

Foundation Based Education Cycle One

Learning to Do, Learning to Be, Learning to Know, Learning to live Together



Philosophy of Life

PHILOSOPHY OF LIFE

Introduction

Beginning early in their lives children learn that there are certain things that they can or should do and there are other things that they should *not* do. This process of shaping children so that they fit in with society is called socialization. During this process children learn society's norms and moral values. Children usually learn these norms and values from their parents. Due to changes that have taken place in society, these norms now have to be included in the school curriculum.

The new educational subject, Philosophy of Life, addresses the instruction in five basic values. They are truth, love, peace, right conduct and non violence. The curriculum also sets target behaviors that teach children about table manners and other interpersonal skills. The success of the program will depend on the teacher's ability to model the target behaviors and provide a caring and nurturing environment where children can experience success as they learn these behaviors. Patience will be required to help those children whose parents do not encourage pro social behaviors at home. However the teacher will need to encourage and expect children to:

- Obey school / class rules
- Behave in an orderly fashion
- Show respect
- Control impulses
- Help and cooperate with classmates
- Be honest, kind and caring

The teacher will need to monitor each child's growth by observation during the school day. Records need to be constantly updated as the individual child progresses. Anecdotal records will be very helpful in this regard. Checklists are also provided to aid in record keeping.

We hope that this curriculum will guide the teachers in providing instruction and opportunities for fostering social development and building a foundation for the development of citizens with strong moral values.

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Values	Skills	Suggested Resources for Choice Centers, Projects or Teacher-directed Experiences	Assessment Opportunities
Respect for self, property and others Truthfulness (Honesty) Love Friendship Sincerity Tolerance Kindness Sympathy	<p><i>Communication:</i> Attentive listening, clear and fluent speech, eye contact with speaker</p> <p><i>Social Skills:</i> Encouraging statements, taking turns, quiet voices, staying with the group, sharing materials, participation</p> <p><i>Social Decision Making Skills:</i> Identifying signs of feelings, identifying problems and generating solutions</p> <p><i>Emotional Skills:</i> Self Awareness (Recognizing and naming one's emotions and causes of them)</p> <p>Self-Regulation of Emotion (Verbalizing and coping with emotions appropriately)</p> <p>Empathy and Perspective</p>	<p>Books related to topic:</p> <p>Bible</p> <p>The Fables of Aesop – Peter Lowe</p> <p>Child's Play Who cares? Series</p> <p>Special people, Disabled People, Elderly People and All Kinds: Race and Color</p> <p>Self Control, What is it? – Henrietta Gambill</p> <p>We Can Work It Out, Conflict Resolution for Children– Barbara K. Polland, Ph.D.</p> <p>M.Y. Bees Series - Wayland</p> <p>My Friends and Me, a first look at friendship – Pat Thomas</p> <p>Stop Picking on Me, a first look at bullying</p> <p>My Family's Changing, a first look at family break up</p> <p>My Brother, My Sister and Me, a first look at sibling rivalry</p> <p>I Miss You, a first look at grief</p> <p>Remembering Mum – Ginny</p>	<p>Teacher observes and records progress using:</p> <p>Anecdotal records of observed behavior or incidents</p> <p>Philosophy of Life Personal Development checklist</p> <p>Philosophy of Life process checklists</p> <p>Child's journal writing</p> <p>Teacher observes and records a child:</p> <p style="text-align: center;"><i>Truth</i></p> <ul style="list-style-type: none"> ● Giving honest answers when asked a question about incidents he/she was involved in. ● Identifying honest/dishonest behavior in the classroom or in books/videos. <p style="text-align: center;"><i>Love</i></p> <ul style="list-style-type: none"> ● Helping a classmate. ● Giving comfort to a classmate who is sad or experiencing a problem. ● Showing acceptance and support

	<p>Taking (Listening to others, Being sensitive to other's feelings) Understanding others feelings</p>	<p>Perkins and Leon Morris Your Feelings Series – Brian Morris Wayland I'm Bored I'm Worried I'm Lonely It's Not Fair – Bel Mooney The Blessing Seed – Caitlin Matthews Classic fairy stories such as Pinocchio, Goldilocks and the Three Bears Whose Mouse Are You – Robert Krauss Sometimes I Feel Awful – Joan Singleton Prestine (This book has a practical resource guide). Wonder Books by Kathryn Kyle; 'Sharing'; 'Cooperation'; 'Fairness' The Let's Talk Library – PowerKids Press 'Let's talk About When You think Nobody likes You / Feeling Lonely / Feeling Embarrassed / Feeling Worried / Feeling Confused - Melanie Ann Apel Let's Talk About Needing Extra Help at School / Being a Good Friend – Susan Kent</p>	<p>for a classmate with a behavioral disorder or physical disability or who has been excluded from an activity by others.</p> <ul style="list-style-type: none"> • Sacrificing personal gain for the benefit of others. <p>Teacher observes and records a child: <i>Peace</i></p> <p>Child demonstrates a sense of well-being (inner peace) by:</p> <ul style="list-style-type: none"> • Freely participating in unfamiliar activities. • Engaging in an activity for an extended period of time. • Completing a task in spite of obstacles. • Being successful after trying several ways to solve a problem. • Using ways suggested to express feelings. • Using compromise when intruded upon. • Reacting positively to transitions, changes in routine or unexpected events.
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		<p>Courteous Kids –Gareth Stevens Sharing / No, Thank You / Please / Hello / After You / I’m Sorry – Janine Amos Related Videos e.g. Barney, Sesame Street Poems related to topic Art materials for Art Center Related software for Computer Center Props and clothes for Drama Center Puppets and puppet theatre for Puppet, Block, Home or Drama Centers Stories about Creation ‘First He made the Sun, by Harriett Ziefert ‘In God’s Name’ by Sandy Eisenberg Sasso ‘The Creation’ by James Weldon Johnson ‘In the Beginning’ by Pauline Baynes ‘I wanted to Know All About God’ by Virginia L. Kroll</p>	<p style="text-align: center;"><i>Right Conduct</i></p> <ul style="list-style-type: none"> ● Persevering in spite of obstacles or problems. ● Demonstrating confidence after mastering a task or problem. ● Expressing appreciation. ● Demonstrating the use of good manners and social courtesies after learning them. ● Recognizing when assistance is needed and asking for help. <p style="text-align: center;"><i>Non Violence</i></p> <ul style="list-style-type: none"> ● Negotiating with another child to resolve a conflict. ● Taking turns without pushing or using other forms of physical contact. ● Sharing without grabbing. ● Using words suggested by the teacher to settle conflicts or express anger e.g. “I don’t like it when you push me.” ● Treating classroom pets and plants positively and with consideration. <p><i>Respect for Culture, Customs and Rituals</i> Teacher observes and records a</p>
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			<p>child:</p> <ul style="list-style-type: none"> • Sharing information about his/her family's culture, customs and rituals. • Identifying St. Martin's cultural events. • Identifying and naming churches and other cultural buildings in the community. • Identifying morals and values in literature. • Comparing and contrasting different creation stories.
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The student understands the principles of the 5 basic values – truth, love, peace, right conduct, non-violence – and lives up to the norms

TRUTH

Target Behaviors	Content	Suggested Experiences
<ol style="list-style-type: none"> 1. Distinguishes between honest and dishonest behavior 2. Engages in honest practices 3. Distinguishes between fact and fiction in interpersonal and media communication 	<p>Honest practices:</p> <ul style="list-style-type: none"> • Stating the facts • Fair play • Not taking or using the belongings of others without permission <p>Examples of honest / dishonest behaviors</p> <p>Fact / fiction</p> <p>Truth / untruth</p>	<p>Whole Class</p> <p>Viewing related videos</p> <p>Role play in Home or Drama Center</p> <p>Shared Reading of books related to topic or fairy tales such as ‘Pinocchio’, ‘Three Little Pigs’, ‘The Boy who Cried Wolf’</p> <p>The actions of the main characters can be discussed as it relates to honesty and/or fact/fiction</p> <p>Read Aloud</p> <p>Class discussion can take place about events that happen in the classroom</p> <p>Small Group</p> <p>Playing board games</p> <p>Center activities such as drawing, painting or writing about honest characters and good behaviors</p> <p>¹Wish game</p>

¹ A group of children sit in a circle. Each tells three sentences about themselves, one sentence being untrue. The others have to guess which statement is a wish (untrue). The game continues until all the children have had a turn.

LOVE

Target Behaviors	Content	Suggested Experiences
<ol style="list-style-type: none"> 1. Suggests ways in which we can show love and caring for others 2. Recites and retells stories /poems from different texts that demonstrate acts of friendship 3. Interacts with and demonstrates an appreciation for classmates as friends to be loved and respected 4. Discusses and demonstrates ways in which to show respect for individual differences and abilities 5. Shows empathy and caring for others 	<p>Discussion about how to show love at home / school</p> <p>Ways to make and keep friends</p> <p>Stories of Jesus and His love.</p> <p>Stories about friends and friendship</p> <p>Qualities and actions of a caring person.</p> <p>Ways to show respect and tolerance for others who are different</p>	<p>Viewing related videos</p> <p>Role play in Home or Drama Center</p> <p>Shared Reading of books related to topic.</p> <p>The actions of the main characters can be discussed as it relates to friendship, tolerance, kindness and sympathy.</p> <p>Read Aloud</p> <p>Class discussion can take place about events that happen in the classroom</p> <p>Inviting guests such as a policeman to talk about honesty</p> <p>Making a class book about Friends</p> <p>Making or doing things for older people in the community</p> <p>Inviting persons from different cultures to speak about their costumes and dress</p> <p>Small Group</p> <p>Center activities such as drawing, painting or writing about being friendly, kind or caring.</p> <p>Journaling kind acts for people or animals</p>

PEACE

Target Behaviors	Content	Suggested Experiences
<ol style="list-style-type: none"> 1. Exercises self control in various situations e.g. when angry or provoked 2. Demonstrates patience 3. Shows comfort and confidence with self 4. Recognizes that there are multiple ways of solving problems peacefully 5. Resolves conflicts without fighting 	<p>Strategies for resolution of conflict</p> <p>Positive ways to express feelings</p> <p>Suggestions on how to handle frustrations and problems</p>	<p>Viewing related videos</p> <p>Role play in Home or Drama Center how to handle conflicts at school</p> <p>Shared Reading of books related to topic.</p> <p>The actions of the main characters can be discussed as it relates to self control, self esteem and having patience e.g. ‘The Hare and the Tortoise’.</p> <p>Read Aloud</p> <p>Class discussion can take place about events that happen in the classroom</p> <p>Making a class book about what makes us happy</p> <p>Small Group</p> <p>Center activities such as drawing, painting or writing about being happy, what I am good at or change</p>

RIGHT CONDUCT

Target Behaviors	Content	Suggested Experiences
<ol style="list-style-type: none"> 1. Copes well with personal awkwardness and mistakes 2. Demonstrates self confidence 3. Uses classroom materials purposefully and respectfully 4. Refrains from using obscene language 5. Expresses appreciation of others and self 6. Displays good manners 	<p>Ways to deal with frustration ²Practical ways to improve skills</p> <p>Right procedures for using classroom materials</p> <p>How to show appreciation</p> <p>Table manners and social courtesies</p>	<p>Whole Class Shared Reading and /or Shared Poem with related books. Viewing related videos Creating class rules with the children Discussing expected classroom behavior Teacher demonstrating how to eat snacks and how to use given classroom materials Developing a duty chart</p> <p>Small group / Centers Children will role play or demonstrate modeled behavior when working at Centers. The teacher can also show small groups how to use materials at the different Centers. Pictures can be drawn of children displaying good manners. Posters can be made by the children to illustrate class rules.</p>

² The teacher will help individual children as the need arises.

NON VIOLENCE

Target Behaviors	Content	Suggested Experiences
1. Follows classroom rules 2. Expresses needs and wants appropriately 3. Treats living things with respect	Procedures and rules for the classroom Ways of expressing the need for help in using materials or gaining attention. Conflict resolution strategies How to care for pets Curriculum Links Social and Emotional Development Social Studies - 'My School', 'Caring for Our Environment', 'My Family' Science and Technology – Life Science – 'Living and Non-living Things'	Whole Class Shared reading and /or Shared Poem with related books. Viewing related videos Creating class rules with the children Discussing expected classroom behavior Teacher demonstrating how to express a need Caring for a class pet Nature walks Class community Circle to discuss problems occurring during the day and find positive solutions to them Small group / Centers Role play of conflict resolution strategies Caring for class pets or plants Drawing / painting / writing about how to care for the environment or creation

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Standard 2: The student demonstrates an understanding and respect for cultures, customs and rituals.

Target Behaviors	Content	Suggested Experiences
<ol style="list-style-type: none"> 1. Recognizes that every family has a history beliefs and traditions 2. Identifies cultural events in the community 3. Identifies churches and cultural buildings in the community 4. Retells moral and heroic stories 5. Recites and retells stories, songs and poems about creation 	<p>Family History, customs and traditions</p> <p>Places we go to worship and enjoy community cultural events e.g. churches / mosque, community / cultural Centers Cultural events of St. Martin</p> <p>Morals are right behaviors that benefit oneself or others. A hero is a person who is admired because of a great achievement of deed.</p>	<p>Whole Class</p> <p>Shared Reading Read Aloud (Books about creation from different cultures/religions) Puppetry Community Circle where children share news about family outings and events Create a class book about going to church or community cultural events such as carnival Develop a ‘cultural’ calendar Field Trips to churches or cultural Centers Drawing, writing about, painting pictures of family events Singing songs/hymns about Creation Dramatizing the creation story using dance, song and acting</p> <p>Small Group / Centers</p> <p>Role play showing respect to an older person Role play going to church in an adapted Home Center Dramatizing stories heard during Shared Reading or Read Alouds Building or making a model of churches or other cultural buildings Making a diorama or mural of the creation story</p> <p>Curriculum Links</p> <p>Social Studies : ‘People and Culture’, ‘My Home’, ‘Celebrations’ Language and Communication</p>

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APPENDIX

(Checklists taken from Netherlands Antilles Curriculum Frameworks)

Philosophy of Life Personal Development Process Checklist

Name: _____ Year: _____

Dates

SOCIAL INTERACTION							
Respect rules / authority							
Work cooperatively in a small group							
Work cooperatively in a large group							
Express feelings appropriately							
Listen attentively and participate in group discussions and activities							
AUTONOMOUS, SELF-DIRECTED INDIVIDUAL							
Stay actively in tasks until completed							
Accept responsibility for my own behavior							
Can work independently							
Care for and clean up materials							
Put forth my best effort							
Use initiative to resolve problems independently							
Ask for help when needed							
Demonstrate self-confidence							
VALUE FOR INDIVIDUAL							
Respect rights, feelings and property of others							
Express feelings appropriately							

Philosophy of Life Process Checklist

Name: _____ Year: _____

Dates

OBSERVING					
CLASSIFY					
EXAMINE					
DEMONSTRATE					
ANALYZE					
HYPOTHESIZE					
JUSTIFY					