

Lesson Plan

NEUROHEADWAY

Neuroscience Into Education

PERSONAL VALUES

Human life is not a matter of just living one's life. **Valuing life gives meaning to everybody's life.**

Human beings, they know it or not, value their life according to their expectations from life. **Axiology has to do with our expectations from life. Our life – expectations are inevitably related to our human environment and our expectations from this environment. In order for the personal values to be defined, one has to be able to think what one really expects from others.**

In this module, 19 personal values are chosen to be taught in the classroom. Each one of them is presented through a dialogue, which is animated for better understanding. Each dialogue is followed by activities, in order for the children to form a thorough perception for each personal value.

HAPPINESS

If happiness is your personal value, you probably expect that other people can make you feel happy.

You may want others to be happy as well.

Oliver - You look happy!

Henry - Yes, I am!

Oliver - Why?

Henry - You smiled at me!

Oliver - Every time I see you, I feel like smiling at you!

Henry - That's why I am happy. Every time I see you, I expect your smile!

Oliver - Is my smile enough for you to be happy?

Henry - Your smile makes me believe in happiness...

ACTIVITIES

1.

Kids watch the movie together with their teachers.

Then they take in front of them copies of the dialogue.

Then teachers ask pupils the following questions.

2. QUESTIONS

Who wants to play the part of Oliver / Henry?

Why?

Is happiness a personal value of yours?

Why / Why not?

Could misery be one of your personal values?

Why / Why not?

Would you like your friends to be happy?

Why?

3.

Finally, one pair of kids, chosen by the teacher, present the dialogue to the class.

PERSEVERANCE

If perseverance is your personal value, you probably expect from others to be patient with you, and wait till you manage to do what you are eager to do.

John - Have you ever thought that cycling is not your sport?

George - Why you say so?

John - You have been trying to learn bicycle two months now...

George - And?

John - You didn't manage to learn how to cycle!

George - I intend to try two more months!

John - Are you serious?

George - Of course!

John - You think you are going to succeed at the end?

George - I think so! It depends on you as well...

John - I don't have something to do with it.

George - Of course you have! You have to be patient enough with me!

John - Why?

George - Every time I make an effort, I have someone in my mind to whom I want to prove that I am not willing to give up my effort till the final success.

John - So?

George - You are my man!

ACTIVITIES

1.

Kids watch the movie together with their teachers.

Then they take in front of them copies of the dialogue.

Then teachers ask pupils the following questions.

2. QUESTIONS

Who wants to play the part of George / John?

Why?

Is perseverance one of your personal values?

Why / Why not?

Do you think you gave up early doing something important for you?

Why? (if the answer is “yes”)

Are you willing to help your friends achieve their goals?

Why / Why not?

3.

Finally, one pair of kids, chosen by the teacher, present the dialogue to the class.

CONSISTENCY

If consistency is your personal value, you probably expect from others to highly estimate your consistency and adhere the right to you to keep what you are pursuing once you have made to acquire it.

Jane - Congratulations! You made it to the top!

Tereza - Thank you! It has been a long way to come to the top!

Jane - You are right! Do you feel safe now?

Tereza - Never!

Jane - Why?

Tereza - The road which brought me here was narrow, with lots of curves and when I arrived at the top I realized how small the place is...

Jane - And?

Tereza - It's easy to fall to the other side of the mountain, where a large slippery road waits for me, if I am not consistent enough to stay steady on the top!

Jane - Well, it depends on you!

Tereza - It depends on you as well!

Jane - Why is this so?

Tereza - If you are happy enough to see me at the top, you'll give me strength to stay longer up there!

Jane - Of course! Why not?

Tereza - Because many people think that those at the top underestimate others!

Jane - Yes, I have an idea...

Tereza - It's not like that! We always envy those who walk on a solid ground!

ACTIVITIES

1.

Kids watch the movie together with their teachers.

Then they take in front of them copies of the dialogue.

Then teachers ask pupils the following questions.

2. QUESTIONS

Who wants to play the part of Jane / Tereza?

Why?

Would consistency be your favorite personal value?

Why?

What is the top you would be willing to strive for?

Why?

Will you think of your friends when at the top?

Why?

3.

Finally, one pair of kids, chosen by the teacher, present the dialogue to the class.

DISCRETION

If discretion is your personal value, it may be because you probably expect from others to be discreet towards you as well.

Mark - I didn't mean to offend you!

Veronica - I know! Who told you I'm offended? You are always so discreet!

Mark - It's because I have the need to be treated with discretion!

Veronica - Few people are so discreet!

Mark - Few people expect that others will treat them with discretion!

ACTIVITIES

1.

Kids watch the movie together with their teachers.

Then they take in front of them copies of the dialogue.

Then teachers ask pupils the following questions.

2. QUESTIONS

Who wants to play the part of Mark / Veronica?

Why?

Can you imagine of a discreet person? **What** the characteristics of a discreet man / woman may be?

Is discretion a personal value of yours?

Why?

3. Finally, one pair of kids, chosen by the teacher, present the dialogue to the class.

ACCOMPLISHMENT

If accomplishment is your personal value, you probably expect to be able to fulfill the standards of accomplishment your human environment set to you.

Margaret - Well done!

Helen - Thank you! Do you really mean your congratulations?

Margaret - Of course! Don't be so modest!

Helen - What matters for me is the need to fulfill my duty!

Margaret - What matters for me is your need to fulfill your duty!

Helen - The result is important as well!

Margaret – The result wouldn't be so impressive if your intention wouldn't be the one we both know!

Helen - What really matters for me is that you know what I know!

Power point Example

FREEDOM

If freedom is a personal value of yours, you probably expect that your human environment guarantees your freedom.

Kevin - Please, feel free to ask me whatever you need to know!

Lucy - Thank you! I definitely feel free with you!

Kevin - Glad to hear!

Lucy - Glad to be feeling free!

Kevin - Freedom is a gift!

Lucy - That's right! I always take freedom as a gift, because freedom is being given as a gift or not...

ACTIVITIES

1.

Kids watch the movie together with their teachers.

Then they take in front of them copies of the dialogue.

Then teachers ask pupils the following questions.

2. QUESTIONS

Who wants to play the part of Kevin / Lucy?

Why?

Do you prefer to be in close conduct with free or subordinate persons?

Why?

Can you think of any advantages of being free?

How do you feel about human slavery?

Why?

3.

Finally, one pair of kids, chosen by the teacher, present the dialogue to the class.

CONFIDENCE

If confidence is a personal value of yours, you probably expect that others consider your being a confident person as a special value of yours.

Mary - Someone has to be confident to herself!

Barbara - I definitely am confident to myself!

Mary - That's why I trust you!

Barbara - Why?

Mary - I couldn't trust someone who is not confident to herself!

Barbara - Why?

Mary - I am not supposed to value high someone who has little esteem for herself.

Barbara - My brother is not a bad person but he is not confident to himself.

Mary - Tell him that it's not enough to be a good person. One has to believe in the value of goodness!

ACTIVITIES

1.

Kids watch the movie together with their teachers.

Then they take in front of them copies of the dialogue.

Then teachers ask pupils the following questions.

2. QUESTIONS

Who wants to play the part of Mary / Barbara?

Why?

Can you think of any advantages of one's being confident to herself?

Can you think of any persons who are not confident to themselves? How do you feel about them?

Have you ever thought that other people judge you according to the confidence to yourself? How do you feel about that?

3.

Finally, one pair of kids, chosen by the teacher, present the dialogue to the class.

DETERMINATION

If determination is a personal value of yours, you probably expect that others understand the importance of your decision to act the way you feel like doing something.

Bob - I'm definitely determined to reach to the end!

George - Aren't you afraid to find out that you probably can't make it to the end?

Bob - No! I'm more afraid to find out that I was not determined enough to find out whether I can make it or not!

George - So, is this all?

Bob - There is something more!

George - What?

Bob - It would be extremely disappointing to find out that you don't understand how important is to me to find out if I can do what I have to do!

ACTIVITIES

1.

Kids watch the movie together with their teachers.

Then they take in front of them copies of the dialogue.

Then teachers ask pupils the following questions.

2. QUESTIONS

Who wants to play the part of Bob / George?

Why?

Are you willing to be determined to do something?

Why?

Do you want others to respect your determination?

Why?

3.

Finally, one pair of kids, chosen by the teacher, present the dialogue to the class.

ENTHUSIASM

If enthusiasm is a personal value of yours, you probably expect that your wishes are being respected.

Tiffany - Your enthusiasm is emblematic. Every time you achieve something you look so happy!

Brad - You are right! The feeling of the achievement is absolutely rewarding! Equally important for me, of course, is that people like you understand my enthusiasm for achieving things like the ones I give myself to.

Tiffany - Why is that?

Brad - When people I admire recognize my most valuable wishes, my feeling of success is doubled!

ACTIVITIES

1.

Kids watch the movie together with their teachers.

Then they take in front of them copies of the dialogue.

Then teachers ask pupils the following questions.

2. QUESTIONS

Who wants to play the part of Tiffany / Brad?

Why?

Are you enthusiastic about your wishes?

Do you want others to understand your enthusiasm?

Why?

3.

Finally, one pair of kids, chosen by the teacher, present the dialogue to the class.

SIMPLICITY

If simplicity is a personal value of yours, you probably expect that your attitude of being simple is being estimated as a virtue.

Sandra - You always look so simple! Despite your value, you always make others feel comfortable with you!

Richard - I don't feel like being someone exceptional. My most intimate pleasure is when others feel comfortable with me.

Sandra - You make it sound so natural!

Sandra - It seems natural to me! Nevertheless, you make it sound as a virtue of mine and I really like it. Virtue has to be simple!

Teachers Evaluation and Handouts

