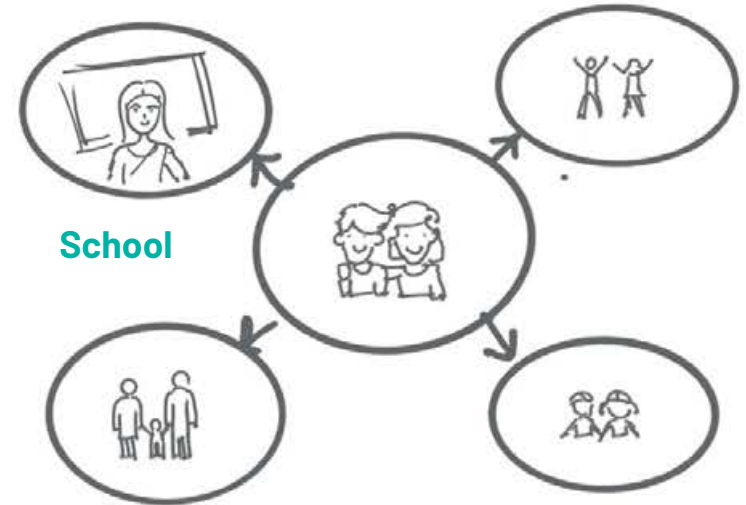
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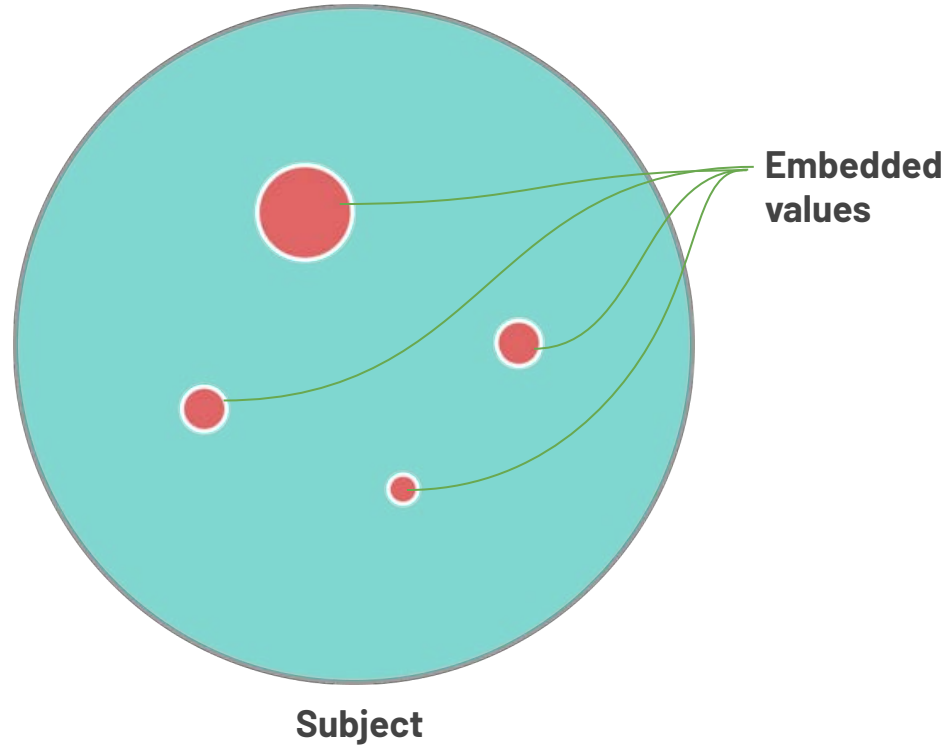


School as a context | general practices in schools

- As a subject - Moral Values/ Life skills
- Morning assemblies - speeches & thoughts
- Teacher's own efforts
- Whole school concept



Whole School Approach | a concept

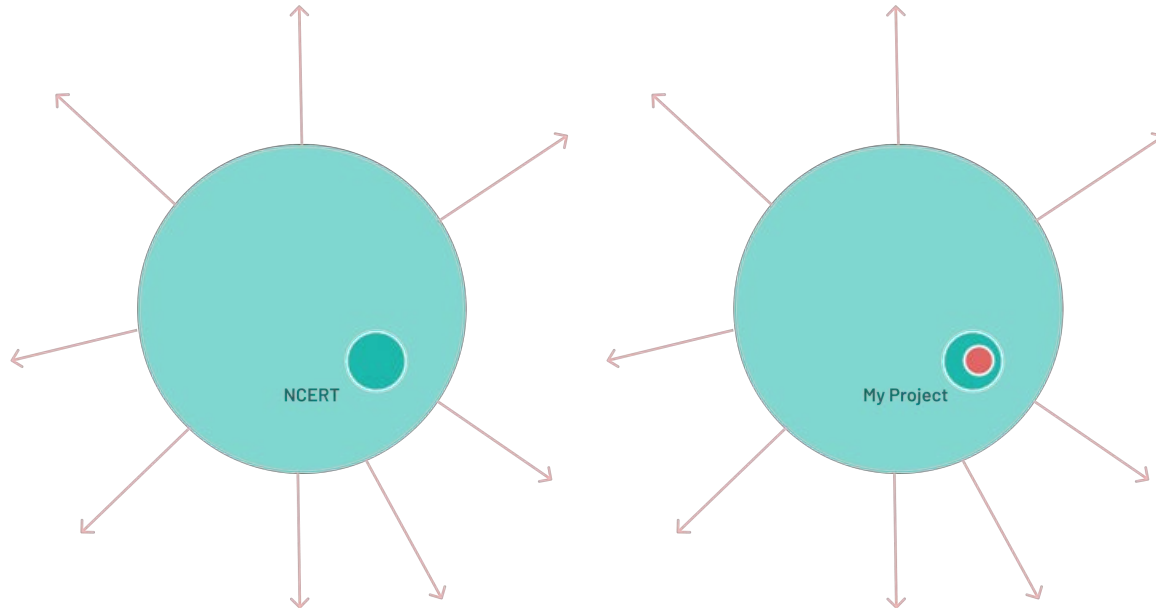


Literature Study

Education for Values in Schools - A Framework

Department of Educational Psychology and foundations of Education.

NCERT(2005)

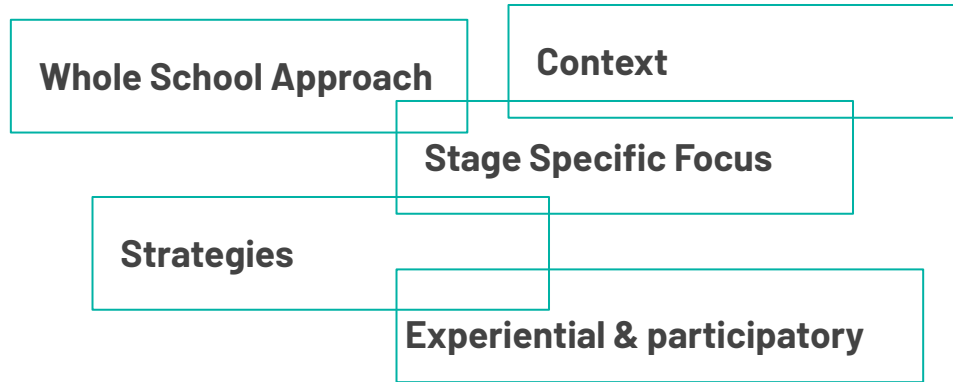


Literature Study

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When an extensive framework is laid, How are teacher implementing it ?

Approach

**Co - Curricular
Teacher Independent**

**Class Centered
Teacher Dependent**

Primary Research



Primary Research



The framework for values suggests some strategies that the teachers can adopt to build values in students while teaching their subjects. They eventually fail to do so due to **workload, less time available, pressure to complete the syllabus & lack of realistic examples.**

Objective

To design **set of tools** to facilitate building of **values** to **6th** standard school students

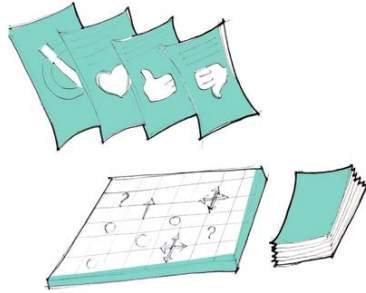
- Teacher independent
- as per the context of the KV school,
- as a part of co-curricular activities.

Approach

**Co - Curricular
Teacher Independent**

Class Centered
Teacher Dependent

Design Ideas



Board games based on Values & Context
Group activity



Board Game Science + Values
Empathy & cooperation



Self reflection scrapbook
Self Reflection

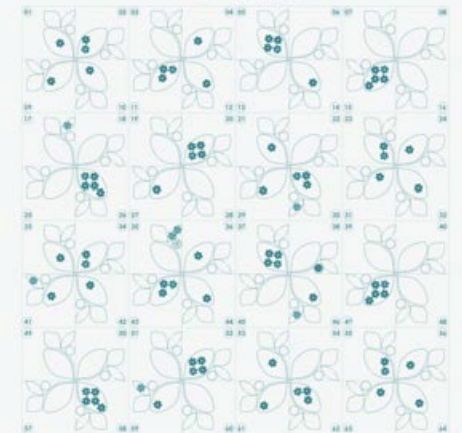


Stamp & Praise
Positive reinforcement

Daily writing activity -
Letters, notes etc.
Stories

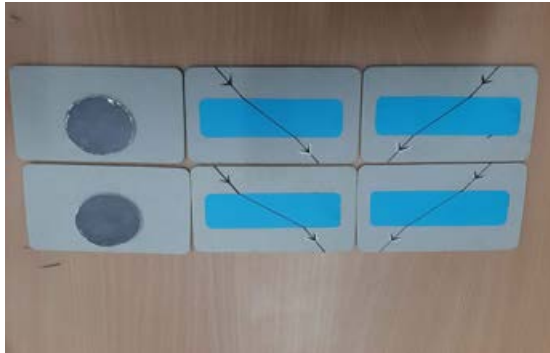


Weekly challenge of complimenting & blooming



Idea 01

Subject & values



No. of students - 10 students

Time taken - 25 minutes

Cons

Need of a mediator to understand what decisions students are taking in the game

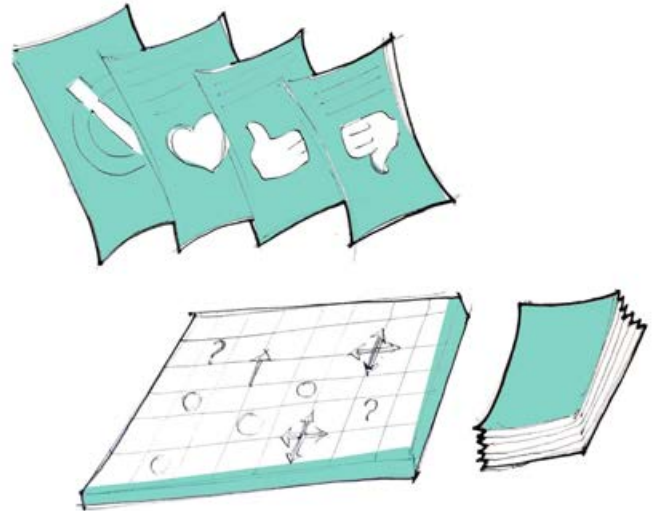
Idea 02

Context & Values

- Standard - 6th.
- As a group activity during sports period.
- Teacher (optional)
- Relating students day to day activities with Values,
- Values - decision making, reflecting, identification of values, discern from good & bad.

Cons -

- only a specific set of options could be given
- Recording of reasons of decision would be a challenge.



Idea 03

Scrap book for self reflection

- Standard - 6th.
- As an individual activity in any time of the day.
- Teacher (optional)
- Self reflection, recording

Pros -

- Improve one's understanding
- Record keeping & teachers can understand kids.

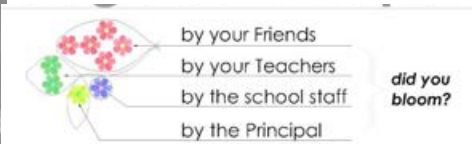
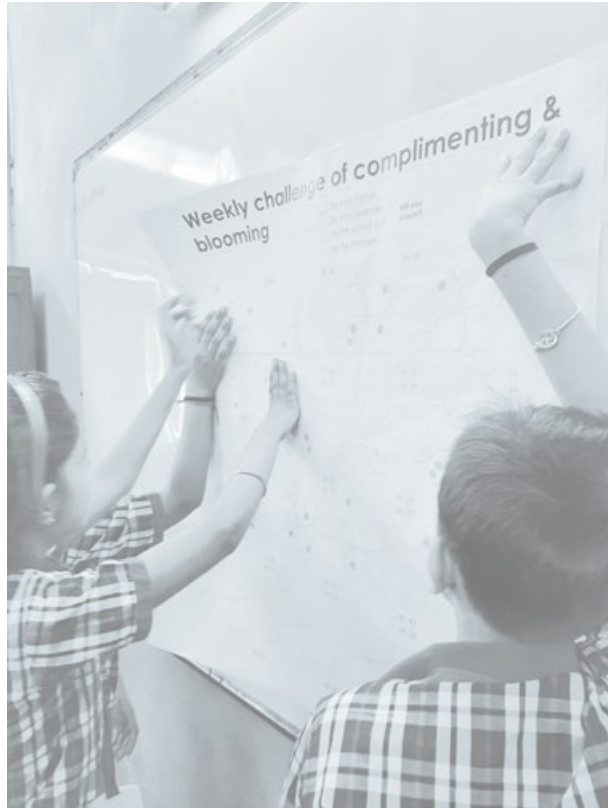
Cons -

- Consistency in recording & using
- Mode of recording is skill dependent



Idea 04 | metaphorizing Values with a flower

Recognising & appreciating values in oneself & the others



- Standard - 6th.
- As a group activity during the class.
- Identification of Values in others, voting a person with a value.
- They have to be honest & should not vote their friends

Pros -

- Most students found it interesting,
- They tried to look good in others

Cons -

- It needed a facilitator
- Time taking

Analysis

Parameters	Education cum Value game	Value based game	Self reflection book	Stamp & praise
Context	Play area	Play area	Free time in school/home	class
Time taken	20 min.	20 min.	As per the person	25 min

thought....

A teacher is compared to a gardener who plants seeds of knowledge & values in students, waters them with care & kindness

Insights

- Need for a guided activity
- Should not be standalone activities
- Class centric

Approach

Co - Curricular
Teacher Independent

**Class Centered
Teacher Dependent**

Revised Aim

- To modify the existing teaching methods of Teachers
- which will enable them to integrate building of moral values while teaching their subject
- such that it does not act as a burden & hindrance in their current practices.



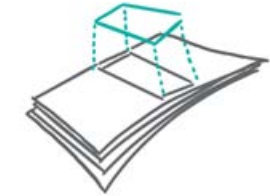
Classroom Teaching Practices | revisited the school

Teaching Subjects

- English
- Hindi
- Science
- Maths
- Social Studies etc.

Common teaching practices in schools

- Reading out loud in class
- Group work
- Home assignments
- Projects
- Quizzes
- Solving on blackboard
- Discussions



NCERT Guidelines

Values needed for elementary stage

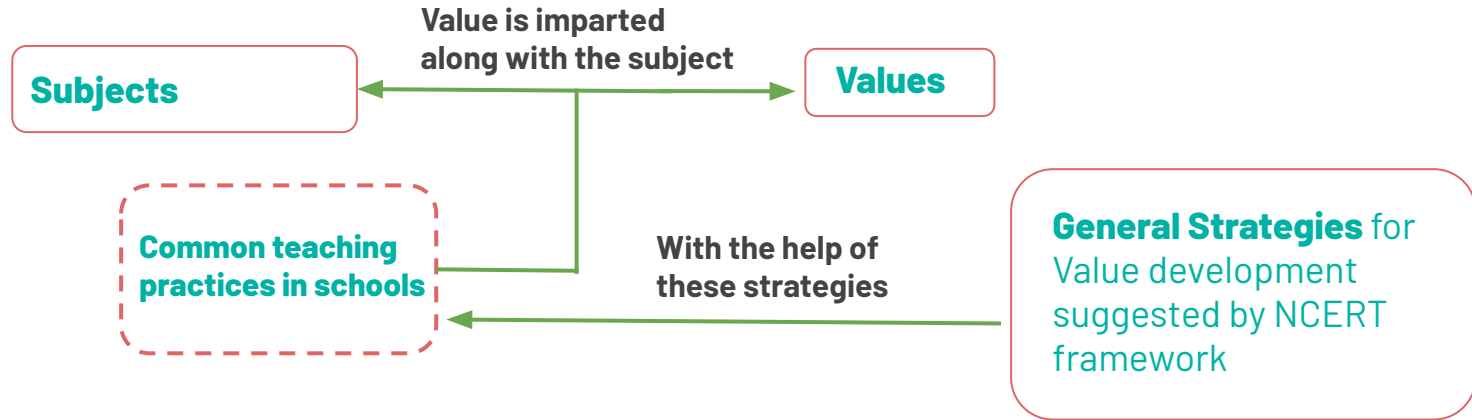
- Kind communication
- Helping someone in need
- Honesty
- Cooperation & team spirit
- Respect
- Sincerity
- Caring
- forgiveness

General Strategies for Value development suggested by NCERT framework

- Visual Experience
- Role Plays
- Role Modelling
- Group Activities
- Discussions
- Questioning
- Reflective Practices - consequential
- Positive Reinforcements
- Situation based learning
- Context based learning
- Freedom of expression
- Stories & anecdotes



Method



Example

Teacher - What did Algu say?

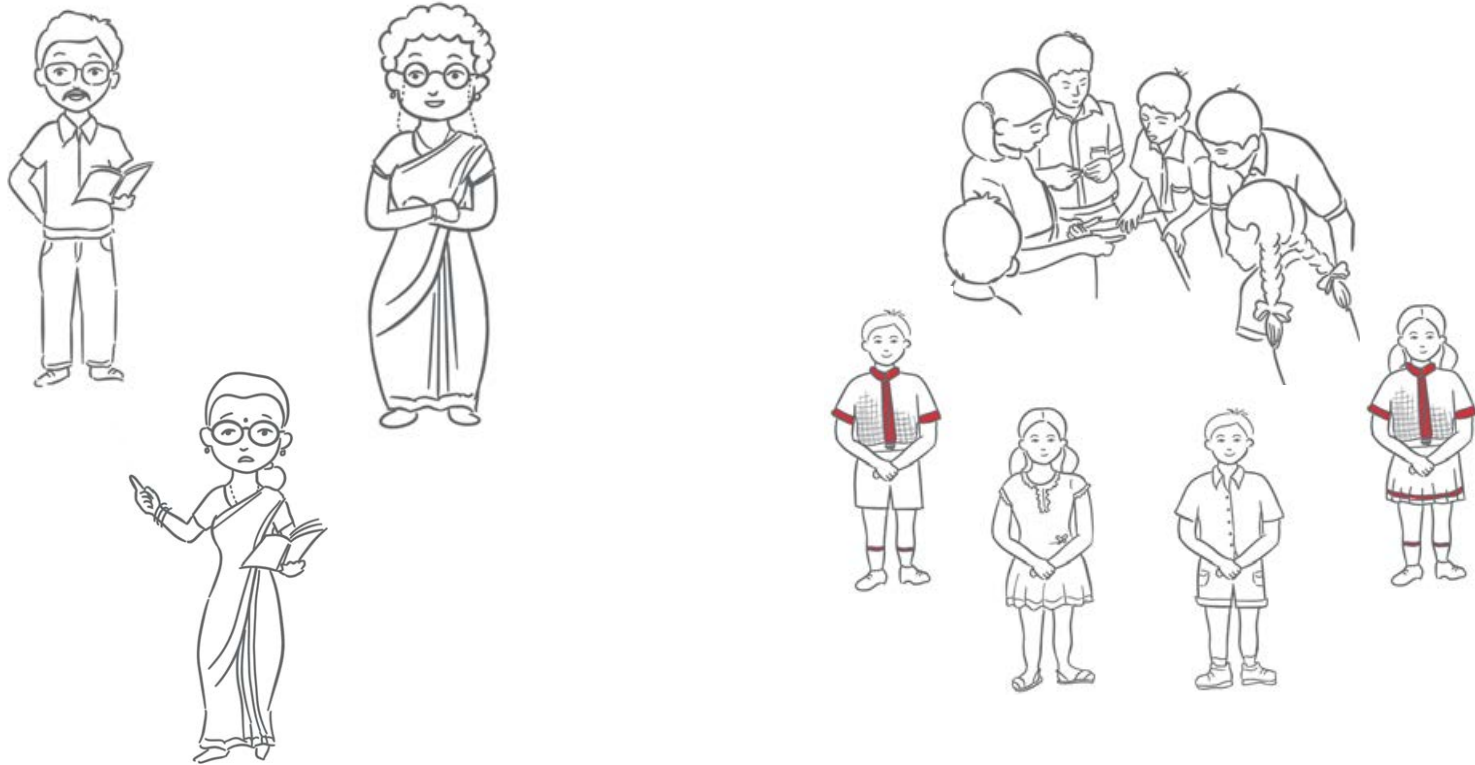
Teacher praises a student in the class on getting highest marks in her subject



Teacher - In such a situation what do you think will Algu should do?

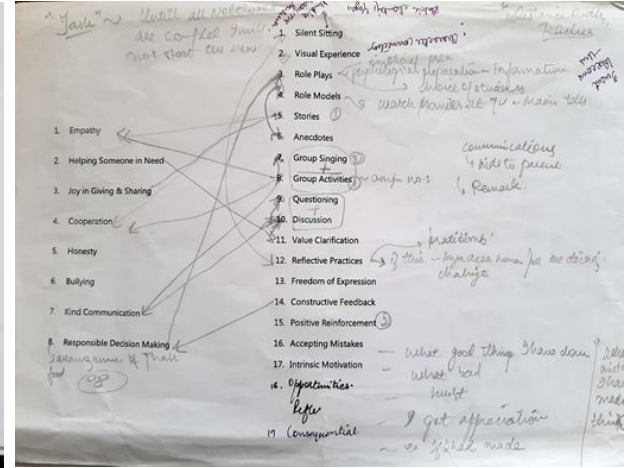
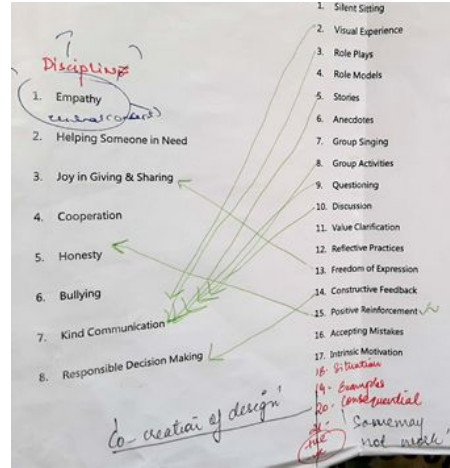
Teacher also praises another student who have improved since the last exam

Identification of values needed in the school



Interviews with the teacher, Principle of the school & group discussion with the students to identify the values needed in school.
NCERT framework suggest that values should be identified.

What strategies teachers use to impart values



Many to Many mapping to know what strategies teachers use in class to build specific values

Scope

Teaching Subjects

- **English**
- Hindi
- Science
- Maths
- Social Studies etc.

Common teaching practices in schools

- **Reading out loud in class**
- **Group work**
- **Home assignments**
- Projects
- **Quizzes**
- Solving on blackboard
- **Discussions**

Set of Values

- **Kind communication**
- **Helping someone in need**
- **Honesty**
- **Cooperation & team spirit**

General Strategies for Value development suggested by NCERT framework

- Visual Experience
- Role Plays
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- Group Activities
- Discussions
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- Reflective Practices - consequential
- Positive Reinforcements
- Situation based learning
- Context based learning
- Freedom of expression
- Stories & anecdotes

Scope

- To modify the existing teaching methods of Teachers which will enable them
- to build moral values in students - Cooperation, honesty, kind communication, helping others
- while teaching their subject in 6th standard
- such that it does not act as a burden & hindrance in their current practices



Creating a lesson & mapping the activities

Lesson Plan | Module 01 – Day 01 | Detailed description

Title	Duration	Activity	Teaching Points	Evaluation
Silent sitting	2 min.	<ul style="list-style-type: none"> Ask students to silently sit & relax, explaining it's benefits 	<ul style="list-style-type: none"> One may facilitate it like yoga instructor does 	
Assigning roles & preparing for the activity	5 min.	<ul style="list-style-type: none"> Without disclosing the story, brief about the characters Ask students to either volunteer or elect the students to play the role (<i>no. of characters + 1</i>) Starts pasting the activity sheet 02 on the walls 	<ul style="list-style-type: none"> Teacher can help in electing among themselves by telling that the student can be either best fitted or less fitted for the character without disclosing it 	<ul style="list-style-type: none"> <i>She will observe if any student volunteers for her help, even if she doesn't want.</i>
Reading Part 01 of the chapter	-	<ul style="list-style-type: none"> Teacher takes a pause at some points where she feels discussion is needed Teachers can look for references in sheet 01 	<ul style="list-style-type: none"> Teacher can facilitate discussions as per her convenience & time 	<ul style="list-style-type: none"> <i>She will observe overall reactions of the students</i> <i>In terms of their thoughts & opinions</i>
Making groups	5 min.	<ul style="list-style-type: none"> Teachers will lay the criteria of making the group to the students while selecting few members herself the group leader will be assigned the responsibility to regulate discipline & make sure everyone cooperates & does the work in time 	<ul style="list-style-type: none"> Teachers can take extra care of how the groups are made. no.parts in chapter = no. of groups 	
Mapping Activity 01 & 02	3 min. each group	<ul style="list-style-type: none"> Teachers will distribute activity sheet 01-Part 01 to each group & will ask to be done collectively in 5 min. Meanwhile she will ask students to map emotions groupwise in pictures/words etc. in Part 1 of the chapter on activity sheet 02 put up on the walls 	<ul style="list-style-type: none"> The teacher can help students in explaining the activity & facilitating discussion over it. 	<ul style="list-style-type: none"> <i>She will observe if students can understand the feelings & how sensitive they are</i> <i>Group & individual assessment</i>
Homework		<ul style="list-style-type: none"> Teachers will ask students to put up activity sheets 01 which contains Part 01 of the chapter, to put up on the walls & study both the activity sheets. Ask each group to identify & solve questions related to Part 01 given in textbook 	<ul style="list-style-type: none"> The teacher can ask them to study it during free period/break 	<ul style="list-style-type: none"> <i>She will observe how well they cooperate while doing it</i>

Ideas

Guided Discussions

Diverse Group Formation

Identification of Values

Group Exercise

Voting

Guided Discussions

Diverse Group Formation

Identification of Values

Group exercise

Voting



Study 01 | Kind communication, Honesty

Discussions in class with consequential questions

- No. of Students - **48 (class 6th)**
- Teacher was mostly able to hold the discussions
- The students participated but very few enjoyed doing it - **58%**
- *"It allowed us to speak without fear"*
(student)

Guided Discussions

Diverse Group Formation

Identification of Values

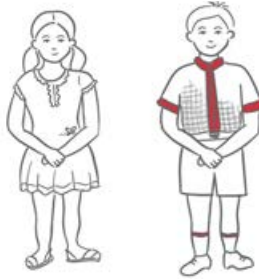
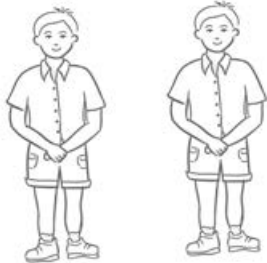
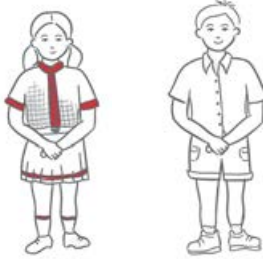
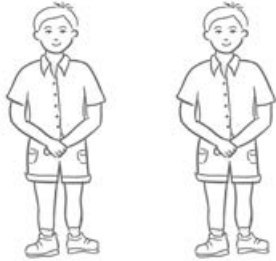
Group Exercise

Voting



Kind communication, helping others in need

Diverse Group Formation



Random Group



Academic performance

make it up with her nephew and his wife. At last she came to Algu Chowdhry and spoke to him. "You know, Chachi, Jumman is my best friend. How can I go against him?" Algu said. "But is it right, my son, to keep mum and not say what you consider just and fair?" pleaded the old lady. "Come to the panchayat and speak the truth," she said. Algu didn't reply, but her words kept ringing in his ears.

make it up: stop quarreling; come to an agreement with

mum: quiet/silent

Sarang

Tanisha

Part II

5. The panchayat was held the same evening under an old banyan tree. Jumman stood up and said, "The voice of the Panch is the voice of God. Let my

Sarang

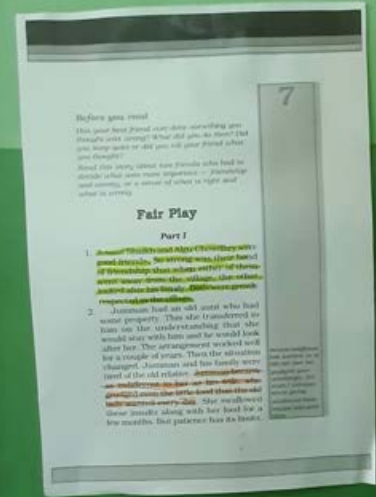
Study 02 | Kind communication, Honesty

Group Activity Identification of Values

- No. of Students - **48(in groups of four)**
- Students were asked to identify & highlight the good & bad instances

Insight-

- The teacher found that this activity could be used in multiple ways.
- Since it was very less time taking it could be replicated
- The students liking for the activity -**64%**



Guided Discussions

Diverse Group Formation

Identification of Values

Group exercise

Voting



6th C
KV

Activity Sheet NO. -
(All activities are to be done in groups)

Group Members: 1. Aditi Dodia 2. Nubur Belur
3. Paranavi Shrivastava 4. Soumyanil Maji

Match the sentences I with those under II. (Marks 5)

Part I	Part II	Members
1. Juman and Algu were the best of friends.	1. He believed that his friend would never go against him.	1. 1.
2. Juman's aunt transferred her property to him.	2. She wanted justice.	2. 2
3. The aunt decided to appeal to the panchayat.	3. In the absence of one, the other took care of his family.	3. 1
4. Algu was unwilling to support the aunt.	4. The condition was that he would be responsible for her welfare.	4. 3
5. Juman was very happy to hear Algu's name as head Panch.	5. The bond of friendship between him and Juman was very strong.	5. 1, 2, 3, 4

Who says this to whom & Why (Marks 12)
(Discuss and rewrite the sentences which are ill spoken)

1. "My wife knows best how to run the house." Juman told his aunt the above sentence, because the aunt was asking Juman for a separate kitchen because she was not getting enough food, which was being cooked in the house.	1. 2
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Write opposites (Marks 32)

Write the name of the person that comes first to your mind	Words	Antonyms (opposite)	Synonyms	Members
Tanisha	1. Wrong	right	1. Incorrect	2
Aditi D	2. Friend	enemie	2. Companion	1
Paranavi	3. Respect	disrespect	3. Esteem	1
Nubur	4. Indifferent	different	4. Innecessary	4
Sweta	5. Patience	impatience	5. Forbearance	3
Sam	6. Insults	Respects	6. Abuse	1
Rupal	7. Angry	Calm	7. Annoyed	2
Jayant	8. Sympathise	disregard	8. Soul	2
Sammu	9. Just	Unjust	9. honest	4
Ananya	10. Fair	Unfair	10. Just	3
Annie	11. Truth	lie	11. Truthfulness	2
Richa	12. Honesty	dishonesty	12. Faithfulness	1
	13. Old	Young	13. Senior	2
	14. Open	shut	14. Unlocked	1
	15. Blunt	sharp	15. dull	4
	16. forget	Remember	16. disremember	3

Study 03 | cooperation, honesty, helping each other

Group Activity solving the exercises

- No. of Students - **48 (in groups of four)**
- Exercise sheets with modified questions was given to be solved in a group
- Insight-
- Teacher found this exercise useful for it might help students to learn from each other.
- The students enjoyed working in group - **59%**

Guided Discussions

Diverse Group Formation

Identification of Values

Group Exercise

Voting



Guided Discussions

Diverse Group Formation

Identification of Values

Group Exercise

Voting



Study 04 | cooperation, honesty, helping each other

Voting & appreciating each other on the basis of values

- No. of Students - **48 (in groups of four)**
- Template was given to vote as per the values they have identified in each other
- The students enjoyed doing the work in group - **58%**

ROLLNO. _____ Name _____ ROLL NO. _____ NAME _____

Name _____ ROLL NO. _____ Name _____ ROLL NO. _____

● CO-OPERATION

● HONESTY

● KIND COMMUNICATION

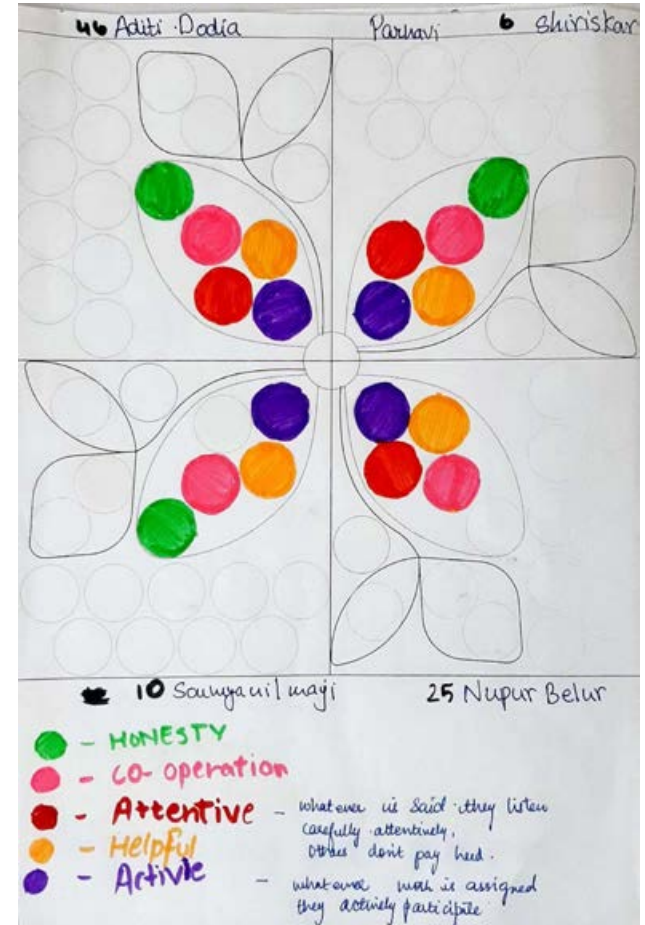
● HELPING EACH OTHER

1 PM

Study 04 | cooperation, honesty, helping each other

Voting & appreciating each other on the basis of values

- No. of Students - **48 (in groups of four)**
- Template was given to vote as per the values they have identified in each other
- The students enjoyed doing the work in group - **58%**
- Some also identified other values in each other while working







Feedback



Analysis | Activities

	Guided Discussions	G.A. Value Identification	G.A. Book Exercises	Voting
Liking (students)	58%	64%	51%	58%
Teacher's preference				
Time taken	As per the teacher	3 min.	Home work	5 min.

Analysis | Values

	Cooperation	Honesty	Kind Communication	Helping others
Liking (students)	47%	59%	65%	35%

Other Values Identified

Discipline

Careful while speaking

Understanding others feelings

How do you think we can build the above values in the school?	By teaching with this method (4) - self-study, discipline, teamwork- cooperation (4)- discussion with the teachers - kind behaviour- hard work- honesty.
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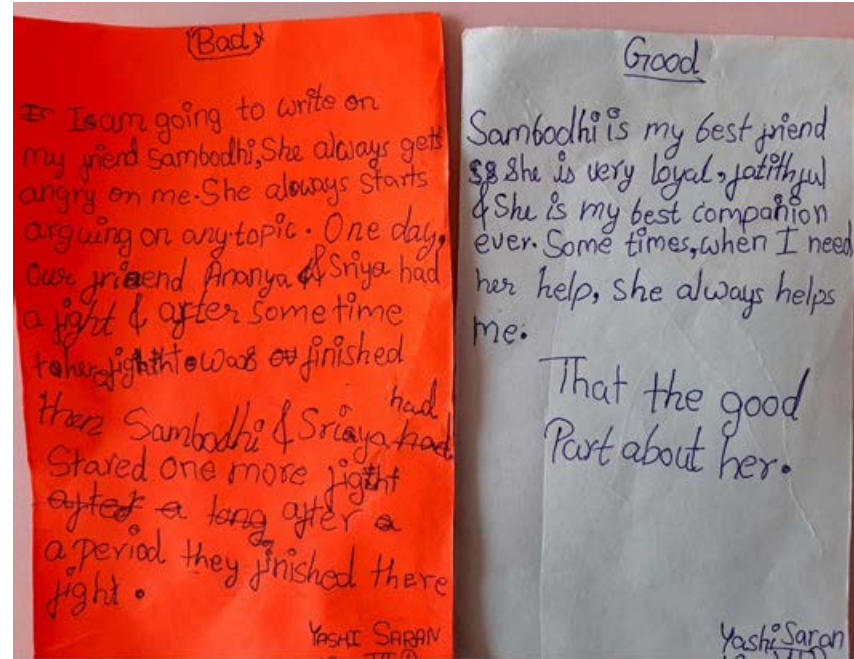
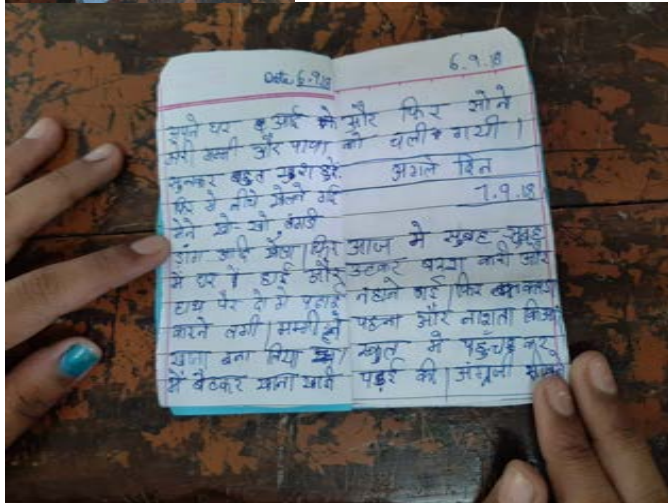
What values you think have been addressed during the class.?	Good Values- respect elders (3)- be kind - help(1) - think 100 times before taking any action - try to solve your problems by yourselves first - honesty (4) - good behaviour - the lesson is interesting, cooperation, teamwork (4), thinking, justice(4)- truth
What values do you think your friends have built in the class & through the activities?	Speaking, honesty (3)- not make friends our enemies- important matters should be taken seriously -sharing the things(1)- have stopped fighting - true friendship (2) - kind communication (1) -take the right decision- teamwork /supportive (1)
What values you have identified in yourself build in the class & through the activities?	Speaking without fear-listening to elders- honest (3) & not to lie - friendship - a voting activity made me realise what I lack, I want to improve on it now, to understand others feelings (2) - kindness - careful (2)
Which activity did you like the most & why?	OnA activity- voting activity (7) it allowed us to choose the correct person, taught me how to become better, it was fun — reading (2)- teamwork(2), to understand others feelings - worksheet

Inferences

- **Flexibility** - It could be given as a set of examples to teachers so that she can adopt as per her abilities, time available & status of the course progress.
- **Time** - any activity which takes around 5 minute can easily be implemented, if it takes long a simultaneous activity can be introduced to engage students
- **Expliciticity** telling about the values after the activities are done.
- **Cost effectiveness** - it could be easily implemented & replicated

Other Ideas | Self Reflection book

Could be used throughout the year



Other Ideas | Value Cards

Used by the teacher



- Each card represents a value
- When teachers wants to build a value she feels is necessary to be build,
- She refers to them identify the strategies & implement it.