



Intellectual Moral Education

Learn for Life

Sample Chapter

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Publisher
Al-Maha Al-Arabi Li Hulool An-Nashr
(ORYX SOLUTIONS)
Amman- Jordan

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Rationale of the Intellectual Moral Education (IME) Curriculum

The topic of ethics has always received great attention in the educational sector. It is via intellectual moral education that individuals recognize their rights and responsibilities as well as others'. They also realize the principles of justice, equality, freedom, solidarity, cooperation, and compassion thus peace prevails, and the causes of division, conflict, chaos, greed and aggression get rejected. All the celestial messages included the principles and ethics of community organization.

The development of moral intelligence and its components throughout the child's early years enables him/her to distinguish the right words, actions and emotions, identify the good from the bad person, strengthen his/her inner voice (conscience), and also make informed decisions. Moreover, it develops healthy emotional intelligence (good heart) that makes children understand how others feel and empathize towards them and their needs and feelings.

The rapid progress and globalization impacted human ethics significantly, led them to unclear paths and resulted in facing challenges with unknown consequences. That is why it has become essential to work on developing all ethical skills, and train children at an early age. Noting that this corresponds with the urgent need in education for programs and strategies that promote and develop students' desirable values, attitudes and skills and make those attitudes an integral part of their lives and their intellectual habits when dealing with different issues. This was the result of the following:

- Globalization which created a fertile soil for moral dilemmas and crises; because of the conflict between its values- the values and cultures of different people- and the lack of preparation and filtration of its inputs, which affected the moral side.
- Global openness which resulted in lack of moral values and standards, and posed a serious threat to the psychological, social and emotional health of children. In addition, it has created the need to help and assist them in living in a safe environment through dealing ethically with themselves and with others.
- The world's preoccupation with wars and conflicts has made education and ethics, particularly the development of moral personality and moral governance, a concern in the field of education.
- Psychologists and educators have proven that a child learns moral values daily and gradually through life experiences and observing adults rather than through laws and regulations.
- Prevalence of bullying among peers and non-acceptance of the other, which are signs of the ethical crisis. Many children leave school because of fear of other children.
- The importance of reviewing the school curriculum system, which should include materials that develop moral skills (i.e. distinguishing right from wrong), possessing conscience and the ability to control emotions. A report by the Jordanian Ministry of Education on delinquency, crime and weak morality among school children during 1990-1995 indicated that theft, assault on property and people quarrel with teachers and among students themselves were at the forefront of immoral behavior.

- Prepare a generation that is equipped with the twenty-first century skills, possesses personal and social thinking skills and competencies and is characterized as a good, belonging, responsible with a healthy body, and mind, and able to express and communicate and face emerging challenges and contemporary risks.

All of this, forces us as educators and parents to train the child to develop and acquire the components of moral intelligence, which makes him/her feel positive and satisfied, and asserts self-creativity, innovation and safe communication. In addition, to teach children that life is a beautiful place to live with others lovingly, especially when he/she finds others' trust, love, appreciation and respect.

Thus, the IME curriculum will form the basis for the creation of personal intellectual and social moral competence to help the child to achieve all this.

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Introduction

Rapid progress and globalization have clearly affected human ethics. These factors have been accompanied by the lack of values and ethical standards, which has posed a risk to students' psychological, social and emotional health, and made it necessary to develop all ethical skills.

From this point, emerged the urgent need in the field of education for programs and strategies to promote and develop the values and skills desired by students, and make them an essential part of their lives, and also, an intellectual habit in dealing with different issues.

Many psychologists and educational experts have proven that the student learns moral values daily and gradually through life experiences and adult observation rather than through laws and regulations.

School curricula should be reviewed so that they include materials that develop ethical skills and train a generation that is equipped with the 21st century skills. In addition, to prepare each student with personal and social thinking skills and competencies, and create a good citizen who is able to express and communicate with a healthy body, mind and soul and able to withstand new challenges and contemporary dangers.

What is the IME curriculum, and why has it been prepared

It is an interactive educational curriculum oriented towards ethical values education and uses a supporting source of knowledge to teach the following:

- Development of good sense and moral judgment.
- Promotion of intellectual and moral values.
- Raising students' awareness of their rights and duties and others'.
- Development of moral intelligence and its components through the different childhood stages.
- Distinguish between the right and wrong of actions, deeds and emotions, and identify a good and a bad person.
- Enhancement of student's inner voice (conscience).
- Protection of oneself and avoiding violence in any activity or situation.
- Self-awareness and expression, as well as empathy and understanding of others, and taking things from their point of view as well.
- Keeping up with, and understanding all the recent events.
- Development of critical thinking and creative thinking skills: description, analysis, reflection, reflection, discussion and evaluation.
- Development of the ability to make decisions and solve problems in ethical situations and dilemmas.

Target Group

Prepared for the first three grades (6 to 9 years)

IME Curriculum Features

- A flexible approach that does not require a lot of materials and tools, it has an easy refrain method, with interactive approach that develops the cognitive, emotional and physical aspects.
- Urges the student to think, reflect and discuss. It includes topics related to the student's daily life that were not addressed in any Arabic curriculum except in theory. Topics and values were taken and formulated as activities and procedures for the child to apply using all his/her senses. And give them an opportunity to discover knowledge and make it part of his/her thinking strategy and life skills.
- Entertaining preparation approach, where the strategies of critical thinking and creative thinking can be applied with minimal effort and the least tools and materials possible. The curriculum relies on child interaction and thinking outside the box that develops all aspects of student progress.
- The activities are designed in such a way that puts students in a state of reflection, discussion and critical thinking about the topics at hand that touch their lives frequently.
- The curriculum includes four themes, each of which includes five balanced subjects that suit students' age and their cognitive and linguistic abilities. It is as follows:

| Values | Leadership and Responsibility | Self-development | Citizenship and World Culture |
|-------------|-------------------------------|-----------------------------|-------------------------------|
| Tolerance | Conflict Management | Self-control | Respect |
| Smiling | Public Speaking | Critical Thinking | Magical Nice Words |
| Sharing | Teamwork | My Personality, My Identity | Accepting Others |
| Cooperation | Taking Responsibility | Feelings | Bullying |
| Justice | Time Management | Creative Thinking | Belonging |

Curriculum Parts

- Teacher's book (theoretical material + teacher's Manual): The manual must accompany the teacher during the class, he/she would not be able to provide full explanation without it. In case, the teacher did not prepare the subject that week, the manual would help him/her through the class.
- Student's Activity Book: used by the student in the class only during the class.
- Parents' Letters Book: They are important intellectual messages to provide parents with an overview of the topics their children are learning. The purpose of these letters is increasing awareness within the family and providing parents with a general idea about the curriculum that their children are studying to encourage communication and discussion.

Curriculum Manual

- The curriculum includes four themes, each of which includes five subjects.
- Each subject needs approximately 2 classes a week.
- A two-page teacher reference-material has been prepared for each topic.
- The reference material is not actually a theory, but rather techniques and steps that a teacher can easily teach students through hands-on activities and practical procedures (stories, real-life situations, ethical dilemmas, games, contests, puzzles and worksheets).
- Each subject has 2 practical activities for the students to work on.
- The teacher should be familiar with the subject intended for each week. Teachers should also read the theoretical reference material and prepare prior to each class. Noting that the preparation process does not require too much materials or tools other than those found in any classroom: papers, pens, scissors and colors.
- The need for a teacher's manual to be with each teacher during class, since all the procedures that will be implemented by students are in the manual.

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1. **Smiling**
2. **Magical Nice Words**
3. **Sharing**
4. **Feelings**
5. **Daily Routine and Time Management**
6. **Cooperation**
7. **Apology and Tolerance**
8. **Taking Responsibility**
9. **Accepting Others**
10. **Teamwork**
11. **My Personality, My Identity**
12. **Bullying**
13. **Belonging**
14. **Justice**
15. **Respect**
16. **Conflict Management**
17. **Self-Control**
18. **Critical Thinking**
19. **Public Speaking**
20. **Creative Thinking**

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Sample of Teacher's Manual Book

Grade One

Conflict Management

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Conflict Management

What is a Conflict

Conflict is a permanent and pressing issue, therefore, none of us will go through daily life without facing conflicts. Conflict arises when people have different points of view, interests, values, responsibilities and goals, it is also determined by one's independence, ability of making decisions and having an identity. Nevertheless, the disagreement between us does not necessarily mean affecting our relationships with others. Since conflict has a clear and visible effect on us, it has the ability to change us and our local and international environment either positively or negatively, therefore, we must perceive it in a way that ensures positive outcomes. We must control our behaviour, emotions and at the same time increase our creativity, clarify our ideas and understand the people around us.

Reasons for Conflict

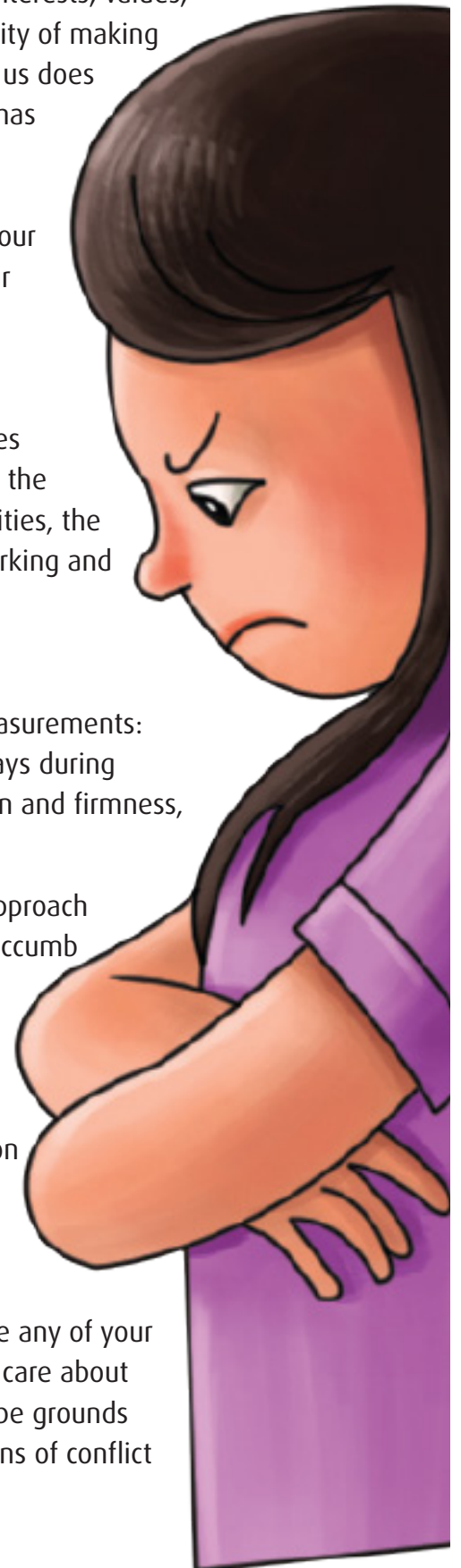
There are many reasons that cause conflict, among them are: the differences in values and personalities, in the cultural and religious backgrounds and in the customs and traditions. Also, the overlap between the authorities and priorities, the desire to control, the difference in the modes of communication and networking and the stressful environment.

Strategies of Conflict Management

There are five strategies to manage conflict and they are based on two measurements: cooperation and firmness; whereas, different people behave in different ways during disagreements. Each of these strategies has a varying degree of cooperation and firmness, and they are:

Competing: the person in this strategy resembles a lion or shark. It is an approach based upon the rule "I win and you lose". The shark and lion's opponents succumb to the law of force in a conflict, and the stronger seeks to achieve its goals without cooperating with anyone, they do it without caring for others and their needs, they are not concerned with the others' refusal or acceptance of them. It is worth mentioning that this strategy might be successful in cases of emergency or in the situations which require an immediate decision or a quick action.

Avoiding: the person in this strategy resembles an ostrich or turtle which hides in its shell when facing any attack, when you avoid a conflict you do not help anyone reach their goals. Moreover, you will not be able to achieve any of your personal goals. In such case, you eliminate your personal goals, you do not care about your relationship with others and you avoid any environment which might be grounds for any kind of conflict. This way, you believe that walking out from situations of conflict



and avoiding them is much easier than facing them. Nevertheless, this strategy might be successful in situations where winning is not possible, it is efficient when a certain situation is charged with negative emotions which you need to avoid.

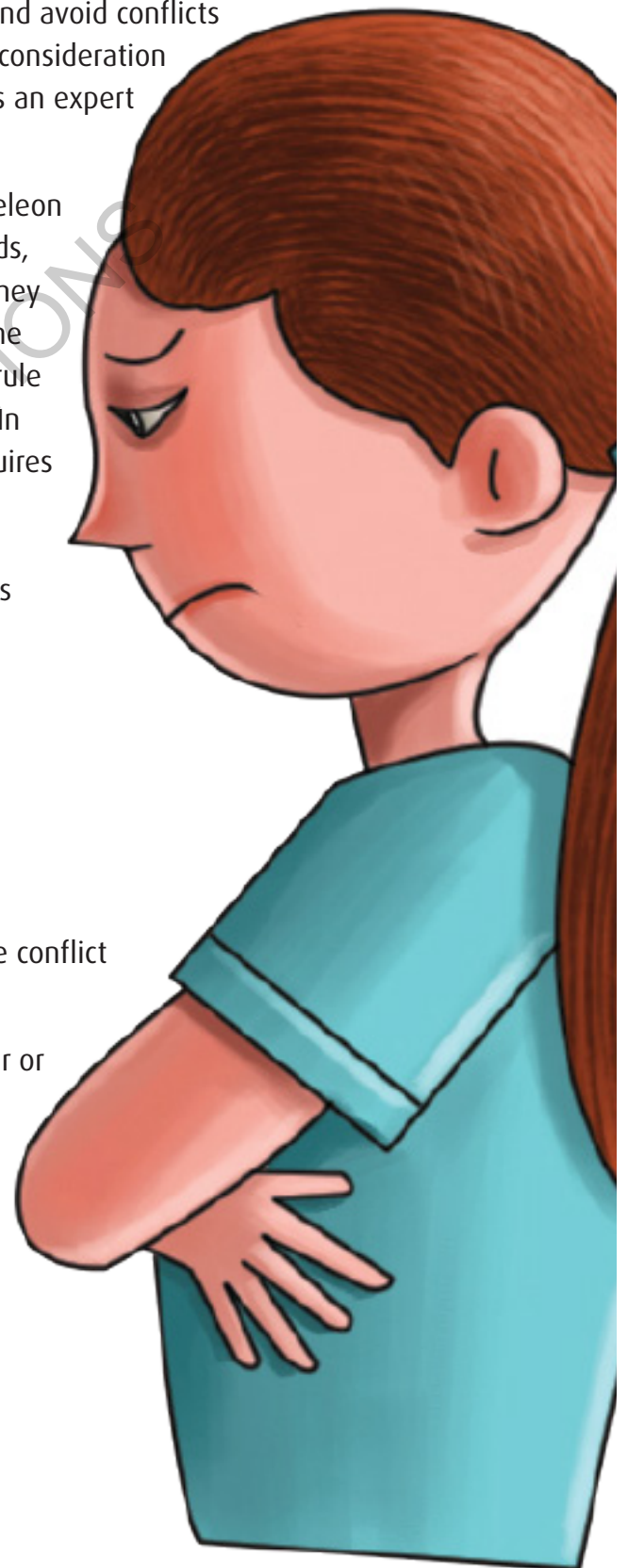
Collaborating: the person in this strategy resembles a wise owl. It is an approach based upon the rule "I win and you win". This method is used in complex situations when you need to find a fair solution for all. Disagreement in such situations is a normal thing provided that all parties understand the others' points of view and ideas, and that they find a solution that fits all. It is important to also maintain good relations, and replace disagreements and separation with understanding and collaboration. It requires a high degree of trust, time and effort to satisfy all parties.

Accommodating: the person in this strategy resembles a teddy bear or pigeon which wants to be loved and accepted by others; they go to ends to collaborate and avoid conflicts in order to maintain their relationships. This might be without consideration of their needs. This strategy is efficient when the other party is an expert in conflict management or has a better solution.

Compromising: the person in this strategy resembles a chameleon or a smart fox; they smartly try to waive some of their demands, so the opponent waives some of their demands as well, and they both compromise to find a solution where each party gets some of what he/she is asking for. This approach is based upon the rule "I lose once and you lose once, I win once and you win once". In such situations, none of the parties get all they want. This requires moderate firmness and cooperation, this strategy is suitable in situations which require a temporary solution but one must be careful when to use it because it might reflect negatively if it is considered as a permanent easy way out.

To solve conflicts there are six steps:

- Meet, and talk about the conflict.
- Listen to others' points of view each one in turn.
- Understand all parties' points of view, their feelings and the conflict details.
- Find ways which help solve the conflict, such as: a mediator or a third party.
- Think together to find a solution.
- Implement the solution.



Conflict Management

Outcomes:



- To recognize the concept of conflict.
- To apply conflict management steps.

Strategies:



- Story-telling, critical thinking, discussion

Duration:



- One class (35-45) minutes.

Tools and Materials:



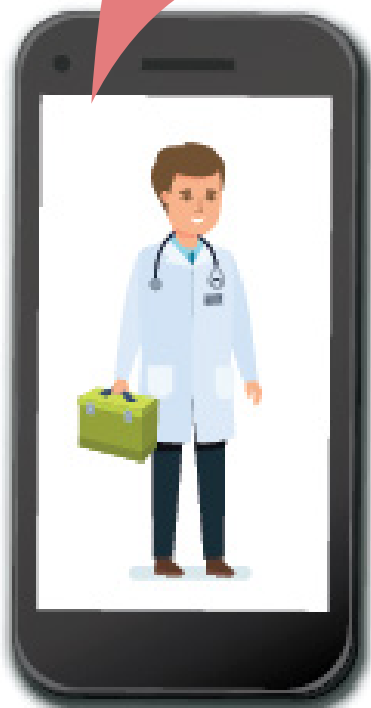
- Activity book, activity titled (Conflict Management)

Procedures:



- ▶ Teacher tells students the following story:

It was a Friday morning. Mohammad and Jude were getting ready to go on a picnic with their parents, when suddenly Dad's phone started to ring. "Hello, this is Doctor Eyad? There's a patient who needs you urgently". The father apologized to his family and left in a hurry. Mohammad got really upset and started kicking the door with his foot, Jude told him to stop and the two started arguing. Mom said: "Mohammad, there's a sick patient who needs your dad more than we do now. Calm down, take a deep breath, and think of something the three of us can do together until your dad returns".



- ▶ Teacher discusses the story with the students, to reach the concept of conflict and the steps to solve it. (please check reference material)
- ▶ Teacher asks the students to solve "Solving Conflict Card" activity in their activity book.

How to Act When Facing a Conflict

Outcomes:



- To recognize steps of conflict management.
- To recognize the terminologies used when trying to solve a conflict.

Strategies:



- Story-telling, acting, critical thinking, teamwork.

Duration:



- One class (35-45) minutes.

Tools and Materials:



- Activity book, activity titled (How to Act When Facing a Conflict)

Procedures:



- ▶ Teacher tells students the following story:

The turtle, the monster and I went all together to play football. The monster was the goal-keeper, and the turtle and I split into two teams kicking the ball towards the goal. All the balls went into the goal, and the monster could not stop any of them. The turtle scored 6 goals, while I scored 5. However, the monster got extremely mad and started kicking and screaming because it couldn't guard the goal, while I fought with the turtle because it won, and then I cried because I had lost. The turtle got frightened, she ignored us, then quietly hid in its shell.



- ▶ Teacher discusses the story with the students, assigns roles to re-play the scene. The rest of the students then assesses the characters based on their ability to resolve conflicts, based on used terminologies and approaches **(please check reference material)**.
- ▶ Teacher asks students to form groups and work together in solving activity titled "How to Act When I Face a Conflict" in their activity books. The teacher then starts a discussion about the actions the students has placed in each category.

Sample of Student's Activity Book

Grade One

Conflict Management

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Conflict Management



I connect each one of the conflict management steps with the appropriate picture.

- I calm down, take a deep breath and count to ten.



- I tell them how I feel and why I feel this way.



- We think of acceptable solutions together.



- We reach an agreement to resolve the conflict.



How to Act When I Face a Conflict



I put each of the following actions in the correct category



Me



Monster



Turtle

I close the door aggressively

I smash objects

I give up

I get firm

I apologize

I scream

I talk

I hit

I hide my feelings

I cry

Sample of Parents' Letters Book

Grade One

Conflict Management

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Conflict Management

All families are subject to conflicts from time to time, whether they were rich or poor, or whether they live in the city or the suburbs. These conflicts cast shadows on family members, young or old. And so, people must manage those conflicts wisely in order to overcome conflicts and keep a strong family with members who live together lovingly and affectionately.

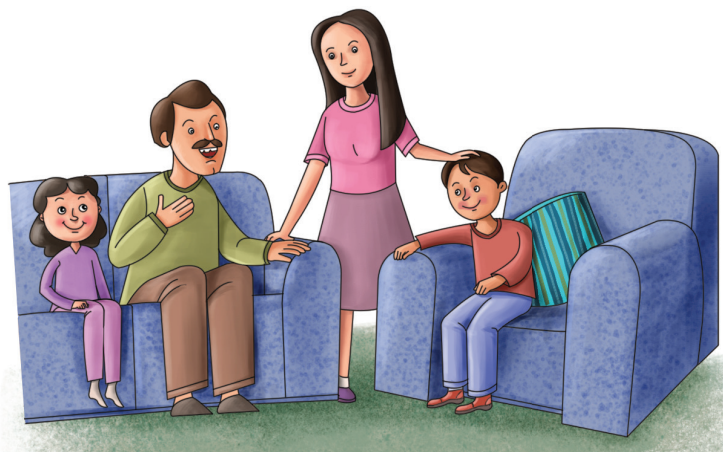
Causes of Family Conflicts

- Preference of a child by one or both parents, or giving preferential treatment for boys over girls.
- Disputes and arguments between parents before their children.
- Jealousy between brothers and sisters.
- A family member trying to control others.
- Selfishness



How to Teach my Child Conflict Management

- I set an example for my child; my child's loud voice and his attitude are often a reflection of my voice and attitude.
- I teach my child the concept of negotiation, for example: if my children are having a disagreement over a toy, I take it away and tell them they can have it back only if they reached a settlement between them.
- Give my child the chance to express himself/herself. Also, teach them to accept victory and defeat.
- Listen to my child when he is discussing the causes of the conflict, and be fair.
- I do not compare my children to each other; Doing so will only generate hatred and jealousy.
- Control my anger so I would be able to resolve the conflict calmly.
- Focus on encouragement phrases, as they have strong positive impact on children.



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