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Development of Social and Emotional Skills in Primary School

# My Values and Virtues

## CURRICULUM GUIDE

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# FOREWORD

## Learning as a cognitive, social and emotional process

– *Contemporary research in the country (Pešikan & Lalović, 2015)[1] and abroad (Yoder, 2014)[2] indicates a general consensus among teachers, education policy makers and researchers that:*

– *Teachers[3] have a significant influence over what kind of a person a student will become, not only what they will learn;*

– *Successful teaching fosters all aspects of child development;*

– *When teachers attach importance to a child's personality and character, students[4] understand that their knowledge and personalities are valuable;*

– *Students learn best when they feel accepted, supported and safe.*

Globally, the last decade has increasingly shown the predominance of academic achievements over the school's role in developing social and emotional skills. This is happening in the context of the strong, rapid and frequent, quite unpredictable social, economic and political changes that have marked the beginning of the 21st century. Traditional value systems are undergoing a crisis. On the other hand, the democratic development of a society and the healthy growth of generations preparing to assume responsible roles in their personal, professional and social lives require new and stable value systems. Based on the traditional role of school as an educational establishment responsible also for the social and emotional development of students, further supported by contemporary research on the significance of early stimuli for personal development and character building, the *My Values and Virtues* programme is based on the following core principles, that:

■ individual and societal development hinge on human virtues;

■ the virtues underpinning a good character can be learned and taught;

■ school, teachers and parents are instrumental in developing desired features and behaviours in students.

## Key competencies needed for the 21st century

*Key competences are a combination of the knowledge, skills and attitudes that are considered necessary for personal fulfilment and development, active citizenship, social inclusion and employment. They clearly include social and emotional skills (collaboration, motivation, perseverance, morality, entrepreneurship, creativity...) (European Commission, 2012).[5]*

Intended as a kind of supplement and support to the Guide for Primary School Teachers, it should help the use of regular teaching for developing social and emotional skills. It will help you to more readily and clearly recognize such potential in curricula and actual teaching, i.e. those segments that are suitable for pursuing the goals of developing social and emotional skills.

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1    Available at: https://www.unicef.org/montenegro/UNICEF_-_Uloga_skole_u_razovju_vrlina_vrijednosti_i_vjestina_ucenika_i_ucenica.pdf.

2    Available at: https://gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf.

3    Hereinafter: teachers.

4    Hereinafter: students.

5    The EC study *Developing Key Competences at School in Europe: Challenges and Opportunities for Policy* is available at: http://eacea.ec.europa.eu/education/eurydice/  documents/thematic_reports/145HR.pdf.

The Guide is split into three sections. Section one features contemporary approaches to the development of social and emotional skills. Section two offers an array of opportunities for developing students' virtues and values within regular teaching (setting, classroom climate, teaching methods, the teacher as a role model), while section three focuses on the potential of the content of different subjects for developing social and emotional skills, specifying how teachers *enable social and emotional learning through regular instruction*.

The following, however, should be borne in mind: no matter how many conducive elements curricula might contain, the desired goals will be reached only once overall teaching is geared towards supporting such an approach. All that goes on inside and outside of the classroom, i.e. overall school life, need to be designed and planned around fostering the development of values and virtues in students. The same goal is pursued by the *Handbook for Primary School Teachers,* containing workshops on eight selected social and emotional skills, as well as the present Guide. The two will help develop students' skills through regular teaching and extracurricular activities, starting from grade one through to grade nine.

Although they learn about values throughout their schooling and are exposed to numerous role models, teachers are the predominant role models, particularly in the early stages of schooling. In the classroom, numerous diverse social interactions occur, and the messages you send through your own conduct quite often stays with the children for the rest of their lives. Thus, this Guide is not only intended to be a list of learning objectives, outcomes and topics suitable for SEL, but is also intended to give a broader perspective of your role in developing social and emotional skills in students.

In the following sections, you will become acquainted with the main approaches to developing the values, virtues and skills of students, i.e. their social and emotional skills, together with some recommendations on how to do so successfully.

These involve:

■ developing and maintaining a conducive school and classroom climate;

■ effective role modelling;

■ using proper teaching methods and techniques;

■ using the potential for developing social and emotional skills in each subject area;

■ developing a school ethos that nurtures students to act according to the values taught.

### *Well-planned and comprehensive*

A school is truly committed to developing students' virtues and values if:

– *it is understood that anything that happens in school affects the development of desirable characteristics in students and that this is the task of the entire school staff;*

– *the ways to support the development of values, virtues and skills in students are meticulously planned up to the finest details without implying that this would happen spontaneously or unaided;*

– *each segment of school life and work and all the participants in the process offer opportunities for the development of all aspects of a child: teachers, curricula, teaching and learning, extracurricular programmes, assessment and monitoring, school management, partnership with parents and the community;*

– *individual programmes for developing values and virtues, no matter how good these might be, are merely the first step, just an entry point to a comprehensive approach which unites all aspects of school life for the purpose of building social and emotional skills;*

– *student progression is monitored and analysed, with the findings feeding into planning measures for improvement.*

# 1. APPROACHES TO THE DEVELOPMENT OF SOCIAL AND EMOTIONAL SKILLS

*We might ask, as a criterion for any subject taught in primary school, whether, when fully developed, it is worth an adult's knowing, and whether having known it as a child makes a person a better adult. If the answer to both questions is negative or ambiguous, then the material is cluttering the curriculum.*

Jerome S. Bruner, *The Process of Education*[6]

Education is equally an intellectual and cognitive, as well as a social, emotional and ethical, process in personal development. Today, both globally and domestically, questions such as: *Who is bringing up today's generations? Does this role predominantly lie with families and the ever more numerous and influential media? Has the school's influence on social and emotional development been completely side-tracked?* are frequently asked. These dilemmas reflect a real crisis of the role of schools in the social and emotional development of children. Still, it is encouraging to see many initiatives for overcoming the crisis in all parts of the world – almost a global school empowerment movement – with numerous programmes which are quite effective in this respect.

Numerous studies, both international and domestic (Pešikan & Lalović, 2015), show that, despite the crisis, both teachers and schools largely identify with their role in social and emotional development, but that there are many dilemmas regarding the most effective methods. Some believe school is not there to ensure social and emotional development and that this is the task of families. But this neglects the fact that schools, even when not appearing to do so, inevitably have some impact on social and emotional development. We send messages to students and act as role models, even when

we try to avoid doing so – this is the angle for discussing the impact of school on social and emotional development. Despite various objections and doubts, the school is a powerful SEL agent, or as J.S. Bruner (1977) would put it, the most important subject in school is school itself.

> ## Do we focus on developing social and emotional skills enough?
>
> *In the opinion of teachers and parents (Pešikan & Lalović, 2015), our schools are moderately successful in pursuing their role in developing social and emotional skills. Subject teachers assess the school's effectiveness in developing social and emotional skills in children somewhat more highly than the class teachers. Class teachers deal more with students, their personalities and individual learning, they cultivate warmer and closer relations with students, while subject teachers are more focused on the contents of instruction. Maybe this explains the finding that class teachers are more devoted to the effects of teaching and learning on social and emotional skills, and thus are more critical in their assessments.*

The prevailing opinion in comprehensive contemporary literature on the development of social and emotional skills in children and

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6    Available at: http://edci770. pbworks.com/w/file/ fetch/45494576/Bruner_Processes_of_ Education.pdf.

young people is that such goals can be pursued in different ways. Here we will briefly present the two leading approaches to social and emotional development: one implicit and one explicit.

Advocates of the *implicit approach* start from the premise that anything linked with the school – from the most general goals of education as such, through the curriculum objectives, school ethos, mission and vision, school and classroom climate, interactions and communication within school, to the position of students in the classroom and their role in the school – has an impact on social and emotional development, i.e. character building. This approach is based on longstanding experience showing that their mere presence in school, with all the experiences it brings (emotional, social and cognitive) shapes a student's development. Why is this approach not enough? If a school's potential goes without saying (*school develops social and emotional skills anyway!*), it may diminish awareness of its own role in social and emotional learning, and may lead to neglect of its constant focus on this role and its enhancement.

The *explicit approach* is more focused on targeted planning of social and emotional development and on shaping a student's character. It is not enough for children to "read between the lines" and catch the many signals and influences from the school environment; these influences can and must be planned. As with everything else going on within the school, every individual subject has its own specific potential for developing social and emotional skills. Hence, the parts suited to the planned development of social and emotional skills should be identified in *all* curricula to adapt the instruction methods accordingly, including the position of students in the teaching and learning processes. The explicit approach relies on the strong potential of teaching, but also on extracurricular activities (separate programmes, workshops, school-based campaigns, community work and collaboration with families).

The two approaches are not mutually exclusive; on the contrary, it is only through well-synchronized planning and synergetic action that the development of social and emotional skills can be fostered and the integrity of the school community at large strengthened.

When it comes to methods for developing social and emotional skills in children, there is a whole array of opportunities:

- individual lessons/workshops/programmes designed to develop social and emotional skills in students;

- teaching practices, such as collaborative learning, research- and project-based learning;

- integrating social and emotional skills into the learning objectives in all curricula;

- development of social and emotional skills as an initiative implemented at the school level creating a school climate conducive to learning;

- collaboration with families and community-based actions promoting the multiple importance of social and emotional skills in students – for their further schooling, life, work and responsible participation in societal processes.

## Important both for knowledge and for character

*When, in addition to knowledge, teachers emphasize the social, emotional, character and moral dimensions of their subjects, they send a clear message to students: this subject is important not only for the knowledge you can get, but also for your personality. Such an approach helps students see their learning in a new, more complex and valuable light, to better understand why good character is important for life and work, to learn the "language of virtue", to reflect on it and be more motivated to act accordingly.*

# 2. WAYS TO ENHANCE SOCIAL AND EMOTIONAL SKILLS THROUGH TEACHING

*I have come to believe that a **great teacher** is a great **artist** (…). Teaching might even be the greatest of the arts since the medium is the human mind and spirit.*

John Steinbeck[7]

## 2.1 CLASSROOM CLIMATE

### What distinguishes a good classroom climate?

*The school climate has become a priority [7]because students learn best in positive classroom environments that nurture their social, emotional, and cognitive skills* (Schaps et al., 2004, quoted in Yoder, 2014).[8] The classroom climate, in the broadest terms, includes "*intellectual, social, emotional and physical environments in which children learn*" (Ambrose et al., 2010).

A climate is not constant; it is in a state of permanent creation, development, change. Different aspects of the climate are in constant and dynamic interaction with student development factors, thus creating a wide network of influences on the learning and achievements of each individual student.

The direct experience of a teacher and a psychologist gives an insight into the meaning of the classroom climate and the central role played in it by the teacher: *I've come to a frightening conclusion that I am the decisive element in the classroom.*

*It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized (Ginott, 1975).[10]*

### Learning as a rapport

*Even teaching basketball, family economics, tennis, finger-painting, gymnastics, sculpture or sex education may be dull and unappealing if the teacher develops such a rapport where students feel neglected, distrusted, misunderstood, rejected, humiliated or judged* (Gordon, 1998).

Teachers cannot fully control everything that is going on in the classroom, nor can they anticipate everything that can happen in the classroom. Nevertheless, they have the greatest power in terms of control, and by extension, the greatest responsibility to create and maintain a constructive classroom climate.

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7   Available at: https://www.brainyquote.com/quotes/john_steinbeck_122146.

8   Available at: https://gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf.

9   Cited as per: https://www.cte.cornell.edu/teaching-ideas/building-inclusive-classrooms/classroom-climate.

10  Haim Ginott is a teacher, child psychologist and therapist, educator and author. Apart from the cited work, his works include *Between Parent and Child* (1965, Macmillan) and *Between Parent and Teenager* (1967, Macmillan). Quotation taken from: https://www.osce.org/bs/bih/119014?download=true.

The following are most often recognized as signs of a good climate (especially one that is consistently built and maintained):

- the teacher knows his/her students well;

- the teacher makes it possible for the students to get to know each other better, to expand their mutual relations and make them stronger;

- the teacher is a role model for listening skills and constructive communication, and constantly promotes them;

- the teacher creates opportunities for students to express their opinions and feelings, to share their experiences, which contributes to their perception and self-perception;

- the teacher has expectations of the students and states them clearly, but students also have expectations of the teacher – this includes some agreed ground rules for classroom work and behaviour;

- the teacher knows how to make it easier for children to face sensitive issues (controversial topics);

- classroom relations are symmetrical; collaboration and equal participation are promoted, while "concentration of power", domination and misuse of power are avoided;

- tolerance and understanding towards every individual and his/her needs are promoted;

- the acceptance of different opinions and diversity is fostered, nurturing mutual understanding, trust, empathy and acceptance;

- continuous improvement is stressed, cautiously indicating strengths and weaknesses; learning from one's experience and from mistakes, without aspiring to perfection;

- both students and teachers use humour constructively.

## Strategies for creating a good classroom climate

### The backbone of a good classroom climate – knowing your students

*Simply put, what we say and do, and how we do it, makes a difference in the social and emotional climate of the classroom.*

Chris Opitz

Chris Opitz is our contemporary, a mathematics teacher in Bowman Elementary (Anchorage, Alaska). In his SEL Overall Plan[11] he proposes simple examples of how to build a good classroom climate:

*Countless books and curriculums are written about lessons and activities to build community, and there are an endless number of activities and lessons to choose from. But for me, what's most important is ensuring that at the beginning of the year, I do those three actions the middle school students note:* **use their names, notice them, and listen to them**.

*This is an up-front investment that supports a classroom climate in which kids begin to feel more connected to one another, and in my opinion, they become more likely to share their thoughts, which in turn leads to a more efficient and productive classroom down the road.*

*During the first week, we also begin to form our working-agreements rubrics.[12] Every year, this process becomes the backbone for how we will work together, talk to one another, and assess ourselves in our classroom.*

*At the beginning of each year,* **we establish ground rules**. *First, I present four categories of rules we need to agree on: how we speak, how we listen, how we think, how we behave. That is, actually, socioemotional learning (SEL).*

*Then we do an exercise where children think or, rather, imagine a super-classroom. What is the best place they would like to learn and what the place would look like regarding the following:*

– *How we* speak?

– *How we* listen?

– *How we* think?

– *How we* behave? *(Opitz, 2008)*

*Note*: The Introductory Workshop from the Handbook proposes activities in which students assess the characteristics of a classroom in which they would (or would not) like to work.

*The following can also help build classroom community:*

■ *introduce a column (board, poster) for actions through which students express kindness and respect to each other and to the teacher;*

■ *hold class meetings (with clear procedures);*

■ *be an effective role model for the behaviours you wish to develop in your students; do not underestimate your influence – students always learn from their teachers;*

■ *discuss classroom procedures and management; increase emotional safety, reduce stress;*

■ *check whether it is always clear to students what expectations are attached to specific procedures;*

■ *jot down observations about students and inform parents (messages, phone calls); investing in personal relationships with children and their families helps build trust in the long run;*

■ *talk to students about the proper way of talking to the teacher.*

➢ **How well do we know our students?**

Knowing your students is a precondition for each step on the way towards building a good climate. This simple test can help you to gain an insight into how well you know them and to answer the questions: Do I know my students? What do I know about them? Do they know that I know them?

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11    More at: www.edutopia.org.

12    See Opitz's paper *Our Working Agreements* (www.edutopia.org).

Divide an A4 sheet of paper into three columns:

- Use the first column to write down the names of your students, not in alphabetical order, but as they come to mind – as you remember them (this is important!)

- Use the middle column to write an activity that you know the student likes or something that he/she is very committed to, what he/she cares about.

- If you are sure that the student knows you are aware of his/her inclination, put an asterisk in the third column.

| No. | Student's name | Likes to… Is committed to… (one thing) | Knows you are aware of his/her likings, what he/she enjoys doing… (put an asterisk if you are sure) |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |
| 9. | | | |
| … | | | |

Once you have filled out the table, analyse the first column: *How many names did you recall? Whose names did you put down first? Do you know why? What did you find out? Should you do anything about it?*

Second column: *Who are the students next to whose names you did not put any activity or thing they like to do?* Decide what you are going to do about it; during a break or some other opportunity, you can briefly talk to the student and find out more about his/her interests, strengths, talents…

Third column: *The names without an asterisk lead to the conclusion that you have inadvertently taken some children for granted, that you were not aware of how much you don't know about them. Instead of just assuming what these might be, it is the right time now to recognize and support their interests and talents, to connect with them more.*

### Experiences with this technique

*When I know my students, it helps me understand the problems they might face regarding their expected behaviours, I put it into the context of their strengths and weaknesses.*

*The students I have established a positive rapport with trust me more, and in case of disruptive behaviour respond better to my demands.*

*This technique helps me also in collaborating with parents, when I inform them and when we together try to solve learning and behavioural problems of their children.*

## ➢ *Classroom environment – examples*

Students could (in art class, for instance) design posters to illustrate the specific virtues or character traits that they are discussing. The illustrations may be captioned with catchy messages about the expected behaviours, such as: *Treat others as you would like to be treated. Address the teacher with respect. Help others. Keep going even if you fail at first. Thank others for helping you*, etc.

**Do good even when unobserved!**

## ➢ *Teach students to delay their response*

Agree the following ground rule: when you ask a question (questions that require some thinking, without interrupting each other by raising their hands and shouting), they may raise their hand no earlier than after a minute or two (you manage the time).

This rule will help those students who think that they know the response right away to practice *concentration* and *self-control,* but also *empathy* and *tolerance*. In turn, it will help those students who cannot respond immediately to take their

time and think without being disturbed by others who have already raised their hands. This approach will help reduce excessive competitiveness among students, and maybe even foster more honest behaviour (students sometimes raise their hand just not to "stand out" and hide their ignorance or insecurity).

Review the new experience: does it help? why? are there any changes? in whom? and what kind of changes?

## ➢ *Use the potential of a mistake for further learning and personal development*

If you help students change their attitudes towards mistakes and the ways they usually deal with mistakes, you will do a lot towards building their personalities and strong character traits.

We usually respond to mistakes with criticism, negative and imprecise messages such as: *You don't know…. You haven't studied enough… You didn't understand… Wrong answer…* By doing so we encourage an emotional, rather than a rational response to a mistake: the student feels ashamed, angry, stupid, starts avoiding assignments and situations where he/she is afraid of making mistakes.

Much rarer are those instances when we encourage students to analyse mistakes (their own and those of others) to understand why that happened (repeatedly), to be persistent in their attempts to correct the mistake and achieve better results. Remember – mistakes always happen for a reason, which needs to be recognized.

Students should be supported to understand the following: academic achievement is not only an issue of intelligence and motivation. On the path to success, making mistakes and learning from them is not only natural, but also quite important.

A prior condition for creating such a climate is to give clear and specific feedback to students about their mistakes. Joint analysis of those mistakes most frequently occurring (e.g. after a test or exercise) will help alleviate feelings of fear, shame,

anger or stigma for having made the mistake. By partaking in the analysis, the student will learn how to think critically, to be candid, to show solidarity, and to be honest and tolerant with him/herself and others.

### ➢ *Expressing gratitude*

Research has shown[13] that the feeling of gratitude boosts satisfaction with oneself and with others and has a positive impact on the experience of happiness and mental health. The feeling of gratitude is also important for the classroom climate. A simple way of encouraging children to feel and express gratitude – and frequent opportunities for doing so should be created – is to ask them the following questions:

- What did you enjoy most during this lesson?
- Who helped you enjoy yourself while working? Tell him/her that…

### Everything in the classroom and in school affects social and emotional learning!

*Virtues and values can start to be developed from the earliest age through regular instruction and extracurricular activities. This starts from the moment the student steps into the classroom: when waiting for their turn to give their opinion or respond (patience); when taking responsibility for their own actions (honesty); when accepting an apology, an explanation or hearing the opinions of others (tolerance)…* (class teachers Staša Barabas and Dragica Bokan, Blažo Jokov Orlandi. Primary School, Bar)

### ➢ *Your motto as the guiding principle*

All teachers, whether they are aware of it or not, cherish in themselves an ideal, a guiding principle, that supports them through the intricacies of day-to-day instruction, and helps them preserve their own integrity and the integrity of their vocation.

Very often such a guiding principle is established early on in their teaching career and remains stable, largely unchanged. As testified to by the teachers themselves, this is not unusual since their professional ideals are already established at that time through their own learning experience and their teachers as role models. During the training delivered so far[14] many teachers have talked very inspiringly about their professional ideals and beliefs: *Every student matters equally! I am not only teaching a subject, rather I am preparing students for life. This is a difficult profession, but I would choose the same one all over again. The two most valuable professions are teachers and doctors!*

The text before us is an analytical and emotional account of a seasoned teacher about her own schooling experience. It shows how that experience helped her develop her motto in working with students and how this motto helps.

### What's Your Motto in the Classroom?[15]

*Teachers make thousands of decisions each day, say the experts. Making decisions can feel exhausting and draining, or efficient and effortless. Decisions are easier if we have clear guiding principles or ideals as we are making them. When these don't exist or we haven't articulated them, our decision-making process can be haphazard.*

*A **motto in the classroom** is a powerful way to encapsulate the principles, values, and ideals which guide us as teachers and from which we make decisions. So, teachers, what's your motto in the classroom?*

### The Origins of My Teaching Motto

*I was born in London, England, to a Costa Rican man and a Jewish-American woman. We lived in a working-class suburb that, in the early 1970s, was rapidly changing due to immigration from the former British colonies.*

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13  See the workshop on gratitude in the Guide – Theoretical Section, p. 167.

14  Between 2015–2018, a total of 250 (primary and secondary school) teachers were trained, together with 30 trainers.

15  By Elena Aguilar, teacher, consultant-educator. Teachers: What's Your Motto in the Classroom? Available at: https://www.edutopia.org/blog/teachers-whats-your-motto-classroom-elena-aguilar.

*When I started going to school, I immediately learned that no one spoke Spanish (my first language), and that to do so was to speak in a language that did not belong. I abruptly stopped speaking Spanish; I wanted to fit in. The school day began in an assembly where we sang Christian hymns and prayed (there is no separation of church and state in England). As this was not my family's faith, I received another message at school: "If you want to belong, bow your head and pray."*

*When I reflect back on these formative experiences, I see that I did not belong because of my language, my family's religious traditions, my mother's income level, or my browner skin and Hispanic name. It was the message, "You do not belong".*

*My motto in my classroom was, "**You belong**." (We are all one family!) You belong here, no matter who you are, where you come from, what language you speak, or what traditions you follow, or where your clothes were purchased. There's nothing about you that isn't accepted in this classroom. This is the first rule in our classroom: You belong.*

*Having a motto means that **your actions are guided by a principle**. My motto wasn't something I necessarily said out loud all the time to my students but rather something that guided how I made decisions.*

*These decisions included:*

– *How students were seated with each other in groups*

– *How they selected or were matched with partners*

– *How games were played during recess*

– *How new students were integrated into our community*

– *How I intentionally planned for developing our community of learners*

### *Articulating Your Own Motto*

*So, what is your motto as a teacher? What drives you most deeply, most authentically? What do you aspire to create for your students and in your classroom? I encourage you to spend some time reflecting on these questions.*

*Ponder these questions with colleagues, write about them, and see if this leads you to a motto. It can help alleviate the decision-making processes every day, help you feel more grounded and powerful, and ultimately, it will probably help you better serve your students.*

**A motto can be defined in the classroom with the participation of all students.** The comments on this blog give the following examples of mottos:

– *If there is no laughter, that's not my classroom!*

– *Always try again! Errors lead to better learning.*

– *Resoluteness makes anything possible.*

– *Give the best – expect no less.*

– *You know more than you think!*

## 2.2 THE TEACHER AS A ROLE MODEL

*Teachers transfer values even when they openly avoid doing so. (Veugelers, 2000; Veugelers & Vedder, 2003).*

*The most powerful tool to influence the character of your students is your own character.[16]*

The teaching profession requires a higher level of ethics and responsibility than many other professions. Thus, it is not hard to imagine why it is often said that we remember better what our teachers were like as people than what they taught us.

You are a role model for your students, which means that through your personality and overall conduct you can nurture, inspire and encourage them to persist in everything that will help them learn well and develop healthily.

With such an approach you open the door to what is known as **role modelling**. Students observe us (adults and teachers) incessantly. Not only do they observe – they also mimic what we do. Students

16  Statement on Teacher Education and Character Education available at: http://www.jubileecentre.ac.uk/userfiles/ jubileecentre/pdf/character-education/Statement_on_Teacher_ Education_and_Character_Education.pdf.

also learn by noting/observing a new pattern of behaviour, that they repeat and internalize under certain conditions. It is important to know that different skills, patterns of social behaviour, views and attitudes, the value system and some character traits are acquired through role modelling. In other words, socialization is inconceivable without role modelling – and this does not only refer to young children. As is the case with all adults, you were once where your students are now, you experienced what they are yet to experience, and so your experience (personal and professional) is a valuable source for modelling a wide range of attitudes, values and behaviours.

A class, as a natural peer group in which a child learns and socializes, is one of the most powerful sources of identification and role modelling. The emerging needs to belong, feel accepted and acknowledged are met in the class group. Understanding the dynamics of a peer group and its effective management may be highly useful and powerful tools for developing social and emotional skills.

This is not a one-way street nor is it an easy road, and hurdles are very much to be expected. For instance, different models are often in conflict with each other – the models offered by school vs. real-life models, generation-specific behaviour models, and real models vs. declared models. In addition, a teacher as a role model may fall into the trap of contradiction and mixed messages. This happens, for instance, if a teacher praises initiative in students, and when it actually appears, fails to support it. Or, for example, when saying that he/she expects autonomy from students, and then favours those who show unconditional obedience. Another example of a teacher whose behaviour sends a signal that contradicts what he/she declaratively stands for is one who speaks about tolerance, but fails to accept differences of opinion, or speaks about honesty, but tolerates cheating in tests.

Hence, it is important to be aware that you are a role model for your students not only when you want to be, but at any point in time (which is neither easy nor simple). It is also important to know *what you stand for as a role model, what you show* to students.

We have to endeavour to lead by example – to be role models for those behaviours and skills we expect to see in our students. Just like children, we also have to take responsibility for what we say and do. Only in this way can we expect students to be responsible for what they say or do.

### *Teacher feedback to students*

*There are many things to consider when thinking about social and emotional skills and motivating students to meet our academic and social expectations. We need to think about what we will say to students under many circumstances:*

- *A student working in a group is not contributing.*
- *A student makes a disrespectful face at us while we're talking to them.*
- *A student threatens another student.*
- *A student makes fun of another student's work.*
- *A student is always on-task and respectful.*
- *A student continually fails to turn in his/her homework.*
- *A student does not respond to our questions.*
- *Two students are continually chatting while we're giving instructions.*
- *A student often comes to class smelly and dirty.*
- *A student doesn't understand a simple mathematics problem after we've explained it multiple times.*
- *A student destroys class supplies.*
- *A student tells us to shut up.*
- *A student always wants to work alone.*

*There are no easy answers to how we should respond, and there is no silver bullet. But I can say confidently that, as we consider what we really want and expect from our students in the arena of social and emotional skills, we will be more likely to model a response that will allow students to learn from us and grow with us.* (Opitz, 2008)[17]
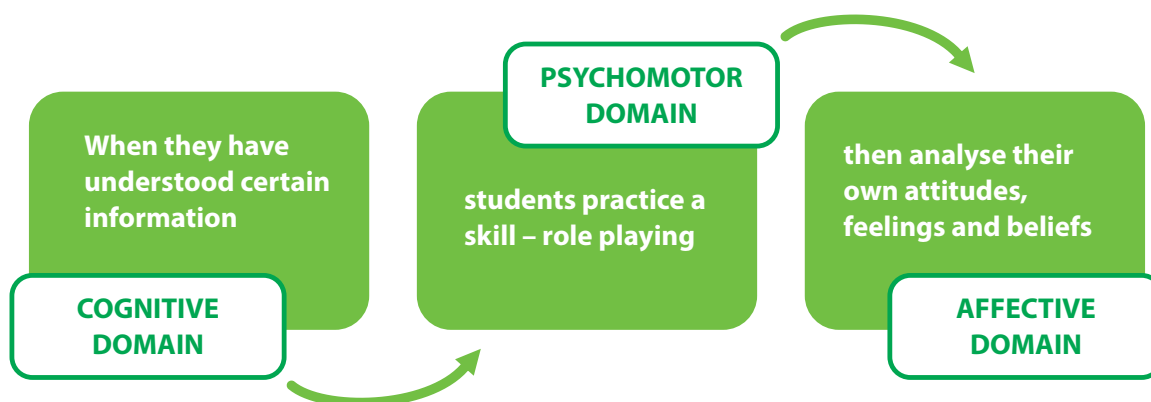
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17   Chris Opitz, SEL Overall Plan.

## 2.3 TEACHING/LEARNING METHODS

If you want your students to acquire certain knowledge and at the same time develop skills, values and virtues, you will naturally opt for **a range of different methods**. By doing so, you will provide students with enough opportunities to apply and practice what they learn, to recognize linkages with specific life situations, and to reassess their knowledge, views and value judgements. In particular, they will be more aware that the subject they are studying contributes to their personal development.

Scientific literature cites a large number of teaching methods. Some of them have been in use for a long time, others are more recent. Some work well only when working as a class or in groups, others are used for individual learning.

The choice of teaching methods also depends on the learning domain. For instance, when you expect a student to perform a learning-based physical skill (**psychomotor domain**), you will select particular teaching methods. They differ from the ones chosen when the intention is for the student to learn and accept a behaviour that is based on attitudes, values and beliefs (**affective**

When they have understood certain information

**COGNITIVE DOMAIN**

**PSYCHOMOTOR DOMAIN**

students practice a skill – role playing

then analyse their own attitudes, feelings and beliefs

**AFFECTIVE DOMAIN**

**domain**), or the ones used when you wish the student to acquire knowledge, understand or assess information (**cognitive domain**). There is no strict division in-between and among the domains; often learning in one domain continues with learning in another. For example, when they have understood certain information (cognitive domain), learners practice a skill – role playing (psychomotor domain) – and afterwards analyse their own attitudes, feelings and beliefs (affective domain).

Most theoreticians of social and emotional learning promote active teaching methods where students deal with the content in different ways, including games, projects and other forms of work. Active teaching has the capacity to grip the students' attention, which is what usually

happens, but the activities should not be done for fun only. Use should be made of strategies that offer the best ways of achieving the set objectives. For example, group work is used a lot in practice, but it is questionable how often teachers make sure that students truly work together, developing positive rapport-building skills in the process.

In order to choose the appropriate teaching method, it is important to know both its advantages and disadvantages. **Appendix 5** to this Guide features some examples of teaching techniques and methods suitable for pursuing the goals of developing social and emotional skills in regular teaching. Although many of the methods described are in frequent use, they are rarely thought of in the context of social and emotional learning.

# 3. DEVELOPING STUDENT'S SOCIAL AND EMOTIONAL COMPETENCES
## – SKILLS THROUGH TEACHING/ CURRICULUM –

*Character isn't just about doing the right thing in an ethical sense; it is about doing our best work. If that is true, then character education isn't about helping kids get along; it is also about teaching them to work hard, develop their talents, and aspire to excellence in every area of endeavour. (Lickona & Davidson, 2015, cited in Bier & Coulter, 2013)[18]*

The following section will give a brief overview of the potential of subjects and content from regular teaching that may be used for the development of desirable character traits in students. These are just some selected elements offered by the curricula, merely to inspire your own autonomous research and to come up with your own ideas. We are accustomed to searching through curricula for the content, mainly. But, all curricula are at the same time fertile soil for a committed teacher to plant and grow valuable fruit – their students' virtues. [18]

## Educible moments

In his book on human development and education (Havighurst, 1953), the physicist and educator, Robert Havighurst[19] speaks of a developmental task as a task which is learned at a specific point and which makes the achievement of the following tasks possible.

That specific point must be such that, with a personal involvement of the students and the support of the teacher, it enables that the task is accomplished. Unless the timing is right, learning will not occur. These 'educible moments' may – and often do – occur when least expected. It is important for teachers (and parents) to know this and be prepared for an appropriate reaction.

The same goes for cultivating or developing social and emotional skills in students. For instance, when a student asks you, somewhat resentfully, why he/she has to have homework every day, that is a great moment which can be used for this purpose. Children are curious and impatient by nature, and it is certain that there are other students who would ask the same thing, but for some reason do not. Then you may decide not to let the moment go, but to use it for the benefit of all – ask all the students why they think they have to do homework every day.

Some will say they do so because the teacher tells them to, and others that it helps them continue to learn and that it is important for them. The discussion does not have to be long, but it will be worthwhile to the time to explain how homework can be useful for learning and for the development of important skills (e.g. autonomy, patience and creativity).

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18   Available at: https://characterandcitizenship.org/PDF/CCSS-M_CE_Proof10.pdf.

19   More on the author at: https://en.wikipedia.org/wiki/Robert_J._Havighurst.

## 3.1 MATHEMATICS

### Potential of teaching mathematics for developing social and emotional skills

*Mathematics, rightly viewed, possesses not only truth, but supreme beauty—a beauty cold and austere, like that of sculpture, without appeal to any part of our weaker nature, without the gorgeous trappings of painting or music, yet sublimely pure, and capable of a stern perfection such as only the greatest art can show. The true spirit of delight, the exaltation, the sense of being more than Man, which is the touchstone of the highest excellence, is to be found in mathematics as surely as poetry.*

Bertrand Russell

*You can be creative in anything – in math, science, engineering, philosophy – as much as you can in music or in painting or in dance.*

Sir Ken Robinson

*A man is like a fraction* whose numerator is what he is and whose denominator is what he thinks of himself. The larger the denominator, the smaller the *fraction*.

Leo Tolstoy

We will start our journey through curricula with mathematics. We do so intentionally, given the frequent negative perceptions of the subject: for many students, mathematics is the most difficult and least favourite subject, which demands a special gifting that "some are born with, others not" and that some students can hardly wait to drop. Despite the fact that all of us regard mathematics as something very important for life and work and almost always rank it among the "core subjects", negative attitudes persist and are passed on from one generation to another. Learning mathematics is often associated with stress, low motivation, feelings of failure, helplessness, boredom, lack of autonomy, then fear of making a mistake or that one may appear

"dumb". All these negative feelings imply low self-esteem. It is not rare for some behavioural issues to be also linked with mathematics classes (skipping classes, poor discipline and cheating).

### *Mathematics and anxiety*

*PISA test data shows a high level of anxiety around mathematics in students in Serbia (Baucal & Pavlović-Babić, 2010); there are actually only eight countries recording higher levels of anxiety. More than half of all students in Serbia (around 60%) are afraid that they will have difficulties in mathematics classes and get poor grades. Looking at the results for students from Serbia, the higher the anxiety level, the lower their score in mathematical literacy... The starting assumption is that, if part of the education policy were directed towards reducing this anxiety level, we could expect the mathematical literacy score in the PISA testing to get closer to the OECD average.*

*...*

*Some researchers (Ashcraft, 2002) say that individuals showing anxiety in regard to mathematics have a tendency to avoid environments and careers in areas that require the use of mathematical skill, although such areas may be highly profitable. Thus, anxiety is not only correlated with achievements, but also career choices (Radišić & Videnović, 2011).[20]*

The views of many parents and teachers towards learning mathematics are typical examples of what is referred to in modern psychological and pedagogical literature as a *fixed mindset* (Dweck, 2014). It refers to a belief that our abilities are innate and fixed, and any investment of effort is irrelevant for their development. Such beliefs can be recognized in praises such as: *You're a natural at mathematics… You're a genius…* However, there

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20  Available at: https://www.researchgate.net/
    publication/231608835_Mathematics_related_anxiety_
    Mathematics_bogeyman_or_not.

is the flip side to such messages – that there is no way of progressing in mathematics, regardless of any effort. We have all heard the following many times: *As long as there's no maths there… You're not gifted at maths*… By endorsing such attitudes, we unjustifiably deny mathematics the power to develop knowledge and abilities or for the personal development of students and their social and emotional skills. By learning arithmetic and geometry, children also develop skills, values and virtues and that is a fact that needs to be recognized.

Here we will explore the ways of teaching mathematics which are conducive to social and emotional learning. Such teaching is certainly possible if you strive to develop in students confidence, trust in their own mathematical abilities and a positive attitude towards the subject. Experience has shown that teaching mathematics is a powerful tool in boosting/undermining confidence and that, contrary to the fixed mindset mentioned above, it may be fertile soil for basing a *growth mindset*, i.e. the belief that one can always progress and that learning mathematics is worthwhile.

## Learning mathematics and praise *(Bier & Coulter, 2013)*[21]

Researchers gave fifth-grade students a moderately difficult set of logic problems. After completing the task, they were all praised, but in different ways. One group of students received praise for their abilities (e.g. *That's a really high score… You must be very smart*!), one group of students received praise for their efforts (*That's a really high score... You must have worked hard at these problems*.), and one group received praise that was neutral (*That's a really high score*.).

During the second step, the same groups were then given a very difficult set of problems where they all performed somewhat less well. Finally, the students were given another set of moderately difficult problems. The findings

are highly indicative regarding the traits and behaviours shown by students from different groups: the "neutral praise" students performed at the same level as they had on the first set. The "effort praise" group of students did better than they did originally and asked for more challenging problems in the future. The "intelligence praise" students solved 30% fewer problems and asked for easier problems in the future.

The researchers conclude that praising the ability of students (intelligence and talent) does not boost their confidence. Moreover, it may diminish their motivation for further learning, since "competent" students are afraid of making mistakes and just give up when encountering challenges.

This is just one of the examples showing the power of mathematics to shape good character traits (patience, persistence, self-discipline and confidence) and boost motivation for further learning.

The contribution of the teaching of mathematics is particularly seen in the possibility to develop critical and logical thinking, concentration, patience, perseverance (learning from one's mistakes, tolerance of mistakes), being methodical, accurate, fair, precise and orderly, as well as to develop communication skills. It is noteworthy that mathematics teaching should also develop students' attitudes towards mathematics as a significant area of human activity and one of the single most important life and work skills.

At first glance this quite extensive "list" of features (which could be further extended) may seem overly ambitious in teaching, where we always lack time. Or we might think – what has mathematics got to do with social and emotional skills? And how can we achieve all that to start with? A mathematics teacher can help us in searching answers to these questions.

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21   Available at: https://characterandcitizenship.org/PDF/CCSS-M_CE_Proof10.pdf.

## Mathematics and social skills

*As a teacher, I view math as a **social activity**, and based on the experience from my own classroom I believe taking time to impart the skills required for cooperative learning can lead to calmer classrooms and more rigorous studies. Social skills, and more importantly, students building social skills to help them work together, to talk about math, to explain their thinking, to offer help when another student is struggling, and just as importantly, for that child to be able to accept help. All of those skills help overcome the problem of teaching a classroom with such a broad range of abilities.*

*When we pay attention to their ideas, not necessarily saying, that's a good idea, or that's a bad idea, but we say, thank you for your idea. They're more willing to share it, they probably care a little bit more, it probably feels a little bit safer to share that idea, because no matter what I say or try to push, unless kids own it, it's not going to matter.*

*I began using the fish bowl (Appendix 5, p. 95), having kids really closely observe other kids in discussion, identifying particular types of language, ways to ask questions, how to use manners when disagreeing, how to choose – as simply as how to choose who speaks first… And if they are talking about the topic that you've asked them to talk about, if they're actually listening to each other, and using that language and those social skills, then all of a sudden, **you have an environment where 30 kids are all learning at the same time.***

*It's not going to happen at the beginning of the year, the efficiencies that you'll gain later, by far outweigh the time you spend at the beginning, teaching those basics. Say we provide a math problem. Many students can find the answer very quickly, but can they explain the process that was happening in their mind? Can they explain it to somebody that doesn't understand it? You take a really gifted kid, for example, and you have them try to explain a multiplication problem, a very basic one. And try having them explain it to somebody that it doesn't come so quickly to. It's an amazing activity to watch, to see them think through the process, oh, well I*

*know that three times four is three groups of four, or four groups of three, etc. It's an entirely different skill **to be in tune with your own thinking**, and so, in order to do that in the classroom, those social skills need to be in place. (Opitz, 2008)[22]*

## Excerpts from a mathematics curriculum for grades 1 to 9[23]

It cannot be said that all the possibilities for developing social and emotional skills stated above are embedded in the mathematics curriculum. However, not even the best curriculum is guarantee enough that whoever applies it will achieve all the set objectives and outcomes thanks to the curriculum alone. A good teacher, striving towards the most valuable learning objectives, will underpin his/her own teaching with many other experiences and sources.

Here we highlight several subject goals and learning outcomes that link mathematics instruction with developing social and emotional skills and other competences.

### Subject goals

Students develop:

- abilities of logical thinking, deduction, generalization and mathematical proofs;
- problem formulation skills and abilities;
- problem-solving abilities;
- innovative and creative thinking;
- critical thinking;
- cultural, ethical, aesthetical and work ethics, criteria and abilities.

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22  Excerpts from the transcript to a video story (adapted by Anđa Backović). Available at: https://www.edutopia.org/video/how-teach-math-social-activity.

23   Bureau for Educational Services, 2017.

## Learning outcomes

Students will be able to:

- properly understand an instruction and follow it;
- apply the knowledge acquired in mathematics classes to specific situations;
- apply data presentation skills to real-life situations;
- use operations in the real number system on real-life examples.

\* \* \*

## Sample classroom activities

Apart from how teaching is delivered and cooperative learning designed, the content itself may also serve the purpose of social and emotional learning.

- For younger children: while learning numbers, ask them to draw a picture or devise a story about numbers – draw their attention to how numbers, when put next to each other, make new numbers (together!). By doing this simple task, children can learn new numbers, practice creativity and discuss the importance of teamwork.

- Mathematical problems chosen according to their topic, interpretation of graphs on the number of refugees, people affected by hunger, etc. may be a good starting point for discussing things like fairness and empathy. Show them a graph presenting the differences in the average wage in different countries. Prompt discussion through questions, such as: *How is world wealth distributed? How much more do men earn than women? How is it in our country? Is it **fair**? What would you do to change that?*

- When covering sets, the terms *intersection* and *union* can be used when talking about the class as one set, the similarities and differences within the set. Comparisons can be drawn between the terms *set* and *team* – team members as set elements, and a group (as in group work) as a subset.

- Venn diagrams can be used for students to show their own characteristics, what makes them unique, and the intersection – similarities with others.

- Develop creativity – make posters; "Let's draw curved lines", where students use only straight lines with the help of a ruler.[24]

- When studying numbers (e.g. hundred, thousand, million) or money, encourage them to think, for example, what they would do with one hundred euros, how they would spend the money, whether they would give some away and to whom, who needs money the most, what they would do if they found the money in the street, etc. Their responses will reflect the values that guide them in making these sorts of decisions, and will give you the opportunity to shape some of these views.

- Carry out a survey on a topic and show the findings as percentages. For instance: wearing school uniform, time spent online or using a computer, how often they help with family chores or any other issue on which opinions are always divided. The task is suitable for developing several virtues and skills:

  - questionnaires are to be designed in groups by students (**team work**);

  - carrying out the actual survey (**curiosity, communication skills**);

  - processing and presentation the findings (patience, accuracy, **tolerance** towards different views, critical thinking, public speaking).

- Older students can analyse the example of abuse and fabrication of research data and statistics (for instance, in commercials) and the resulting ethical issues (dishonesty).

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24  An activity from the lesson plan: "How I can express my creativity and innovation in mathematics", by Budimirka Peruničič, class teacher from Savo Pejanović Primary School, Podgorica.

- Stories about mathematicians are very useful for developing positive views towards mathematics, as well as life- and work-related features and skills that can be developed by learning and practicing mathematics (See an example of a story and a scenario on pp. 28-29).

- In the classroom, always encourage and praise certain habits: perseverance, patience (e.g. searching for a solution, repeating the steps), learning through mistakes, relying on one's own efforts, and not hogging the credit (honesty). Praise them when they explain to each other how to do something (solidarity, empathy and critical thinking).

## Mathematics and feelings

Use specific moments during teaching (p. 23 Educible Moments) and encourage students to think about their feelings in regard to working on a problem. For instance:

– *How do you feel when you solve an easy problem?*

– *Do you feel the same or different when you solve a more difficult problem? Why?*

By prompting them with such questions you help them acknowledge and understand how they feel, and thus better control their feelings regarding mathematics.

You can suggest that they represent with a chart:

- two of their basic feelings during the lesson/day;

- the evolution of their feelings towards mathematics, e.g. since the beginning of the school year.

## Mathematics and tolerance

When students express different opinions (in relation to a problem or a solution), allow them to pause and think about how they feel about it and share that with their partner or a small group. By doing so, you help them hear from each other about how it is possible to feel in the same situation and why. Thus, you help them understand each other better and accept differences.

## The story of mathematician Emmy Noether[25]

**Note**: This lesson can be taught to any grade, provided that the discussion questions are age-appropriate.

**Objectives:**

Students:

- analyse their attitudes towards mathematics and its influence on character development;

- think critically about gender-equality issues,

- develop tolerance, fairness, empathy and gratitude.

## Warm-up

*In the almost four-millennia-long history of science, women have been present from the very beginning, but their names are rarely mentioned, except in a narrow circle of science historians. Until the beginning of the 20th century they were overshadowed by their husbands, fathers or brothers, and many will remain unknown forever.*

*Financially dependent, shut up in the private space of the family, through history it has been disproportionately more difficult for women than men to exercise their right to education and free choice of profession, leaving them multiply discriminated against. (Popovic, 2012)[26]*

25  Adapted from: http://jubileecentre.ac.uk/userfiles/jubileecentre/pdf/TeachingCharacterPrimary/TeachingCharacter_Focus.pdf.
26  Available at: http://www.zenskestudije.org.rs/knjige/zene_u_nauci_dragana_popovic_2012.pdf.

## Activity 1

Talk to your students:

- What do you think of the participation of women in science today?
- What hurdles do women in science encounter most often?
- What are the most frequent misconceptions/stereotypes when it comes to women in science?

Encourage students to go online and search through global and local data related to this.[27]

## Activity 2

Read to your students the story of Emmy Noether or provide time for them to read on their own about this scientist.



source: Wikipedia

**Amalie Emmy Noether** contributed significantly to the development of mathematics and modern physics. Albert Einstein said that she "was the most significant creative mathematical genius thus far produced since

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27   See for insatnce: UNESCO. Women in Science (2016): http://uis.unesco.org/sites/default/files/documents/fs43-women-inscience-2017-en.pdf.

the higher education of women began". Notwithstanding that, she spent most of her life fighting for her rights.

Born in 1882 in Germany, Amalie, like most girls at the time, learned to cook, clean and play the piano. Her father was a university professor of mathematics, and her two brothers studied science. She spoke two foreign languages and had an immense desire to go to university, but in Germany at the time women were not allowed to. This was no obstacle for Amalie.

It was obvious that she was very talented, so she was allowed to attend lectures at the University of Erlangen, but not to take exams. Still, her persistence paid off and she managed to graduate, and subsequently even to get a doctorate.

As a woman, she was not able to get a job in a university. For seven years she worked without a salary in her father's department: she did research and delivered lectures when he was ill. She tried to disregard the opinions of professors who believed that university was no place for a woman, regardless of her talent or intelligence. And the focus of her attention was mathematics, only mathematics…

By the end of World War I women in Germany secured suffrage rights. They started to get jobs in places which had previously been closed to them. Then Emmy got a post at the university, with a very low salary. Her peers, other professors, fought for her to be treated equally at the university.

Emmy stayed away from discussions and focused solely on mathematics. When in 1933 Hitler and the Nazis drew Germany into World War II, women and Jews were prohibited from working at universities or occupying other influential posts. Emmy was fired. She moved to America, and Einstein helped her get a job. She lectured at a women's college.

Her style and approach to teaching were often described as a state of frenzy. The numerous hurdles she faced did not extinguish her sense of humour. She managed to inspire her students to contribute to positive changes in the world.

### Activity 3

Talk to your students:

- Almost 140 years have passed since Amelie Emmy Noether was born and many things have changed in the meantime. Nevertheless, are there some people who still think similarly about women? Analyse those unjustified views (stereotypes) about women as opposed to men. What are the consequences of such views? Any examples?

- Which character traits had Emmy been developing since her childhood? Which values and virtues helped her reach her goal: to do what she liked the most and achieve supreme results?

- In what way would you like to follow the example of Emmy Noether?

- Which traits and skills do you recognize in yourself and are developing with the help of mathematics?

- Which values and virtues are, in your opinion, most important for reaching one's goals in life? Explain.

- Imagine that you are Emmy Noether. Write a letter to Albert Einstein and thank him for understanding your position (empathy), his help and support.

- Are you optimistic when you think about studying mathematics further? What do you base such a view on?

### Films about mathematics and mathematicians

***A Beautiful Mind***. The film is based on the life of Jon Nash (1928-2015), a Nobel laureate for economics and one of the greatest mathematicians of his time.

***Good Will Hunting***. The story of a janitor and a brilliant mathematician who starts turning his life around with the help of a psychologist, a renowned professor and winner of the Fields Medal (an equivalent to the Nobel Prize, which is not awarded for mathematics).

## 3.2 MONTENEGRIN – SERBIAN, BOSNIAN AND CROATIAN LANGUAGE AND LITERATURE[28]

### Potential of teaching language and literature for developing social and emotional skills

*(…) any good book that I read somehow changes me, reveals something in me that has existed without me being aware of it, tells me something that I have not thought of before, confirms or denies a belief of mine, sets my heart racing or kindles my imagination or longing…*

M. Pantić, *Reading, An Endless Story*

Of all subjects, Montenegrin – Serbian, Bosnian, Croatian (MSBC) language and literature, by its very nature, has the greatest potential for social and emotional learning. Language and literature instruction deals directly, deeply and broadly, with the notions of values and virtues. *Literature instruction complements the actions of the school at large and contributes to personality development and character building. Good language and literature instruction contributes to developing virtues, moral concepts, positive habits and socially desirable behaviour in students. Through such teaching, students develop into autonomous, free, creative and cultured personalities, aware of their personal and national identities* (Bureau for Educational Services, 2017:7).

### The power of language

*By learning about language as the basic means of communication between people and by continuously improving their own expression, children learn to:*

*– listen attentively and actively;*

*– get to know others/their characteristics, feelings, values and goals;*

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28   The author of section 3.2 is Nađa Durković.

*– ask and request – express and satisfy their needs (physical, emotional, social, cognitive, etc.);*

*– explain things and phenomena, through critical lenses;*

*– convince someone of something – influence the opinions and behaviour of other people;*

*– express and explain feelings;*

*– speak about themselves and their own experiences;*

*– give and take advice – understand others, express trust towards others;*

*– express gratitude;*

*– better understand oneself and others;*

*– resolve conflicts;*

*– say the right things in the right way…*

*And what does it mean to say the right things at the right time? Always being candid? Always being right? Not hurting one's own feelings and the feelings of others? Students should be guided to use the language of values and virtues, but also to act and behave in accordance with what they say. The teacher leading by example, his actions, the actual words and interpretation of behaviours in foreseen and also unforeseen circumstances are the best means of influencing students' linguistic culture and character building (Durković, 2006).*

Acquiring a language and developing thinking are closely interlinked, and this subject helps all four linguistic skills to be developed in sync: listening and reading (receptive), and speech and writing (productive). There is no good writing without good reading, or correct and meaningful speech without good listening. No single linguistic skill can be developed without the basic understanding of the rules of own language.

Reading has always been seen as a cognitive and experiential process that includes linguistic,

communicational and creative activity. In saying so, we mostly mean reading good fiction. However, many other types of non-fictional texts (descriptive, narrative, informative, argumentative and even non-continuous texts – diagrams showing, for instance, the results of a survey) may be a good stimulus for discussing virtues and character traits.

Literature teaching, in particular, offers numerous opportunities. The habit of reading fiction develops in readers from the earliest age moral sensitivity, the ability to understand oneself and others, one's own capabilities, but also limitations and difficulties in daily life. Reading itself requires "positive exertion". For a reader to understand and experience the world of fiction, he/she must immerse him/herself in it. Only children as readers do not have the *sceptical reading* that adults are prone to, leading some literature theoreticians to propose the following: *You must become like a little child if you are to read literature rightly* (Miller, 2017).

Stories are a powerful tool in accepting diversity among people, they teach us the power of love, the beauty of humanity. True human values are expressed through the content, the actions and conduct of characters, as well as the conceptual level of texts. Children need characters that they can identify with. Good literature and modern literature teaching prompt students towards thinking and understanding human actions and events that are presented in an artistically suggestive and expressive manner, and are therefore enthralling. By sympathizing with literary characters, students live through different experiences, even ones they have not encountered yet. Adults know that by reading literature one realizes possible ways of dealing with oneself, others and life challenges.

Literature teaches us to think; it teaches us emotions, passions and decision making. It points to sources of human conflicts, ways to overcome them (successful and unsuccessful ones), and their consequences. It all reinforces individuals' awareness of themselves and others, of the meaning of life, making them readier to

understand and deal with daily challenges and build their character. One turns to literature in an attempt to bring order to a view of the world that is often ambiguous, which makes one insecure, confused, at times even scared. *Don't we all seek in books, in people, in conversations almost always this cleansing of our own misunderstandings and quests!* (Grozdana Olujić)

In order to develop virtues and skills such as **creativity, imagination, empathy, self-control, enthusiasm, attention or tolerance** it is important to develop **writing** skills. Language and literature teachers get to know the inner worlds and characters of their students by reading and assessing their essays. Therefore, a language and literature teacher is often also a homeroom teacher to all his/her students. It has long been known that writing is a powerful tool for structuring human thought and emotions. *Most people relate to themselves as storytellers… they love the orderly sequence because it has the look of necessity, and the impression that their life has a "course" is somehow their refuge from chaos.* (Robert Musil)

Through quality instruction and teaching methods, values are internalized and become a part of the students' behavioural patterns.

### Literature as tool for developing social and emotional skills

Ever since the *Active Teaching / Active Learning* project, literature teachers have voiced concerns that the use of literary works as tools for developing social and emotional skills might lead to a crude pointing to the "moral" of the story alone, disregarding its multiple layers in subsequent activities.

When planning lessons stimulating the adoption of values and virtues in students, teachers are encouraged to explore and seek activities that will not undermine the literary text's structure and values, but which may offer invaluable examples of empathy, subtle sensitivity, dispelling

prejudice, perseverance and standing true to one's principles.

Literature teaching can and should be used to promote the acquisition of social and emotional skills, but cautiously and subtly. The rights of the text should always be respected, or, as Umberto Eco puts it: *(…) a book is not approached in search of moral or social pills – literature is not pharmacotherapy* (Barnes, 1997).

### Reading moral stories

*Does reading "moral" stories to children develop their sincerity and honesty? One research work (Canada, 2014) reveals an important mechanism of how "moral" stories can promote truth-telling and could be of great value for parents and teachers. Stories may promote honesty if they offer positive role models ("be like George Washington") and emphasize the benefits of honesty instead of focusing on the dire consequences of dishonesty. Instead of just assuming that all 'moral' stories promote moral values, one has to carefully distinguish between stories that use positive versus negative role models.*[29]

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29  The original text is available at: http://www.huffingtonpost.com/jalees-rehman/does-reading-moral-storie_b_5502479.html. See more at: http://www.medijskapismenost.net/dokument/Deca-i-pripovedanje#sthash.EOKHhe3D.dpuf.

## Excerpts from the language and literature curriculum, grades 1–9[30]

### Subject goals

Students:

- gradually develop the four communication skills: listening, reading, speaking and writing, which enable students to learn about themselves and the surrounding world and pursue their personal needs;

- acquire the ability to communicate with their surrounding and affect the events in it;

- develop a positive attitude towards literature, develop literary sensitivity, understanding of human nature, human character and the world in general; by reading works from international and national literature, they broaden their horizons and respect the differences of other cultures;

- through group research they learn teamwork, creativity, cooperation and mutual respect.

Here we quote a section from a curriculum highlighting the role and significance of multiple literacies:

*By developing and using functional, reading, information, media and intercultural literacy, this subject is directly linked with all other areas, subjects and cross-curricular topics.*

The contribution of this subject to the development of cognitive, social and emotional skills that are important to other subjects is particularly emphasized:

– *it contributes to better understanding, learning and application of knowledge and skills in foreign languages;*

– *it develops imaginative skills, analytical thinking, forecasting and combinatorics which are essential for science and mathematics;*

– *by expressing feelings, views and values, language is most directly linked with social sciences and art;*

– *by developing the ability to understand oneself and others, relationships between people are strengthened, acceptance of the other and that which is different is reinforced, and historical, cultural and literary heritages and national identities are valued and cherished;*

– *critical thinking about social and personal values, public-speaking skills, acceptance of responsibilities and problem solving – a link with cross-curricular topics regarding social and emotional learning;*

– *developing personal responsibility, social and personal identity, tolerance, respect for differing opinions and equality – a link with Civic Education as an elective subject;*

– *showing initiative, autonomy and self-confidence in presenting one's own ideas and views, as well as the acceptance of a reasonable risk – a link with the cross-curricular topic of entrepreneurship;*

– *the skill of seeking and finding appropriate information using ICT and critical evaluation of sources and independent learning – a link with Informatics and Technics;*

– *development of critical reading, thinking in general in the era of mass-media dominance (Bureau for Educational Services, 2017:6-7).*

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30    Bureau for Educational Services, 2017.

## Learning outcomes

The learning outcomes are more or less the same for all primary school grades, but they become increasingly demanding, deep and broad according to the student's age. Here we cite several outcomes which may be appropriate for planning and delivering teaching that promotes virtues and values and character building.

# LANGUAGE TEACHING

## Learning outcomes

Students will be able to:

- learn etiquette and use appropriate phrases – addressing people with respect and courtesy;
- demonstrate active listening through verbal (supportive comments) and nonverbal signs;
- distinguish among culture-dependent patterns of conducting a conversation in reference to the interlocutor, type and purpose of conversation: talking to peers or adults, free-flowing or guided conversation;
- discuss a freely chosen or given topic (about daily events and their own interests, about the texts read or listened to) and justify their own opinions;
- write texts modelled on the ones read (official and unofficial, popular science…), applying fundamental knowledge on how to shape them;
- collect materials for constructing a written text modelled on the read one;
- make a text plan, choose and arrange the collected materials in line with the text plan and composition (introduction, elaboration, conclusion, paragraph);
- write several versions of an expository text, with a gradual improvement in quality;
- assess their own text and others' texts for age-appropriateness;
- keep written texts in a portfolio and classify them according to their topic; select together

with the teacher and peers the best texts for the class portfolio;
- explain their own opinions and respect the opinions of others.

# LITERATURE TEACHING

## Learning outcomes

Students will be able to:

- express their observations, thoughts and feelings after listening to a literary text and connect the text to their own experiences; compare their own observations, thoughts and feelings with those of their peers;
- explain the motives behind the actions of literary characters and identify with a literary character;
- note a character trait that is contrary to that character's general character (e.g. a negative trait in an otherwise positive person);
- identify the points of view of literary characters they do not identify with in spontaneous reading;
- write texts modelled on the read literary texts, applying general knowledge of text composition;[31]
- collect materials needed for creating a written text;
- make a text plan, choose and arrange the collected materials in line with the text plan and composition (introduction, elaboration, paragraphs, conclusion);
- write improved versions of a text after consultations with the teacher and peers, with a gradual improvement in quality;
- assess their own text and others' texts for age-appropriateness;
- write several versions of a text, with gradual improvement in quality;

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31   A process-based approach to teaching students how to compose an oral and a written text is recommended.

- assess their own text and the texts of peers;

- present the shared opinion reached by working in a group;

- ask questions to reveal the meaning of a literary text.

The curriculum for Montenegrin – Serbian, Bosnian and Croatian Language and Literature proposes a large number of literary works, only some of which are so-called canonical works, i.e. ones mandatory for reading and analysis. This gives ample space for teachers to choose texts for achieving the learning outcomes. Even among the proposed canonical works there are many suitable for promoting virtues in students, since literature, by its nature, is such that it has always dealt with life values in its own peculiar manner.

* * *

## Sample classroom activities

- In role playing activities, students practice communication and expressing gratitude – they offer simple holiday greetings to their peers, to you; they congratulate each other on achievements (academic, sports, competitions…), etc.

- In mutual communication, both you and students use words such as: *please, thank you, sorry, here you are*. Prompt them with questions to express their wishes, needs, thoughts and feelings: *What do you want? What do you think about…? How do you feel?* Enable students to express themselves freely, do not interrupt, but after the conversation discreetly indicate rules of polite communication. In preparation for these activities, preferably provide appropriate texts to be used as examples of good, exemplary communication, and what the opposite of such communication is.

- Students practice public speaking with a pre-prepared delivery plan (conceptual pattern / speaking points) in reference to a chosen topic: a speech on the issue of values and virtues.

- It is extremely important to pay attention to the words children use when speaking of virtues and values. They should be supported to truly learn them, to *understand* their meaning and use them in communication, to *reflect* on them and – most importantly – to *act* accordingly. When presenting **synonyms**, you can ask students to name as many synonyms for words such as: honesty, cooperation, creativity, etc. They could make a class glossary of virtues and, in the process, show their knowledge about the concept of a dictionary as a book.

- Students talk about the feelings and moods of literary characters, supporting this with examples from the text; imitate the characters with particularly intonated speech; write about the emotions and characteristics of characters; explain reasons for the behaviour of literary characters; respond to questions about why something happened and what consequences it has led to…

- Students describe characters, note their actions, single out characteristics of the characters, explain why they see some characteristics as acceptable, and others not; students explain motives for the actions of literary characters; they tell a story in which the actions of the lead character are contrary to their expectations (by doing so they try to understand even those actions that deviate from what they would do).

- Fairy tales, fables and folktales are always an excellent basis for discussing values and virtues.

  - *The Hare and the Tortoise* – a fable about tenacity, self-discipline and self-confidence.

  - *The Ugly Duckling* – tell students the story about the author: Hans Christian Andersen was a strange, reticent, skinny boy who did not have many friends. For years he was teased by his friends and suffered a lot. No wonder he wrote a fairy tale speaking of the transformation of an abandoned ugly duckling into a magnificent swan

that everyone admired. (*He felt quite glad that he had come through so much trouble and misfortune, because now he had a fuller understanding of his own good fortune, and of beauty when he encountered it*.)

- The folktale *The Girl Who Outwitted the Emperor* (envisaged for 6th grade) – self-control and resourcefulness, wisdom. We propose this folktale as an introduction to a discussion/debate on calm, wise and witty thinking about the difficult tasks that life can pose for us. Although in the story the tasks are hyperbolic for artistic reasons, similar but more realistic situations can be discussed with students.

- We particularly recommend the short story *Kanjoš Macedonović* by S. M. Ljubiša, which offers a range of opportunities for discussion or oral presentations on the topic of: *Strength of character is as important as muscle strength. (Men are not measured by inches, but by their heart and brains.)*

- *A classroom example: the story "Ballgown for a Yellow Dandelion" by Sunčana Škrinjarić is filled with empathy, optimism and gratitude that the youngest readers (listeners) can easily relate to. While analysing this story, we made our first-grade book. Students were split into several groups, and each group was tasked with presenting its own non-literary view and experience of the given section of the story. Not only did the students find this work interesting, but it also developed creativity, team spirit (team work), patience, tolerance…[32]*

- Writing plays an important role in developing social and emotional skills. By creating a written text, students develop **perseverance, patience, self-control, team work** and **learning from mistakes.** Working on a written text requires focusing on several levels, thus making the whole process multiply beneficial.

- A process-based approach in which students: choose the title of the text; collect materials, organize and arrange them by developing a writing plan; expand the writing plan into a text; the text is divided into introduction, elaboration and conclusion.

- Critically review their own texts and compare them with the texts of their peers.

- Improve the first draft with the help of the teacher and peers, collect texts in a portfolio, classify them, decorate/edit the portfolio pages so that they resemble a booklet.

- Students organize literary afternoons or evenings where they present their "books" to other students, teachers and parents (creativity, optimism, tolerance and team work).

- It would be useful to organize a **debate** on: How literature helps us better understand ourselves and others. You can also debate the topics of poverty, inequalities, equity, social justice, etc.

- You can **discuss** with students how heightened negativity in literary works (alienation, bad actions of characters…) affects the readers.

  - Older students may discuss the David and Goliath story of the 21st century – crisis as a source for self-strengthening

  - Younger students – discuss modern-day Little Red Riding Hoods (*Little Red Riding Hood in a Taxi* by D. Radulović).

- Students write a short story about empathy, optimism and tolerance making use of **similes** and **metaphors** as figures of speech. (As is commonly known, both involve comparisons of something less known or unknown with something similar, but better known. If the link is well established, the image persists for a long time).

- Students fill out a Venn diagram for analysis of a literary character: they enumerate their own characteristics, the characteristics of the

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32 The experiences of Staša Barabas and Dragica Bokan, class teachers in Blažo Jokov Orlandić Primary School, Bar.

character, and then note the shared features in the overlapping section. (**Appendix 2**, p. 92)

- Encourage students to discuss honesty – in preparation for an oral presentation – and fill out **a conceptual map**. (**Appendix 3**, p. 93)

- Students listen to the story *A Good Man* by Ćamil Sijarić (DAISY Textbook for the 8th grade, p. 198).[33] Then they fill out a **thought pattern** (**Appendix 4**, p. 94)

- Develop *media literacy* and *critical thinking* – it is important for students to understand the power of stereotypes, and in reference to this they can analyse the presence of women in the media, e.g. note on what pages in daily newspapers they appear, how present they are, what is given most emphasis, etc.[34]

- You will help students better understand the significance and the nature of media messages if you give them the task of creating ones themselves. For instance, they could write about the same event, but from different/conflicting perspectives or shorter texts intended for different audiences. Thus, they will see first-hand that media messages are not neutral reflections of reality.

- Design and organize activities that confirm the view that good language and literature instruction are the *heart and soul of every school*.

- *Older students to do the following for younger students*: organize literary nights, readings of fairy tales, act as mentors for writing texts and editing class portfolios with texts, help with the preparation of works for competitions that the school participates in, perform comedy sketches...

- *Younger students to do the following for older students*: make drawings inspired by literary texts for older students, from raps to lyrical poems; *Who Resembles You* (a literary character who resembles an older friend from school) …

- More frequent visits to the school library (*I have always imagined* that Paradise will be a *kind* of *library*, H.L. Borges), as the cultural centre of the school in order to create positive life habits.

- The activities of the class teacher group and cooperation with this group in designing the annual plan of activities for developing social and emotional skills. In **Appendix 1**, p. 91 we offer a sample table which may help in developing the plan.

- School-based cultural events that promote a sense of belonging to the school and class, develop **creativity, teamwork and empathy, cherish enthusiasm and patience.**

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33 DAISY – an acronym from the English phrase Digital Accessible Information System which refers to digitized books, a multimedia edition of a printed book, a combination of audio and visual text. The DAISY format is managed by an international consortium of public and private organizations that set up a library of audiobooks in 1996.

DAISY books offer a reading experience, in a flexible and guided manner, to people who, for various reasons, cannot read printed text. These are, primarily, people with impaired vision, people suffering from dyslexia, people who have difficulty reading and those who have problems reading a longer text. The advantages include very simple navigation through a pre-recorded text.

The programmes that enable listening to DAISY books are free of charge, and readers for grades 4 to 9 as well as all primary school history textbooks are available at: http://www.zuns.me/digitalnaizdanja.

34 For instance, statistics show that the front pages of daily newspapers are mostly dominated by men.

## 3.3 FOREIGN LANGUAGES

### Potential of teaching foreign languages for developing social and emotional skills

*To know another language is to have a second soul.*

Charlemagne

*Learning a foreign language is a liberation from insularity and provides an opening to other cultures… it should foster pupils' curiosity and deepen their understanding of the world.*[35]

Learning foreign languages is always more than just learning a language – it is also exposure to the culture of other nations, and the norms and values in those cultures. It is an impetus for personal development – by learning a foreign language, we develop not only learning skills, but also the ability to communicate and interact with people. At this present time when children start learning a foreign language at an early age, and since adolescents often speak two or more languages, the potentials of these subjects for developing social and emotional skills are enormous.

### Bilingual children

Despite still limited research findings, it is evident that bilingual children not only have more flexible mental abilities, but by learning two languages they receive more impetuses for emotional and social development. The importance of learning foreign languages at an older age has also been recognized – it is believed to counteract dementia and similar illnesses.

The same methodological strategies for developing students' virtues and values and building their character can be applied in teaching foreign languages, as was mentioned under the heading on literature and language. When it comes to the actual delivery, it is very much determined by the fact that a native language is acquired spontaneously, while foreign languages are learned in a structured manner. Therefore, foreign language instruction is possibly the best setting for developing **attention, patience, self-control, trust, team work** and **optimism**.

### Excerpts from foreign languages curricula[36]

The curricula for all foreign languages state the objectives of developing virtues, values and skills.

### *Subject goals*

Students:

- are encouraged to develop properly in intellectual, emotional and moral terms, and develop creative and critical thinking and a sense of beauty;

- are supported to develop as autonomous, democratic and empathetic persons who, by developing an awareness of their own culture and traditions and by spreading their knowledge about the cultures of other nations, will be able to act appropriately in intercultural and multilingual environments.

The English language curriculum particularly stresses the development of generic skills (cooperation and teamwork, communication skills, creativity, critical thinking, numeric skills, ICT skills, self-management, problem solving and acquiring strategies for self-study), giving examples of how to develop these skills through specific methods of teaching.

Learning outcomes also recognize the ones based on developing positive character traits in students.

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35  Languages Programmes of Study, Key Stage 2 (National Curriculum, Dept for Education, UK, 2013).

36  The Bureau for Educational Services, 2017.

## Learning outcomes

Students will be able to:

- courteously thank, apologize, ask for help and permission, offer something to someone;
- note the points of difference between their own culture/traditions and the culture/traditions of their peers in other countries;
- analyse and compare similarities and differences between their own culture/traditions and the culture/traditions of their peers in other countries;
- make promises;
- politely offer, accept or decline something;
- express their own views and justify their own opinions;
- communicate in everyday situations in a manner that is natural for the culture of the country whose language is being taught;
- draw a distinction between the viewpoints and facts stated in a text;
- note the circumstances external to a text that affect understanding (mood of the interlocutors and relations between interlocutors (e.g. parents and children, teachers and students, school friends…)

The **topics** proposed for instruction (family and society, my home and community, free time, school and education, nutrition, health, environment, shopping, climate and the weather, etc.) also offer plenty of opportunities for creating teaching situations conducive to social and emotional learning.

## Sample classroom activities

- When developing a lesson plan, identify the values and virtues you will be discussing with students. Since you have adopted the approach of social and emotional learning, you will know how to recognize the contents and moments when students should be asked: which virtues, values and

skills they recognize in the character from a text covered; to what extent they possess the same virtues, values and skills; how they can reinforce them, etc. By doing so you are helping them understand that learning is linked to character building and that you, as a teacher, attach a great deal of importance to it.

- Students are always motivated to compare their own lives with the lives of their peers around the globe, particularly in the countries whose languages they are learning. By speaking about similarities and differences in views, behaviours and feelings, about lifestyles and work habits, they will actually be speaking about values and virtues and will recognize them and develop awareness of their influence on people and on the quality of their lives. Thus, we are encouraging students not only to understand themselves and the world around them, but also nurturing empathy, tolerance, solidarity and curiosity (willingness to learn further). Conversation with a character from a text – role playing in pairs and a dialogue with an imaginary peer may be effective ways of achieving these goals.

- Making glossaries is an excellent opportunity to enrich one's vocabulary of feelings or vocabulary of words for expressing gratitude, kindness, compassion, etc. Mere observation of feelings and recognizing the links between them and the resulting behaviours will help students develop understanding of the links between emotions and behaviour, as well as control of one's emotions (self-control).

- Foreign language teaching offers various opportunities for developing creativity. If, for instance, students are asked to make an Instagram profile in a foreign language for certain virtues (tolerance, empathy, honesty, etc.), this will be a creative challenge for them.

- When the topic of travel is covered in the classroom, use the opportunity to talk with students about the importance of travelling and getting to know other cultures

in developing tolerance and dispelling prejudice.

- Listening to music in a foreign language may be a good opportunity for social and emotional learning. Analyse the messages. A proposal for an English language lesson: *Honesty* (Billy Joel). The Guide offers plenty of sources for using songs and films in English.[37]

- Sayings and quotations in a foreign language are a good opportunity to enrich vocabulary, but also to analyse and think about the messages.

- Together with your students, you can devise rebuses, crossword puzzles and word searches on the topic of virtues. There are applications available free-of-charge online which can be of help here.

- Short regular summarizing (e.g. once a month or every two months) will be useful for students. You can suggest to them to respond to the following questions: What virtues have we covered so far? Which virtue left a particular impression on you? Why is it significant in your life? etc.



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37   My Values and Virtues –Development of social and emotional skills, Handbook for Primary School Teachers, pp. 60, 63, 76, 142…

## 3.4 SCIENCE

### SEL potential of teaching science

*Most people say that it is the intellect which makes a great scientist. They are wrong: it is character.*

Albert Einstein

Science, as seen by many teachers, does not have much to do with social and emotional skills or with character building. Science is often, unjustifiably, seen as "neutral" in terms of social and emotional learning or much lesser potential is attached to it than to some subject areas, such as language and literature, history, civic education, etc. Even those teachers who understand the SEL potential of science fail to make use of it in classroom, justifying that by various reasons, most often a lack of time.

Science and technology are increasingly rapidly changing social and personal development. These changes most often lead to the progress of civilization and prepare individuals for life in the future. Still, the use of scientific achievements is at times difficult to control, and therefore high ethical standards are the "conscience" of scientists and guardians of the dignity of science. Science and ethics pursue the same goal: the positive development of humanity and the general good and benefit. Scientific knowledge used wisely and based on ethics is the only defence against its use for evil purposes (Quéré, 2008).

### *Science and moral values*

*Science promotes strong moral values. It teaches us to give precedence to arguments over brutality, to honesty over hoax, to strictness over anything else; to truth over "anything is possible". It establishes a rich dialogue between man and the universe. (Quéré, 2008: 148).*

The teaching of science has a huge potential to support the development of social and emotional skills and to build character: from critical thinking and a spirit of research, to moral virtues, such as honesty, truthfulness and commitment. *The task of teaching physics, chemistry and biology in school is not just to convey knowledge and skills in the given areas, but also to perform an important educational function – to form a scientific view of the world* (Antić et al., 2015).[38] This view of the world is a strong value landmark for loving humans, truth and justice, protecting us against lies, misconceptions, prejudice, manipulation and various forms of misuse.

### *Three imperatives*

*Learning science, particularly in primary school, has three imperatives: the first is intellectual, the second is moral, and the third is social. Science is expected to participate in creating such a spirit that will enable a number of virtues to develop in us, favouring inclusion in modern social flows, equipped with technical facilities, but also with some cracks, resulting from the violence and sectarianism we create ourselves. Therefore, the questions to be asked are: How should we learn? How can we steer our ship to the right harbour and avoid all the reefs on the way? (Quéré, 2008)*

What values and virtues can be cherished and developed through teaching and learning science?

Science teaching has a strong potential for developing **critical thinking, truthfulness, openness to new ideas, curiosity, imagination, rationality, accuracy, diligence, social responsibility** and **justice**. Science teaching may encourage the development of a large number of values – not only those linked to the process of creating science, but also universal human and moral values.

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38   Available at: http://scindeks-clanci.ceon.rs/data/ pdf/05473330/2015/0547-33301504615A.pdf.

## The power of science

*If science is truly able to open children up to the realities of the world, to accustom them to observing and reasoning and by doing so strengthen their spirit… if it is able to draw a man towards greater knowledge and wisdom, but also towards greater respect of those who are different, hence towards greater tolerance and modesty, if it supports our striving for the bigger, to see further and deeper, isn't it then able to offer us elements of upbringing and education and guide us towards culture? (Quéré, 2008)*

The life and work of scientists from different eras is a rich source of valuable and inspiring contents for students. Analysing their personalities and actions may be very helpful. Often, however, the personalities of scientists are idealized to the extent of them becoming people with abilities and features that an "ordinary" human being cannot possess, which may be quite discouraging for students.

### The thorny path of a scientist

*The history of a scientific discovery, more often than not, does not have a linear trajectory, but rather the form of a grid; scientists and their work reflect the surrounding historical socio-cultural milieu, they make mistakes or give up as often as the next person…. Presenting scientists as people far above common people may have the opposite effect, with students getting the impression that science is only for geniuses, prodigies and savants, and that such genius is much more important in scientific discoveries than meticulous, time-consuming, methodologically correct, devoted work with many setbacks, side-tracks and painstaking advancement backwards and forwards… Caution is particularly warranted when it comes to girls or children from diverse minority social groups for whom encouragement and support for engaging in science is much more stimulating than looking after the scientists offered as role models (Antić et al., 2015).*

The rapid development of technology implies a greater obligation for all people to understand the possible consequences on individuals, society and the whole world of applying scientific knowledge and technologies. That is why such topics need to be discussed in school from the earliest age (obviously, always adapted to the students' age). This is the basic principle of constructivist learning theory: a child, with appropriate continuous stimuli, gradually builds or *constructs* his/her own knowledge, followed by the attitudes to guide his/her decisions and behaviour. Thoughtful application of different forms of cooperative learning encourages collaboration, active listening, negotiation, decision making and critical thinking.

Environmental topics are indicative of the increasing importance of SEL developing social and emotional skills in the teaching of science. Studying these topics should help build a responsible, active and well-informed citizen, with love and thankfulness for nature and the Earth. It should support the development of such values and patterns of behaviour, which are the norms of the scientific community, such as cooperation, tolerance, responsibility and the communication skills to convey such value messages (Antić et al., 2015).

*Science allows us to get to know the multifaceted features of nature. It sets us on a slope commanding a vast view of the world… It helps build the respect we owe to the world itself and its many aspects .It reinforces our reasoning abilities and thus bridles our possible useless reactions. Finally, it helps us counteract some distresses created by nature, which at times can be an evil stepmother (Antić et al., 2015).*

# NATURE

## Excerpts from the nature curriculum for grades 4 and 5[39]

### Subject goals

Students develop:

- critical and creative thinking when studying natural phenomena;
- teamwork skills and collaboration;
- perception and understanding of environmental issues in the water and land ecosystems and learning about the necessity of protecting and improving the environment;
- the ability to apply the knowledge acquired.

### Learning outcomes

Students will be able to:

- creatively present the results of independent learning;
- interpret the ways in which humans affect the environment, both positively and adversely;
- respect the rules of pair, group and field work;
- assume responsibility for their own actions;
- present beliefs and defend their own views;
- respect the ground rules in group tasks;
- show interest in research;
- respect the rules of conduct;
- cooperate with others in team assignments;
- respect good communication rules in conversation;
- show readiness to help;
- cooperate with others on an assignment and show tolerance for differing opinions.

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39   Bureau for Educational Services, 2017.

## Sample classroom activities

- In the teaching of nature, students should constantly be prompted to recognize the huge benefits that nature gives to people. Encourage them to express gratitude to nature (e.g. by writing an essay or through student-led projects about nature and the importance of sustainability). These are opportunities to encourage responsible use of natural resources, but also sensitivity and understanding for the needs of future generations (empathy).

- Studying nature and natural phenomena may stimulate students to better understand their own emotions and the emotions of others. Many natural phenomena (volcanoes, lava, earthquakes, heat from the sun, calm lake waters, etc.) lead nicely to emotional reactions in people and the ways these may be changed and controlled. *Do you sometimes resemble an erupting volcano? What happens then? What emotions does a rapid stream/calm lake/pond evoke?*

- For younger students, photographs, short films about animals, insects acting as good "teams" may inspire conversation about teamwork.

- When studying the animal kingdom, encourage students to analyse the abilities of some species to disguise, conceal their own features (camouflage) and to assume the features of other animals (mimicry), and how this helps them survive in the face of various threats. To some other animals (e.g. predators), disguise and mimicry help approach their prey (by imitating the animals they wish to attack). Encourage students to analyse the underlying motives. *Why do animals do this? When and why do people act similarly? What are these human characteristics called?*

- Studying animals' characteristics may be an occasion to reflect on other, good qualities: loyalty, trust, empathy, gratitude, patience

(e.g. a dog's relationship to a human; ants and their patience and discipline in foraging, etc.). *What can we learn from animals, what good features? And from which animals?*

- Stimulate the development of social sensitivity, empathy, self-control in students by familiarizing them with the lives of their peers living in parts of the world with food or water scarcity or where they are exposed to frequent natural disasters (e.g. floods, droughts or volcanic eruptions).

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# BIOLOGY

## Excerpts from the biology curriculum for grades 6, 7, 8 and 9[40]

### *Subject goals*

Students develop:

- scientific thinking by applying basic research methods in biology and by conducting simple research;
- health awareness;
- views about the need for and methods of preserving health and reducing the risks of diseases;
- their ability to cooperate with others during pair, group and team work;
- environmental awareness and culture;
- a proper relationship towards the environment and responsible use of natural resources;
- the ability to show accuracy and creativity in performing experiments, laboratory exercises, educational excursions, and in making presentations, collections, newspaper wall, posters, etc.

### *Learning outcomes*

Students will be able to:

- cooperate and work in teams on project assignments;
- display tolerance and respect rules of communication during debates;
- conduct research and present well-reasoned findings;
- respect the rules of pair, group and team work;
- display a positive attitude towards physical activities and exercise;
- assume responsibility for their own behaviour in developing their lifestyles;
- respect the rules of group work in research;
- cooperate while conducting research;
- explain the importance of environmental protection;
- provide reasoning for good waste management;
- assess the importance of recycling;
- carry out (with others) an environmental campaign;
- cooperate during research and campaigning;
- list basic sustainable development principles and explain the significance of embracing the ideology of sustainability.

## Sample classroom activities

- Examples of symbiosis (mutualism), where both species benefit (e.g. hermit crabs and sea anemones; algae in sponges, coelenterate and flatworms), plants and fungi living in communities, and examples of communities where benefit is not mutual (parasites) are good occasions to talk about the values of teamwork and cooperation, coexistence and tolerance, but also about exploiting and manipulating others.

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40   Bureau for Educational Services, 2017.

- **Environmental topics, environment, sustainable development** are all good opportunities for students to analyse, debate, judge and assess the relationships of humans towards other people and other living and non-living things, towards the earth and nature as such. Lessons of this kind offer an array of opportunities to encourage the development of social and emotional skills: empathy and responsibility (e.g. sensitivity for other people, for future generations and their needs), tolerance (e.g. readiness to share with others), self-control (e.g. to refrain from excessive use of water, energy), gratitude (e.g. towards nature), etc.

- Diversity of plant and animal life – noting beauty and wealth as a stimulus for developing **tolerance; gratitude** for the benefits of nature and opportunities for human life on Earth.

- You can encourage creativity by asking "unexpected" questions, such as: *How will the human race evolve / what will humans look like in 200 years? Will computers acquire the abilities of a human brain? What if life exists on other planets?* You can also suggest to them to do the *Question on Question* game – one student asks a question, another responds with a question.

- Arrange a **debate** where students will express and correct attitudes on issues causing moral dilemmas: cloning, genetic engineering, genetically modified food; experiments of Nazi doctors in concentration camps (what were their agendas?; the consequences for the victims; the reaction of humankind, etc.).

- **Compassion (empathy), responsibility** and **fairness** can be developed through discussion on the use of animals for scientific purposes (the examples of experiments done on animals in the past). Why is it important for scientists to be people of strong character? Group assignment: *Write down two rules scientists have to adhere to when working with animals.* An individual task could be to write a letter to scientists explaining the rules the

groups have come up with and explain why it is important to follow those rules.

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## PHYSICS

### Excerpts from the physics curriculum for grades 7, 8 and 9[41]

#### *Subject goals*

Students:

- comprehend the exact nature and applicability of knowledge in physics in mastering nature and overall human activity, as well as their fundamental role in various professions;

- develop formal, critical, logical and systematic thinking;

- establish a positive and responsible relationship towards nature and the influence of physics on society and its sustainable development;

- develop communication and IT skills during experimental and group work, exchange ideas and share results.

- The section on *Linkages with other subjects and cross-curricular themes* speaks about the role of teaching physics in developing key competencies, such as: critical thinking, problem solving, creativity, taking initiatives, decision making and risk assessment. The following stand out:

- learning how to learn is achieved through the development of work ethics, self-study, time management, assuming responsibility for one's own knowledge, self-confidence and skills;

- social competences include the ability to take part in various forms of group work in the process of learning physics.

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41   Bureau for Educational Services, 2017.

## Learning outcomes

Students will be able to:

- classify energy into renewable and non-renewable;

- list energy-efficiency measures appropriate for school and home;

- recognize renewable energy sources;

- define the concept of *energy efficiency*;

- explain the possibilities for reducing the harmful effects of heat engines on the environment;

- list the applications of nuclear energy;

- explain nuclear energy and radiation protection measures;

- explain nuclear pollution;

- explain why the modern human needs one of the oldest sciences – astronomy.

* * *



# CHEMISTRY

## Excerpts from the chemistry curriculum for grades 7, 8 and 9[42]

### Subject goals

Students:

- understand the importance of using scientific evidence and findings;

- develop cooperation and communication skills, tolerance, teamwork and acceptance of responsibility;

- develop autonomy, self-confidence and creativity;

- develop curiosity and a positive interest in chemistry and science;

- understand the importance of dedication, efficiency, diligence, accuracy and deduction in solving chemistry-related problems;

- develop a positive attitude towards entrepreneurship, innovative problem solving and decision making;

- develop a positive relationship towards the use of certain substances and their impact on the environment;

- develop the capacity for accountable and active participation in solving problems related to sustainable development.

### Learning outcomes

Students will be able to:

- critically assess the use of substances from their immediate environment, their impact on the environment and disposal methods;

- recommend measures to protect the environment against the impact of hydroxides;

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42   Bureau for Educational Services, 2017.

- propose measures to reduce water pollution and improve water quality;

- explore the influence of polymers on environmental development and pollution;

- explain biodegradability and the amount of waste generated daily due to human activity and the environmental pollution caused due to irresponsible waste disposal;

- explore the importance of recycling plastics;

- explain the influence of burning oil derivatives on environmental pollution;

- explain the causes for ozone depletion;

- critically think of the influence of oil and oil derivatives on the greenhouse effect;

- propose measures for using alternative energy sources.

## Sample classroom activities

### *Physics and chemistry*

- Creativity, cooperation and teamwork can be developed by designing and carrying out simple experiments.

- Stimulate creativity in students by asking "unexpected" questions, such as: *What would happen if the earth lost its gravity? What would happen if you found yourself in a "black hole"? (Physics) Do you think a new element will be discovered? (Chemistry)* You can also suggest doing the *Question on Question* game – one student asks a question, another responds with a question.

- When performing various measurements, it would be interesting for students to compare their subjective experiences (e.g. of temperature, expressed in overstatements: *It's a scorcher… I'm melting)* with objective measurements. This will help them realize that we cannot always believe what we see or what seems to be happening, that scientific measurements are much more precise and accurate, that every measurement comes

with a certain error, and that science teaches us accuracy and truthfulness.

- Quotes from famous scientists, physicists and chemists can be an introduction to such activities. Galileo Galilei advised measuring what is measurable and making measurable what is not so. Dmitri Mendeleev said: *Science begins when one begins to measure; precise science would be inconceivable without measurement.* Lord Kelvin: *Each thing is known only to the degree it can be measured.*

- Biographies of scientists may be helpful for analysing the values and virtues that guided those scientists to persevere in proving truths and unravelling false doctrines (e.g. Galileo and his heliocentric system; the consequences of this discovery for himself and for civilization) or to build on the work of their predecessors with systemic work and pave the path for future generations of scientists (e.g. Mendeleev and the periodic table of elements).

- Home assignments or student-led projects of choice may be very stimulating for social and emotional learning. Possible topics include: *How many animals are used annually in experiments? How much plastic is generated annually and where does the plastic waste end up; what does it lead to?* Present to them relevant assessments: if present waste disposal methods continue, by 2050 the oceans will have in them more plastic than living things. Students could write essays and do small-scale projects on the following: *How can climate change be slowed and its consequences mitigated, and why is it important to cooperate globally? What do the students see as being their own responsibility and contribution to those goals?*

- One of the activities in physics or chemistry classes could be a discussion about women in science.

## Girls and women in science

*"We need to encourage, and support girls and women achieve their full potential as scientific researchers and innovators."*

This is the message from the Secretary General of the United Nations, declaring 11 February the International Day of Women and Girls in Science.

What do some of them say about themselves, their work, how they overcome life and career difficulties?[43]

*Being a woman in physics has been challenging and lonely at times. I have had to work hard to fit in with professional networks, to get heard and recognized, to identify role models who could show me the way forward (…). On the flip side, by just being there and doing my work, I have been able to act as both a pioneer and a*

*role model for others. Having to blaze your own trail is hard, but it also allows you a lot of freedom and creativity in your work. Knowing that all your efforts to open the door will one day also benefit others makes your personal achievements all the more satisfying… My advice to early-career women scientists is to believe in yourself and believe that what you do matters for science and for society. Strive to create the networks and find the peer support and mentoring that you need (…) But you also need to be realistic, as not everyone will be able to see things from a new perspective or change their ways. Ultimately, this is your life, and you have to decide what things are worth fighting for and what others are not worth the time or energy.* (Nønne Prisle, associate professor of atmospheric science at the University of Oulu in Finland)

*My experience as a woman in science has been wonderful these past few years, as the more I have developed my career,*

43   The full text Celebrating Women in Science is available at: http://www.sciencemag.org/ careers/2018/02/celebrating-women-science. Selected by: Anđa Backović.

*the more I have become a role model for students in my country. Today, my research group equally attracts male and female researchers. In class, I love telling my students, "If I have done it, you can do it too" and seeing their eyes light up… Especially for women, who even at a young age can internalize impostor syndrome, this is a big step forward. I also love challenging stereotypes whenever I stumble across them. When asked whether I am a postdoc or a PhD student, which often happens, I really enjoy asking people why they assume that young women cannot be full professors and seeing them panic as they try to cover up their prejudices.* (Bilge Demirkoz, professor in high-energy physics at Middle East Technical University in Ankara, Turkey)

*As a woman in computer science, I have had to get used to being in a minority, especially at the beginning of my career. One challenge that I occasionally encountered was getting people to take what I said seriously. I had the frustrating experience that women commonly have of saying something in a meeting which goes completely unnoticed, until a man repeats it 5 minutes later and people respond with, "What a good point he made."*

*As I progressed in my career, this seemed to happen less. Sometimes, though, I found that being a minority could also work for me, as I could offer different views and perspectives on problems and make useful contributions. Today, my interdisciplinary research group has more women than men, and I believe that it is really important to include a diversity of visions about the kind of future we would like science and technology to create for us.* (Marina Jirotka, professor of human-centred computing at the University of Oxford in the United Kingdom)

*Being a woman scientist in my country is very challenging. Some people see me as a threat and do not understand why I am not in the kitchen. When I am out in the field collecting data, some people look at me strangely and wonder why a woman is in a forest with a team of men. But I love what I do, and all of these challenges encourage me to learn and do more as a woman scientist.* (Adwoba Kua-Manza Edjah, research scientist at the Ghana Atomic Energy Commission and doctoral candidate in hydrogeology at the University of Ghana in Legon)

Discussion questions:

– *What prejudices and stereotypes do you recognize in the stories of these women scientists?*

– *What virtues and strong character traits do these women exhibit?*

– *How do they manage to overcome hurdles or difficulties in pursuing their careers in science? What characteristics help them do so?*

– *What do they believe in firmly and why don't they give up despite the challenges?*

– *Which of these women scientists would be your preferred role model and why? What views and behaviour in your life and career would you like to possess?*

## 3.5 SOCIAL SCIENCES

### Potential of social sciences for developing social and emotional skills

*We learn from history that we do not learn from history.*

Georg Wilhelm Friedrich Hegel

*Had mankind always been sensible, history would not have been a long chronicle of folly and crime.*

Arthur Schopenhauer

Teaching and learning social sciences (involving the subjects of Nature and Society, About Society, History and Geography – as a combination of science and social science) are a good basis and framework for activities that help develop tolerance, respect for diversity, critical thinking, humanism, altruism, empathy and social responsibility.

### Titus Livius (Livy) on history

*In history you have a record of the infinite variety of human experience plainly set out for all to see; and in that record you can find for yourself and your country both examples and warnings; fine things to take as models, base things, rotten through and through, to avoid.*

These subjects offer a range of topics for discussion about society, the relationship between an individual and society, about social interests, as well as the issues pertaining to the value system and personal moral development. Learning outcomes offer numerous opportunities to prompt students to develop and demonstrate socially acceptable behaviour, a positive value system, and to act in line with high ethical norms. Quite often these topics inspire students to act in their schools or communities in line with high moral values (e.g. organize humanitarian actions

as an expression of compassion, solidarity, care for others, support for peers with special educational needs, the elderly and refugees).

It is important to bear in mind that any study of historical events and personalities from local or general history inevitably stir different emotions in students. These are precious moments for social and emotional learning. They offer opportunities, given the link between thoughts, feelings and behaviour, to help students be more emotionally literate and develop empathy, tolerance, self-control and self-criticism.

### History opens doors

*History can open doors to possibility. How? By inspiring us to be better people. Learn about one historical event—and questions will pop up. (…) Learning more about the world around you, its people, its resources, and its history can only lead to a more informed life. And a more informed life leads to inspiration—and hopefully the desire to do good. (…) Broaden your perspective—and broaden your horizons—by studying history. (…) The world needs informed, thoughtful people like you who have a sense of who they are, where they're from, and where they're going. Delve into the past. You won't regret it.* (Walker, 2017)[44]

Teaching history offers numerous opportunities for students to think critically about the ethical issues linked with historical events and personalities. We are positive that they will be highly motivated to assess how the ideas, decisions and behaviours of individuals have affected the destinies of other people and whole nations. What character traits were at the base of such decisions (e.g. empathy or a lack thereof), were the decisions right, reasonable, fair (decision making, critical thinking), what were the underlying values and beliefs? Students love to debate these issues and analyse personalities and values, and in doing so to project their own values

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44   Full text available at: https://www.academiccourses.com/article/Why-Twenty-FirstCentury-Students-Should-Study-History/.

and attitudes. This opens up space for teachers to offer proper feedback, supporting or correcting the attitudes of students.[45]

### Questions and answers about the world

*Learning geography means that somewhere in the distance we hear the noise of old seafarers discovering new archipelagos, wanting at the same time to get to know the earth today, and to protect against potential aggression. The list of our knowledge, studied by each one of us as we please, the ones pertaining to science, has a twofold status. Science can, primarily, be seen as a place where man, ever since he became man, poses the commonly known questions about the world. It is also the constant re-actualization of the same questions, as well as a powerful tool to modify them, or pose them. It is also a bearer of courage. Not because it hides in itself the fewest ethical values: "The stone that is thrown into the air is none the worse for falling down, and none the better for going up".[46] Contrary to that, the education we receive through it, the behaviours thus induced, the thought patterns it demands affect the change of our view of the world and our goal-setting, i.e. help guide our energies into the above-mentioned sense. (Quéré, 2008: 75-76)*

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## NATURE AND SOCIETY

### Excerpts from the nature and society curriculum for grades 1, 2 and 3[47]

### Subject goals

Students:

- develop a sense of belonging to a certain community, describe the activities of people in the community, express respect for others and themselves, express compassion towards people who are suffering;

- learn about the holidays and festivities characteristic of their local community, develop respect for them as features of the culture of their people;

- develop respect towards nature, living beings and the places they reside in, express compassion for endangered beings;

- learn how to ask questions and seek answers, solve problems independently and cooperate in teamwork;

- acquire knowledge needed for nature conservation;

- learn to think critically.

### Learning Outcomes

Students will be able to:

- explain the different emotions they and others feel (joy, fear, anger and sorrow);

- explain why the needs and interests of others need to be respected (in play, in school, in the family);

- assume responsibility for their own behaviour;

- show tolerance regarding differences;

- exhibit good manners;

- explain certain interpersonal relations (respect, love, friendship, cooperation and tolerance);

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45   The Guide for Workshops offers numerous examples of how teachers, through their feedback, guide the development of values and ethical conduct of students.

46   Quoting Marcus Aurelius' work "To Oneself".

47   The Bureau for Educational Services, 2017.

- show interest in the problems and needs of others;

- have an appropriate attitude towards school property, obey school rules;

- apply and develop skills that help them take care of their own health;

- explain the need for mutual cooperation, compassion, humanity and understanding;

- show readiness to help and respect the rights of others in a group;

- assume responsibility for their own behaviour and comprehend their own abilities and limitations;

- explain the significance of and respect basic school rules (regular attendance, being punctual, behaviour inside and outside of school, looking after school property…);

- see how they can contribute to nature preservation.

Apart from the activities proposed in the curriculum, you could take a look at the sample classroom activities for students in the first cycle of primary school contained in the *My Values and Virtues* Handbook. The chapters on *Teamwork, Empathy, Tolerance, Self-Control and Gratitude* offer diverse activities that can be of assistance in achieving the stated learning outcomes.

*When teaching **nature and science,** at the very beginning we focus on the "This Is Me" section and the following activity: using oral presentations and drawings, students present themselves, which helps develop, spontaneously and discreetly, tolerance and confidence. Some helpful and interesting activities can also be done under the "Summer Is Coming" heading. For instance, we benefited from the fact that students are learning about picture postcards and letters, and we asked them to write and illustrate a short letter to a person who is close to them. A large number of students chose their classmates, and this activity, quite spontaneously, led to creativity, gratitude…[48]*

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48   The experiences of Staša Barabas and Dragica Bokan, Blažo Jokov Orlandić Primary School, Bar.

## ABOUT SOCIETY

### Excerpts from the 'About Society' curriculum for grades 4 and 5[49]

#### *Subject goals*

Students:

- develop self-awareness, awareness of their own skills, needs and wishes;

- learn about different forms of association, cooperation and mutual assistance between people (family and other types of unions);

- develop awareness of acceptance of differences between people, learn new ways of reconciling different interests and solving disputes;

- learn the basics about children's rights, duties and responsibilities, as well as the people responsible for protecting child rights;

- learn to explain the significance of state (national) and religious holidays;

- learn about the natural and social characteristics of the state and peculiarities of the peoples residing there;

- learn to adapt to new situations, ideas and technologies and aspire to innovative and creative solutions;

- develop awareness of the importance of sustainable development.

#### *Learning outcomes*

Students will be able to:

- define themselves (needs, wishes, abilities, goals and personal progression);

- apply various communication and cooperation skills;

- state and justify their own opinions and views;

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49   The Bureau for Educational Services, 2017.

- state and explain fundamental child rights, duties and responsibilities;
- explain the importance of accepting and respecting differences;
- apply various strategies for managing their emotions;
- assume responsibility for their own behaviour and understand their own abilities and limitations;
- explain the need to respect the physical and spiritual needs of every family member;
- apply basic rules of good manners;
- explain the importance of school rules and adhere to them;
- explain the school as a community of diversity (gender differences, special educational needs, differences between peers…) and explain the need to cherish tolerance and humanity;
- state and define the types of violence occurring between and against children;
- explain how violence can be counteracted;
- understand their own abilities and limitations in terms of nature conservation;
- develop critical thinking;
- understand humans' influence on the environment;
- apply various strategies for coping with emotions, decision making and solving various issues;
- state differences within the community (by age, religion, ethnicity, socioeconomic status, social and cultural, etc.);
- explain the difference between sex and gender and how gender is shaped in society, culture;
- define forms of cooperation and mutual assistance (volunteer work, associations, etc.);
- list and explain formal and informal ways of reconciling conflicting interests and solving disputes between people;

- explain the value of life in a multi-ethnic and multicultural setting and assess the quality of life within a community from the point of view of respecting and exercising civic, religious and ethnic rights;
- assess the state of development of the social environment and give proposals for solving some societal issues;
- apply research skills and conduct simple studies;
- develop and cherish humanity and an understanding of the needs and interests of others, giving a contribution to overall cultural development;
- assess the state of development of various places and the municipal seat, regarding various needs of people (educational, cultural, healthcare, recreational, etc.)
- assess the degree of respect for environmental principles in respecting building traditions and preserving cultural heritage;
- develop respect for the place they reside in;
- identify different peoples within the territory of the country and different cultures in all communities;
- name the ethnic groups living in Montenegro, define multiculturalism and multi-confessionalism;
- explain the importance of respecting diversity for a harmonious coexistence in all of the society and the country;
- assess the degree of the threat to the environment and discuss the necessity of protecting of living space;
- explain the importance of a safe and sound environment characterized by well-tended public and green areas.

## Sample classroom activities

- When students talk about problems at school or in society (e.g. school rules or threats to the environment), instruct them to identify a problem that, in their opinion, could be successfully addressed if people/children cooperated better (teamwork, tolerance). Let them try to explain why.

- This topic can also be a good introduction to a discussion about responsibility and active citizenship: what does it means to be a good, responsible citizen? what benefits can it bring to other people and the community at large? do they recognize in themselves such features and how (in the family, school, classroom)?

- Encourage students to think about their own role and responsibility for the future life of people in their community. What responsibilities await them when they grow older? What could they themselves do, for instance, so that their school, the schoolyard, the green areas in their area become better places?

- Reviewing and building pro-social attitudes can be assisted by debates, e.g. around the question of *whether it is better to give or receive.*

- When presenting the notions of sex and gender, child rights, school as a community of diversity, but also virtues such as perseverance, optimism, self-confidence and courage, the story about the girl Malala may serve as an inspiration.

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### Struggle for girls without fear

**Malala Yousafzai**[50], the youngest ever Nobel-prize laureate, was born in 1997. Bringing a baby girl into the world is not always a cause for celebration in Pakistan, but her parents believed Malala would have every opportunity in the family and in school that a boy would have.

From an early age, she was passionate about learning, and her father, a teacher, supported her.

When Taliban militants took control of the region where she lived, they banned many things, such as watching television and listening to music. They enforced harsh punishments for those who defied their orders (public executions, imprisonment). Soon they said girls could no longer go to school. Then, under an alias, Malala started writing a blog for the BBC about life under Taliban rule. What was particularly touching was her writing about her feelings when the school she attended was about to be closed. When the Pakistani Army managed to push back the Taliban, the school was reopened. Malala was afraid to speak out publicly against the Taliban, but she spoke out publicly on behalf of girls and their right to learn. She won a state award for young people advocating for peace. She was 15 when a masked gunman boarded her school bus and shot at her, also wounding two of her friends. She survived the serious injuries because she was sent to the UK for treatment.



source: Indiana Public Media

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50   The story of Malala Yousafzai is available at: https://www.malala. org/malalas-story. The documentary *He Named Me Malala* is available on this website in 11 different languages.

On her 16th birthday she spoke in the United Nations; Malala Day (12 July) was introduced then, dedicated to all disempowered girls. There are 130 million girls worldwide who do not attend school.

Now she is studying philosophy, politics and economics at the University of Oxford, but is still very committed to fighting for girls' right to education: she has set up a fund, is conducting campaigns, setting up schools, travelling to many countries to meet the girls that she is supporting in their struggle for the right to education. She conveys their experiences of poverty, violence, child marriage, machismo, translated into messages, directly to the world leaders she meets and who could significantly affect decisions on these issues.

## *Activity*

Talk to your students:

- Around the world there are still many girls who are not wanted. Why is that so? What characteristics are ascribed/denied to girls so that they are considered less valuable than boys?

- What helped Malala overcome her traumas in life?

- Imagine that you are one of the 130 million girls not attending school. What messages would you send to: your family, the minister for education, politicians, the president? What would be your message for the girls?

- When a lesson focuses on topics of humanity and cooperation with other people (Learning outcomes: *identify forms of cooperation and mutual assistance*; *develop and cherish humanity and understanding of the needs and interests of others, giving a contribution to overall cultural development),* we propose the following activities:

- Ask your students whether they know a person who has helped others. This could be a celebrity or someone they know personally and who lives in their town. They should briefly tell the life story of that person and how that person helped others. As samples, here we give short biographies of Elena of Savoy and Maria Montessori.

Discuss the following questions:

- *How do they help their family members?*

- *How do they help their friends?*

- *How do they help their school?*

- *Their town?*

- *Their country?*

- *The world?*

### Queen Elena of Italy[51]

Queen Elena (1872-1952), the daughter of Montenegrin King Nikola and wife of the last Italian King Victor Emmanuel III, before her marriage grew up in a large family in Cetinje.



source: Wikipedia

As a four-year-old girl, she became acquainted with the tragedy of her people through the death of Montenegrin soldiers warring against the Ottomans in 1876.

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51 Taken from: http://www.montenegrina.net/pages/pages1/ istorija/cg_od_20vij_do_1_svj_rata/dobrocinstva_kraljice_ jelene_petrovic_savojske.htm.

When her mother, Queen Milena, started helping the wounded and working in a field hospital in a small square in front of the court in Cetinje, all her daughters, including little Jelena, helped her. Jelena looked after her mother and very devotedly watched over the wounded, waiting for someone to call her, for instance, to give him a glass of water. It is said she would sit patiently for hours on a wooden crate, banging her feet in order not to fall asleep.

Her father loved her dearly. Once she shared with him her great concern and pain: she asked him to do something so that the birth of a girl in Montenegro would not be regarded a disaster or make women feel guilty and less valuable because of it. She loved art, painting and architecture, she studied foreign languages and read a lot, and thus gained a solid education.

Jelena was a mother of five. Being very modest, the money she received for own needs she would spend for the benefit of others. Helping the poor, rescuing the weak and treating the sick made her happy.

When a devastating earthquake hit one Italian town, Jelena helped a surgeon, sewed clothes for women and children, and raised aid.

Helping the sick and poor children was very important for her and she raised her daughters in the same spirit. When her daughter once wanted to give a toy that she did not like to a poor child, she told her: *If the toy is ugly to you, it is ugly to a poor child as well. For the very reason that they have less than others, the poor should be given nice things.*

She won many awards for her devotion and humanity in Italy and other European royal courts.

King Victor Emmanuel III abdicated in 1946 and they were forced to leave Italy. They lived in Egypt, and then in France.

The modest queen continued helping people in need even in such circumstances.

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**Maria Montessori** (1870-1952)

She completed her primary and secondary education in Rome. Maria's parents were educated people and endeavoured to give her a solid education as well. She wanted to be a doctor, to the amazement of her parents and the community, since in Italy at the time only men could study medicine. But, Maria was persistent – although she was rejected the first time, she managed to enrol in medicine. She faced prejudice on a daily basis; she could not go to the practical classes together with her male peers, so she would stay after hours to do these practical exercises alone. In 1896 she became the first female doctor in Italy.



source: Wikipedia

After she graduated, she represented Italy at the International Congress of Women's Rights and advocated for women to enjoy the same rights as men. While she was in residency at the Psychiatric Clinic of Rome University, she worked with mentally disabled children. Then she started to be interested in how to successfully educate children.

This became her life's mission – she fully devoted herself to her work, teaching teachers and educators worldwide. She fought for peace in the world and the right of children to education.

She worked for UNESCO and was nominated for the Nobel Peace Prize three times. France gave her the Legion of Honour. She published many books. Despite numerous criticisms, the Montessori method is still being successfully applied in schools and kindergartens worldwide. These methods are based on Maria's idea that every child has huge potential, regardless of race, sex or social status. It was very significant for the development of human rights.

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# HISTORY

## Excerpts from the history curriculum for grades 6, 7, 8 and 9[52]

### Subject goals

Students:

- develop critical and historical thinking and logical reasoning;
- develop skills for effective communication;
- develop an interest in studying the past, an openness for studying other cultures, different opinions, the ability to present arguments; they are motivated to study national history;
- develop as personalities free from any intolerance, xenophobia, prejudice and nationalistic ideals, focused on cherishing democratic forms of behaviour, religious and national tolerance;
- develop abilities for lifelong learning.

### Learning outcomes

Students will be able to:

- define cultural layers;
- define the notion of democracy;
- value the significance of democracy;

- explain the significance of the mixing of cultures;
- assess social and cultural circumstances;
- assess the principle of religious tolerance;
- explain the basic features of civic democracy;
- find similarities and differences between civic democracies and socialist countries;
- state the characteristics of authoritarian and totalitarian systems in Europe and the world – fascism, Nazism, militarism;
- describe the development of Western societies and the spreading of their values globally;
- comment on the lives of different social classes;
- explain and compare the differences between matriarchy and patriarchy;
- value the cultures of other nations.

## Sample classroom activities

- Students can be given the assignment to write an essay about a personality from their community from the recent or more distant past and to describe the virtues this person possessed. Let them mention the things done by that person which are relevant for the lives of other people and society at large. What character traits were important for those achievements?

- Each historical personality is a good starting point for discussing their character, the decisions they made, the motives behind such decisions, and the consequences of the decisions for other people. Prompt students to analyse the character traits that guided the taking of certain decisions – were there any virtues among them (e.g. empathy, tolerance, optimism) or not?

- Use the topics studied to analyse examples of moral dilemmas of people who made major historical decision. Such decisions affected the lives of many people, many generations

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52   The Bureau for Educational Services, 2017.

even. Analyse the virtues underlying such decisions and which virtues were missing when such decisions were made.

- Students may find it interesting and useful if you ask them to identify and assess the social and emotional skills of selected historical figures (e.g. Cleopatra, Cicero, Napoleon, Gandhi, Tito, Stalin, Mandela and Obama)

- Students write essays which can be conducive to teamwork skills, critical thinking and optimism – possible topic: *Is the world becoming better or worse*? Enable students to search for data and compare the state of the world a century or two ago and now, according to various criteria: the number of autocratic regimes; the number of wars; poverty rate/famine; nuclear armament; outbreaks/child mortality, etc. Give them an opportunity to note that the progress made in terms of the quality of life is a result of reason and the care and efforts of individuals and groups for the world to be a better place.

- Encourage them to analyse the positions and roles of women in different historical periods and events. What was the social power of women and on which values (or absence thereof) was such a position of women based?

- Students could write an essay about historical figures (a ruler or prominent politician) who has contributed to an improvement in the position of women and women's human rights.

- Research: *Learning from mistakes from history* – students choose one historical period or event/figure and analyse the consequences or their impact on the future lives of people.

- Project-based work in history could be in the form of research: *How has humanity changed over time, what were the underlying values, is it in crisis today, what are the reasons for that?* Likewise, students could tackle emotions, and study how the expression of emotions has

changed and depending on what (e.g. shame, fear). Historical photographs (from the recent or more distant past) may serve the purpose of analysing feelings (one's own and those of others) – what is the first thing they note? why? which detail was particularly striking? what messages does the photograph send…?

- Sensitive and controversial historical topics can be used in teaching students to analyse the different and conflicting emotions they evoke in people. It will help students acquire an insight into their own feelings and motives, and those of others.

- Encourage students to think about "ordinary people" in historical events. For instance, tell them to explore how an ordinary person experienced major historical events and phenomena in the more recent past (feelings, attitudes, thinking, decisions and behaviour). This will help develop empathy and critical thinking.

- Marking particular significant dates is an excellent opportunity for student-led actions (school- or community-based) where they will have the opportunity to practice what they have learned.

- Using the names of streets, schools or other institutions, exploring printed and online sources and tangible monuments, students identify events and personalities that have brought about a lot of good for other people and the community at large; they analyse the virtues of these personalities and why we are grateful to them today.

- The history curriculum offers a range of opportunities for correlations with other subjects. Well-designed teamwork and small-scale projects may be a valuable tool in developing a general culture and for character building.

- Films (documentaries and art films) are an inexhaustible source in the history classroom for analysing features and character traits, moral dilemmas, value systems, and decisions based on specific values and virtues. An

example of a film: *Schindler's List*. Ask students whether they know what gave rise to the saying: *Whoever saves one life, saves the entire world*. How do they understand this? What is the value of a human life according to this quote? Do they know of a (historical) figure known for devoting his/her life to saving others?

**Film** *Schindler's List* (1993)

The film is based on a true story and was directed by Steven Spielberg. Oskar Schindler, a very successful German businessman, saved more than a thousand, mostly Polish, Jews during the Holocaust, enabling them to work in his factories. The film won seven prestigious film awards and Oscars. One of the 1,200 Jews whom Schindler saved from Nazis persuaded the Australian writer Thomas Kenneally to write a novel about it (*Schindler's Ark*), which this film is based on.

Some interesting details about the film and the director: Spielberg refused to be paid for the film, saying that it would be "dirty money"; while shooting in Auschwitz, he did not want to enter the camp out of respect for the people who died there; some parts of the film he could not watch without crying, especially ones where Jews are humiliated, women stripped, their hair cut…

# GEOGRAPHY

## Excerpts from the geography curriculum for grades 7, 8 and 9[53]

### Subject goals

Students:

- learn how people in different settings around the world live and work, are acquainted with the wealth of diversity among the nations on earth and their contribution to the development of modern civilization, learn to understand and appreciate peoples and their cultures in their own and in other countries;

- understand the necessity of responsible use of resources and the need to preserve and improve the environment;

- understand the significance of sustainable development;

- develop critical thinking and problem-solving skills;

- provide arguments and present their own views;

- develop creative abilities (creativity);

- learn how to arrange their own learning (learn how to learn);

- develop social competencies (cooperation, teamwork…)

- are familiar with human rights and child rights and learn to respect and exercise them;

- develop practical work-related skills for everyday life;

- develop the ability to make decisions about their own professional development.

### Learning outcomes

Students will be able to:

- critically assess the issue of water pollution;

- criticize the adverse human impact on plant and animal life;

- criticize the adverse human impact on the environment;

- recognize characteristic races;

- describe characteristic populations;

- explain the racial and national diversity of the population;

- explain the notions of *natality* and *mortality* and calculate population growth;

- explain the population structure (age, sex, religion, linguistic, educational and national).

## Sample classroom activities

- Learning about the wealth of differences between peoples, cultures and countries around the world is an excellent basis for understanding and accepting differences (tolerance) and for appreciating the contribution of all the nations of the world to modern civilization (gratitude).

- **Empathy** could be the focus when studying economically less developed countries. You will stimulate students to understand and become socially more sensitive to numerous problems in the lives of poor communities and poor people in their own communities if you guide them to do research, e.g. how poverty affects one's health and healthcare, the possibilities children have to become educated, to have proper sanitation. Topics such as natural disasters also offer opportunities for developing compassion and responsible behaviour towards people in distress.

- A sample activity: students are split into groups and each is assigned a specific role (e.g. a mother, a child, an elderly

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53   The Bureau for Educational Services, 2017.

person, a company/plant manager, an environmentalist, a politician). They should explore all the feelings, needs and rights of these people in specific situations (e.g. waste pollution, floods). This will put them in a position to develop empathy. In addition, this will help their critical thinking about the decisions made in such situations: what the population decides and why, and what the management who dispose of waste, which decisions are made by politicians, etc. They also discuss what needs to be done to prevent similar cases from happening in the future (problem solving).

- This idea could be elaborated as a student-led project where their teamwork skills and ability to provide arguments supporting their views and decisions will come into play. The activity could take the form of role playing or a direct dialogue between the participants, where the remaining students observe and evaluate their views and solutions.

- Geography, which is also a science, offers a range of opportunities to develop a feeling of **gratitude** towards nature, **responsibility** for preserving the natural environment and resources, responsibility and empathy towards other people and future generations. By using seemingly simple questions such as: *What would happen if…? What needs to be done next…?* you will help them think critically about these issues and develop responsible behaviour and **self-control**.

- When speaking in class about racial and national diversities among the population, talk to the students about the shared genetic roots of all people, of the constant mixing of people, and how this enriches and connects us. A suggestion: watch the short film *The DNA Journey*[54] offered in the Guide (*Tolerance* workshop for 8th grade).

- School- and community-based actions are a great encouragement to practice and apply values and virtues, i.e. for students to behave in accordance with what they have learned. Thus they become more aware of why such behaviours are useful to both themselves and others, which increases the possibility of them being repeated and reinforced.



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54  Available at: https://www.youtube.com/watch? v=aZ3PzlW9eDA. DNA stands for deoxyribonucleic acid, which carries genetic instructions for the development and proper functioning of all living organisms. For more details, see: https://sh.wikipedia.org/ wiki/ DNK_analiza.

## 3.6 PHYSICAL EDUCATION

### Potential of physical education for developing social and emotional skills

*How is it possible that, in practice, democracy is at such a level during a game (…) with boys aged 11 to 13, while there is still little of it in adults in many areas?*

Jean Piaget, Moral Judgement of a Child
*(Nilsen, 1982)*

Physical education (PE) is the only school subject whose very name indubitably points to its potential for developing social and emotional skills. The social and emotional learning potential of physical education is most often seen as the impact of exercise on the physical health of children. The impact of physical activity on mental health, and by extension on social and emotional learning, is often disregarded. It has long since been proven that children who are physically active tend to have better focus and learn better, and are more resilient to the emotional and social challenges of their daily lives. A good classroom and school climate is also linked to having good physical activities for students.

Teamwork, problem solving, decision making, leadership, communication, perseverance, self-control and self-discipline, responsibility, fairness, and honesty – these are some of the core social and emotional skills stimulated by this subject. They are demonstrated in action – the behaviour of students during play and exercise, where the teacher is uniquely positioned to be the role model and directly guide and shape the desired behaviours in students. It is equally helpful to talk about desirable skills, explain why and how they stimulate the development of good character traits and embracing ethical norms, and through the delivery teach students those skills. PE teaching provides a controlled environment for character building, both *implicit and explicit*. Or, as one teacher put it, commenting on how he uses this approach in his teaching: *I start the lesson by saying to the students: "Today, we want to work on the joy of effort."* He believes *it is crucial that we communicate the attitude we want our students to pick up during the lesson just to make them aware of what we are doing.*[55]

Satisfying the natural need for movement and the pleasure that arises from play help towards having harmonious personality development. The development of an autonomous, responsible, tolerant and confident person implies, among other things, having a positive image of oneself. It is important that PE teaching is used to help students develop a positive attitude towards their body and physical abilities, to accept themselves. Not all students possess the same physical abilities. Therefore, we need to differentiate demands in line with the abilities of students so as not to discourage or frustrate them if, notwithstanding the efforts invested, they fail to reach the set goal. Students should feel they are being respected as people, and that their efforts and work are appreciated.

### A gender perspective

*Seeing PE teaching through the lens of gender gains in importance given that women of all age groups are less physically active than men (Pate et al., 1994), that the decrease in the level of physical activity with age is more pronounced in women, particularly in adolescence (Kimm et al., 2002; Rowland, 1999), and that women are underrepresented in sports (Đorđić, 2006). Given that physical activity is indispensable in terms of developmental and health benefits for all children, school-based PE needs to offer the same opportunities to both girls and boys to acquire the necessary skills, and form the values and attitudes necessary for embracing a healthy lifestyle (Đorđić & Tubić, 2009).*[56]

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55  For more details see Developing Good Attitudes during Physical Education, available at: http://singteach.nie.edu. sg/issue62-classroom02/.

56  Available at: https://www.researchgate.net/profile/Visnja_Djordjic/publication/319943813_Rodni_aspekt_nastave_fizickog_vaspitanja/links/59c2c988aca272295a0df63d/Rodniaspekt-nastave-fizickog-vaspitanja.

## Excerpts from the PE curriculum for grades 1 to 9[57]

### Subject goals

Students:

- acquire social and emotional, and socially desirable values and apply them in daily life;

- develop a healthcare culture, health fitness, keep and improve their own health, and protect the natural environment;

- learn to freely, creatively and imaginatively express themselves in various forms of physical exercise, particularly those contributing to humanization and socialization;

- learn self-control and self-assessment to monitor and evaluate the effects of physical exercise and the transformation processes as a result of organized, planned and systematic physical exercise.

### Learning outcomes

Students will be able to:

- receive instructions;

- respect the rules of basic games;

- analyse acceptable and unacceptable behaviour in basic games;

- take part in basic games with fellow players with observance of the rules;

- motivate their peers to take part in outdoor physical activities;

- cooperate in a game and peacefully oppose any breach of the rules;

- take part in adopting the "agreed" rules of the game;

- take part in devising simple choreographed moves;

- cooperate in the team with control and encouragement;

- differentiate between undesirable and desirable verbal and non-verbal types of communication;

- explain non-violent conflict resolution methods;

- respect and apply the rules of the game;

- propose protection measures and arrangement of exercise grounds, school sports grounds and the natural environment;

- take an active part in campaigns to clean up exercise grounds, school sports grounds and the natural environment;

- recognize the need to take care of the natural environment;

- propose and organize ways of preserving the natural environment during physical exercises;

- assess and monitor their own motor and functional abilities and achievements against the results of previous measurements and plan further progress;

- assess the impact of physical exercises on personal fitness and do these exercises;

- appreciate the value of motivational factors and explain the ways to apply them in regular physical exercises;

- adapt motivational factors to personal needs in order to acquire a habit of regular physical exercise;

- assess and apply motivational factors in order to acquire a habit of physical exercise and plan regular physical activity accordingly.

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57   The Bureau for Educational Services, 2017.

## Sample activities

- **Team games** are particularly suited to social and emotional learning. Unlike individual and competitive games (often overstressing the "winning spirit"), in team games individuals adapt their behaviour to the team's expectations (tolerance, self-control and empathy), have a sense of belonging and their own contribution to the team; joint success is seen as their own (self-confidence, solidarity and gratitude). In addition, in various sport activities children learn to obey the rules.

- Students will find it helpful if the teacher tells them in advance why it will be useful. When you tell them things like: *Today we will work on how to be persistent and tenacious, despite the mistakes…* you help them understand that perseverance and effort are valuable features, and that mistakes aid progress. By doing so, you strengthen their belief they can have a positive impact on many things or challenges if they invest enough effort and try hard enough (optimism and self-confidence). This approach can be used when encouraging all other values and virtues (tolerance, self-discipline and self-control, honesty, empathy, etc.)

- It is particularly important to use feedback (praise and correction) to clearly indicate specific behaviours which you encourage and support (e.g. good teamwork, learning from mistakes, and tolerance).

- Creativity can be encouraged through activities in which students design new moves, games, rules or solve various problems while performing physical activities (e.g. overcoming hurdles).

- Through various activities, as well as through dialogue or joint analysis of some activities, you encourage students to adopt the attitude that fair play is more valuable than victory. You will encourage this if you reinforce and reward positive examples/actions (feedback).

- A famous athlete visiting your class may serve multiple purposes – from role modelling to the development of communication skills and self-confidence. Athletes who live with physical or mental disabilities can also be role models for acquiring many skills, values and virtues.

- By talking with your students about the feelings (both positive and negative) that they experienced during an activity, you help them better manage such feelings (self-control, empathy and tolerance).

- A small-scale research project about the participation of women in sports or the Olympic disciplines will help students, through data collection and analysis, to develop teamwork skills. At the same time, such a research project can contribute to greater awareness of gender aspects in sports, the understanding of sport as one of the most powerful tools for empowering girls and women.

- There are numerous stereotypes regarding male and female sports. The story below and the film we recommend may serve as an inspiration to discuss such stereotypes and develop positive attitudes about gender.

* * *

## The First Woman in the Giro d'Italia
### (Cavallo, 2017)[58]

**Alfonsina Strada** (1891-1959)

"Slow down, Alfonsina!", shouted her parents while the girl sped by on her bicycle. Born into a family of modest means in the north of Italy, Alfonsina was 10 years old when she started riding a bicycle. It was the bicycle her father traded for 10 chickens to help him in his work. Already at the age of 13 she won her first race, and the prize was – a pig. At the time women were criticized for cycling, since it was regarded as an "immoral" pastime for women.



source: Wikipedia

When she got married, she got a new racing bike as a wedding gift from her husband. She moved to Milan and with his support, started to practice cycling professionally. She was very agile and physically fit, so she applied for the *Giro D'Italia*, one of the hardest cycling races. It was the first time this had happened in the history of cycling. "She will never succeed," some were saying, but Alfonsina was not easily discouraged.

They cycled along the steepest roads in Europe for 21 days in stages. Out of the 90 cyclists that started the race, only 30 of them crossed the finish line. Alfonsina was one of them.

"*The Giro d'Italia is a man's race*" was the official position the following year, but it did not prevent Alfonsina. She cycled and set a speed record that stood for the following 26 years, although she rode a 20-kilogram single-speed bike!

Today female cycling races are very popular and are even Olympic disciplines.

### *"The Devil in a Skirt"*

*It wasn't the easiest of routes, but I felt my strength, my limitations, my loves. I didn't allow myself to become a prisoner of other people's opinions or expectations. This was my life! And you know, in my dreams I continue to cycle, in my dreams my legs are young and the wind dances along with me singing: Alfonsina, Alfonsina.*

*As long as there's someone who sees what I see and feels what I feel, then the fire inside me lives on in numerous cyclists: boys, girls, men and women.*[59]

*(Quotes from A. Strada)*

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58 For more details visit: https://www.theguardian.com/ sport/100-tours-100-tales/2014/may/12/alfonsina-strada-giroitalia-woman-grand-tour, or: https://en.wikipedia.org/wiki/ Alfonsina_Strada.

59 The whole text "Our Inspiration – The Devil in a Skirt" is available at: https://fons-bikes.com/ lifestyle/our-inspiration.

## 3.7 MUSIC

### Potential of music for developing social and emotional skills

*Music expresses that which cannot be said and on which it is impossible to be silent.*

Victor Hugo

Pythagoreans believed music to be the best educational tool and the most perfect of all arts. It was not only in Greek civilization that great significance was attached to this art. All great cultures have *widely used the sequencing of ear-pleasing sounds for improving the quality of life* (Csikszentmihalyi, 2017).

Music is one of the key elements in the emotional development of a child, since it enables the expression and experiencing of emotions, as well as the structuring of the mind when listening to music, since it reduces psychological entropy. Music has a positive impact on our emotions, but also on our **awareness of emotions**, which is an important part of emotional development and emotional skills. When children sing together, they feel *mutually close and connected*. Singing songs or playing an instrument encourage the *feeling of achievement*, of success. A student who achieves at least a modest goal in musical education will probably feel proud and successful because of the achievement (bear in mind also those students with special educational needs).

Music is helpful for the development of speech and verbal communication; it stimulates attention, memory and thinking. It is an excellent medium for learning and memorizing information – words linked with music are easier to memorize, they cling to one's memory easier – we all have that in our experience, since early childhood. At the same time, music activates the brain's centres for language, hearing and motor skills. Active engagement in music strongly encourages creativity, self-discipline, self-control, teamwork and tolerance.

Music also cherishes aesthetic awareness. Music has a large capacity to contribute to the development of virtues. It develops: respect and tolerance, particularly in group performance; courage, seen in public performances and recitals in overcoming strong and unpleasant emotions (stage fright, anger); optimism, built through perseverance in precise and demanding discipline; teamwork, manifested through cooperation; patience and self-control – through persistent practice, repetition, devoting time, and deferring other pleasures in life in favour of music education. Music is significant also as a way of expressing gratitude to individuals, groups, and communities. The texts of songs accompanying pieces of music make an important contribution to the development of a positive value system.[60]

### Excerpts from the music curriculum for grades 1 to 9[61]

#### Subject goals

Students:

- develop competencies for problem solving, critical thinking and decision making, through experience with music;

- show understanding and respect for artistic and aesthetic expression;

- develop a positive self-image, build self-motivation and develop independence;

- develop social interaction, which includes making, listening to and performing music;

- develop intercultural understanding and respect through familiarization with the music and musical traditions of different cultures;

- develop discipline by participating in practical tasks that demand intensive focus and continuous practice.

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60  Examples: John Lennon: Imagine; Gloria Gaynor: I Will Survive; Sting: Shape of My Heart or When the World Is Running Down, You Make the Best of What's Still Around...

61  The Bureau for Educational Services, 2017.

## Learning outcomes

Students will be able to:

- sing folk and artistic songs whose contents spur the imagination, dance and play;
- creatively express the experience of music through movement;
- show readiness to share with others their own experiences based on pieces of music listened to;
- talk with others about their own experiences of music and give arguments;
- critically assess and show tolerance for differently expressed music experience by their peers;
- develop a sense of belonging to a group;
- express openness for cultural diversities in the local community (interculturalism);
- assess the performance of the group and their own performance;
- take part in group singing;
- align their own performance with the performance of others;
- appraise their own experience of music in conversation with peers, supporting their views with arguments.

## Sample classroom activities

It is enough to mention the basic elements of music – *rhythm, melody and harmony* – to see the numerous opportunities this art offers for developing virtues and values in students.

- Singing in a choir or any performance that implies teamwork and cooperation (blending one's own skills with the skills of others) is conducive to the development of social and emotional skills. With appropriate feedback from the teacher[62], students will be able to clearly recognize the path leading to the development of these virtues, as well

as to express empathy, kindness, display problem-solving skills and the ability to think about how successful they were in certain situations.

- Students will find it helpful if you initiate discussion on some stereotypical attitudes, e.g. *The piano is more appropriate for girls…* or: *Women sing better since they express their emotions better.* Thus you will stimulate them, in discussion or debate, to identify stereotypes and take a critical stand in reference to them.
- The use of self-assessment for activities done in groups/pairs is important for developing a realistic understanding of one's own abilities (self-confidence, honesty).
- Studying music genres offers very good opportunities for the development of virtues. By way of example, listening to and analysing the lyrics of blues music are good opportunities to stimulate sensitivity and empathy for the disenfranchised and the poor, to develop general respect for human rights, tolerance and gratitude.
- Analysing the lyrics and rhythm of songs listened to/performed by students can be the starting point for identifying and analysing feelings, values and virtues, as well as some moral dilemmas and ethical messages.
- Numerous songs can be found, and their messages analysed for each of the virtues and values you wish to develop in your students.
- Making simple pieces of music may spark creativity, self-confidence and teamwork.
- Encourage your students to make and perform simple short pieces of music on the instruments available in order to present themselves and own feelings (*This is how I sound)*. Thus, you will stimulate imaginativeness and awareness of their own feelings.
- Music is a universal language – it could be said that, by its nature, it is inclusive. This potential should be used in order for children to connect among themselves as much as

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62   See in the Handbook the section on *Feedback from the Teacher and Development of the Values, Virtues and Skills of Students*.

possible, to engage in joint work and to ensure that all students take part, regardless of the differences between them. With such an approach you indicate to students the values of cooperation, coexistence, empathy, tolerance and gratitude, as well as the behaviours that show these values in practice.

■ Music helps students with special educational needs develop self-confidence and a sense of belonging to a group, and their peers develop empathy and tolerance.

■ Recognizing the feelings and moods in pieces of music stimulates the development of emotional skills in students – it is helpful for them to identify the predominant feelings of different pieces of music and what feelings these stir in them. Thus, they become aware of their own feelings and the feelings of others.

■ Music has the power to guide feelings and moods – some to assuage feelings, to calm down, and others to sustain feelings, to lift up. Therefore this is an excellent opportunity to discuss constructive ways of expressing emotions, particularly strong and unpleasant ones.

■ *Word of the Month in a Song*: Students write verses, use familiar music templates for words describing values and virtues.

■ Many complementary activities can be designed that will corroborate and reinforce the messages children receive through songs (e.g. drawing, writing, acting and movement).

■ Listening to the music of various nations from different eras is suited for developing tolerance and gratitude. You can, for instance, play for them pieces of music from three different cultures and then start a discussion on the similarities and differences in the rhythm, feelings, themes and main messages.

■ Analysing the lyrics of songs belonging to various genres (rock or folk) can be useful in researching gender stereotypes (e.g. stereotypes about boys and girls, about love, women, relations between men and women, etc.)

■ Studying the biographies of famous musicians is also very useful. Students can identify the features and skills that enabled those people to successfully create music for a long time and become appreciated, and that enabled humankind to get works of art of a lasting value. An example: the biography of Wolfgang Amadeus Mozart – students discuss whether Mozart followed the advice of his father or not.[63] Or the film *Amadeus* which speaks about the young music prodigy and composer and the sickly jealousy of the ambitious but average artist Salieri.[64]

**Wolfgang Amadeus Mozart**

Mozart's youth was in every respect a happy and a promising one. He was a true music star of his time with a brilliant future awaiting him… But, young Wolfgang and his father Leopold saw the path to that future differently. His father believed that Wolfgang should accept the position of concertmaster in his birthplace, Salzburg.



source: Wikipedia

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63  An idea taken from a lesson plan by Admira Osmanović, a music teacher at Blažo Jokov Orlandić Primary School, Bar.

64  A film directed by Milos Forman, 1984.

It meant a steady job and salary. Wolfgang, however, wanted to pursue a career as a free solo artist (for the first time in the history of music) in Vienna, the then capital of music.

Aware of his own extraordinary talent, Mozart worked hard and composed relentlessly. Praise, commendations and popularity were not lacking, but the monetary reward was insufficient, and he quickly fell into huge financial difficulties.

Despite the money problems, the lack of a steady job and his poor health, he managed to compose, almost incessantly. Never in the history of music had a composer managed to create so many master-pieces in such a short period. He lived only to the age of 35.

Today Mozart lives in each and every one of us. His magical music made him immortal. And the music quivers with love, kindness and truth…

# 3.8 ART

## Potential of art for developing social and emotional skills

*There can be no great artist who is a little man: that would mean he was no great artist to begin with.*

Vladan Desnica

A drawing made by a child reveals their emotional, social, physical and cognitive development. Children like to draw – for them it is a natural way of showing primarily emotions, then thoughts – the way they perceive themselves, others and the world around them. Children express those things in drawings much earlier than they are able to express them in words.

> ### Do schools kill creativity?
>
> *I heard a great story recently – I love telling it – of a little girl who was in a drawing lesson. She was six, and she was at the back, drawing, and the teacher said that this girl hardly ever paid attention, but in this drawing lesson, she did. The teacher was fascinated. She went over to her, and she said, "What are you drawing?" And the girl said, "I'm drawing a picture of God." And the teacher said, "But nobody knows what God looks like." And the girl said, "They will in a minute."[65]*

Drawing is an important tool for **developing creativity** since it offers an opportunity for children to design and present their own ideas and feelings. Independent of his/her motor abilities, in a drawing a child attempts to create the world as they imagine it.

Taking the perspective of social and emotional learning, a child's artistic achievement is not

the focus; it is much more important to develop feelings, freedom, spontaneity, perseverance and critical thinking.

Through their feedback, teachers should encourage these very social and emotional skills.

Both being exposed to and creating works of art will stimulate **tolerance** and **empathy** in students.

Namely, when exposed to a work of art, students see the point of view or perspective of another person – that person's view of the world, with different ideas and meanings attached to the world and the people in it. This helps develop sensitivity for others and tolerance towards diversity.

The therapeutic power of painting and drawing is quite well known. These activities may be very useful for a constructive approach to unpleasant emotional states, intensive emotions and stress, and may also help students better manage their own feelings (self-control).

Art is very significant for developing **critical thinking** and **aesthetical norms**, i.e. for developing the abilities of students to analyse and evaluate their own work and the work of others, and then form judgements about it.

> ### Students in artistic processes
>
> *Research indicates that introducing learners to artistic processes, while incorporating elements of their own culture into education, cultivates in every individual **a sense of creativity and initiative, a fertile imagination, emotional intelligence and a moral "compass", a capacity for critical reflection, a sense of autonomy, and freedom of thought and action**.* (UNESCO, 2006)[66]

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65 For more details, see "Do Schools Kill Creativity", available at: https://www.ted.com/talks/ ken_robinson_says_schools_kill_ creativity/transcript.

66 The whole text of "Art Education Road Map" is available at: http:// www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CLT/CLT/pdf/ Arts_Edu_RoadMap_en.pdf.

# Excerpts from the art curriculum for grades 1 to 9[67]

## Subject goals

Students:

- develop awareness of the significance of and the need for preserving cultural heritage;
- develop a sense for a rural, environmental and aesthetical awareness towards nature;
- develop the ability of creative exploration;
- develop respect for national visual artworks;
- develop respect and an appreciation for works of visual art in other nations and cultures;
- develop the ability to critical evaluate their own work and the work of their peers;
- learn to appreciate different visual culture media;
- develop the ability of take a stand in reference to aesthetic values;
- develop a sense of responsibility for joint property;
- develop teamwork and group work skills.

## Learning outcomes

Students will be able to:

- use terms for senses and feelings;
- find examples of senses and feelings;
- create (shapes, space, decorative items, different works, paintings), do sculpture, design scenery;
- communicate freely in a group;
- explain the role of visual communication in contemporary society;
- independently create concept sketches in graphic design.

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67    he Bureau for Educational Services, 2017.

## Sample classroom activities

A free and relaxed atmosphere in art classes can stimulate **creativity and the acceptance of one's own emotionality**, and thus can be the key to the development of other social and emotional skills. It is very important to encourage children to freely express their artistic experience. Thus, the product of their work will stem from their true selves, their confidence, creativity and originality.

- Students explore colour and feelings/moods (e.g. sorrow, happiness, fear and apprehension). They assign a colour to each feeling that best depicts it; give explanations for their choices. In works of art, they find these motifs and explain their meanings. You can also offer a similar activity: use hues of the same colour to show different intensities of the same feeling (e.g. *a little angry…. very angry*). Thus, students enrich their vocabulary for expressing their own feelings and the feelings of others.

- Students should be given ample time for artistic expression, the possibility to explore different media and the natural environment (curiosity), encourage them towards different forms of artistic expression and indicate the importance of their work, which builds **self-confidence**. It is important to encourage effort, perseverance and interest, and not only artistic achievements.

- Art is an effective channel for students to express their attitudes, send messages (through images and using other media) on important issues that affect them and others in the world. This reinforces their responsibility and motivation to be engaged in social processes (e.g. in school, the community). Taking part in art competitions is one such activity.

- It is important to, together with the children, explore art and discover the presence of art in the things that surround us. By doing so, you contribute to the development of a "universal language" in communication, rapprochement

of cultures and peoples, and the aesthetic dimension of human life (humanity and gratitude).

- A work of art is complex and multifaceted, with multiple meanings to be discovered and analysed. Analysing a work of art requires students to meticulously collect and review information, analyse the views of others, and give arguments to defend their own views (**critical thinking**). Familiarization with major works of painting and sculpture, visits to galleries, museums and exhibitions are examples of such activities.

- Group drawing and making collages are activities that require children to align their actions with the actions of others, which is a precondition for **cooperation, tolerance** and **teamwork**.

- Trying one's hand at different art forms (drawing, painting, sculpture…) may help develop curiosity, but also perseverance, **patience** and learning from mistakes.

- You can ask students to draw an image or make a collage presenting, explaining and promoting a social and emotional skill.

## 3.9 INFORMATICS

### Potential of informatics for developing social and emotional skills

*Technology is nothing. What's important is that you have a faith in people, that they're basically good and smart, and if you give them tools, they'll do wonderful things with them.*

Steve Jobs

From the moment they come into this world, children are surrounded by information technologies and adults using them. Thus, it is only natural that, as they grow up, technologies will be increasingly important, as well as ever more demanding and challenging.

Many experts who study the impact of information and communication technologies (ICT) on child development and learning agree that their use, if adapted to the developmental needs, is helpful: it enriches their learning, makes it more active and appealing, stimulates a spirit of research, cooperation, teamwork, communication, creativity, problem solving, flexible thinking, and readiness to assume a controlled risk.

The impact of information technologies on social and emotional learning is an important issue also given the fact that their use is today an indispensable part of education policies, curricula and teaching practices. The use of ICT changes and improves teaching – teaching and learning goals and outcomes, classroom roles and relations – both among students themselves and between students and teachers.

### *Digital Natives and Digital Immigrants[68]*

*Today's students have not just changed incrementally from those of the past, nor simply changed their slang, clothes, body adornments, or styles, as has happened between generations previously.*

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68 The full text is available at: https://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf.

*(…) Today's students – from kindergarten to school through college – represent the first generations to grow up with this new technology. They have spent their entire lives surrounded by and using computers, videogames, digital music players, video cams, cell phones, and all the other toys and tools of the digital age. Today's average college grads have spent less than 5,000 hours of their lives reading, but over 10,000 hours playing video games (not to mention 20,000 hours watching TV). Computer games, email, the Internet, cell phones and instant messaging are integral parts of their lives.*

*(…) Today's teachers have to learn to communicate in the language and style of their students. So if Digital Immigrant educators really want to reach Digital Natives – i.e. all their students – they will have to change.*

To prepare students for their future life and career requires acquiring key competencies (*21st Century Competencies*), which include digital knowledge and skills.

Being ***information literate*** (Pešikan & Lalović, 2017)[69] means that a person is able to: recognize what information they need and when they need it; identify all possible sources of information and choose the best ones; locate the sources (intellectually and physically), access them and find the information needed; use this information (read, listen, observe and touch) and single out the relevant bits; arrange the information collected from several sources and present it effectively using different means and methods, and adapting it to the characteristics of the intended audience; observe ethical standards in the use of information (respect for intellectual rights as intermediaries for information and knowledge).

***Information and communication technology literacy (ICT)*** (Pešikan & Lalović, 2017) refers to understanding the features of computers, their capabilities and applications, as well as the ability to apply such knowledge for skilful and productive use of computer systems.

This includes the ability to use a wide range of communication technologies (e-mail, video conferencing, websites, social media, etc.). Hence, ICT literacy includes information literacy, but is linked solely with digital sources and technology. It includes also media literacy, and the ability to send and analyse media messages.

It is quite evident that digital skills should not be understood solely as the ability to use certain devices. In order to become "digital citizens", we need to develop **tolerance, democratic values** and **responsibility**. It is, thus, important, to encourage students in each lesson to be responsible users, particularly when it comes to activities online, and not only as regards their own activity – they should be taught to help others. This is an area where the relevance of teaching informatics to social and emotional learning comes into play. In the digital world, just as in the real one, rules of conduct need to be observed, to be a responsible user, to establish certain safeguards and to respect others.

Children should be helped to use technologies in such a way as to not endanger their own cognitive development, social relations, feelings and ethical behaviour. In other words, we need to encourage the development of those social and emotional skills that will protect them against the numerous risks they are exposed to through improper use of ICT (primarily online violence). These include **critical thinking, self-confidence, self-awareness, making responsible decisions, academic integrity,** and **managing feelings and impulses (self-control, self-discipline).** As for children who are at a higher risk from adverse ICT influences, these social and emotional skills are most commonly underdeveloped in their cases.

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69   Available at: https://www.unicef.org/montenegro/ Obrazovanje_za_zivot.pdf.

### Children and the internet

According to the findings of a survey conducted in Montenegro (UNICEF, 2016)[70], 87% of children aged 9–17 access the internet every day or several times a day. They go online most often for entertainment and to use social networks. One in five parents do not use the internet. As children grow up, their digital skills increasingly improve in comparison to the digital skills of their parents. Among children who are active online, 23% add as friends or contacts people they have never met face-to-face, at least once a month. Eight percent of them send photographs or video clips of them to someone they did not know before at least once a month (4% every month and at least 4% every week).

## Excerpts from the informatics curriculum for grades 5, 6, 7, 8 and 9[71]

### Subject goals

Students:

- understand the significance and functions of the internet and safely use web-based and e-mail services;

- comprehend the legal and ethical principles of the use of ICT and discuss the consequences of any breaches;

- develop an interest in modern technologies, creativity and innovation through the use of user programmes;

- develop the ability to resolve problems in different areas of life;

- comprehend the dangers of excessive and improper use of computers, as well as the advantages of healthy lifestyles;

- acquire the ability to critically assess sources of information and present information in an understandable and convincing manner;

- develop accuracy, timeliness and precision in work, and persistence and perseverance in solving problems;

- develop creative skills (creativity, originality and individualism) and practical skills for daily life;

- develop skill in functional and aesthetic design;

- acquire the habits and develop the skills of cooperation.

### Learning outcomes

Students will be able to:

- recognize the possible disadvantages and adverse consequences of the improper use of computers;

- describe the problems linked with excessive use of computers, particularly for entertainment;

- describe the basics of a healthy usage of computers;

- recognize the dangers of using web-based services and are familiar with the rules of their safe use;

- identify and list factors with an adverse impact on the living environment;

- identify and list factors which promote protection of the living environment;

- explain how recycling affects the environment;

- describe the ways of using renewable energy sources: sun, wind and water.

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70  Children Online – Opportunities, Risks and Safety is available at: https://www.unicef.org/montenegro/media_15873.html.

71  Bureau for Educational Services, 2017.

## Sample classroom activities

- Responsible use of social networks, problem-solving skills, creativity and critical thinking are virtues that can be developed in the informatics classroom. Students should recognize (find examples) and analyse ethical issues in the use of technologies and the impact of technologies on individuals (e.g. online violence). This is a good platform for developing **empathy, a feeling for social justice** and **optimism**.

- Encourage your students to do research about parts of the globe or their own community with limited access to technology. This will help them understand the problems of people/their peers who do not have access to digital technologies, and use the topic *The Digital Divide* to develop **empathy**, and the issue *The Right to Technology* to learn about **social justice**.

- Responsible use of online services is a particularly significant area for teaching in this subject. Social interactions and exchanges via websites need to be seen through the lenses of individual roles and responsibilities.

- Moral dilemmas can be considered through the phenomenon of hacking or the "Anonymous" hacktivist group: *When, in their view, do hackers do some helpful things for people? Why? When do they behave in a manner that threatens people and their rights?* Start a discussion on whether and under what circumstances the students themselves would decide to be hackers. *Why would they do that? What character traits do hacker exhibit?* You could suggest that they watch the film *Hackers* (1995) then discuss the characters and their motives.

- Identity theft is a good basis for discussing honesty. What do we do when others are not looking, when hidden behind a monitor?

- Modern technologies enable "virtual travel" where students, under controlled conditions, discover unknown parts of the globe, learn about characteristic natural landscapes, people and communicate with their peers. This stimulates curiosity, tolerance for diversities and empathy.

- Modern ICT has uncovered unimaginable possibilities to people. A research or an essay where students deal with the contribution of modern technologies to human life and health are good opportunities to develop positive attitudes towards research and gratitude towards scientists. You could arrange a debate on the subject *Modern technologies have/have not contributed to positive changes in the world.*

- The use of modern technologies offers a host of opportunities for carrying out and presenting various school-based projects. Such activities enable good cross-curricular correlation. For instance, in informatics classes students could process and present the findings of a project conducted within another subject area.

- Creativity could be developed through the preparation of a PowerPoint or other type of presentation, designing images, items, etc., and setting up a Facebook page devoted to values and virtues.

- Community work and volunteering can be related to the use of the internet. Students should be acquainted with the possibility of volunteer work via the internet: free-of-charge online counselling, document translation, web-based research, writing and editing texts, press releases, moderating online discussion groups, tutoring, webpage development and editing, graphic design, editing videos and many other occupations involving the digital world. Although these jobs are carried out in the virtual world, their results are significant to the real world. Malala started her fight for human rights through her blog (see the story on page 56).

- School-based projects on *Violence and Modern Technologies* or *Girls and ICT*[72] may be helpful. Suggest to your students that they make a list of relevant websites dealing with the development of social and emotional competencies – working on the assignment alone can help develop various skills, such as teamwork, tolerance, empathy and perseverance.

- Competition in educational mobile games (e.g. maze) can stimulate students to practice self-control and patience.

- For students with special educational needs, the use of computers is highly stimulating and helps build self-confidence, independence, curiosity and collaboration with peers.

## 3.10 ELECTIVE SUBJECTS AND DEVELOPMENT OF SOCIAL AND EMOTIONAL SKILLS

*The strongest principle of growth lies in human choice.*

George Eliot

Elective subjects[73] direct the work of students into areas that correspond to their specific educational interests and inclinations, and it is reasonably expected that the possibility of choice should increase their motivation for work. The very idea of elective subjects indicates their potential to contribute to the plurality, diversity and democracy of teaching and learning, thus building the characters of students in line with these values.

The freedom of students and their families to partake in shaping the educational process itself has a strong potential for social and emotional learning – it increases motivation and responsibility in students, participation in decision making, showing initiative, cooperation between family and school, and well-chosen methodologies can boost the development of teamwork and cooperation, creativity, tolerance and academic integrity.

As regards elective subjects and developing social and emotional skills, in some cases such opportunities have been recognized more in the *subject goals*, and in some more in the *learning outcomes*. The excerpts from curricula shown in Table 1 below are taken from those sections that have the most readily noticeable potential for developing social and emotional skills – at times subject or process goals, and at times learning outcomes.

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72  Research has shown that in many parts of the world girls are significantly less trained in ICT and that they are less interested in such jobs than boys, although these are well-paid jobs. Many projects and programmes have been launched to empower girls not to be ICT users only (e.g. ICT-Go-Girls: https://www.schooleducationgateway.eu/en/pub/latest/practices/ict-gogirls_project_.htm).

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73  Currently, 10 electives are offered: Language Laboratory; Literary and Journalistic Workshop; Civic Education; History of Religion; Healthy Lifestyles; Chemistry through Experiments; Measurements in Physics; Introduction to Programming; Sports for Athletes; and Values of Space.

Table 1

| SUBJECT & GRADE(S) | EXCERPTS FROM THE CURRICULUM |
|---|---|
| **Civic Education**<br><br>(6, 7, 8, 9) | ## GRADES 6 AND 7<br><br>*Subject goals:*<br><br>Students:<br><br>■ develop readiness to **participate actively** in solving problems in their community;<br><br>■ develop **responsibility** for family obligations and develop relationships based on **cooperation, assistance and mutual respect**;<br><br>■ develop **responsibility** for school obligations and readiness to **advocate for and defend one's own rights and the rights of other** members of the school organization;<br><br>■ develop understanding for **cultural, ethnic and other differences** between people and responsibility for preserving and improving multi-ethnic harmony in Montenegro;<br><br>■ develop a sense of responsibility for the development of one's own country and readiness to support its **democratic and civic values**.<br><br>## GRADES 8 AND 9<br><br>*Subject goals:*<br><br>Students:<br><br>■ choose as their role models people who stand for the values of **humanity, diligence, responsibility, fairness, honesty,** etc.<br><br>■ develop **tolerance** for others and those who are different and stand for the respecting of cultural, religious and any other type of diversity (ethnic, gender, professional, etc.)<br><br>■ **advocate and defend the rights** that belong to them by birth and which are unalienable, indivisible, universal and which enjoy international protection;<br><br>■ are increasingly ready to advocate for democratic and universal **human and civic values**;<br><br>■ **critically assess** the changes the modern world is undergoing and adapt to them actively. |

| | |
|---|---|
| **Language Workshop**<br><br>(7, 8 or 9) | ***Process goals:***<br><br>■ develop an idiosyncratic, correct and nice **style of expression**… express their thoughts in different ways;<br><br>■ learn **linguistically diverse styles of expression**… and use diverse linguistic tools;<br><br>■ develop self-confidence when practising **public speaking**;<br><br>■ respect the **conventions of social communication** and practice **making dialogue** and conversations with several interlocutors;<br><br>■ develop the ability to use **different functional styles** in speech and writing;<br><br>■ cherish the linguistic diversity of ethnic minorities in Montenegro. |
| **Literary and Journalistic Workshop**<br><br>(7, 8 or 9) | ***General goals***<br><br>Students:<br><br>■ develop **an aesthetic taste** and the habit of observing and assessing artistic creations from different angles;<br><br>■ develop **critical and creative opinions and media literacy**.<br><br>***Process goal***<br><br>Students:<br><br>■ develop the ability to **assess different sources of information**.<br><br>***Learning outcome***<br><br>Students will be able to:<br><br>■ **make (opinion journalism) texts** modelled against read/heard texts… artistic texts…. applying knowledge about the structure of such texts. |
| **History of Religion**<br><br>(9) | ***Subject goals***<br><br>Students:<br><br>■ develop **critical thinking** about the role of religion in the modern world;<br><br>■ understand their **own identity** better;<br><br>■ get acquainted with **different cultures and traditions**;<br><br>■ develop understanding of and **respect for diversity**;<br><br>■ develop **self-confidence**, together with **empathy and respect for others**;<br><br>■ develop the ability to **participate** in today's pluralistic society. |

| | **GRADE 8** |
|---|---|
| | **Learning outcomes** |
| | Students will be able to: |
| | ■ use knowledge about health and risk factors in **planning** ways to improve their own lifestyles; |
| | ■ use knowledge about mental and emotional health and resolve developmental issues constructively; |
| | ■ use knowledge about what body image is and how it is created – **assess the influence of social factors**; |
| **Healthy Lifestyles** | ■ support with arguments the view of the harm caused by psychoactive substances and explain what **responsible behaviour towards oneself and others** means. |
| (8, 9) | **GRADE 9** |
| | **Learning outcomes** |
| | Students will be able to: |
| | ■ use knowledge about the link between nutrition and health and basic principles of healthy nutrition in critical **analysis/assessment** of their own dietary habits; |
| | ■ develop a **tolerant attitude** towards people living with HIV/AIDS; |
| | ■ explain how they can protect their own reproductive health and the health of other people through **responsible behaviour**; |
| | ■ perceive visible and less visible forms of violence, explain the possible causes of violence and use the knowledge acquired for **constructive conflict resolution**. |

| | |
|---|---|
| **Enhancing the Value of Public Spaces**<br><br>(8 and 9) | # GRADE 8<br><br>*Learning outcomes*<br><br>Students will be able to:<br><br>■ Enhancing the value of public spaces in reference to **sustainable development**;<br><br>■ **assess** the use of public spaces, **applying critical lenses**;<br><br>■ **assess** humanity's impact on the natural balance of landscapes.<br><br># GRADE 9<br><br>*Learning outcomes*<br><br>Students will be able to:<br><br>■ reproduce their direct experience with Enhancing the Value of Public Spaces using an oral or visual story… (**analysis of their own experiences**);<br><br>■ **contribute** to sustainable community development. |
| **Sport for Athletes**<br><br>(7, 8, 9) | *Process goals:*<br><br>Students:<br><br>■ develop **self-confidence** and faith in their own abilities;<br><br>■ develop awareness of **personal and shared responsibilities**;<br><br>■ develop abilities for cooperation and **non-violent conflict resolution**;<br><br>■ develop **creativity and a critical view** of their own work and achievement, and of the work of others;<br><br>■ develop positive attitudes about physical exercise as a major factor of a **socially acceptable lifestyle**. |
| **Measurements in Physics**<br><br>(8) | *Subject goals*<br><br>Students:<br><br>■ practice **precision** of observation and analyse the results obtained;<br><br>■ develop a **critical attitude** towards the results of their own work;<br><br>■ develop a **tolerant attitude** when comparing and evaluating arguments;<br><br>■ develop the desire and ability for **independent study** through the use of different sources of knowledge. |

| | |
|---|---|
| **Introduction to Coding** (9) | ***Process goals:***<br><br>Students:<br><br>■ develop an interest in modern technologies, creativity and innovation;<br><br>■ acquire the ability to **critically select sources of information**;<br><br>■ develop **precision, timeliness and accuracy in work, and persistence and perseverance** in solving problems;<br><br>■ develop a positive attitude towards **entrepreneurship** and self-employment in this field;<br><br>■ develop the creative (**creativity, originality** and individualism) and practical skills needed in everyday life;<br><br>■ develop the skill of **independent problem solving**, finding practical solutions;<br><br>■ develop the skill of **mutual cooperation** in work. |
| **Chemistry through Experiments** (8, 9) | ***Cognitive and process goals:***<br><br>Students:<br><br>■ develop **independence** when performing experiments;<br><br>■ assess their own behaviour in the environment **through critical lenses**. |

## Sample classroom activities

The elective subjects are designed in such a way as to offer numerous correlations with other elective and mandatory subjects.

■ Devising and delivering team teaching serves multiple objectives of social and emotional learning. Students are given the opportunity to effectively develop teamwork skills by role-modelling – they see teachers working as a team, their cooperative models, empathy and tolerance. In addition, such classes are more dynamic, which adds to their motivation, and stimulates creativity and optimism in students. You could, for instance, link an objective concerning tolerance (Civic Education) with developing tolerance for people who live with HIV (Healthy Lifestyles).

■ Student-led projects could be carried out within one subject area or could be interdisciplinary (linkages with other elective or mandatory subjects). Just like teamwork, project-based teaching is a method well-suited to social and emotional learning and, in conjunction with the topics covered by electives, it becomes a powerful tool. Student-led projects conducted within the framework of elective subjects, can be presented when marking significant days, as well as through other school-based campaigns.

■ Given that students choose these subjects according to their own interests and abilities, in this respect these come close to extracurricular activities. Hence, their linking would contribute greatly to the development

of creativity and motivation, e.g. Journalism Club and Literary Workshop, Healthy Lifestyles and Environmental Club, Civic Education and the Debating Club, etc.

■ When teaching elective subjects, community resources can be used, and the results of student-led projects can be presented to the local community. For instance, within the framework of Enhancing the value of public spaces, projects can be carried out regarding the relationship between humans and the environment; within Civic Education, student activism in the local community can be encouraged, etc.

# 4. VALUES, VIRTUES AND SKILLS IN ACTION

*We are what we do repeatedly. Therefore, the power of control over our doing is the power of control over our character, and the power of control over our character is the power of control over our life.*

<div align="right">Aristotle</div>

*People with good intentions make promises. People with good character keep them.*

<div align="right">Anon.</div>

*Let everyone sweep in front of his own door, and the whole world will be clean.*

<div align="right">Johann Wolfgang von Goethe</div>

*When we seek to discover the best in others, we somehow bring out the best in ourselves.*

<div align="right">William Arthur Ward</div>

## 4.1 SCHOOL- AND COMMUNITY-BASED STUDENT-LED ACTIVITIES

Encouraging students to be familiarized with and understand virtues, to talk and think about them, to use the "language of virtues" in mandatory classes or in workshops is important, but not enough. They should be given ample opportunities to **apply** and exercise values and virtues in different situations, i.e. to act in accordance with what they know and feel. If that is missing, we deny them some of the opportunities to fulfil their human potential and to search for meaning in life.

Developing social and emotional skills has an integrative character; it links the three processes that lead to the pursuit of the following goals:

- students comprehend the notions of values, virtues and skills, understand the meaning of the terms, and actively and meaningfully use words that denote them

- students can think about values and virtues, about why they are important for their lives and the lives of people around them; they know when to use them; they recognize the feelings associated with them;

- students are motivated to act in accordance with the values and virtues and manifest this in different activities/forms of behaviour and in different contexts.

An explicit approach to developing social and emotional skills implies the targeted planning of social and emotional learning which, in addition to regular teaching, recognizes the strong potential offered by **extracurricular activities** (special programmes, workshops; school-based campaigns; community work; cooperation with families). Although the prefix *extra-* might indicate their separation from teaching, in reality they constitute an integral part of annual school planning. The aim is to respond to the different needs and interests of students, to stimulate the development of their abilities, knowledge and skills. Extracurricular activities are part of the school curriculum, and of the whole school experience for students.

Teaching and extracurricular activities, put together, provide opportunities for students to develop their social and emotional skills. Extracurricular activities are a link between

school and life, between mandatory and optional contents, between strict and flexible organization, between closed and open teaching processes. By taking part in such activities, students get an opportunity to socialize and cooperate with their peers from other classes, to develop and strengthen a feeling of belonging to a school community and to identify with the school, all of which opens new opportunities for developing social and emotional skills.

### *Activities that accompany and support curricula*

*The role of extracurricular activities is to help students acquire a much wider range of experiences than the core school curriculum can offer. Through these forms of work, students will see what it is like to write newspaper articles, make photographs, video clips or films, edit radio or video shows, arrange a trip, party, a dance party (what was it?), make certain objects, make sculptures, play the most diverse instruments, sing, act, solve the problems of their peers, research the phenomena in their immediate surrounding, conduct campaigns and social actions, help other people, discuss with teachers any imaginable issue without the pressure of assessment and marks, feel like a person, a player, leader, author, and be exposed to a number of lesser or greater challenges and problems.*

*(…)*

*It will be a great breakthrough once we start recognizing a good school by the brilliant achievements of their students and not those that are awarded medals or prizes, but rather by their originality, appeal, courage and enthusiasm (Vigor Majić, director, Petnica Science Station).[74]*

Alongside free activities, an indicator of student participation in school life and the level of democratic culture of a school, is the work of Student Parliaments. Such Parliaments offer an opportunity for students to partake in making decisions that affect them, to launch initiatives and campaigns (charities, clean-ups, etc.). It is a test field for developing teamwork, leadership, entrepreneurship, responsibility, tolerance,

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74   Available at: https://www.danas.rs/dijalog/
     vannastavneaktivnosti-su-ogledalo-skole/.

perseverance, etc. The students who take part in the work of the Parliament are expected to be role models for other students with the way they communicate, make decisions, and show initiative and creativity.

## Examples of school-based activities

### *School*

■ When setting or revising schools' **missions**, it should be clearly stated that, in addition to academic achievements, the school wishes to develop and highly appreciates students' character and virtues (indicate some specific virtues). By doing so, the school sends a message to the teaching staff, students, parents, partners and community about the values it deems important. At the same time, this helps it to stand out from other schools.

■ **School messages** (posters, displays in halls; messages on the school webpages/ social networks) – the experiences from schools included in the *My Values and Virtues* programme show that those simple activities can be very effective (it has been observed, for instance, that the parents of younger children often stop and read to them the messages displayed in the school hall).

■ The **teachers/school teams** implementing the *My Values and Virtues* programme can see to it that the class/teacher meetings **review** briefly, but **regularly** the development of social and emotional skills. This promotes the significance of social and emotional skills for the quality of teaching and learning, as well as the teachers who develop such competencies.

■ **School-based projects** may be organized either as interdisciplinary projects or within one school subject. Depending on the project goals and scope, it is led by one teacher or a team. A successful project is unthinkable without teamwork, creativity, honesty, perseverance and other social and emotional skills. During the project evaluation stage, the positive changes in students' competencies need to be clearly identified and reported.

- **Celebrating significant days** (e.g. School Day, Tolerance Day, the World Day of Books and Copyright, International Literacy Day, World Character Day[75]) is an opportunity to promote values and good character traits. Although such values are most often implied in the activities of this type, it is advisable to identify them explicitly (e.g. by the name of the performance).[76]

- **A school newspaper** offers numerous opportunities to directly talk about virtues and values and for the whole school to be included in such dialogue. For instance, each issue could have one virtue as an overarching theme.[77]

- **Thematic literary and artistic competitions** can be organized at the school level. An example: on Secondary School Students' Day one school had a literary competition under the heading *I wish to thank you…/ Thank you!*

- **Sport events** – Regular sports competitions get a new dimension if new goals are introduced in a well-planned fashion. An example: promotion of honesty and fair play in sport games. Good practice: a group of young teachers set up two football teams and played football three times a week with a team from a so-called "difficult" class. Soon some changes were noted – less truancy, excellent cooperation between the two teams, trust and compliance with the rules.

- **Virtue competitions** (e.g. patience and fair play) are excellent opportunities to promote both students and virtues, for parents to be involved, to send out clear messages about what the school appreciates and supports in students. The competition is done at the class level[78], with other classes being involved

subsequently. Such competitions contribute to cooperation among groups of students and teachers and build a sense of belonging to the school community.

- **Virtue of the Month** – a school-level event where as many activities as possible supporting the development of a certain virtue need to be devised and students encouraged to behave accordingly. The selection of the virtue can be done by students from different classes casting their votes. To the same purpose, students can invite and interview in front of other students those people who are their role models for the given virtue.

- **Volunteering** – the activities can be conducted in class or in school. For instance, senior students can help their juniors or peers with studying, adapting to the school environment after a prolonged illness or change of school, as well as help individuals/ groups in the community.

- School campaigns in which students promote **recycling and teamwork** (an example from a school: making Christmas trees using recyclables), raising help (in terms of toys, books, clothes and food), etc.

### *Interaction with parents*

- When developing annual work programmes, each school plans different forms and topics for interaction with parents. Apart from regular activities, such as parent–teacher conferences or statutory participation of parents in running the school, other forms of parent involvement in teaching and extracurricular activities can also be envisaged: **a visiting speaker in class** – a parent who is an expert in a given area; joint programme preparation; participation of parents in school-run projects… The existing content can certainly be greatly enriched and improved by involving parents in delivering certain topics intended for the development of social and emotional skills. How this involvement will be designed depends on the setting in which the school is located, and the social groups the parents belong

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75  This year (2018) World Character Day is celebrated on 26 September. Every school can apply and participate in this global event, as has already been done by some grammar schools in Montenegro. For more details visit: http://www.letitripple.org/ characterday/.

76  An example of a performance staged in the primary school in Spuz, where children presented "Virtues in Action" in a creative way: https://www. youtube.com/watch?v=6XolqUbmX1s.

77  An example is the school paper *Val* (Wave), Blažo Jokov Orlandić Primary School, April 2018.

78  An example ("Put Your Patience to the Test"): http://osratkozaric. com/ suncokrili/index.php/moje-vrijednosti-i-vrline.

to. These activities are closely related to the involvement of the local community that will be discussed below.

- Parents should be motivated and sensitized to support their children in social and emotional learning. The experience from parent–teacher conferences in one school where parents filled out child **assessment sheets**[79] is quite interesting. This was an opportunity to analyse their skills and virtues, to talk about them, it helped them better understand the position and the perceptions of the teacher and gave an indication how to monitor the social and emotional learning of their children.

- One class teacher suggested to parents that they **describe their child in writing**; then they compared the descriptions/assessments and analysed how their children had progressed as regards social and emotional skills.

- During a parent–teacher conference you can **demonstrate selected activities/steps** from some workshops and help parents learn to do them with their children at home. If they tell you what the main challenges in raising their children are, you could suggest appropriate activities for the development of specific skills (e.g. patience and tolerance).

- An example of a fun and effective family activity: give children several post-it notes to write who they are grateful to and what for. Then use the post-it notes to make a "gratitude necklace" and put it on the wall. In time, the necklace can grow bigger by adding new notes.

- For parent–teacher conferences: share with parents your **insights/assessments of the levels of social and emotional skills** in children; present to them how you plan to further build those skills; highlight the situations in which you note positive changes in their children and explain why; tell them where you expect cooperation and support from them as parents.

- Arrange thematic parent–teacher conferences on the social and emotional skills of students.

- Instruct parents on how to give **constructive feedback**; talk about their experiences (how they praise their children; how they give or deny them rewards); help them correct ineffective messages; recommend to them books and other sources for social and emotional learning.

- Encourage parents and other family members to get involved in various **volunteer activities** (school campaigns; *a visiting speaker in the school/class*).

## *Collaboration with the community*

*When families, community groups, business and schools band together to support learning, young people achieve more in school, stay in school longer, and enjoy the experience more.*

<div align="right">Brendan O'Keefe[80]</div>

Collaboration with local organizations or groups (such as the local authorities, parent associations, local businesses and non-governmental organizations) is an excellent opportunity for students to get practical experience and develop communication skills. Such activities allow them to become acquainted with the value system in their community. These activities can be correlated with several school subjects, depending on the goals pursued in specific instances of collaboration with the community.

Every community has an array of resources for experiential learning, and it is up to us to plan well the 10–20% of the curriculum envisaged to those purposes. The opportunities offered by the community are often overlooked. If these opportunities are taken at all, this is done more for the reasons of form than substance due to a lack of awareness of the goals it may accomplish. Choosing the key people and the right organizations for partnerships is one of the preconditions for using the opportunities

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79 From the Handbook: My Virtues and Values – Development of Socioemotional Skills in Students (Student Progress Questionnaire (Appendix 1.1, p. 199).

80 For more details visit: https://www. edutopia.org/blog/school-community-collaboration-brendanokeefe.

offered by the community. It is important to talk about one's own ideas and needs for developing partnerships with the community, and to send an open invitation. It is also important to endeavour to link schools to each other.

- **Linkages with the curriculum** – a major issue for the quality of students' knowledge, but also for the development of social and emotional skills, is how to link the theory taught in school with the real world. One of the ideas is to collaborate with experts (of different backgrounds) from the community.

- **Project-based learning** – a model that can be used for effective acquisition of knowledge and development of social and emotional skills by exploring community sources. Some ideas are given in the *sample classroom activities* sections.

- **Careers Day** – a day when students can be informed about issues relevant for their professional orientation and career development. On this occasion, community members from different walks of life, primarily parents, could visit the school. The activity could be arranged in collaboration with experts from the Centre for Professional Information and Counselling. Secondary school or university students can also be visiting speakers. Encourage visiting speakers to talk not only about the features of certain occupations, but also the social and emotional skills relevant for the given occupation.

- **Health Fair** – this can be organized in cooperation with other schools, health clinics, NGOs, colleges and relevant experts. Various activities can be devised to help develop in children responsibility for their own health and the health of others. Similar events can help build an appropriate attitude towards the environment. The fact that the very design, preparation and presentation of such events stimulates creativity in children is quite relevant for its own merit.

- **Charity events** – these events often boil down to mere fund raising or collecting old things for the poor. It would be good if such events were introduced by a discussion about altruism, humanitarianism – what constitutes humanitarianism and how it can be demonstrated (stories about Queen Elena and Maria Montessori, pp. 57-58). The whole purpose of such actions is for children to make their personal contribution, for example to take part in the programme organized for the charity event, in making gift cards or toys to be sold for charity, etc.

- **Develop an inclusive culture** – this can be achieved by reinforcing partnerships with parents, local institutions and organizations. School impacts the students with its overall climate and culture. In an atmosphere of openness towards collaboration, where the school opens its doors to the community and at the same time contributes to the community through its work, children recognize the importance of collaboration, help, perseverance, tolerance and gratitude.

- **Clean-up campaigns** – students can join various local clean-up campaigns. It is a good opportunity to talk with them about personal responsibility in preserving and protecting the environment, as well as the values people need in order to live in harmony with one another and with nature.

- **Culture and art** exhibitions, meetings, culture and art evenings, public promotions – in the preparation and implementation of such programmes children develop teamwork, creativity and other social and emotional skills. As in the case of similar school-level events, these can also be thematic, focusing on one virtue at a time.

- **Promotion of a community-based initiative** through local media and social networks; promotion of students and teachers who stand out or are recognized by their enthusiasm, devotion, originality, and not only their achievements in academic competitions.
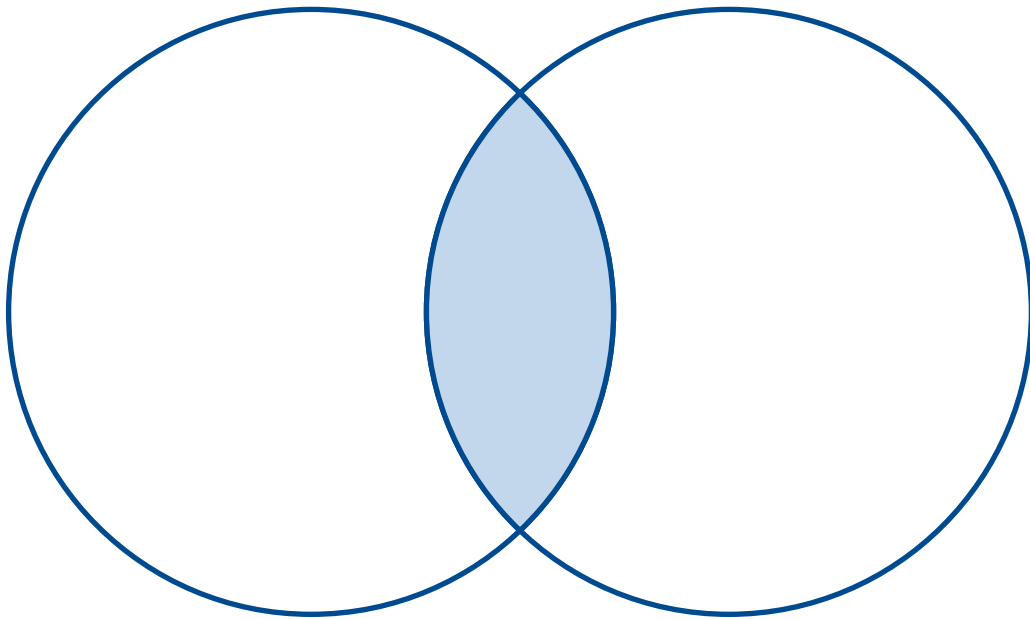
# 5. APPENDICES

## APPENDIX 1

### SES development plan in teaching literature

| LITERARY WORK – NAME AND AUTHOR | VIRTUE, VALUE, SKILL | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Teamwork | Creativity | Self-control | Empathy | Tolerance | Honesty | Optimism | Gratitude |
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# APPENDIX 2

## A LITERARY CHARACTER AND I

What we have in common:

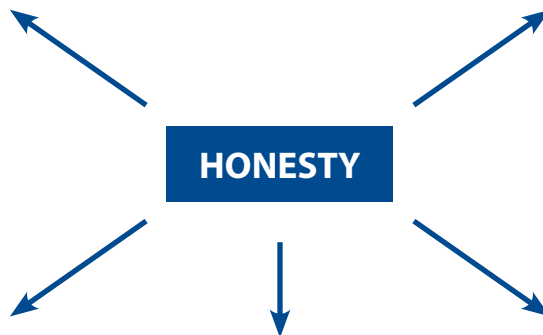My name:                                          Character's name:

_____                    _____

# APPENDIX 3

## Concept map for public speaking

| Which words can be used instead of the word 'honesty' to have the same or similar meaning? | What is my experience of honesty at school?<br>*Examples* |
|---|---|
| | |

**HONESTY**

| What is my experience of honesty among friends?<br>*Examples* | Examples to be proud of | Honesty logo |
|---|---|---|
| | | |

# APPENDIX 4

## Thought pattern for analysing the story
## *Dobar čovjek* (A Good Man) by Ćamil Sijarić

| What happened in the story? | Who are the characters? |
|---|---|
|  |  |

**A GOOD MAN**
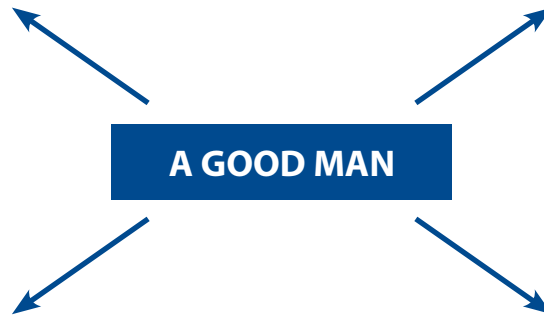
| Where does it take place? | The big and the little in the story |
|---|---|
|  |  |

# APPENDIX 4

## Description of some selected teaching methods

### 1. Fishbowl

| | |
|---|---|
| **Description** | Fishbowl is a simple, mostly dynamic alternative to a panel discussion<br>**It is suitable for developing social skills and forming attitudes**. |
| **How** | Students form two circles – one inner and one outer – to create an arena. The inner circle has 4–6 chairs facing inwards, while the outer circle has chairs for the other students.<br><br>The game *Fishbowl* has the following rules:<br><br>1. Only the students in the inner circle are allowed to discuss, the participants in the outer circle are not allowed to join in.<br><br>2. If any of the students from the outer circle wishes to join in the discussion, they may sit on either a spare chair in the inner circle or a chair behind such a chair. Once the discussant has fully formulated his/her ideas, he/she must leave the inner circle, with somebody else sitting on that seat.<br><br>3. Any of the inner-circle participants may at any point in time leave their place if they wish to take some time off the discussion.<br><br>4. Whoever leaves the inner circle, may also return. The students who do that repeatedly become conspicuous. This enables group domination to become visible.<br><br>5. In practice, following an initial period of uncertainty, the students' entering or leaving the inner circle becomes more spontaneous and happens without interrupting the discussion.<br><br>The activity has to be clearly presented at the beginning, stressing they need to take turns. It is important that once the activity has started there needs to be no "higher instance", something that needs to be clearly spelled out. It means that from that moment onwards, students alone are in charge of guiding the course of the discussion, without external interventions.<br><br>Initially, students tend to be reluctant to enter the inner circle. This is something to be noted in the introduction. This can be eased by initially placing 1–2 spare chairs in the middle to enable fast movements between the inner and the outer circle. Students should be made aware that those in the inner circle have to be clear and loud for others to be able to follow. |
| **Pros** | ■ Particularly suited to highly contested issues.<br><br>■ Suitable for open discussions (measuring up alternatives, argument exchanges, etc.) in a larger circle (approx. 20 people).<br><br>■ May be useful for **critical (self-)reflection**, e.g. following an action, a process or for group issues. |
| **Cons** | ■ Less suited to creative idea gathering or decision making. Still, this method can be used prior to making decisions, at a stage of confronting different views.<br><br>■ Not suited to theoretical discussion, mere knowledge transfer<br><br>■ Not suited to experience sharing free of any conflicting views |

## 2. *Presentation*

| | |
|---|---|
| **Description** | A teaching method in which the teacher presents information to students using visual teaching aids. This method is a combination of verbal presentation and the use of visual aids, starting from a pre-arranged board/flipchart to technologies (e.g. PowerPoint presentations). **Suited to theoretical teaching.** |
| **How** | Verbal presentation of content supported by visual aids. |
| **Pros** | ■ Works well with large groups.<br>■ The whole group is focused on the same topic.<br>■ Can be combined with other methods.<br>■ Can be made very appealing.<br>■ Engages several senses. |
| **Cons** | ■ Students tend to be passive.<br>■ Students may become more interested in the aid used than the content presented.<br>■ Costly equipment.<br>■ Teacher has to practice using visual aids. |

## 3. *Brainstorming*

| | |
|---|---|
| **Description** | A teaching method generating a large number of ideas as inputs for a short ensuing discussion. **Creates an atmosphere conducive to active participation.** |
| **How** | 1. The teacher introduces the topic in such a way that the students can understand.<br>2. The teacher invites students to contribute keywords and ideas, which get written down without any criticism or censorship.<br>3. The teacher groups the keywords and ideas into categories, and then manages the discussion to reach possible solutions. |
| **Pros** | ■ **Keeps students interested and engaged.**<br>■ Relies on students' knowledge and experiences.<br>■ Generates offbeat and creative solutions. |
| **Cons** | ■ Demanding.<br>■ Does not last long.<br>■ Some students do not take part. |

## 4. *Group discussion*

| | |
|---|---|
| **Description** | An active teaching method which relies on the participation and interaction of students discussing a specific topic. The group analyses and assesses certain issues, explores the topic. **This method is conducive to forming attitudes, and helps change poor or inadequate attitudes.** |
| **How** | By presenting the topic and making it possible for students to discuss it. The teacher acts as a facilitator enabling and guiding the process. |
| **Pros** | ■ Keeps students interested and engaged.<br>■ Students share knowledge and experiences.<br>■ Students criticize a view or an opinion, not the person.<br>■ Creative solutions to problems are reached.<br>■ It expands horizons.<br>■ It offers interesting feedback on how students understand the topic and what skills they possess.<br>■ Quite easy to implement.<br>■ **Useful for changing attitudes.**<br>■ **Builds the skills of establishing rapport with others.** |
| **Cons** | ■ Time-consuming.<br>■ Difficult to control.<br>■ Easy digression from the topic.<br>■ Requires careful planning.<br>■ Requires a skilful facilitator. |

## 5. *Debate*

| | |
|---|---|
| **Description** | A teaching method similar to discussion, but more structured. Used in cases where there is more than one solution. Both sides in the debate benefit from further exploration and studying of the topic. **The method is effective in strengthening communication skills for presenting arguments for and against.** |
| **How** | 1. The teacher appoints a chairperson who will act impartially and see that rules are observed; the teacher gives instructions to the chairperson.<br><br>2. The teacher chooses the topic of the debate and gives the pros and cons; guides students to seek arguments themselves.<br><br>3. The teacher then splits the class into for, against and abstentions.<br><br>4. Teacher chooses representatives for each group and gives them time to prepare for the debate. |
| **Pros** | ■ Keeps students interested and engaged.<br><br>■ **Students share knowledge and experiences.**<br><br>■ **Students improve their skills of argumentation.**<br><br>■ **Develops teamwork.**<br><br>■ **Develops critical thinking.**<br><br>■ Students take part with great interest |
| **Cons** | ■ Time-consuming.<br><br>■ Several students dominate. |

## 6. *Simulation*

| | |
|---|---|
| **Description** | A teaching method which involves the use of aids, equipment or situations which mimic real life. In this exercise, the characteristics and opportunities provided by those aids, equipment or situations look real. **It is suitable for skill building**. |
| **How** | By providing a specific scenario and instructing students to behave as if in a real-life situation. |
| **Pros** | ■ **Practicing complex technical, mechanical, operational and decision-making skills for real life**.<br><br>■ Useful for applying principles learned from experience.<br><br>■ **Keeps students active and responsible for their learning**. |
| **Cons** | ■ Adequate time for preparation and delivery needs to be ensured.<br><br>■ Enough time should be allocated for debriefing.<br><br>■ Cannot be easily adapted to the needs of each student. |

## 7. *Role playing*

| Description | A teaching method that enables students, by acting out real-life situations, to practice and examine new forms of behaviour that they can apply in real life. **Suitable for affective aspects of learning.** |
|---|---|
| How | By providing a specific scenario and instructing students to behave as if in a real-life situation. |
| Pros | <ul><li>Simulates *real life.*</li><li>Keeps students active.</li><li>**Fosters emotions and showing emotions.**</li><li>**A good way to "shape" attitudes.**</li><li>**Students are enabled to see things from a different angle.**</li></ul> |
| Cons | <ul><li>Hard to control.</li><li>Teacher may lose sight of those students who do not take part in role playing.</li><li>Enough time should be allocated for debriefing.</li></ul> |

## 8. *Games*

| Description | A teaching method which involves a quiz, a problem, a brain teaser or some other activity in which reaching the result depends on skill, knowledge and chance, and competition and/or collaboration are used for revision or recap. **Suitable for theoretical, affective and practical aspects of teaching.** |
|---|---|
| How | By presenting the game and its rules and giving guidance. |
| Pros | <ul><li>**Builds self-awareness.**</li><li>**Keeps students active and engaged.**</li><li>Is fun.</li><li>Students stay active even after the instructions.</li><li>Builds skills of establishing rapport with others.</li></ul> |
| Cons | <ul><li>Time-consuming.</li><li>Enough time should be allocated for debriefing.</li><li>A negative atmosphere can build up in the classroom</li></ul> |

## 9. *Value continuum*

| | |
|---|---|
| **Description** | An activity which enables students to deal with values and their clarification in a structured way. It helps for complex views in reference to diverse topics of instruction to go beyond the "either…or" approach. **Very suitable for controversial issues.** |
| **How** | First identify the content or the attitude to be discussed. Draw a horizontal line on the floor or the board. The endpoints are the extreme points, so-called polar extremes which mark maximum agreement or maximum disagreement with the given view. The midpoint is marked "0". Each student marks the point on the continuum that expresses his/her level of (dis)agreement. They identify their position in reference to others, explain their views, ask questions. Following that, the teacher asks whether they would now like to change their original position and why. |
| **Pros** | ■ A good way to deal with controversial issues.<br><br>■ **Increases awareness of values (one's own and other people's).**<br><br>■ Gives insight into the strength of peer pressure.<br><br>■ **Increases self-awareness and confidence (assertiveness).**<br><br>■ **Fosters tolerance for a difference of views.** |
| **Cons** | ■ May stir up emotions.<br><br>■ Requires a skilled moderator/facilitator.<br><br>■ Enough time should be allocated for post-exercise analysis. |

## 10. *Projects and research*

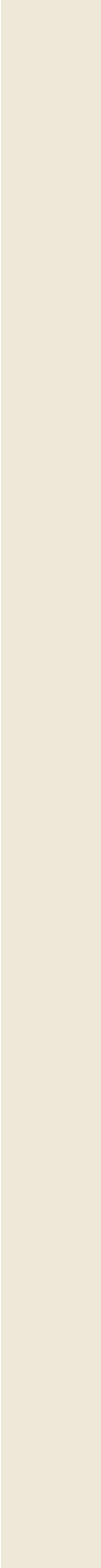| | |
|---|---|
| **Description** | This is a research-based activity. It is characterized by a focus on points of students' interest. The objective, methodology and research options are set by the teacher and students jointly. It is important that every student has a specific assignment – it is to be determined during the planning stage what should be done, by whom, when and where. This method is also characterized by its interdisciplinary nature, where the boundaries between subjects and between school and real life are not so clear-cut. The result, i.e. what is to be learned, is not pre-set, but evolves through the joint efforts of the teacher and students.<br><br>**By working together, on the same topic, students develop teamwork skills, the ability to search for information autonomously and to assess it critically.** |
| **How** | It can be applied as a so-called mega-project, led by a team of teachers and lasting anywhere between six months and two years. Usually, projects take between a week and a month, and are led by one teacher, with the whole class participating. The projected learning is not extensive and takes between one and three periods (a smaller segment of an issue is researched). The main stages are:<br><br>■ deciding on the topic;<br><br>■ formulating the objectives;<br><br>■ planning;<br><br>■ project preparation;<br><br>■ project implementation;<br><br>■ project review (a very important stage since it enables students to learn from their mistakes). |
| **Pros** | ■ **Builds self-awareness.**<br><br>■ **Develops readiness to act.**<br><br>■ **Fosters the taking of responsibility for one's own learning.**<br><br>■ **Develops creativity.**<br><br>■ **Builds planning, research, critical assessment and presentation skills.**<br><br>■ **Develops communication and cooperation skills.**<br><br>■ **Offers the possibilities for exploring one's own potentials.**<br><br>■ **Builds unbiased argumentation skills.** |
| **Cons** | ■ Time-consuming. |

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