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INTRODUCTION

The Philosophy of Life Curriculum – Cycle II is designed to introduce and develop within our Cycle II students, the knowledge, skills, attitudes and values that will help them to become responsible and caring members of society. Students whose values are defined and have a good self image are better equipped to deal with challenging situations in everyday life.

The Philosophy of Life Curriculum for Cycle II continues to build on the foundation laid in the Cycle I. It is divided into 2 standards. Standard 1 focuses on the 5 basic values which were introduced to the students in Cycle I. These are truth, love, peace, right conduct and non violence. Standard 2 focuses on the culture, customs and rituals of St. Maarten and is designed to instill in students (1) an understanding and respect for culture, custom and rituals of the island and (2) to embrace and participate in cultural activities.

The curriculum guides and supports the teacher when teaching this subject. There are five main guided sections to enrich the teaching and learning experiences that are built into the curriculum. These are:

- **target behaviours** which outline the behaviours that students are encouraged to embrace and display
- **content/skills** that provide a list of topics or skills that can be taught to introduce and / or reinforce the target behaviours
- **vocabulary** which contains a list of words that support the teaching and learning experience
- **assessment opportunities** which suggest some methods that the teacher can use to observe and assess progress in the target behaviours
- **suggested experiences** which provide the teacher with suggested classroom activities. There are suggested activities for whole class and small group learning experiences as well as a list of recommended resources to support the activities.

Suggestions made within these 5 sections of the curriculum must not be seen as exhaustive. It serves as a guide to support teachers teaching this subject. Teachers are encouraged to do further research to build on the ideas, or to add to or expand on the activities thus creating unique and appropriate learning experiences for students when teaching Philosophy of Life.

The suggested activities within the curriculum encourage students to consider their own values and to develop a sense of self worth. There is a strong emphasis on the importance of showing respect, tolerance towards others and valuing diversity in today's society. It is a great source of support for teachers when planning and implementing lessons.

The Philosophy of Life Curriculum for Cycle II allows collaborative learning and thoughtful discussions within the classroom, thus promoting a lifelong commitment to a healthy value base.

Napolina Richardson (Writer)

Standard 1: The student understands the principles of the 5 basic values – truth, love, peace, right conduct, non- violence – and lives up to the norms.

Truth (1.1)

| Target behavior | Content / Skills | Vocabulary | Assessment Opportunities |
|--|---|---|---|
| <p>1.1(1) Make truthful and honest decisions 1.1(2) Recognize honest and dishonest behaviors in self and in others 1.1(3) Recognize the need to practice truthfulness 1.1(4) Uphold honesty in self and in others 1.1(5) Condemn dishonest behavior in self and in others</p> | <ol style="list-style-type: none"> 1. Honest and dishonest practices at home, school and in the community 2. Benefits of honesty; consequences of dishonesty 3. Integrity and character building | <p>Honesty, dishonesty, false, deceit, validity, bias, allegations, sportsmanship, fair play, integrity</p> | <p><i>Methods</i></p> <ul style="list-style-type: none"> • Using anecdotal records (observations) • Using the Philosophy of Life Personal Development Checklist, or the Philosophy of Life Process Checklist • Student self evaluation. • Peer evaluations • Placing examples of student work (incl. photographs) in a portfolio <p>The teacher records when the student:</p> <ul style="list-style-type: none"> • Makes truthful and honest decisions. • Upholds honesty in self and in others. • Identifies and condemns misconduct in self, individuals or in society (truth, untruth, etc.) |

| Suggested Experiences | | |
|--|--|--|
| Whole Class | Small Group / Centres | Resources |
| <p>1.1(1)A – 1.1(5)A</p> <ul style="list-style-type: none"> • Read aloud books and / or poems dealing with truth, e.g. Fables – ‘The Boy Who Cried Wolf’; ‘Mathilda’ etc. • Video or DVD viewing: ‘Veggie Tales’, ‘Shark Tale’. Discuss the characters in the movie for the principles of truth. • Journal writing • Give the class statements on a current event or activity. Let students research for or identify statements that are true. Let students find statements that conflict with the truth. | <p>1.1(1)A – 1.1(5)A</p> <ul style="list-style-type: none"> • Give the class statements on a current event or activity. Let students research for or identify statements that are true. Let students find statements that conflict with the truth. • Write a poem about truth / untruth. • Read a story about truth / untruth. • Write about a time that they told the truth or an untruth and the consequences of their actions. | <p>Related Books, DVDs, videos Film Clips Newspaper articles</p> |

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Love (1.2)

| Target behavior | Content / Skills | Vocabulary | Assessment Opportunities |
|---|---|--|---|
| <p>1.2(1) Show sincerity within relationships (home and school) 1.2(2) Show forgiveness to self and others in relationships 1.2(3) Enjoy happiness as a result of friendship within relationships at school and home 1.2(4) Show tolerance to differences in each other 1.2(5) Show sensitivity and tolerance to the feelings of others 1.2(6) Show kindness to others 1.2(7) Show empathy and sympathy to others 1.2(8) Show sensitivity to various stages of grief</p> <p>Stages of Grief</p> <ol style="list-style-type: none"> 1. Denial 2. Anger 3. Bargaining 4. Depression 5. Acceptance | <ol style="list-style-type: none"> 1. Benefits of love and friendship 2. Dealing with hurts and disappointments in relationships 3. Stages of grief and responses to grief | <p>Forgiveness, joy, happiness, friendship, sincerity, Kindness, empathy, sympathy, caring, grief, grievances, loss, hurts, sadness, tolerance, bitterness</p> | <p><i>Methods</i></p> <ul style="list-style-type: none"> • Using anecdotal records (observations) • Using the Philosophy of Life Personal Development Checklist, or the Philosophy of Life Process Checklist • Student self evaluation. • Peer evaluations • Placing examples of student work (incl. photographs) in a portfolio <p>The teacher records when the student:</p> <ul style="list-style-type: none"> • Shows sincerity within relationships • Demonstrates forgiveness of self and others • Shows happiness as a result of friendship • Demonstrates tolerance • Demonstrates sensitivity, kindness, empathy and sympathy |

Suggested Experiences

| Whole Class | Small Group / Centres | Resources |
|--|--|---|
| <ul style="list-style-type: none"> • Read biographies of persons that are role models of the value of love. E.g. Mother Theresa, Nelson Mandela • Journal writing. Each day students will write and express their feelings, experiences and incidents of the following: <ol style="list-style-type: none"> 1. friendship and sincerity 2. tolerance 3. kindness 4. sympathy • Discuss the life and achievements of Nelson Mandela after his release from prison <ol style="list-style-type: none"> 1. How did he show forgiveness to those that imprisoned him? 2. How did he show his love for the country and the people of South Africa? 3. What efforts did he make to build tolerance between the whites and the blacks in South Africa? <p>Write a short biography of Nelson Mandela after his release from prison.</p> <ul style="list-style-type: none"> • Organize with class a community outreach activity where students will be given a chance to show love, friendship, kindness or sympathy to a group / someone in need of such within the community. • Have students interview and research within the community for persons that have worked unselfishly to help others | <ul style="list-style-type: none"> • Write poems about love. • Provide students with short passages or scenarios related to the value of love, tolerance, grief, sympathy, kindness and friendship. Have students underline examples that show / do not show these. • Choose one of the listed themes of love and write your own story book. <ol style="list-style-type: none"> 1. Number your pages 2. Design your cover page and add your name as the writer 3. Add colorful illustrations 4. Have a happy and positive ending that reflects the value of love etc. • Write a letter to a student in another country who has lost both parents as a result of a devastating hurricane. • Make a list of rules for your classroom to encourage students to uphold friendship and sincerity (or love, tolerance, grief, sympathy). | <ul style="list-style-type: none"> • Journals • Related story books and biographies • Short passages or self created scenarios for the value of love |

Standard 1: The student understands the principles of the 5 basic values – truth, love, peace, right conduct, non- violence – and lives up to the norms.

Peace (1.3)

| Target behavior | Content / Skills | Vocabulary | Assessment Opportunities |
|--|--|---|---|
| <p>1.3(1) Practice appropriate conduct (that will lead to developing lasting good habits for life) 1.3(2) Demonstrate self-control and states why it is important 1.3(3) Accept differences in others in various situations in order to avoid conflict and promote peace 1.3(4) Use polite language 1.3(5) Demonstrate the ability to resolve conflicts</p> | <p>1. Controlling one’s thoughts is an important part of practicing self-control 2. Making good choices 3. Considers that everyone has feelings 4. Understands the steps of problem-solving</p> | <p>choice, resolve, think, fear, pressure, decide, anger, society, peace, safety, conflict, options, self-control, security, violence, aggression, consequence, emotions, please, thank you, may I, pardon me, compromise, excuse me.</p> | <p><i>Methods</i></p> <ul style="list-style-type: none"> ● Using anecdotal records (observations). ● Using the Philosophy of Life Personal Development Checklist, or the Philosophy of Life Process Checklist ● Student self evaluation. ● Peer evaluations. ● Placing examples of student work (incl. photographs) in a portfolio. <p>The teacher records when the student:</p> <ul style="list-style-type: none"> ● Practices good conduct ● Demonstrates self-control and states why it is important ● Accepts differences in others in order to avoid conflict and promote peace ● Uses polite language ● Demonstrates the ability to resolve conflicts |

| Suggested Experiences | | |
|--|--|---|
| Whole Class | Small Group / Centres | Resources |
| <p>1.3(2)A Watch a movie and write a critique; evaluate whether or not self-control was practiced.</p> <p>1.3(3)A</p> <ul style="list-style-type: none"> • Give the students a handout with the pictures of a piano, violin, cello and drums. <ul style="list-style-type: none"> ○ Have students label the pictures. ○ Let students listen to a recording of an orchestra. ○ Guide a class discussion on how instruments look and sound different from each other. Use this to explain the differences in people. • Sing songs about living peacefully together. • Talk about ways to have a peaceful classroom. • Memorize a peace quote. <p>1.3(5)A Describe a conflict that is going on in the world today. Talk about which steps can be taken to solve this problem.</p> | <p>1.3(2)A Role-play situations from the Self-control Situation Cards.</p> <p>1.3(3)A</p> <ul style="list-style-type: none"> • Read (auto) biographies of people who shared a vision of peace. • Keep a self-control journal. Write down your thoughts, feelings and actions about situations you have experienced. Evaluate how well you practiced self-control. • Design a symbol of peace. • Choose a peace quotation and design a card. • Create a peace poster. • Paint a picture of a peaceful situation. • Make a poster illustrating and summarizing the major facts about a Nobel Peace Prize winner's life. • Research the Nobel Peace Prize on the Internet. Use the newspaper reporting style (who, what, where, when, why, how) to document findings. | <ol style="list-style-type: none"> 1. Literature selections: <ol style="list-style-type: none"> a. Holy Books e.g. The Bible b. Biographies of Nobel Peace Prize winners <i>e.g. Martin Luther King, Nelson Mandela, Desmond Tutu</i> c. Peace quotes d. Stories about peace and conflict resolution. <i>e.g. Amazing Grace (Mary Hoffman), Number the Stars (Lois Lowry), The Cay (Theodore Taylor), What Does Peace Feel Like? (Vladimir Radunsky)</i> 2. Handout with different musical instruments to be labeled. 3. Recordings of songs with themes about peace. <i>e.g. Reach Out and Touch Somebody's Hand -Diana Ross</i> <i>Lean on Me – Michael Bolton</i> <i>Heal the World – Michael Jackson</i> 4. Related movies. 5. Recordings of symphony / orchestra music. 6. Craft materials 7. Internet access 8. Self-control Situation Cards. 9. Journals |

“When you make peace with yourself, you make peace with the world.”

Standard 1: The student understands the principles of the 5 basic values – truth, love, peace, right conduct, non- violence – and lives up to the norms.

Right Conduct (1.4)

| Target behavior | Content / Skills | Vocabulary | Assessment Opportunities |
|--|--|---|--|
| <p>1.4(1) Use appropriate ways to resolve conflicts 1.4(2) Display positive communication and interaction 1.4(3) Display good social etiquette 1.4(4) Accept responsibility for behavior 1.4 (5) Demonstrate appropriate responses and politeness. 1.4(6) Make wise decisions 1.4(7) Display good classroom behavior 1.4(8) Demonstrate respect for property and nature</p> | <p>1. Treat others as you would like to be treated. 2. Consider other people’s feelings. 3. Understand the steps of problem-solving. 4. Work together in harmony to get things done. 5. Accept and follow rules. 6. Stick with an activity until it is finished. 7. Respect oneself, others, world, and property 8. Contribute to class, school, community and world.</p> | <p>please, thank you, may I, pardon me, compromise, excuse me, praise, share, listen, participate, team, manage, materials, rules, help, resolve, social, community, harmony, responsibility, property, perseverance, teamwork.</p> | <p><i>Methods</i></p> <ul style="list-style-type: none"> • Using anecdotal records (observations) • Using the Philosophy of Life Personal Development Checklist, or the Philosophy of Life Process Checklist • Student self evaluation • Peer evaluations • Placing examples of student work (incl. photographs) in a portfolio <p>The teacher records when the student:</p> <ul style="list-style-type: none"> • Uses appropriate ways to resolve conflicts • Displays positive communication and interaction • Displays good social etiquette • Accepts responsibility for actions • Demonstrates appropriate responses and politeness • Makes wise decisions • Displays good classroom behavior • Demonstrates respect for property and nature |

| Suggested Experiences | | |
|---|---|--|
| Whole Class | Small Group / Centres | Resources |
| <p>1.4(1)A Share strategies with students on how to calm themselves. e.g. Deep breathing and relaxation exercises, close eyes and envision calming scenes.</p> <p>1.4(2)A Let students share their suggestions of how to best work in small groups to achieve goals.</p> <p>1.4(3)A Plan a tea party and invite family members</p> <p>1.4(5)A Brainstorm ways to show good manners: polite language, table manners, introductions, etc.</p> <p>1.4(6)A</p> <ul style="list-style-type: none"> • Read aloud the fable “The Father and His Sons”. Discussion questions. • Read aloud the fable “The Ants and the Grasshopper”. Discussion questions. • Read aloud the fable “The Hare and the Tortoise”. Discussion questions. <p>1.4(8)A Discuss the importance of respecting the classroom and school property.</p> <p>.</p> | <p>1.4(2)A</p> <ul style="list-style-type: none"> • Write a paragraph about something you had to use perseverance to accomplish. • Write a letter to your teacher explaining why you would be the right person for a specific task. • Play various games. <p>1.4(3)A Practice good manners during snack time.</p> <p>1.4(4)A Journal writing: “Balancing Work and Play”</p> <p>1.4(7)A Pretend that you are the principal of the school. Write the consequences for not following school expectations or breaking the school rules.</p> <p>1.4(8)A</p> <ul style="list-style-type: none"> • List the rules for respectful behavior on a chart. • Make an “Everyone Deserves Respect” collage. Cut out pictures of all kinds of people from magazines. Glue them onto construction paper and tell the class about the collage. | <p>1. Literature selections: <u>Fables</u>: “The Father and His Sons” “The Ants and the Grasshopper” “The Hare and the Tortoise”</p> <p>2. Journals</p> <p>3. Writing paper</p> <p>4. Chart paper</p> <p>5. Old magazines and catalogs</p> <p>6. Several games e.g. Trouble, Chess, Connect Four, Bingo</p> <p>7. Items for tea party. (Collaborate with parents!)</p> |

"There's nothing that can't be done, if we raise our voices as one." Michael Jackson

Standard 1: The student understands the principles of the 5 basic values – truth, love, peace, right conduct, non- violence – and lives up to the norms.

Non-violence (1.5)

| Target behavior | Content / Skills | Vocabulary | Assessment Opportunities |
|---|--|--|--|
| <p>1.5(1) Show respect for all living and non-living things 1.5(2) Cooperate with others 1.5(3) Accept differences in others and in various situations in order to avoid conflict 1.5(4) Communicate using non-violent language 1.5(5) Resolve conflicts in a non-violent manner</p> | <p>1. Control impulses. 2. Connect to community and environment. 3. Stand up to peer-pressure. 4. Understand the concept of peaceful conflict resolution. 5. Become a better listener.</p> | <p>just, unjust, justice, injustice, think, fear, pressure, decide, anger, society, peace, safety, conflict, options, security, non-violence, equality, social injustice, segregation, civil rights, leadership, bravery, courage, timidity, activist, organize, protest, protect.</p> | <p><i>Methods</i></p> <ul style="list-style-type: none"> • Using anecdotal records (observations). • Using the Philosophy of Life Personal Development Checklist, or the Philosophy of Life Process Checklist • Student self evaluation. • Peer evaluations. • Placing examples of student work (incl. photographs) in a portfolio. <p>The teacher records when the student:</p> <ul style="list-style-type: none"> • Shows respect for all living and non-living things • Cooperates with others • Accepts differences in others and in various situations in order to avoid conflict • Communicates using non-violent language • Demonstrates the ability to resolve conflicts |

| Suggested Experiences | | |
|---|--|---|
| Whole Class | Small Group / Centres | Resources |
| <p>1.5(2)A Talk about ways to have a non-violent classroom (via cooperation rather than conflict).</p> <p>1.5(4)A Memorize quotes that promote non-violence.</p> <p>1.5(5)A</p> <ul style="list-style-type: none"> • Watch segments from a movie about Mahatma Gandhi, Martin Luther King or Ruby Bridges. • Read aloud excerpts from: <i>Long Walk to Freedom</i>, Nelson Mandela’s autobiography. • Invite a representative who will speak on nonviolence and social justice topics as they relate to: <ul style="list-style-type: none"> women’s issues the environment • Describe a conflict that is going on in the world today. Talk about which steps can be taken to resolve this problem. • Read aloud the book “The Giving Tree” by Shel Silverstein | <p>1.5(1)A Writing to make a difference: write a letter to the commissioner in charge of environmental issues about an issue that has recently been in the news.</p> <p>1.5(5)A (<i>Assignments will be given according to stage of development</i>)</p> <ul style="list-style-type: none"> • Read about Martin Luther King Jr. and Mahatma Mohandas Gandhi and complete a Venn diagram comparing them or write an essay comparing and contrasting their non-violent actions • Select a famous person of tolerance and prepare an oral presentation about the person. • Journal writing: write a critique of the movie segment. • Create a list of non-violent actions that may be taken when faced with what may seem an impossible situation. • Write a paragraph about what you would do to promote non-violence in your community. • Make a radio jingle about non-violence. • Create a television commercial to promote the advantages of living in a non-violent community. • Role-play two leaders of the world that are having a conflict. Resolve this conflict | <ol style="list-style-type: none"> 1. Literature selections: <ol style="list-style-type: none"> a. Biographies of Mahatma Gandhi, Martin Luther King, Nelson Mandela and Ruby Bridges. b. Paths to Peace: People Who Changed the World by Jane Breskin Zalben (!) c. Peace quotes d. Stories about non-violence e.g. <i>The Story of Ruby Bridges</i> (Robert Coles); <i>Amazing Grace</i> (Mary Hoffman); <i>Number the Stars</i> (Lois Lowry); <i>Today’s Heroes: Ben Carson</i> (Gregg & Deborah Shaw Lewis); <i>The Great Kapok Tree</i> (Lynne Cherry); <i>The Giving Tree</i> (Shel Silverstein) 2. Recordings of songs with themes about peace. e.g. <i>Reach Out and Touch Somebody’s Hand</i> -Diana Ross <i>Lean on Me</i> – Michael Bolton <i>Heal the World</i> – Michael Jackson 3. DVD (2007): Mahatma Gandhi by Ben Kingsley DVD (2004): Our Friend, Martin by Edward Asner a.o. DVD (1998): Disney’s Ruby Bridges 4. Craft materials 5. Magazines, newspapers 6. Internet access 7. Copies of blank Venn diagram. |

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| | <p>without resorting to war.</p> <ul style="list-style-type: none">• Role-play a non-violent protest action.• Create a symbol and a slogan depicting non-violence at school.• Make a collage / poster comparing violent and non-violent scenes. | <p>8. Journals 9. Writing paper</p> |
|--|---|---|

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

Culture, Customs and Rituals (2.1)

| Target behavior | Content / Skills | Vocabulary | Assessment Opportunities |
|--|--|--|--|
| <p>2.1(1) Show appreciation of the customs and culture of the island.</p> <p>2.1(2) Participate in cultural activities and practices on the island</p> <p>2.1(3) Recognize and show respect and proper protocol to the national symbols of the island</p> <p>2.1(4) Show a sense of pride, belonging and love for country.</p> <p>2.1(5) Recognize national heroes and show appreciation for their contributions towards the development of the country</p> <p>2.1(6) Recognize national landmarks</p> | <ol style="list-style-type: none"> 1. Family life and practices 2. Folklore of the island: <ul style="list-style-type: none"> ○ Folktales ○ Folksongs (island songs) ○ Folk dances 3. National holidays, festivals and symbols 4. Customs and rituals associated with: <ul style="list-style-type: none"> ○ Marriage and weddings ○ Death and burials ○ Birth and baptisms 5. National symbols 6. National heroes 7. National landmarks 8. Districts on the island | <p>Culture, customs, traditions, rituals, festivals, holidays, ceremony, social roles, national symbols, protocol, norms, values, national heroes, folklore, ponum dance, folk songs, folktales, baptism, patriotism, jollification, court of arms, community, yellow sage, hibiscus, flamboyant, Antillean guilder, euro, fish market, border monument, forts, silk cotton tree, the great salt pond, soualiga, maubi, guava berry, carnival, roundabouts</p> | <p>Methods</p> <ul style="list-style-type: none"> ● Using anecdotal records (observations) ● Using philosophy of life Personal Development checklist ● Student self evaluation ● Peer evaluations ● Placing examples of student work (incl. photographs) in a portfolio. <p>The teacher observes and records when the student:</p> <ul style="list-style-type: none"> ● Shows respect and proper protocol for anthem and national flag ● Participates in folkloric activities ● Practices customs and traditions of the island ● Shows a sense of pride in and love for country |

| Suggested Experiences | | |
|--|--|---|
| Whole Class | Small Group / Centres | Resources |
| <ul style="list-style-type: none"> • Guest speaker / performer • Research project national heroes • Tour national landmarks; count flamboyant trees while on tour and make a chart or table showing the amount of flamboyant trees in each district; Percents: <ol style="list-style-type: none"> 1. The percentage of trees in each district 2. The percentage of yellow, red and orange flamboyant trees (island wide) 3. The percentage of yellow, red and orange flamboyant trees per district 4. District with the most / least flamboyant trees 5. District with the most / least yellow, red and orange flamboyant trees <p>Write a report on flamboyant trees on the island</p> <ul style="list-style-type: none"> • Sing national songs • National food project; Sample national drinks & food • Interview a senior member of your family or community to find out about past practices in St. Maarten • Role play or dramatize a folktale of choice | <ul style="list-style-type: none"> • Name and color national symbols; write notes on the treatment and protocol relevant to certain national symbols. • Read Anansi stories; old St. Maarten stories. • Match landmarks to districts • Make a family tree • Match festivals, celebrations and holidays to a month on the calendar; describe how each festival, holiday is celebrated • Journal writing on family traditions; celebrations, festivities etc. • Label districts on a blank map of the island. Place pictures of given landmarks in the correct place.. • Read local phrases/idioms. Let the students explain what they think they mean. Discuss: <ul style="list-style-type: none"> ○ When they are used ○ Why they are used ○ How they are used ○ If they are commonly used today ○ If there are contemporary phrases/idioms with the same meaning • Read or write your own poem about St. Maarten | <ul style="list-style-type: none"> • ‘National Symbols of St. Martin’ by Lasana Sekou • ‘In the Corridors of Power’ by Kenneth cook • ‘Politicians Who Made a Difference: 50 Movers and Shakers’ by Kenneth Cook • ‘Memories of Gold’ by Nevil Smith • ‘Know Your Political History’ by Lynch et al • Soualiga Treasures booklet • Soualiga Treasures charts • Anansi stories / Brer Nansi • CD steel pan music • CD national songs • Old magazines with pictures of landmarks • Blank map of island • Pamphlets from the Tourist Office and the Constitutional Affairs office |

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| <ul style="list-style-type: none"> • Create posters of national symbols / heroes • Students play local ring games <p><i>Curriculum Link</i> Language & Communication (Foreign Language) Dutch – Speak about national foods or about things that you will see and do at a chosen national celebration / festival Make a collage of landmarks/ national heroes/ festive activities</p> | | |
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CHECKLIST FOR PHILOSOPHY OF LIFE

| Behaviours | Names of Children | | | | | | | | | | | | |
|--|-------------------|--|--|--|--|--|--|--|--|--|--|--|--|
| Write date when target behaviour is addressed with students | | | | | | | | | | | | | |
| STANDARD 1 – BASIC VALUES | | | | | | | | | | | | | |
| Truth | | | | | | | | | | | | | |
| 1.1(1) Make truthful and honest decisions | | | | | | | | | | | | | |
| 1.1(2) Recognize honest and dishonest behaviors in self and in others | | | | | | | | | | | | | |
| 1.1(3) Recognize the need to practice truthfulness | | | | | | | | | | | | | |
| 1.1(4) Uphold honesty in self and in others | | | | | | | | | | | | | |
| 1.1(5) Condemn dishonest behavior in self and in others | | | | | | | | | | | | | |
| Love | | | | | | | | | | | | | |
| 1.2(1) Show sincerity within relationships (home and school) | | | | | | | | | | | | | |
| 1.2(2) Show forgiveness to self and others in relationships | | | | | | | | | | | | | |

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|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 1.2(3) Enjoy happiness as a result of friendship within | | | | | | | | | | | | | |
| 1.2(4) Show tolerance to differences in each other | | | | | | | | | | | | | |
| 1.2(5) Show sensitivity and tolerance to the feelings of others | | | | | | | | | | | | | |
| 1.2(6) Show kindness to others | | | | | | | | | | | | | |
| 1.2(7) Show empathy and sympathy to others | | | | | | | | | | | | | |
| 1.2(8) Show sensitivity to various stages of grief | | | | | | | | | | | | | |
| Peace | | | | | | | | | | | | | |
| 1.3(1) Practice appropriate conduct (that will lead to developing lasting good habits for life) | | | | | | | | | | | | | |
| 1.3(2) Demonstrate self-control and states why it is important | | | | | | | | | | | | | |
| 1.3(3) Accept differences in others in various situations in order to avoid conflict and promote peace | | | | | | | | | | | | | |
| 1.3(4) Use polite language | | | | | | | | | | | | | |
| 1.3(5) Demonstrate the ability to resolve conflicts | | | | | | | | | | | | | |
| Right Conduct | | | | | | | | | | | | | |
| 1.4(1) Use appropriate ways to resolve conflicts | | | | | | | | | | | | | |

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| 1.4(2) Display positive communication and interaction | | | | | | | | | | | | | |
| 1.4(3) Display good social etiquette | | | | | | | | | | | | | |
| 1.4(4) Accept responsibility for behavior | | | | | | | | | | | | | |
| 1.4 (5) Demonstrate appropriate responses and politeness. | | | | | | | | | | | | | |
| 1.4(6) Make wise decisions | | | | | | | | | | | | | |
| 1.4(7) Display good classroom behavior | | | | | | | | | | | | | |
| 1.4(8) Demonstrate respect for property and nature | | | | | | | | | | | | | |
| Non-violence | | | | | | | | | | | | | |
| 1.5(1) Show respect for all living and non-living things | | | | | | | | | | | | | |
| 1.5(2) Cooperate with others | | | | | | | | | | | | | |
| 1.5(3) Accept differences in others and in various situations in order to avoid conflict | | | | | | | | | | | | | |
| 1.5(4) Communicate using non-violent language | | | | | | | | | | | | | |
| 1.5(5) Resolve conflicts in a non-violent manner | | | | | | | | | | | | | |
| STANDARD 2 – CULTURE, CUSTOMS & RITUALS | | | | | | | | | | | | | |
| 2.1(1) Show appreciation of the customs and culture of the island | | | | | | | | | | | | | |

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| 2.1(2) Participate in cultural activities and practices on the island | | | | | | | | | | | | | |
| 2.1(3) Recognize and show respect and proper protocol to the national symbols of the island | | | | | | | | | | | | | |
| 2.1(4) Show a sense of pride, belonging and love for country | | | | | | | | | | | | | |
| 2.1(5) Recognize national heroes and show appreciation for their contributions towards the development of the country | | | | | | | | | | | | | |
| 2.1(6) Recognize national landmarks | | | | | | | | | | | | | |
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APPENDIX

SAMPLE DAILY LESSON PLAN / Inquiry based

| | | |
|--|--|---|
| Teacher: Mary Jack | | DATE June 5 th 2008 |
| Subject: Philosophy of Life | | Standard 2 Culture, customs and rituals |
| UNIT: National symbols | SPECIFIC TOPIC: The Flamboyant Tree | |
| Lesson objectives: <u>Knowledge based</u> <ul style="list-style-type: none">• Knowledge of districts on the island• Recognition of the flamboyant tree• Colors of flamboyant trees on the island <u>Skill based:</u> <ul style="list-style-type: none">• Drawing of bar charts• Working with percents• Comparing and analyzing• Writing reports | | |

ASSIGNMENT (Can be done as a group project)

Research the flamboyant tree as a national symbol of St. Maarten.

A. Tour

Drive through various district and make a record of the number of red, orange and yellow flamboyant trees in each district. (You may choose 3 -5 districts for this assignment)

B. Bar charts

Make colorful bar charts to show the overall number of flamboyant trees that you counted in your districts

C. The percentage of flamboyant trees in your district

Total number of trees counted; Percentage of flamboyant trees in each district

D. The percentage of flamboyant trees by color (Yr. 4)

Overall percentage of trees by color; percentage of trees by color per district

E. Analysis and comparison

District with most / least flamboyant trees; district with most / least flamboyant trees by color

F. Report

Write a report on the flamboyant tree using the information you have gathered

LESSON CONTENT

- Flamboyant tree as a national symbol
- Districts of St. Maarten
- Graphs, tables and percents(Yr.6)

INSTRUCTIONAL PROCEDURES

(1) Discussion and study of map of St. Maarten. (2) Students label districts on a blank map of St. Maarten. (3) Discussion of the flamboyant tree as a national symbol; students draw the flamboyant tree in the 3 colors that can be seen on St. Maarten. (4) Students tour the island with their class or with their parents and record the number of flamboyant trees in the various colors that they have seen in each district. (5) Teacher discusses the students' records of flamboyant trees and guides the students into making bar charts (6) Teacher guides students in working out the percentages. (7) Class discusses the results. (8) Students use all the information they have gathered and write a report on flamboyant trees on St. Maarten.

EVALUATION PROCEDURES

Written report should include information about the flamboyant tree as a national symbol; a map showing the districts that are included in the projects; bar charts; students' drawings of the 3 shades of the flamboyant tree on St. Maarten; a brief conclusion.

Students may differ on the number of trees that they counted per district.

Knowledge: Flamboyant tree as a national symbol and knowledge of districts can be evaluated

Skills: Making bar charts; reading and interpretation of graphs and tables; working with percents can be evaluated

MATERIALS AND AIDS

1. Blank map of island
2. Paper, color pencils and rulers
3. Calculators

APPENDIX

| | Stages | Nature of Moral Reasoning |
|---|--|--|
| Level I: Preconventional Morality Age range: Seen in preschool children, most elementary school students, some junior high school students, and a few high school students. | Stage 1: Punishment-avoidance and obedience | Individuals make moral decisions based on what is best for themselves, without regard for others' needs or feelings. They obey rules only if established by more powerful individuals; they disobey when they can do so without getting caught. |
| | Stage 2: Exchange of favors | Individuals begin to recognize that others also have needs. They may attempt to satisfy others' needs if their own needs are also met in the process. They continue to define right and wrong primarily in terms of consequences to themselves. |
| Level II: Conventional Morality Age range: Seen in a few older elementary school students, some junior high school students, and many high school students. | Stage 3: Good boy/good girl | Individuals make moral decisions based on what actions will please others, especially authority figures. They are concerned about maintaining interpersonal relationships through sharing, trust, and loyalty. They now consider someone's intentions in determining innocence or guilt. |
| | Stage 4: Law and order | Individuals look to society as a whole for guidelines concerning what is right or wrong. They perceive rules to be inflexible and believe that it is their "duty" to obey them. |
| Level III: Postconventional Morality Age range: Rarely seen before college. | Stage 5: Social contract | Individuals recognize that rules represent an agreement among many people about appropriate behavior. They recognize that rules are flexible and can be changed if they no longer meet society's needs. |
| | Stage 6: Universal ethical principle | Individuals adhere to a small number of abstract, universal principles that transcend specific, concrete rules. They answer to an inner conscience and may break rules that violate their own ethical principles. |

¹ Kohlberg's three levels and six stages of moral development taken from 'Educational Psychology Developing Learners' – Jeanne Ellis Ormrod prentice-Hall Inc (2000)

The Development of Perspective Taking and Prosocial Behavior

| SELMAN'S LEVELS OF PERSPECTIVE-TAKING* | EISENBERG'S LEVELS OF PROSOCIAL BEHAVIOR* |
|---|---|
| <p>Level 0: Egocentric perspective taking (most preschool and a few early elementary students) Students are incapable of taking anybody else's perspective. They don't realize that others have thoughts and feelings different from their own.</p> | <p>Level 1: Selfish and self-centered orientation (most preschool and many early elementary students) Students show little interest in helping others apart from serving their own interests. They exhibit prosocial behavior primarily to benefit themselves.</p> |
| <p>Level 1: Subjective perspective taking (most early and middle elementary students) Students realize that others have thoughts and feelings different from their own but perceive these in a simplistic, one-dimensional fashion.</p> | <p>Level 2: Superficial "needs of others" orientation (some preschool and many elementary school students) Students show some concern for another's physical and emotional needs, but their concern is simplistic and lacks true understanding of the other's situation.</p> |
| <p>Level 2: Second-person, reciprocal perspective taking (many upper elementary school students) Students realize that others may have mixed and possibly contradictory feelings about a situation. They also understand that people may feel differently from what their behaviors indicate and that they sometimes do things they didn't intend to do.</p> | <p>Level 3: Approval and stereotypic good boy/girl orientation (some elementary and secondary school students) Students advocate prosocial behavior on the grounds that it's the "right" thing to do and that they will be liked or appreciated if they help. They hold stereotypical views of what "good boys and girls" and "bad boys and girls" do.</p> |
| <p>Level 3: Third-person, mutual perspective taking (many middle school and junior high school students) Students not only see things from their own and another's perspective but also can take an "outside" perspective of the two-person relationship. They appreciate the need to satisfy both oneself and another simultaneously and therefore understand the advantages of cooperation, compromise, and trust.</p> | <p>Level 4: Empathic orientation (a few elementary and many secondary students) Students have true empathy for another's situation and a desire to help a person in need. They seem genuinely concerned with the well-being of others.</p> |
| <p>Level 4: Societal, symbolic perspective taking (some junior high and many high school students) Students recognize that people are a product of their environment—that past events and present circumstances contribute to personality and behavior. They begin to develop an understanding of the <i>unconscious</i>—the idea that people are not always aware of why they act as they do.</p> | <p>Level 5: Internalized values orientation (a few high school students) Students have internalized values about helping other people—values that reflect a belief in the dignity, rights, and equality of all human beings. They express a strong desire to help others in need and to improve the conditions of society as a whole.</p> |

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² Taken from 'Educational Psychology Developing Learners' – Jeanne Ellis Ormrod prentice-Hall Inc (2000)

ASSESSMENT

Personal Development Process Checklist

³Philosophy of Life

Name: _____ Year: _____

| | Dates | | | | | |
|---|-------|--|--|--|--|--|
| SOCIAL INTERACTION | | | | | | |
| Respects rules / authority | | | | | | |
| Works cooperatively in a small group | | | | | | |
| Works cooperatively in a large group | | | | | | |
| Expresses feelings appropriately | | | | | | |
| Listens attentively and participate in group discussions and activities | | | | | | |
| | | | | | | |
| AUTONOMOUS, SELF-DIRECTED INDIVIDUAL | | | | | | |
| Stays actively in tasks until completed | | | | | | |
| Accepts responsibility for my own behavior | | | | | | |
| Works independently | | | | | | |
| Cares for and cleans up materials | | | | | | |
| Puts forth best effort | | | | | | |
| Uses initiative to resolve problems independently | | | | | | |
| Asks for help when needed | | | | | | |
| Demonstrates self-confidence | | | | | | |
| | | | | | | |
| VALUE FOR INDIVIDUAL | | | | | | |
| Respects rights, feelings and property of others | | | | | | |
| Expresses feelings appropriately | | | | | | |

³ Taken from ‘*Netherlands Antilles Curriculum Frameworks*’

⁴Philosophy of Life Process Checklist

Name: _____ Year: _____

| | Dates | | | | |
|-------------|-------|--|--|--|--|
| OBSERVING | | | | | |
| CLASSIFY | | | | | |
| EXAMINE | | | | | |
| DEMONSTRATE | | | | | |
| ANALYZE | | | | | |
| HYPOTHESIZE | | | | | |
| JUSTIFY | | | | | |

⁴ Taken from ‘*Netherlands Antilles Curriculum Frameworks*’

REFERENCES

- *Netherlands Antilles Curriculum Framework, Philosophy of Life.* (2005) Curacao, Netherlands Antilles; BPO.
- *Character Education grades 4-6, Instructions, Activities and Assessment.* (2006) World Teachers Press
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