

Didactical Resources For Values Education in Turkey

VALUE 1: SELF CONFIDENCE:

Activity 1: Pictures, banners





Objective: Learners can able to realize and concretise values more easily by virtual tools and documents.



Activity 2: Worksheet

Learners fill the blanks on the circle and after, the blanks at he sentences.

A circle divided into four equal quadrants by a vertical and a horizontal line. The quadrants are labeled as follows:

- Top-left: MY NAME
- Top-right: MY TALENTS
- Bottom-left: MY TARGETS
- Bottom-right: BEST THINGS I CAN DO

A blank circle divided into four equal quadrants by a vertical and a horizontal line, intended for learners to fill in their own information.



Lessons

I like doing.....

I do not like doing

I am good at

I am not good at

I am good atbut I do not like doing that.

I am good at.....and I like doing that.

Activities

I like doing.....

I do not like doing

I am good at

I am not good at

I am good atbut I do not like doing that.

I am good at.....and I like doing that.

I prefer doing individual activities (.....) I prefer doing group acvtivities (.....)

Relationships

My features which are generally liked are.....

My features which are generally not liked are

I have a group of friends

I prefer having one or two friends

I am a leader

I am an audience

I like being with people who enjoy the same thing with me

I like being with people who enjoy different things.....



Objectives:

1. Learners start to change their negative judgments about yourself;

You probably heard expression “You are what you think”. Your thoughts about yourself determines what you have. The parts of talent and abilities can help to recognize your negative thoughts about you and give a chance to change those thoughts.

2. Learners start to feel good about themselves;

- when you look yourself as positively;
- you will feel beter about yourself
- you will be more optimistic about life
- you will feel like a champion
- you will feel as a winner
- you will feel as if nothing can stop you.

3. Helps to eliminate the fear;

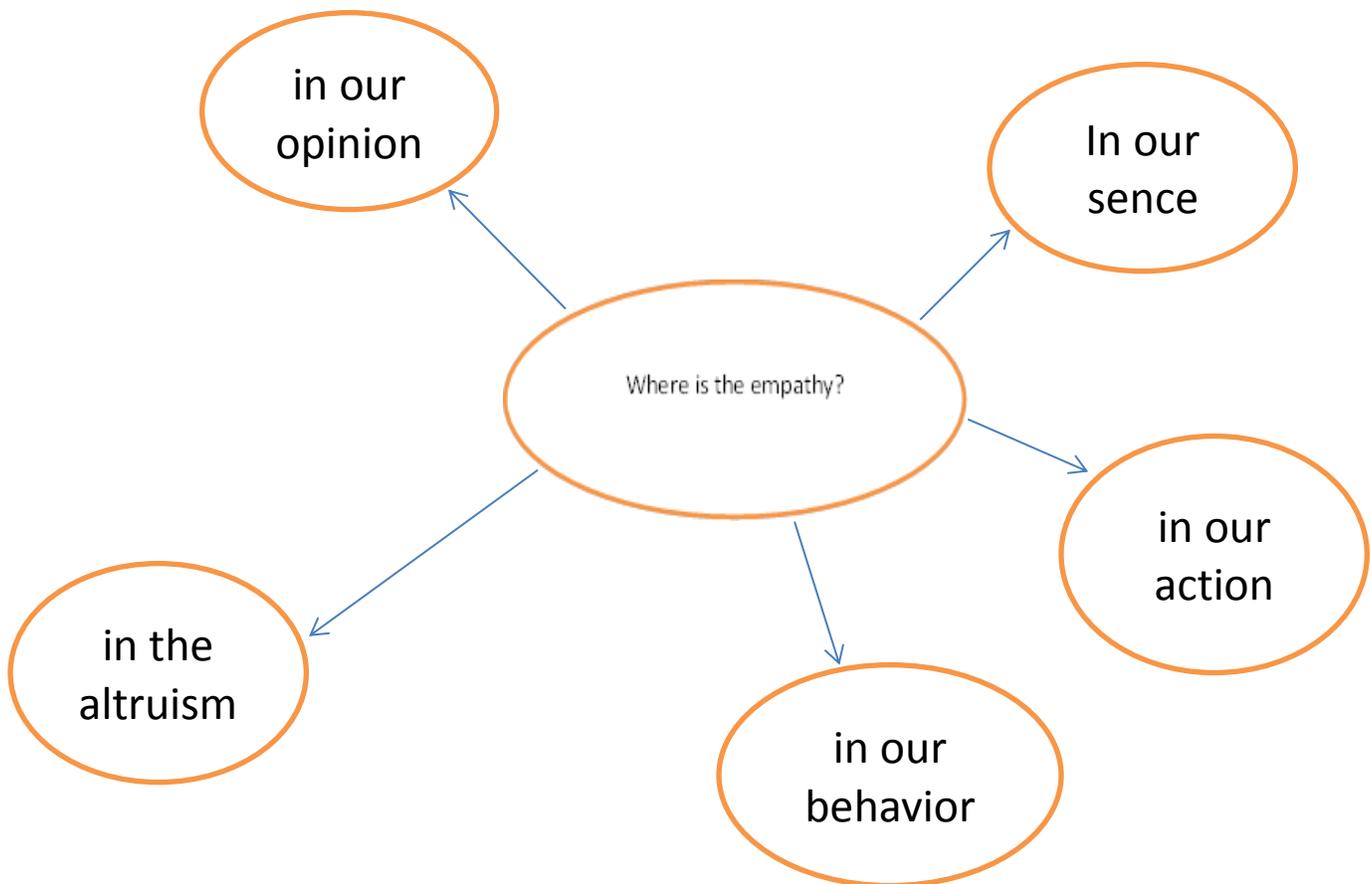
Gaining confidence and power to develop positive self esteem.

The main point of developing positive self-esteem is confidence and power about being the person who you want to be and achiving what you want. Low self-esteem may stop person about being who you want to be and what you want in the life because low- esteem comes with fear. Fear obstructs thinking and acting positively. Result is impossible without activity.

VALUE 2: EMPHATY

Activity 1: Concept Mapping

EMPATHY



Objective; Students learn how to reach empathy

Activity 2: Role Playing

TELEPORTATION DEVICE



- 1) Door of the class is being identified as a teleportation device.



2)Teacher chooses one the conditions below which the learner teleports in. Learner come back after 20 minutes and tell the conditions at where he /she teleported;

- Learner teleports to year 1918 and tells the conditions of the time.
- Learner comes as a wheelchaired person and tells the difficulties and sufferings he/she lived in daily life.
- Learner teleports to Somali, He/she tells the conditions and sufferings he/she lived.
- Learner teleports to a coal mine and works there. He/she tells the working conditions under meters of deep.
- Learner teleports to Antartica and tells how environment of the animals is changing and how they are suffering because of this.
- Learner teleports to the street in a cold winter day and tells how he/she suffered from cold and hunger.

Objective: Students learn how to use empathy.

VALUE3: UNPREJUDGEMENTNESS

ACTIVITY 1: Reading a text:

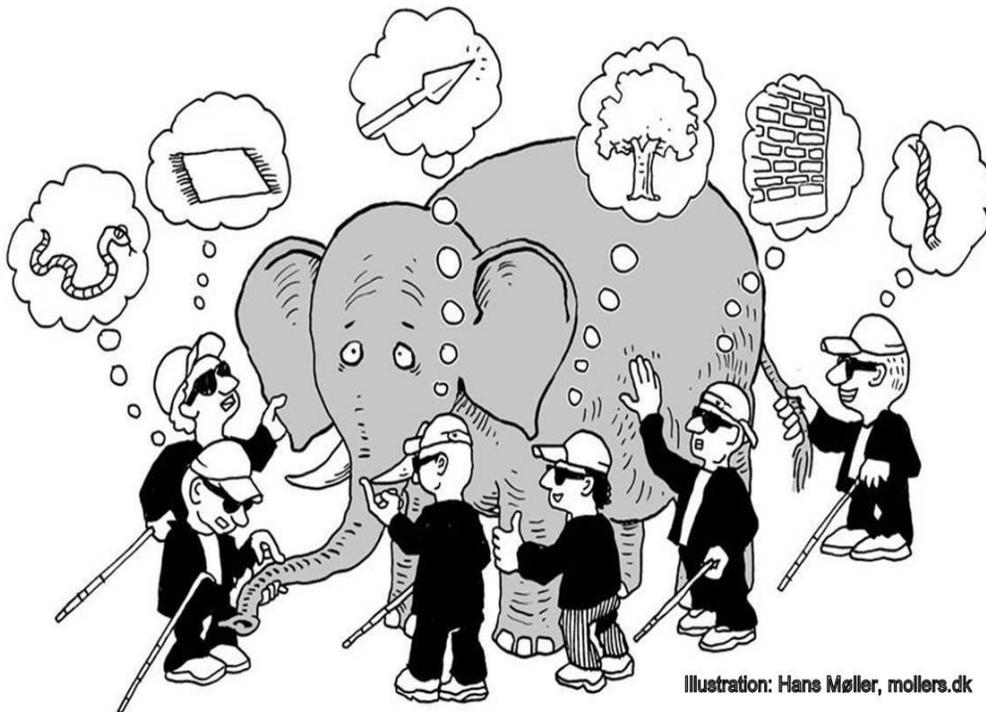
Dr. Paul Ruskin was teaching the effects of being elder and told them a story in class;

“Patient cannot talk or understands whatever been told. Mumbles understandable things sometimes. She has no time or location knowledge. But she reacts whenever her names is called. I am with her since six months but she doesn’t carry about her appearance or help while I look after her. People around are feeding, cleaning and wearing her. She has no teeth, food is given as mash. Her clothes are always dirty and should be changed. She does not walk. Her sleep is unstable. She wakes up in the midnight and awakens everyone. She is happy generally but gets angry when there are no reasons. She does not stop screaming until someone comes near her and carry about her.

After reading this text Dr. Ruskin asks to students if anyone is volunteered to carry on her. Students tell they would not like to do that. Students get surprised when Ruskin tells them that he makes this with a pleasure and they should do the same as well. After that Ruskin shows the photo of the person he was talking about. She was his daughter who was month old.

Dr. Ruskin tells that a ridiculous misunderstanding can bring new perspectives to people. Maybe many things in our daily life can be seen as intolerable or hard because of our perspective and prejudgements.



ACTIVITY 2: BLIND MEN AND THE ELEPHANT

We can see from the picture that six blind men is touching to different organs of an elephant they identify these organs as different tools or things.

Objective of this activity is to show learners that thoughts, beliefs or actions are changeable according to people's condition, position, religion, etc. This changes are not a reason for blaming them. For that reason prejudgement is a notion which they have to stay far ...



ACTIVITY 3: PLAYING 'WHY NOT' GAME

- 1) Several cards are given to learners
- 2) Learners read the questions to the class which are written on the cards
- 3) After reading the questions teacher asks their opinion about the questions
- 4) Learners reply the questions as 'why not'

Examples;

Q: Can blind people play football?

A: Why not?

Q: Can your father and mother clean the house together?

A: Why not?

Q: Can a muslim person pray in a church?

A: Why not?

Q: While kids are playing outside, the owner of house notices broken window. The man blames the boy but the boy asks "why do you blame me first? Maybe a girl broke the window"

A: Why not?

Objective: Learners will have ability of questioning the cases which they did not questioned before. They will probably think that; "any type of discrimination is wrong and something which seems impossible can be possible..."