

Topics in Education

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Background Information on the Subject

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Table of Contents

An Introductory Word	6
1 Components of Education and Cross-Section Topics.....	8
1.1 Concepts of Components of Education.....	9
1.2 Traditional Components of Education	10
1.2.1 Intellectual Education and Education of Opinions about the World 11	
1.2.2 Moral Education	12
1.2.3 Work and Technical Education	12
1.2.4 Aesthetic and Art Education	13
1.2.5 Physical Education and Education Towards Healthy Lifestyle.....	14
1.3 New-era Components of Education and Cross-section Topics in FEP ..	16
2 Ethical Instruction.....	21
2.1 Starting Points of Ethical Instruction.....	22
2.1.1 Components of Ethical Thinking	24
2.2 Conscience	24
2.3 Virtues.....	25
2.3.1 Character Strengths	26
2.3.2 Prosociality	27
2.4 Methods of Ethical Instruction.....	28
2.4.1 Direct Methods of Ethical Instruction	29
2.4.2 Indirect Methods of Ethical Instruction	39
2.5 Basic Types of Social Interaction	41
2.5.1 One-direction Interaction.....	41
2.5.2 Two-direction Influence of Two Subjects	42
2.5.3 Evaluating and Devaluating Behaviour.....	44
2.6 Factors Influencing Communication.....	44
2.6.1 Factors Influencing the Communication Process.....	45
2.6.2 Methods of Communication	45
2.7 The Basics of Mental Hygiene as Part of the 'Human Dignity' Topic ...	45
2.7.1 Burnout Syndrome – Phases.....	47
3 Multicultural Education.....	52
3.1 Integrity of the Self and Prejudices	52
3.2 Definition of MCE	54
3.2.1 Approaches to MCE	55
3.2.2 MCE in the Czech Educational System	56
3.2.3 MCE and the Demands on Teacher's Personality	56
3.3 Concept of Multicultural Education	57
3.3.1 Cultural Differentiation – Societal Diversity	58
3.3.2 Human Relations.....	58
3.3.3 Multiculturalism – Interculturality	59
3.3.4 Principle of Social Peace and Cohesion	60
4 Environmental Education.....	65
4.1 Basic Terminology	66
4.2 Starting Points of Environmental Education.....	69

4.2.1	Development of the Concept and the Content of Ecological/Environmental Education	70
4.3	EE in Relation to Contemporary School Legislation	71
4.3.1	Significance of EE in the Educational System	71
4.3.2	Integration of EE into School Documentation	72
4.4	Possibilities of Implementing EE Activities at School	73
4.5	Experience with EE Abroad	77
4.6	EE and Research (PISA 2015)	79
5	Media Education	84
5.1	Basic Terminology	85
5.2	Starting Points and Concepts of Media Education	85
5.2.1	Learning through the Media: Media as an Agent of Socialisation .	86
5.2.2	Learning about the Media: Media Education.....	88
5.2.3	Learning with the Help of the Media: Media Didactics.....	89
5.3	Media Education in Relation to School Legislation.....	90
5.3.1	Significance of Media Education in the Educational System	90
5.3.2	Inclusion of Media Education in School Documentation.....	92
5.4	Implementation of Media Education at School and Experience from Abroad	95
6	Sex Education.....	100
6.1	Definition of Basic Terminology	100
6.2	The Functions of Sexuality	103
6.3	Definition of Sex Education	103
6.4	Principles of Sex Education	104
6.5	Motives Leading to the Introduction of Sex Education to Schools	107
6.6	Objectives of the School in Sex Education and Its Implementation ...	110
7	Family Upbringing and Family-School Co-operation	115
7.1	Family and Its Functions.....	115
7.1.1	Parenting Styles in the Family	117
7.2	Family-School Co-operation	119
7.2.1	Levels of Family-School Co-operation	120
7.2.2	Forms of Family-School Co-operation	120
7.2.3	Criteria of Good Family-School Co-operation	125
8	Applying Topics in Education	130
8.1	Individualisation – A Starting Point for the Planning of Topics in Instruction.....	131
8.2	Guidelines for the Planning of Topics in Instruction	132
8.2.1	Recommended Methods and Forms of Work	133
8.2.2	Framework for the Planning.....	133
	Conclusion	138
	Index.....	139
	An Overview of Sources	142
	An Overview of Appendices:.....	149
	Appendix no. 1	150
	Appendix no. 2.....	155
	Appendix no. 3.....	156

An Introductory Word

Dear readers,

In your hands you are holding the study text entitled **Topics in Education – Texts for the Study Discipline THEORY OF EDUCATION**. The text is designed primarily for post-graduate pedagogical students, but non-pedagogical students will also find study resources in it.

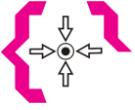
The study text aims to capture some educational topics that seem current in connection with the changing conditions of life (globalisation, migration of the population, an influence of information technologies and the media, etc.). These topics fundamentally affect the view of an individual's upbringing and education and bring new accents to his/her development. Ethical instruction, sexual and family education, multicultural education, environmental education, mass media education and others appear in the focus.

Curriculum documents – **Framework Educational Programmes** – have already reacted to this fact. These 'topics' are implemented in the education of pupils as independent educational fields/subjects (e.g. ethical instruction), by integration into existing educational fields/subjects (e.g. sex education as part of the educational field: People and their world, health education), or as so-called **cross-section topics**. The goal of the pedagogues is to offer these aforementioned educational topics to the pupil in a suitable way, to give them the opportunity to 'experience' them. The study text focuses especially on selected educational areas that will be faced by future teachers regardless of their teaching-qualification focus upon starting their practice. Its objective is to help students' orientation in these educational topics, to get a more comprehensive view of them and to get materials for their further studies.

The eight chapters in the study texts were authored by **Kamil Janiš, Věra Krejčová, Markéta Levínská, Eva Švarcová, and Přemysl Štindl**. Each chapter has its internal structure and should be perceived as a whole. The first seven chapters are more theoretical, while the last eighth chapter offers an application level that can be used in relation to the educational topics when planning an educational project with a distinct formative (educational) focus. Each student will benefit from the study of original resources provided behind each chapter in the literature list to gain a more comprehensive view of the topics contained in the study text.

Collective of Authors

Meaning of the Icons in the Text



Objectives

A list of objectives is provided at the beginning of each chapter.



Time Demands

An estimate of how much time you will need to study the chapter.



Terms to Remember (Key Words)

A list of important terms and main points that the student should not omit when studying the topic.



Summary

A summary of the topic.



Review Questions and Practical Tasks

Verifying to what extent the student has understood the text and the issue and remembers fundamental and important information.

Practical tasks lead the student to apply knowledge acquired by studying the text; by solving them, the student proves a deeper understanding of the issue in question.

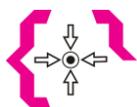


Literature

Used in the text and to complement and further one's knowledge.

1 Components of Education and Cross-Section Topics

Kamil Janiš, Věra Krejčová



Objectives

Based on your introduction to the text:

- You will be able to distinguish between traditional and new-era concepts of components of education.
- You will be better oriented in the area of education, you will have an overview of the frequently used terms in this area, and you will have an overview of the possible systematic approach and the context of selected (individual) components of education.
- You will understand the connection of the new-era components of education with curriculum documents (FEP).



Time Demands

4 hours



Terms to Remember (Key Words)

- drama education
- ecological/environmental education
- aesthetic education
- ethical instruction
- media education
- moral education
- multicultural education
- new-era components of education
- personality and social education
- work and technical education
- FEP's cross-section topics
- family education
- sex education
- components of education
- traditional components of education
- intellectual education and education of opinions about the world
- education of a democratic citizen
- education towards thinking in European and global context
- physical education towards health and healthy lifestyle



1.1 Concepts of Components of Education

Components of education are a historically conditioned pedagogical category which has been continuously developing. In them, general educational objects are concretised. We can understand them as the **basic areas of the educatee towards a versatile personality**. With regard to the definition and number of components of education, there is non-uniformity ranging from three components of education (intellectual, emotional and volitional) to the multiple of this number.

Traditional classification of components of education:

The most frequent, so-called traditional or classic classification includes these components of education:

- intellectual education and education of opinions about the world,
- moral education,
- work and technical education,
- aesthetic and art education,
- physical education towards health and healthy lifestyle.

New-era classification of components of education:

In the current social conditions, in the environment of a globalised world and the effort to integrate models of upbringing and education with educational models within the EU, there is a need to expand this provided content with current components of education so that they respond to current problems and topics an individual encounters in today's world. The new-era concept expands the existing components of education, for instance with the following areas and topics:

- Ethical instruction (corresponding to moral education)
- Drama education
- Family education
- Sex education
- Ecological/environmental education
- Mass media education
- Personality and social education

Cross-section Topics

We can encounter the titles of some of the new-era components of education in framework educational programmes (FEPs, binding documents for the work of each primary and secondary school) in the form of so-called **cross-section topics**. We are talking about the following cross-section topics:

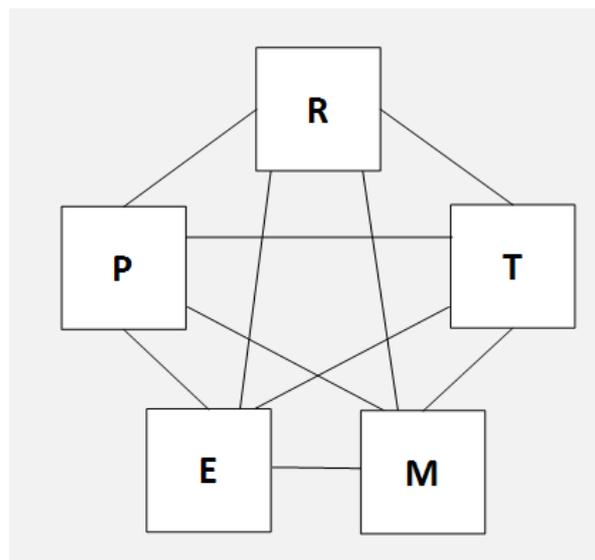
- Personality and social education
- Education of a democratic citizen
- Education towards thinking in European and global context
- Multicultural education
- Environmental education
- Mass media education (FEP for BE, 2004)

1.2 Traditional Components of Education

In the past, the content of education was traditionally divided into partial component of education (intellectual education and education of opinions about the world; work and technical education; physical education towards health and healthy lifestyle; aesthetic and art education; and moral education); the individual components cannot be perceived separately, quite the contrary. Their significance increases, if they are perceived and developed in mutual succession and connection. Schematically, we can express the relationship between the individual components in the following way.

Schema no. 1

Mutual Relationships Between Individual Components of Education



Legend

- R – Intellectual education and education of opinions about the world
- P – Work and technical education
- T – Physical education towards health and healthy lifestyle
- E – Aesthetic and art education
- M – Moral education

The individual components of education are further divided into sub-components.

1.2.1 Intellectual Education and Education of Opinions about the World

Intellectual education can be defined as:

such an educational activity that will form a person maximally utilising the intellectual powers of the human kind to solve all life situations in his/her benefit and in the benefit of the society based on a deep cognition of the world as a whole. (Malach, 2007, p. 26)

The objective of this component of education is, based on the acquired elements of knowledge (e.g. facts, terms, rules, definitions, laws, etc.), to create as objective an idea as possible about the world around us and the environment we live in. Intellectual education includes primarily the development of cognitive processes (e.g. perception, ideas, thinking, observation, etc.), which is mainly done with the help of language education and education towards communication in one's mother tongue and in a foreign language. Today, education towards communication is also implemented with the help of computers. Of all components of education, it is intellectual education that is most associated with instruction at schools of all types (generally speaking, it is associated with educational institutions, not only with schools). To a greater extent, the mass media, the Internet, various out-of-school institutions (e.g. language schools), corporate courses and training, etc. participate in the development of the intellectual aspect of the contemporary human being. It is the society-wide intention to fulfil the general idea about the fact that intellectual education should become a life-long affair.

Intellectual education and education of opinions about the world is further divided into the following sub-components:

- scientific education,
- language education and education towards communication,
- education of intellectual emotions, volition and conduct,
- education of an opinion about the world and its perspective,
- ecological education,
- parenthood education.

1.2.2 Moral Education

When determining the objectives and the content of moral education, one needs to lean on the values the society requires from its members. At the same time, one has to respect the acceptability for each individual (i.e. individual approach). The mission of moral education is to develop moral awareness, feeling, belief and behaviour, in connection with the formation of moral habits and character and pro-social properties, with the effect on the formation of desirable attitudes, opinions, and the system of values, etc. The sense and objective of moral education is to develop an individual's moral awareness, feeling, belief and behaviour, including moral habits, the formation of his/her volitional, character and pro-social properties, the effect on his/her attitudes, opinions and value system, etc. Moral education thus becomes the foundation of a future active citizen of a democratic society and the tool of its stability and development towards humanity, law, justice, and freedom.

According to Malach (2007, pp. 28–29), *moral education can be considered a sophisticated system consisting of more sub-components*. The following components of education can be considered the sub-components:

- education of moral conduct, discipline and character properties,
- societal education,
- humanistic and multicultural education,
- legal education,
- citizenship and political education.

The general objective of moral education (Malach, 2007, pp. 30–31) is the formation of an individual in accordance with the moral ideal or standard of the society in question. (The ideal can be formulated in some code). Possible objectives of moral education can be determined more concretely in the individual sub-components.

Another tool (subject) that participates in the fulfilling of the objectives of moral education is **ethical instruction** which has always been at the forefront of the interest of all subjects participating in education in the civilised world, but has been formalised, neglected and underestimated to a great extent.

1.2.3 Work and Technical Education

The mission of work education is the acquisition of basic habits of intellectual and manual work, i.e. the formation of work skills and habits based on mastering the theoretical aspect of individual subjects. This component of education has to get through all subjects of study, even through those in which we would expect it to a lesser extent (e.g. geography, history, language

instruction, etc.). The questions of professional orientation, future work qualification, work culture and others are associated with this component. In the pedagogical practice, one uses the term 'polytechnical education' which turns the attention of the educatees to understanding and appropriate use (application) of various technical means that accompany our personal and professional life. Work education can be understood as a sophisticated system consisting of more sub-components, such as these:

- work education,
- technical education,
- economic education,
- entrepreneurial education,
- education of spending one's leisure time.

The objective of work and technical education (Malach, 2007, pp. 36–37) is the formation of an individual capable of doing such a type of work during his/her life that will ensure the fulfilment of his/her needs and also will allow for further development of the society as a whole. While doing so, he/she will respect ecological, economic, legal and ethical rules for work performance and will adequately use the latest technical solutions.

Apart from the aforementioned types of education, entrepreneurial education has been developing recently, in which one needs to emphasise the ethical dimension of doing business with impacts on one's private life.

1.2.4 Aesthetic and Art Education

According to Spousta (1994), the term **aesthetic education** includes the aesthetic acquisition of reality, both in the arts and outside the arts, and the fostering of the sense of beauty in nature, work, social behaviour and conduct, and in private. Aesthetic education also includes education towards taste, understood as the *aesthetics of daily life*, through which one cultivates the sense of beauty and of objects of daily consumption. The starting point for aesthetic education is the definition of the term 'aesthetics'. **Aesthetics** (from the Greek *aisthetikos* – perception or sense for beauty) is a discipline of philosophy that deals with beauty and its effect on the human being, with human perception and subjective feelings caused by works of art and nature. Famous philosophers, such as Plato, Aristotle, Kant and others, focused on aesthetics.

The goal of aesthetic education is to cultivate aesthetic feelings, to foster the ability to perceive and understand beauty, to foster one's relationship with the arts and with experiencing one's own life. The implementation of this component participates significantly in one's own joy of life. Apart from direct

application in individual subjects of study (art and music education, literature, etc.), the aesthetic (or non-aesthetic) aspect of the environment in which the education itself takes place plays a significant role (i.e. the environment of the classroom, school, municipality, etc.).

Laically speaking, the relationship between *aesthetic education* and *art education* lies in the fact that aesthetic education is substantially broader than art education which is limited only to the education of an aesthetic relationship with the arts, to the acquisition of basic habits at the level of working with various art instruments (e.g. music, art education, drama education, literature, dance, etc.). In any case, art education forms the foundation of aesthetic education.

We can discern two basic tendencies in art education:

- education towards the arts (in which the arts are the objective),
- education through the arts (in which the arts are the means of education).

In practice, both tendencies run in parallel. In this connection, one frequently speaks about the so-called *process of reception* of a work of art.

Basic art schools represent institutions that focus solely on art and aesthetic education. There are others, for instance art-focused interest groups in children's and youth homes, art ensembles, galleries, exhibition halls, museums, etc.

1.2.5 Physical Education and Education Towards Healthy Lifestyle

The goal of physical education is to cultivate physical and psychological aspect of the personality (within the meaning of the Ancient Greek ideal *kalokagathia*). It includes a development of habits of physical hygiene, an interest in regular hardening and strengthening one's fitness, a support of properties such as courage, endurance, etc. Physical education and other recreational-sport activities contribute significantly to the formation of a positive relationship with a healthy lifestyle. Mužík and Tupý (1999) define the objective of physical education in the following way: *'The objective is a motion- and body-cultivated human being who understands motion activity as an integral part of his/her life.'*

Of course, one expects that this is a deliberate activity that stems from the knowledge of motion load and its impacts (positive and negative) on the human organism. Generally, one can formulate the objectives of physical education as:

- educational (development of moral and volitional properties, e.g. regular participation in training, no use of doping, respect of rules, no cheating, etc.)
- instructional (e.g. getting to know the history of a particular sport, the Olympic Games, names of important athletes, etc.)
- medical (hardening, prevention of diseases, 'reasonable' workout of the organism).

Physical education and motion activity can be optimally understood as an activity that:

- pays attention to health (in general) and is directed at the support of health of a particular individual,
- is part of his/her lifestyle,
- is associated with experience.

Education towards health

Shortly after World War II (1948), the World Health Organisation (WHO) tried to define health as *a state of complete physical, mental and social well-being*. From the definition, the subjective assessment of one's condition is clear. Therefore, in the real world, there is frequent underestimation and omission of various signals that, many times with a great advance, can notify us about some potential medical (but also mental) problems. If an individual feels healthy, he/she can perform as is expected from him/her, can much more easily cope with problems (problem situations and conditions), overcome stress and stressful situations, etc. Generally, a slight organism load can strengthen one's health. The opposite of health is disease; a clear border between these two states is very hard to delineate.

From the term 'health' we can derive a healthy lifestyle which can be perceived as a set of voluntary forms of behaviour respected by an individual on the basis of his/her individual selection of a *path* towards his/her own health. The contents of education towards health at primary and secondary schools are: strengthening one's hygienic, nutritional and work habits; preventing risk situations; mastering tools to refuse harmful substances; and being able to argue in favour of healthy behaviour among peers. More broadly, physical education and education towards health have a preventive feature.

In the following part, attention will be paid to selected components. A special attention will be then paid to the inclusion of the educational content within the Framework Educational Programme (FEP), in which it forms the so-called *cross-section topics*.

1.3 New-era Components of Education and Cross-section Topics in FEP

As mentioned earlier, in connection with the changing conditions of life (globalisation, migration of the population, an influence of information technologies and the media, etc.), the accent on the areas of an individual's personality development, on whose formation education should focus, is changing as well.

Thus, the following gets to the centre of attention:

- Ethical instruction (corresponding to moral education)
- Drama education
- Family education
- Sex education
- Multicultural education
- Ecological/environmental education
- Mass media education
- Personality and social education

At the level of **Framework Educational Programmes** (FEPs), these **new-era components of education** are dealt with in several forms:

- a) The new-era components of education exist in the FEP as **independent educational fields** – e.g. ethical instruction and drama education. According to the FEP for BE, ethical and drama education represent so-called complementing educational fields; the school can (but does not have to) include these educational fields/subjects in its school educational plan as an independent subject.
- b) The new-era components of education **are integrated into some educational fields**/subjects of the FEP (e.g. the issue of family or sex education is part of the educational field: People and their world, citizenship education, health education).
- c) The new-era components of education are represented in the FEP in the form of the so-called **cross-section topics**.

FEP's cross-section topics

In Framework Educational Programmes, cross-section topics represent the areas of current problems of today's world and become a significant and integral part of education. They are an important formative element in education and **help develop a pupil's personality especially in the area of attitudes and values**.

Cross-section topics constitute a *compulsory part of basic education*. Schools have to include all cross-section topics stipulated in the FEP for BE in the first and second stage of education. However, all cross-section topics do not have to be represented in each grade. During basic education, it is the school's duty to offer to its pupils gradually all thematic areas of individual cross-section topics; their range and method of implementation are determined by the school educational plan. Cross-section topics can be taught as an integrative part of the educational content of the subject of study or in the form of independent subjects, projects, seminars, courses, etc.

The following cross-section topics have been defined for the period of basic education:

- **Personality and social education**

The sense of the cross-section topic **Personality and social education (PSE)** is to help all pupils create practical life skills and help them find their own path towards a satisfied life and quality interpersonal relationships. The specific feature of PSE is the fact that the subjects of learning are the actual pupils, their personality and relationships with people. In basic education, PSE deals with the development of cognition, self-cognition and self-concept, self-regulation, mental hygiene and creativity; and develops cognition of people, interpersonal relationships, communication, co-operation and competition, values, attitudes, practical ethics and skills of decision-making and problem solving.

- **Education of a democratic citizen**

The cross-section topic **Education of a democratic citizen (EDC)** should help pupils' orientation in a pluralistic democratic society and their constructive solution of problems with regard to the interest of the whole and knowing their rights and obligations. At the same time, it should lead towards the application of polite communication and democratic methods of solving day-to-day personal and social problems. The democratic atmosphere of the class and school can help in teaching this cross-section topic. EDC provides information about the possibilities of democratic participation in the decisions made by the whole (community) and enables pupils to verify the significance of adhering to rules on themselves. In basic education, EDC deals with the categories of citizen, civil society and state, and focuses on the relationship between a civil society and school, on forms of citizens' participation in the political life, and on democratic principles.

- **Education towards thinking in European and global context**

Education towards thinking in European and global context (ETEGC) represents the education of future European citizens as responsible

and creative personalities. It develops the awareness of a European identity, opens the horizons of cognition and perspective of life in European and global space, and introduces the possibilities provided by this space. ETEGC clarifies the relations among the local, national, European and global level of thinking, decision-making and acting and supports the values of humanism in the pupils' awareness and conduct. It enhances the understanding of events that affect the development in Europe and the world and emphasises the pupil's individual interest in Europe and the world. In basic education, ETEGC strengthens the pupil's individual interest in Europe and the world, European identity and life as a European citizen.

- **Multicultural education**

The sense of the cross-section topic **Multicultural education (MCE)** is to introduce cultural diversity to pupils, to enhance the cognition of their own identity, to develop their sense for respect and solidarity, and to find methods of co-operation with different cultures. MCE is also related to interpersonal relationships at school, and to the relationships between the school and the family and between the school and the local community. In basic education, MCE focuses on cultural diversity, interpersonal relationships, people's ethnic origin, multiculturalism, and principles of social peace and solidarity. (This issue is dealt with in more detail in Chapter 3 of this study text.)

- **Environmental education**

Within the framework of **Environmental education (EE)**, pupils are led to understand the complexity and sophistication of the relationships between the man and the environment. Pupils are supported in active participation in the protection and sensitive formation of the environment. EE influences pupils' lifestyle and value orientation in the interest of the sustainability of the development of human civilisation. In basic education, EV deals with basic conditions of life, ecosystems, the relationship between the man and the environment, and the context of human activities and environmental problems. This issue is dealt with in more detail in Chapter 4 of this study text.)

- **Mass media education**

The sense of the cross-section topic **Mass media education (MME)** is to equip pupils with a basic level of media literacy. MME offers knowledge on mass media communication and basic skills for working with the media. MME leads pupils to an informed evaluation of media messages in terms of their intention and in terms of their relation to reality. In basic education, MME focuses on the critical perception of media messages, the interpretation of the relationship between the media and reality, the construction of media messages, the perception of the author of media messages, the functioning and influence of

media in the society, and on the practical creation of media messages and work in a realisation team. This issue is dealt with in more detail in Chapter 5 of this study text.)



Summary

Components of education can be perceived as basic areas of development of the educatee towards supporting his/her versatile personality. They represent a historically conditioned pedagogical category that has been constantly developing. We distinguish a so-called traditional concept that includes intellectual education and education of opinions about the world; work and technical education; physical education towards health and healthy lifestyle; aesthetic and art education; and moral education. The development of the society brings new requirements placed on a human being, which are of course reflected in the requirements for his/her upbringing and education. In this regard, we speak about so-called new-era components of education, among which we can count ethical instruction, family and sex education, multicultural education, environmental education, mass media education, personality and social education, etc. Many of these 'educations' are part of official school documents – framework educational programmes, be it in the form of independent educational fields or as so-called cross-section topics that are part of curriculum documents.



Review Questions and Practical Tasks

- Observe the content focus of individual components of education, especially a preference of one of them, in older editions of specialist publications. Substantiate why it was so in the given period.
- Provide the traditional components of education and their sub-components. Focus on possible connections between the individual components of education.
- Define the difference in the objectives and content of work, technical and economic education.
- What is the difference between art education and aesthetic education? What is the main mission of entrepreneurial education and what is the main mission of economic education?
- Define the term 'healthy lifestyle' and what is the difference between physical education and education towards health?

- Choose at least two new-era components of education and substantiate their significance in terms of requirements placed by today's society on the skills and attitudes of an individual.
- Define the term 'FEP's cross-section topics' and clarify the relationship between cross-section topics and new-era components of education.



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2 Ethical Instruction

Eva Švarcová



Objectives

After studying this chapter:

- You will have an overview of the issue of ethics and ethical instruction.
- You will learn the basic ethical terms such as morality, morals, good and evil, conscience, virtues, etc.
- You will be able to think and work independently with the three basic questions of ethical instruction: 1) Why ethical instruction? Why does one need it? 2) Why now and in today's society? 3) What is the content and objective of ethical instruction?
- You will learn the term 'prosociality' and study in the culture-social and philosophical context.
- You will learn the basic methods of ethical instruction and will try to implement one of them as a seminar paper.
- You will acquire knowledge and skills that will prepare you for teaching ethical instruction.
- You will learn to use basic ethical (and prosocial) principles in pedagogical practice in the formation of the moral identity of individual pupils' personality.
- You will have an overview of the factors influencing communication.
- You will learn the basics of mental hygiene and of burnout-syndrome prevention.



Time Demands

4 hours



Terms to Remember (Key Words)

- | | | |
|--------------------|------------------|----------------------|
| • virtues | • humanity | • social interaction |
| • direct methods | • morality | • justice |
| • good | • morals | • conscience |
| • ethics | • norm, norms | • evil |
| • character | • prosociality | |
| • indirect methods | • mental hygiene | |

2.1 Starting Points of Ethical Instruction

The complementing educational field Ethical Instruction is based on a systematical acquisition of social skills in pupils primarily on the basis of learning by experience. It is not a philosophical discipline, but a practical pedagogical and psychological tool for the development of basic social skills in pupils. The basic objective of ethical instruction is to lead pupils towards prosocial behaviour. Based on the ideas and investigations by Robert Roche Olivar, Ladislav Lenc and others we can define several factors that fundamentally influence the acquisition of the disposition to act prosocially. First of all, these are the topics that make up the content of the entire educational programme Ethical Instruction. The result of well-mastered topics is the acquisition of desirable social skills.

The content of the complementing educational field Ethical Instruction consists of the following topics:

1. Interpersonal relationships and communication.
2. Dignity of a human being. Positive self-valuation.
3. Positive valuation of others.
4. Creativity and initiative. Problem and task solving.
5. Communication of emotions.
6. Interpersonal and social empathy.
7. Assertiveness. Managing aggressiveness and competitiveness. Self-control. Conflict solving.
8. Real and portrayed models.
9. Prosocial behaviour in personal relationships. Help, donation, sharing, co-operation, friendship.
10. Prosocial behaviour in public life. Solidarity and social problems.

Application topics (can be complemented, innovated or updated):

Ethical values. Sexual health. Family life. A person's spiritual dimension. Economic values. Nature and environmental protection. Looking for the truth and good as part of a person's nature.

The educational field Ethical Instruction supports the creation of key competences by pursuing the following partial objectives:

- To develop pupils' abilities to actively and creatively influence the changing life and work conditions.
- To enable pupils to start and to develop satisfactory relationships.
- To lead pupils toward an active solution of problems based on acquired skills and knowledge.
- To develop an effective method of communication in pupils.
- To lead pupils toward listening to others and an effort to understand them.

- To lead pupils toward understanding the advantages of co-operation based on their personal experience.
 - To support and to develop pupils' tolerance, helpfulness and understanding of other people's opinions and needs.
 - To create conditions for the reception and development of ethical, cultural and spiritual values in pupils.
 - To develop pupils' ability to observe independently, to experiment, to critically assess the obtained results, and to draw adequate conclusions from them.
 - To lead pupils towards recognising the sense and objective of learning.
 - To enable pupils to critically assess the results of their work including learning and to discuss them.
 - To encourage pupils in critical thinking and in making considered responsible decisions.
 - To enable pupils to create a positive image of themselves and to enhance their self-confidence.
 - To lead pupils toward controlling their own behaviour.
 - To encourage consideration and respect towards others in pupils and to support the creation of positive atmosphere in a group.
 - To encourage pupils' respect towards the opinion of other people.
 - To develop the ability to emphasise with situations and problems of other people.
 - To lead pupils towards a disapproving attitude towards all forms of violence.
 - To enable pupils to understand the basic environmental problems and their context.
 - To encourage pupils to support and protect their health and the health of others.
 - To lead pupils towards the protection of the environment, cultural and social values.
- <http://www.msmt.cz/vzdelavani/zakladni-vzdelavani/kurikulum-eticka-vychova>

Ethics – morality – morals

Ethics (originating from the Greek word *ethos*) comes from the meaning of the word 'moral' or 'habit' or even earlier from 'a usual place of residence'.

Most briefly: study of morals.

A philosophical discipline which deals with evaluating judgements that are related to distinguishing between good and evil. As part of traditional philosophy its ambition is to provide rules and norms of human behaviour and conduct.

It asks questions such as:

What is good?

What is the sense of my doing?

How should I act?

What is a virtue?

What is justice?

Aristotle calls ethics a practical philosophy that investigates the principles of people's moral conduct and behaviour. According to Masaryk, it is therefore the most important philosophical discipline. It relates to practical questions of our life: it investigates the intentions and conduct of people in terms of good and evil and important values such as happiness and the meaning of life, and it tries to distinguish right from wrong.

Today, ethics deals primarily with the issues of law, life and death, euthanasia, pornography, reproduction, genetics, eugenics, lifestyles, the meaning of life, etc. There are applied 'profession' ethics (medical, managerial, entrepreneurial, etc.) and related codes follow up on them. As opposed to law, ethics only recommends, does not order anything, and does not enforce anything through sanctions.

The basis of the terms morality and morals are the Latin words *moribus* (moral) and *morum* (morality) which also mean a habit, a manner, volition, character and way of life (*mos*). Morality is a conduct corresponding to common moral norms, customs and standards; it is based on a free decision in a given sociocultural context. As opposed to morals, morality does not have to be rooted and reflected by the conscience. In this context, morals are understood as a changeable, historically and culturally conditioned set of evaluating judgements, customs, opinions, ideals, rules, and norms. The essence of morals is internal sanction – the conscience. It is manifested by feelings of shame, guilt, awkwardness, displeasure, and chagrin.

2.1.1 Components of Ethical Thinking

Certain ethical thinking is endowed to a person. A person usually feels responsible for his/her conduct. Everyone has the possibility to choose between good and evil. The consequence of the choice is the origin of responsibility for a certain process. The consequent of accepting responsibility is duty, its acceptance and execution.

We need to be able to judge human conduct in terms of some measures that are as objective as possible which requires an origin of norms. Our conscience is a certain direction of the norm → the voice within that leads us, has the possibility to adjust the norm, make it stricter or more lenient. The conscience has an effect on the origin of feeling guilty or not guilty.

2.2 Conscience

Norms – law – conscience

Norms are created by the society as an awareness of morality, expected behaviour, desirable behaviour. For instance, the categorical imperative: *Act only according to that maxim whereby you can, at the same time, will that it*

should become a universal law. Law stipulates fixed (codified) norms, defines duties and sanctions when duty is not fulfilled. It is always composed of two parts.

Conscience, the voice within, directs human conduct. It acts in accordance with a person's values. Conscience has two aspects: cognitive and emotional. A mature functioning conscience includes a sense of duty (internal responsibility).

Lickona distinguishes a destructive conscience and a constructive conscience. A destructive conscience talks to us using, for example, the words: 'I am a bad person.' On the other hand, in the case of a constructive conscience, we hear: 'I did not act according to my own principles. It is unpleasant to me; I will strive to remedy it.' This type of conscience has a motivationally corrective charge. In times of our uncertainty in conduct (or behaviour), a response from conscience is the first signal directing us towards a responsible decision. Conscience is sometimes called 'human sanctum' and is even protected by the Constitution (the president of the republic promises to perform his office 'to the best of his/her belief'). For someone, it can be 'the voice of God', for another person conscience is the result of upbringing.

Conscience does not have to be 'true'. We distinguish conscience that is excessively sensitive, anxious, rough and tyrannical. It also depends on when the voice of the conscience speaks (before the internal principle is breached, during the breach or afterwards – pangs of conscience). The voice of conscience has to be corrected by critical thinking, upbringing, responsible deliberating, and choosing between our motives and interests.

Conscience, however, can also be deformed, if it has been violated in a person since his/her childhood (a child's conscience can be influenced by the degraded pragmatism such as 'who does not steal, steals from his family'). We should pay attention to the voice of our conscience, as it is an 'organ' that distinguishes right from wrong and good from evil.

2.3 Virtues

For Socrates (founder of autonomous ethics), knowledge was the fundamental virtue.

Virtues according to Plato:

- Wisdom (*sofia*) helps distinguish good, evil, truth and lie, and is considered the foundation and essence of all virtues.
- Courage (*andreia*) is an internal force, an ability to overcome fear, worries and uncertainty, and is an ability to be a leader, a bearer of vision.
- Temperance (*sofrosyné*) keeps virtue in balance, out of extremes, makes it a virtue; when it is lacking, a virtue changes into its opposite.
- Justice (*dikaiosyné*) – the highest virtue, also 'practical love'. Justice is a degree of truth, an ability to give each person what is his/hers.

Aristotle distinguishes four basic ethical virtues:

- Temperance means the correct middle in pleasant things, e.g. in food and drink (if he lived in our times, he would also add watching TV and computer games).
- Fortitude creates the correct middle between excessive courage and timidity, between aggressiveness and resignation.
- Prudence directs one's sense to correctly assess various situations and to judge what is good and what is evil.
- Justice directs a person's behaviour towards others – to give and allow each person what belongs to him/her, what is right and appropriate; it means not to harm oneself or others (so it is a middle between two extremes).

2.3.1 Character Strengths

Character is a central term in positive psychology. Its representatives tried to find an answer to the question what a person's 'good character' is. They investigated many works of the most important thinkers in history, texts of books that make up the foundation of humankind's cultural heritage, but also contemporary knowledge. Subsequently, they identified six basic human virtues that are until today considered the basic properties of a person that together create a 'good character'.

Criteria for character strengths

- They are long-term and manifested under various circumstances.
- They are not enforced (conditioned) by external circumstances.
- The manifested strengths in a particular person do not degrade or humiliate other people around his/her presence.
- The strength in question has to be clearly manifested in thinking, experiencing or acting in an observable manner.
- The character strength is often embodied in a commonly accepted ideal, a desirable model of conduct.

VIA (values in action) – classification of character strengths and virtues

I. Wisdom and knowledge – cognitive strengths which accompany acquisition and utilisation of knowledge.

1. Creativity,
2. Curiosity and interest in the world,
3. Judgment and critical thinking,
4. Love of learning,
5. Insight, perspective;

II. Courage – emotional strength that include use of one's volition to achieve a goal despite external or internal resistance.

6. Bravery,
7. Persistence,

- 8. Authenticity, honesty,
- 9. Vitality;

III. Humanity – interpersonal strengths that contain establishment and maintenance of relationships.

- 10. Love,
- 11. Kindness,
- 12. Social intelligence;

IV. Justice – civic strengths that are the foundation of a community's healthy functioning.

- 13. Citizenship,
- 14. Fairness,
- 15. Leadership;

V. Temperance – strengths that protect against intemperance and immoderation.

- 16. Forgiveness, mercy,
- 17. Humility, modesty,
- 18. Prudence,
- 19. Self-regulation;

VI. Transcendence – strengths that connect a person with the universe and bring sense to his/her life.

- 20. Appreciation of beauty and excellence,
- 21. Gratitude,
- 22. Hope,
- 23. Humour,
- 24. Spirituality.

2.3.2 Prosociality

The main and essential objective of ethical instruction is education towards prosociality or prosocial behaviour. What is prosocial behaviour? Prosocial is such behaviour that benefits another person or a group of persons and that is not based on a strict duty and is not accompanied by an expectation of any service in return or reward.

The characteristic golden rule of prosociality is: 'One should (not) treat others as one would (not) like others to treat oneself.' Ethical instruction arouses and develops dispositions, abilities and capacities that invoke prosocial behaviour and make it easier. At the same time, it strengthens character properties of each individual and subsequently encourages pupils towards prosocial behaviour.

2.4 Methods of Ethical Instruction

A qualified classification of methods of ethical instruction is submitted by multiple experts.

Criteria of classification of methods of ethical instruction according to Kučerová:

- according to the position of the educator (methods of direct and indirect influence),
- according to the personality aspects on which the methods are primarily focused (cognitive, emotional, and conative),
- according to the main means of influence (verbal, demonstrative, active)
- according to the degree of activity of the educatee (passive, active, independent).

Kučerová offers this more detailed and commented classification of the methods of ethical instruction, which is a combination of the aforementioned criteria:

A) Methods of moral awareness

a) Methods of intellectual instruction

1. Method of demand

2. Method of explanation

b) Methods of emotional and demonstrative influence

3. Methods of evocation and suppression of feelings (suggestion, substitution, agitation, de-gravity, elimination, sublimation)

4. Method of persuasion

5. Method of example

c) Methods of development of moral judgement

6. Method of solving moral dilemmas

B) Methods of education of moral activity

d) Methods of directing activities of children and youth

7. Method of regime

8. Method of exercise

9. Method of acquisition (manifestation of expectation, promise and warning, competition, commitment)

10. Method of verification (supervision)

11. Method of assessment (rewards and punishments)

C) Methods of creating situations for an independent activity of children and youth

12. Method of entrusting with a task or a function

13. Method of creating self-governance and co-operating with self-governance

The aforementioned detailed classification of methods is led by the effort to capture all real methods of influencing the educatees' moral aspect and not to forget many procedures which are an attribute of democratic education (see in particular items 6 and 13).

Another possibility is to make a classification of two basic groups according to the method of the educator's work to a method of *direct influence* and a method of *indirect influence*. The former includes the methods of demand, explanation, evocation and suppression of feelings, persuasion, example, regime and control, exercise, and assessment (rewards and punishments).

2.4.1 Direct Methods of Ethical Instruction

1. Method of demand

The method of placing a demand is a form of direct influence on the educatee. Even though this is in the vast majority of cases a verbal method, its use is not bound to a deeper understanding of the demand by the child. The task of this method is to achieve one's respect of given rules, often without a deeper understanding (it is about achieving 'external discipline'). The child learns what he/she can and cannot, what his/her duties are before he/she is able to fully understand the 'diverse and complicated moral context'. This primarily applies to early childhood and younger school age. Gradually, the demand is to a greater extent accompanied by a lesson learned (explanation). The method of demand can also be applied with older children every time there is a need to remind them of a 'half-forgotten' rule within a new or changed context. Apart from the moral aspect, the placing of 'clear' demands is a significant organisational and technical element. Generally, an uttered demand should be perceived as something binding, as obligation.

Therefore, the content of the demand must be concrete, precise, clear, understandable and simple. The demand should be placed unambiguously, in a decisive tone, sufficiently aloud, with a certain degree of urgency and suggestibility. Contrary to that, to demand anything hesitatingly, vaguely and without internal conviction means to fail. Unless I am sure about my affair I do not demand. In the interest of our authority and effective influence, we do not demand inappropriate, impossible-to-fulfil, nonsensical, trivial or pupil-degrading things. Demands through which we only want to strengthen our 'power' over the pupils (to prove 'who the boss is') are malignant for a teacher's *natural* authority. Similarly, it does not make sense – and it degrades the educator's authority – to place demands whose fulfilment cannot be verified.

The ways of placing a demand can range from very moderate and friendly to curt and aggressive forms. Thanks to its ample vocabulary, Czech can capture this range very sensitively. The demand can have the form of a request, advice, recommendation, warning, instruction, reminder, invitation, direction, appeal, command, decree, ban, behest or order. An experienced teacher chooses the form for communicating the demand with regard to age and individual peculiarities and also takes into account the given educational situation. Therefore there is no unnecessary intimidation and no excessive ingratiating. Too frequent demands weaken their effectiveness and turn into 'commanding'. The educatees either start being 'deaf' to the excess of behests and bans or

become completely non-independent without an educator's direction. Contrary to that, educational influence without clearly formulated demands causes uncertainty and changes into anarchy.

At the beginning of his/her educational influence, an educator usually chooses more moderate forms so that he/she can escalate the demands content-wise and form-wise. The escalation of a demand towards its sharper forms is permitted especially if the educatee does not react to softer forms or reacts in contradiction to the educator's expectation. We also express our demands more sharply in situations in which pupils' health or life is at risk and in educationally tense situations.

In essence, demand can have two basic forms: positive or activating (direction, behest) and negative or restricting (ban). In this context, Muszynski distinguishes norms that recommend something (or order something with more pressure) from norms that restrict an individual (forbid something). Both types can be related to a similar activity. A behest says: 'Respect the property of others!' and a classic ban says: 'You shall not steal!' Logically, both norms say the same, even though their function is significantly different. To fulfil a ban usually means not to do *something*, i.e. in essence to be passive. Contrary to that, fulfilling directions (behests) usually directs an individual to activity. With a bit of simplification, one can say that in the first case a person who does not commit bad things does well and in the second case a person who does not do good deeds does wrongly. A child usually encounters bans; i.e. he/she orients him/herself earlier in the area of what is not permitted and only then is encouraged to act.

The method of demand must be combined in parallel or subsequently with other methods (especially explanation, persuasion, rewards and punishments, etc.).

2. Method of explanation

With the increasing age of the educatees, the method of explanation is applied more distinctively. It immediately follows the method of demand. '[...] and while the demand uses the suggestive influence of the educator's authority and generally valid norms, explanation appeals to the sense and sound judgement of the educatee, leans on logical argumentation, proving and disproving.' Whereas placing demands is about the knowledge of rules (norms) of desirable behaviour, explanation is about *understanding* the sense of norms and rules and a deeper understanding of moral terms and principles. By explanation, we substantiate correct or incorrect behaviour and the sense of norms and rules. The educator answers the question 'why' and gradually teaches pupils to be able to independently substantiate moral and immoral conduct in terms of ethics.

We wrote elsewhere that the teacher must be able to appropriately substantiate to the pupils the rules contained in the school order. If he/she cannot do so, such a rule has no place there and is useless. This applies primarily to diverse restricting and often absurd 'school' duties (Vacek, 2000).

The method of explanation is applied individually and in a group. It is most effective, if used in the form of dialogue (discussion). The effectiveness of explanation increases, if the teacher can explain topics with moral issues in an interesting, accessible and understandable way. This is very much helped by providing examples, working with fictitious or real stories that are induced problem-wise (see further in the text). Looking for solutions for 'moral dilemmas' within the framework of a joint discussion creates space for children themselves to name good and evil and based on that – under 'indirect' help of the pedagogue – arrive at more general moral conclusions (rules and norms with a wider moral validity).

Contrary to that, a frequent submission of ready-made rules and moral substantiations can be very counterproductive. Many times, it results in plain moralising, mentoring and 'preaching' rejected by young people of all generations. 'Disappointed' clumsy and unsuccessful pedagogues-moralisers and preachers then come to the conclusion that the young generation is not interested in the ethical issue at all and that the society is headed to moral doom... The opposite is true. The age of adolescence is ethically 'purest'. Our personal experience shows that interestingly presented moral topics are the most attractive for young people (see below).

3. Methods of evocation and suppression of emotions (suggestion, substitution, agitation, de-gravity, elimination, sublimation)

With *suggestion* the educator uses the 'infectiousness' of feelings. He evokes emotional experiences in and transfers them to pupils. The focus of suggestive conduct is in the pedagogue's control of communication skills (speech, gesture, facial expressions, etc.). Close to suggestion is *agitation*, in which we try to win the educatees for a certain activity or idea by acting on their emotions. Both suggestion and agitation are very often part of persuasion. The task of *elimination* is emotional placation (neutralisation of an emotionally tense situation), while with the help of *de-gravity* we try to weaken undesirable emotions (e.g. aggressiveness) by humour, irony, hyperbole, etc. *Substitution* enables us to replace unsuitable stimuli and manifestations with more suitable ones (e.g. a vulgarism with meaningfully close, but acceptable term). *Sublimation* is also a form of 'substitution' or rather a transfer of an original, less desirable behaviour to a sphere more culturally and socially acceptable (a fighting spirit and competitiveness can be applied in a fair sport competition; erotic desires can be expressed in the arts, etc.).

4. Method of persuasion

The method of persuasion is closely related to explanation. As opposed to explanation which affects mainly the intellectual aspect of the educatee's personality, in persuasion we always *also* affect more or less the emotions of the person to be persuaded. Persuasion is therefore a more versatile influence of both the intellectual aspect and – often mainly – the emotional aspect. Naturally, it is very important who persuades whom and about what (age, sex, education, and professional knowledge of the field which is the subject of persuasion). The ratio of rational and emotional 'argumentation' changes

according to circumstances. The art of persuasion is usually well mastered by successful politicians, as according to the type of audience they can switch between factual rational argumentation and total demagoguery which is many times focused on very 'low' and little noble emotions (envy, ethnic or racial intolerance, primitive nationalism, etc.). Of course, this has nothing to do with moral persuasion.

In connection with persuasion, Kučerová claims: 'A moral personality not only understands moral norms, but is also deeply convinced of their binding and stands up to them under any circumstances... even at the price of unpleasantness and hardship.' Therefore, a teacher is satisfied not only with logical argumentation, but also tries to affect the emotions of his/her pupils.

It is more difficult to persuade someone than to explain something to him/her. Apart from a factual lesson learned, it is necessary to win the pupil to emotionally favour the good and to 'abhor' the evil not only on the outside, in terms of behaviour of other people, but also on the inside, in terms of the pupil's own experience and conduct. The process of understanding a rule associated with an emotional experience leads to an internalisation (interiorisation) of a norm. A set of internalised norms makes up the foundation of *conscience* (or the so-called inner morality – Kohlberg's concept and sixth stage of moral development). A persuading pedagogue uses suggestion and agitation and combines persuasion with the method of example and explanation.

5. Method of example

A human being is born with an imitation instinct. It is completely obvious in young children. The ability to imitate is the basis for the application of the method of example. The task of the method of example is to *influence* the child's behaviour in a desirable direction by *creating* and *'using'* demonstrative and attractive models of behaviour.

The method of example is not always an unambiguously direct method. Children and youth are *'indirectly'* affected every time they can see (observe) behaviour models important to or interesting for them in their natural manifestations (parents, teachers, etc.).

The choice of a model that an individual selects to imitate is not random. In early childhood the imitation is oriented at people with whom the child has an emotional relation and with whom he/she spends more time (parents, grandparents, kindergarten teacher). Substitute objects of imitation are characters from various television programmes. Generally, we have a tendency to imitate people who are superior to us in 'something'. They have something we lack. We speak about economic superiority (we tend to imitate the rich rather than the poor), intellectual (education) superiority (we tend to imitate the smart/wise rather than the stupid or the educated rather than the uneducated), age superiority (my behaviour model tends to be older rather than younger than me), and social superiority (we tend to imitate those in a higher social position, i.e. a minister rather than a doorman, albeit at a ministry). Express more simply, we imitate the successful rather than the

unsuccessful. However, 'success' belongs among the variedly and non-uniformly defined terms and is undoubtedly related to a person's *value orientation*. To be successful means to stand out in some field, to be among the best in it. A relatively just 'success rate' is in sports in which performances and results can usually be measured against each other. It is more complicated in culture and especially in politics. 'The most successful' are usually *just* the best known or the most popular in a given area. We have arrived at the problem of quality of these mediated models of behaviour which we may use in education. The offer in our society is very modest, especially if we observe the human or moral quality of the generally known and popular people.

The youth is more inclined to models from the field of sports and mass or popular culture (singers, actors, etc.). An intense relation with a chosen idol in adolescence tends to be transitional and in essence desirable. For instance, it can have a very strong personal motivation effect (in an effort to equal or at least to get close to the model). On reaching adulthood, the uncritical or fanatical admiration of the 'questionable' idol that often worries the parents is usually naturally abandoned.

Models that affect children and youth are either *immediate, face to face* (through personal contact: parents, teachers, coaches, older siblings, etc.) or mediated. In that case, we distinguish *fictitious* and *real* models. Fictitious models are diverse fairy-tale, book, film and theatre heroes who naturally change with one's age. Real behaviour models can be found among the aforementioned successful or popular actors, athletes, singers, etc.

The effectiveness of the method of example is sometimes paralysed by the teachers themselves, especially when they firmly require precision, thoroughness, punctuality, responsibility, etc. and themselves behave completely in contradiction with their demands. 'You should practice what you preach' – the youth does not 'forgive' its pedagogues. Humanly and professionally unfortunate is the effort of many a teacher to stand in front of the pupils as models of perfection and infallibility (as if they never were children and made mistakes themselves). Contrary to that, admission of a mistake (weakness, lack) makes a teacher human and makes him closer in the eyes of pupils. On the other hand, if a child is in personal contact with persons he/she can follow as models, mediated 'idols' have a minimal chance.

An example with which teachers work can be *positive* or *negative*. The positive one should be followed and the negative one should scare off. It does not function automatically and fails when the positive hero is 'picture perfect' and thus implausible. In a discussion, pupils should be able to name the properties of a positive (or negative) hero without the teacher imposing his/her ready-made opinion to them. This opens space for a lively exchange of opinions, clarification of values and points of view about what is good and evil in real life.

6. Method of regime

This is about introducing a certain order into a child's life in a family or school environment. Regularity is related to time and orderliness to the environment.

Regularly recurring activities in cycles during a day or a week enable the organism to tune to optimal performance with lower energy output. If a child executes certain things automatically, his/her mental and physical capacity is freed to cope with more demanding tasks. Activities underway in a certain recurring succession – in a **dynamic stereotype** – become a habit or a custom. Acting in accordance with what I am used to evokes feelings of pleasure and inner satisfaction.

From an early age, a child should be led to regularity, to an orderly way of life (time to go to sleep, to eat, to play). The reasons are not only hygienic and medical, but also pedagogical. It is about building an inner discipline which an individual will repeatedly evoke for him/herself in life with varied content.

When starting kindergarten and later school, the binding effect of the regime increases for the child. The urgent need for a regime is enhanced at all places at which more people co-habit. A codified ('written') agreement about rules that deal with this cohabitation is necessary. It is clear that in a family one does not need to write down binding rules that will deal with its running and the behaviour of individual family members. A different situation is the case in institutions with an educational assignment that care for dozens and often hundreds of wards (schools, children's homes, corrective institution, youth homes, etc.). The functioning of such institutions without an elaborated and published regime would be practically impossible.

The regime fulfils a dual function: technical-organisational (providing the time when the school opens and closes, the length of time spent out, etc.) and educational (providing the rights and duties of pupils and wards; orders and bans). The attributes of a good regime are purposefulness, concreteness, clarity and brevity. Children should understand its sense and accept it as theirs. The adherence to the regime is binding and its breach is usually accompanied by a sanction.

An 'eternal' discussion is led between the proponents of fixed and hard regimes close to a military organisation and those who perceive the excessive tie-down and stereotypicality of children's life as redundant, suppressing especially their creativity, the ability to improvise and to independently resolve non-standard life situations. The regime of an institution must never be understood as something forever given and untouchable that cannot be *changed after mutual agreement*. Pupils and students should discuss the rules of operation of their class and school. The ability to assess rules and to be aware of their necessity has a fundamental significance for the development of their moral aspect. This includes the fact that the conclusion of a discussion is an agreement and that the adopted norms are fully binding for all members of the educational facility. It is natural that the aforementioned discussion is directed by pedagogues and that they have the right of 'veto'.

7. Method of verification and supervision

The method of verification is closely associated with the methods of regime and demand as well as the below-discussed methods of assessment and exercise. However, control in the form of 'feedback' is part of any educational influence.

The basic educational rule is: demands and punishments whose fulfilment (adherence to) is not controlled lose effectiveness and awarding them is counterproductive. In other words, it is better not to place a demand if one cannot verify its fulfilment.

The educator's presence strengthens 'from the outside' the desirable behaviour of pupils and weakens their tendency to breach the rules. Verification can be *direct*, personal (e.g. supervision) and indirect (e.g. checking homework). The need to protect pupils' health and safety speaks in favour of their direct supervision. It is essentially prevention of injuries and accidents. It can be very significant for a pedagogue to see children in different roles and different mutual relationships than during an organised instruction in class.

Kučerová is right to point out that *supervision* has considerable pitfalls. First of all, it is often considered by pupils as a manifestation of distrust. The presence of a supervisor may paradoxically provoke a breach of norm (despite the supervisor, behind his/her 'back'). Permanent supervision blocks the transition of pupils to 'internal regulation', to respect to norms from internal motives. It makes children dependent, 'it does not allow them enough opportunities for their own decisions and conduct'.

In this context, it is suitable to apply two principles: Firstly, the supervising pedagogue should communicate with children, participate in their activity (e.g. as a referee during a game), be a natural part of the 'supervised' situation. The famous opposite is represented by a grumpy and irritated (or annoyed) teacher who perceives supervision in the corridor as a very unpleasant duty. Secondly, the principle lies in direct supervision stepping to the background in connection with age peculiarities and in gradual transfer of responsibility to the pupils themselves (or to their self-administration).

8. Method of exercise

Exercise is about a multiple repetition of certain activities up to the level of their automation. In the moral area, the results of exercises are moral habits and customs, in other words habits of moral conduct. A morally 'trained' individual has a need to act in a habituated way in accordance with moral rules. This is an organism's inner tendency. If I am equipped with necessary habits, adhering to them brings me satisfaction, I do not have to persuade myself to do them, struggle internally, etc.

The decisive period for the acquisition of moral habits is early childhood. During it, especially with the help of parental educational influence (exercise plus a personal example!), basic automatisms of politeness (greeting, asking politely, thanking), truthfulness, orderliness, thoroughness, responsibility, etc. are rooted. Moral habits can also gradually include habits related to the quality of interpersonal communication (the habit to listen to, to respect another person's opinion, not to interrupt another person, offer support and help, etc.).

Unfortunately, such social (or prosocial) habits are developed by our schools only minimally.

The basis for creating habits is a high 'everyday' frequency of exercise. However, an isolated use of exercise can lead to a mindless dressage. Kučerová distinguishes drill from dressage, understanding drill as 'training controlled by consciousness, directed at perfect automation...' Exercise should not tire and repel pupils by its dullness. Experienced pedagogue can liven up exercise, change it, use elements of play, point out possible applications in practical life, and thus enhance its effect.

9. Method of assessment

It belongs among the most discussed and analysed moral methods. In essence, we distinguish positive assessment (*reward*) and negative assessment (*punishment*) of a child's/pupil's behaviour. Rewards and punishments have always been an integral part of the educational process. Commonly and many times without substantiation it is said that positive assessment should be preferred to negative assessment. There are three basic reasons for this: (1) The application of a reward evokes a positive atmosphere in an educational situation and usually strengthens the trust between the educator and the educatee. A positively assessed individual experiences the feelings of joyful satisfaction and happiness. A punishment works the other way. (2) A reward contains a coded message about how I should act next time. It is 'enough' to repeat the rewarded behaviour. A punishment has an elimination function. It tells me: 'This behaviour is bad, next time I should not do this!' Usually, the correct conduct is clear from the context, however from the punishment alone, unless it is accompanied by an explanation, I will not 'get' instructions for correct conduct. (3) The proponents of liberal education, in the spirit of the legacy of J. J. Rousseau, call for a restriction of interventions of the educator in the educatee's development to a minimum. In the question of rewards and punishments, they only recommend the application of so-called *natural consequences of the acts* (behaviour) of the child. A problem arises when the natural consequences do not occur and a child's incorrect conduct 'pays off' for some time. A pedagogue who catches a child lying should wait for a natural negative consequence (when a child's lying backfires). The waiting can be long and in the meantime the child's lying is perfected so much that this 'skill' is fixed and becomes a permanent personality trait. 'Natural consequences', e.g. the consequences of not obeying the educator, can lead to serious harm to a child's health (we will of course not let a disobedient child touch a hot stove). In other words, the application of 'natural consequences of behaviour' is safer and more functional in the case of rewards rather than punishments.

The application of any educational method should be effective. What are the conditions for the *effectiveness* of rewards and punishments?

- a) *Appropriateness* – has a dual form: *temporal* (frequency) and *factual*. In terms of frequency, 'everything in moderation'. The effect of rewards and punishments decreases if they are too frequent (rewards become

commonplace and pupils get used to punishments). Especially too frequent punishments lead to a pupil's numbing and devaluation of his/her self-confidence and self-respect. Frequent brutal punishments, harming a child physically and mentally for a long time, are of far-reaching consequence. On the other hand, there is no 'threat' of too much praise or too many rewards in our educational tradition. To the detriment of the issue, they are too scarce. Contrary to that, parents and pedagogues tend never to forget to reproach for a mistake and then to punish it. The credo of our contemporary school should be to praise more and to encourage more. Especially in the case of the so-called unsuccessful pupils, it is necessary to evoke such an educational situation so that there is something to praise even here. The other extreme – no (or almost no) rewards and no punishments – is also not good. Both signal the disinterest of the educator in his/her wards or at least his/her significant incompetence.

Factual inappropriateness can be paraphrased with the known sentence: 'solve small things by a wave of a hand'. An educator's basic skills include the ability to assess the severity of the norm breach so that the assigned punishment was appropriate (this also applies to rewards, but the inappropriateness there 'does not hurt' that much there). There has to be some order in punishments and rewards and these actions should be predictable. Few things can put the sense of rewards and punishments and the trustworthiness of pedagogues in doubt as 'using multiple standards'. A young person cannot accept grievance and the feeling of injustice and in some cases will carry it for his/her entire life.

- b) The educatee should *know* of what the reward or punishment applies to and should be aware especially of the deservedness of the punishment. To know what I am rewarded or punished for is an essential condition for this educational method to function. There is also a clear connection with the appropriateness of moral assessment and with the below-analysed time interval of the behaviour from the possible punishment or reward. Logically, we permanently combine moral assessment with the method of explanation (or persuasion).
- c) The *time interval* between the conduct and subsequent reward or punishment should be as short as possible. 'He gives twice who gives quickly'. Not only does the connection between the act and the pedagogue's educational intervention elude the educatee with a longer time interval, its effect also gradually decreases until it disappears completely. This is more valid with younger children. In this connection, there are two special circumstances. We do not recommend reacting immediately if the teacher or educator is in affect. In this case, it is advisable to put off the decision about punishment so that it can be made with a 'cool head'. The second circumstance applies to a fact common in some families. After the offence, the child is waiting for the punishment ('when dad returns, you will see') and this waiting becomes a very frustrating experience for him and the punishment itself 'liberation'.

- d) The *quality of the relationship* between the educator and the educatee fundamentally affects the impact of both rewards and punishments. If the relationship is full of conflict or adverse, the educatee rejects the reward ('throws it to the feet' – this is the experience of 'new dads' who want to unsuccessfully buy children gained by marriage, often with a very attractive gift) and considers the punishment to be an act of revenge, a manifestation of ill will and pure injustice. If the pedagogue and the pupils, or the entire class, are in a long-term adverse relationship, attempts at applying rewards and punishments are counterproductive. The relationship should at first be normalised, harmonised. Contrary to that, many of us can recall how much a reproach and punishment from a popular person we respect and like can hurt and how much we can regret it (= it is 'effective').
- e) The method of *individual approach* in rewards and punishments must be applied very sensitively. A loud snap (reprimand) can be the only way for the child to 'hear' in one case, but can cause a seemingly inappropriate reaction (cry, uncertainty, anxiety) in another child. There will always be big differences between the children in their individual sensitivity. In other words, I have to very well recognise (universally diagnose) them to be successful in my educational interventions.

There are two additional principles that should be respected in the application of punishment. (1) The punishment should never sound like a definite 'damnation' or 'condemnation' of the child. The punishment must always be awarded with regard to the future profit of the punished person and must be associated with hope for 'a better next time'. (2) The award of the punishment concludes the issue of the offence and the subsequent conduct with the punished person should not be influenced or burdened in any way by this fact. We begin with a 'clean table', we do not bring up the offence, and we do not pick on the pupil. The right to bring up the original offence appears when the same or similar offence occurs.

With regard to the fact that rewards and punishments are associated with strong emotions, their application is a very sensitive affair. Therefore, educators should universally master a whole range of 'techniques' of moral assessment. For rewards, they have available many means, ranging from satisfaction expressed by facial expressions or pantomime (smile, look, gesture, etc.) up to various forms of demonstrative, factual and moral rewards. The situation is similar when it comes to punishment (from a frown, reproach, admonition and reproof to various forms of reprimand, lower behaviour mark, removal of advantages and benefits, restricted possibility to participate in an attractive activity, etc.). The application of punishment is especially demanding. For instance, one has to decide whether the punishment should be awarded in private or in front of the other members of the group. We do not only regard the effect of the punishment, but we also take into account whether our course of action will not lead to an inappropriate condemnation of the punished person by the group or whether we will not 'make' a false hero from him/her. Logically, milder forms of rewards and punishments are more frequent than more distinctive forms (Vacek, 2008).

2.4.2 Indirect Methods of Ethical Instruction

Except for the method of example – unless it is understood as a direct demonstration of what to do and how and becomes a demonstration – direct methods are more or less techniques which the educator holds ‘tight in his hands’ and the educatee more or less fulfils the role of a passive object of his/her influence. Expressed more distinctly, a pupil is trained, rewarded, punished, persuaded and something is explained to him/her, is controlled, supervised and subjected to a regime. At this point, one needs to say that it probably was not a coincidence that these courses of action were the main, supporting and as if only ones during the education of a socialist man – a person that was obedient, conformist, average and ‘herd-like’, without one’s own opinion, even though the proclaimed target category was the achievement of ‘aware morality’ (see Spousta, 1999, pp. 260–261). Without a doubt, these methods will still have a place in the system of moral education (especially in connection with the age peculiarities of the educatees – see earlier in the text). It is natural that in a democratic educational environment they get a ‘more humane’ content and form.

If we want to influence the character of pupils, their moral properties and value orientation for a longer period of time and more permanently, then we have to apply indirect methods to a larger extent. These can be divided into *spontaneously affecting* (here we can mention the method of example, if we think about its spontaneous, unaware effect) and deliberately *evoked by the educator*. Courses of action deliberately evoked by a pedagogue can be focused *non-specifically* (various form and content) or *specifically* (content-wise into a moral area).

I. An indirect method evoked by a teacher with *non-specific* content focus is any activity (with any content and in any subject of study applied even in out-of-school hours) whose intention is *among others* to positively form the educatee’s moral aspect. Kučerová talks about ‘*methods of creating situations for an independent activity of children and youth*’. Subsequently, she carves out two methods that correspond with this characteristic, namely the method of entrusting a task or a function to an individual and the method of creating self-governance and co-operating with self-governance.

From our point of view, indirect methods with *non-specific* content include group work, group discussions, joint play, but also the space at school (in the class) created for pupils and students to ‘practice democracy’ (e.g. the aforementioned ‘functioning’ school or class parliament), space for their independent creative work, etc. Expressed from the opposite viewpoint: the school, teachers who work only (or mostly only) by frontal methods block or at least slow down the pupils’ moral development (Vacek, 1997). Similarly, Bybee and Sund emphasise that moral development is *primarily* a result of interaction between individual people, and therefore educators who want to contribute to the moral development of their wards should provide a sufficient number of opportunities both for formal and informal interaction among pupils and between pupils and teachers (Vacek, 2008).

II. Indirect methods evoked by the teacher that are content-wise – *specifically* – focused on the issue of morals are considered irreplaceable in terms of the long-term formative effect. These courses of action enable the teacher to draw the pupil into the issue of morals, to approach him/her at an emotional and an intellectual level. They evoke an experience of deeply feeling and thinking of moral attitudes in model situations with a varied degree of real content (Vacek, 2002). Simon and Howe claims that morals cannot be learned 'by heart' (e.g. like chemical formulae or vocabulary). Through their own 'participation', social interaction and application of their own opinion, the students alone have to *actively* get to the understanding of moral principles (cited according to Bybee and Sund, 1982, p. 180)

To achieve an expected result, two basic conditions have to be fulfilled. The programme of moral education has to be focused on (1) the solution of a concrete – and therefore *also* attractive – problem, and (2) the students (pupils) have to have an opportunity for their own, primarily independent, thought processes (or corrected in an equal democratic discussion with peers). Pupils alone find solutions in a discussion. These methods draw the pupil in to the plot of the analysed story, evoke the problem situation which applies to him/her in some way, and encourage morally positive activities (e.g. the forgotten phenomenon of the good deed). This is in no way about moralising (learning lessons, mentoring) (Vacek, 2008).

According to the same authors, we distinguish three basic forms of applying the described method:

- 1) problem situations (stories) with moral content,
- 2) analytical discussion method (an analysis of a more generally approached moral problem),
- 3) games with moral content.

Ad 1) Hall and Davis distinguish a so-called rational strategy when working with a story within whose framework they recommend doing the following sequence of steps:

1. Presentation of the story (case).
2. Search for alternatives.
3. Consideration of the consequences of the decision.
4. Socratic questioning (a. separating facts from ideas and feelings; b. looking for 'the best' reasons; c. decision-making based on universal principles; d. ideals and values).
5. Realisation of a decision.

The authors methodically lay out the aforementioned 'steps' in detail. Content-wise, the area of 'rational strategy' includes e.g. Socrates' deliberations after being sentenced to death by Athens or a contemporary story of a shop owner who catches a gang of boys stealing sweets in his shop and later finds out that they have been doing so for a longer period of time (Hall, Davis, 1975, pp. 132–133).

Hall and Davis distinguish 'conflict strategy' from rational strategy. This includes the classic moral dilemmas introduced by Kohlberg (e.g. the famous Heinz's dilemma, see Heidbrink, 1997; Vacek, 2002). The foundation of both strategies

– rational and conflict – is a group discussion whose focus is the exchange of opinions between its participants.

Ad 2) The method of analytical discussion can be focused on diverse topics with moral content. One no longer works with concrete stories. In this discussion, pupils (students) are also encouraged (instigated) to formulate and express their own statements without being worried that teachers expect 'the right answers' from them. However, the discussed topic or problem is analysed from all possible angles (e.g. the ethical aspect of abortion; white lie vs. the popular principle of telling someone straight what we think of them; to say or not to say to a child that he/she has been adopted and is not being brought up by blood-related parents, etc.). It is clear that such discussions have to have their rules (including the right not to comment on the topic) and their success presumes a significant proficiency in the 'art of discussion'. Apart from solving an actual ethical problem, this method has an extraordinary generally cultivating effect. A teacher should master the method of 'Socratic' leadership of pupils toward a deeper understanding of the discussed problem.

Ad 3) Games with moral content

The basic advantage of using games with moral content is the fact that they provide a direct experience in the process of moral deliberation. Pupils can feel more intensely the current pressure of the situation and experience feelings that are really stronger than in a hypothetical discussion. Therefore, they can become aware of many moral aspects more clearly – with higher internal involvement. A special category of 'educational' games is role-playing. Teachers can use this technique e.g. as a means to start a discussion. Role-playing can be easily combined with solving stories with moral content and with analytical discussion. Forms of playing 'resistance' against the lure, e.g. in anti-drugs programmes, seem to be very effective. The use of the method of role-playing is very demanding for the teacher. The means to master this very effective technique is at least elementary training in drama education (Vacek, 2008).

2.5 Basic Types of Social Interaction

2.5.1 One-direction Interaction

Potential observation

It belongs among the simplest forms of person-to-person interaction, in which the observed person knows he/she is being observed. The presence of other people in the role of potential observers leads to an increased performance when executing activities that the client already knows, but to a decreased performance of activities he/she is only acquiring.

Co-action

A person executes an activity very similar to the one executed by his/her partner. Both participants are at the same time agents and potential observers. The entire situation cannot have a character of competition. Social facilitation occurs here, social simplification of activity, as the motivation rate of both participants increases.

Instructor-apprentice interaction

This is a mutual influence, in which one of the participants has already mastered a given activity, while the other has only just begun learning it. This is not just a mere copying and mechanical imitation of the instructor's activity. The apprentice is trying to look for orientation points, signals, according to which he/she will know whether the activity is proceeding correctly. He/she is trying to find out what the instructor follows so as not to make a mistake while working or during another activity. *Observational learning* plays an important role here. Observing the instructor enriches the apprentice, but also the other way – observing the apprentice is something useful for the instructor, too. He/she can then even improve his/her master performance.

Social-strengthening type of interaction

This is a positive assessment or even a reward for a certain performance. This includes encouragement, praise, smile, gesture, look, nodding, but also a financial or other material reward, etc. It is important for the reward to be appropriate and timely. Unfortunately, the influence of social strengthening wears off quite quickly. When a more permanent influence is needed, it is advisable to give preference to imitation of positive models or instructor-apprentice interaction.

Suggestive-influencing type of interaction

This type of social interaction is based on an uncritical reception of messages, behests and orders from another person. This can also be *autosuggestion*, in which an individual orders something to him/herself without critically assessing whether the task in question is correct. However, it is usually about *heterosuggestion*, in which one person (suggester) deliberately decreases the criticism of another person or uses the already lowered criticism to elaborately influence the other person's thinking and behaviour. Some people are more easily influenced by another person (they have a higher suggestibility).

2.5.2 Two-direction Influence of Two Subjects

Interaction during co-operation

Co-operation is one of the three basic forms of people's joint activity. It simplifies the activity of individuals and the group. Usually, the group achieves a higher performance than if we only added the individual performance of all its respective members were they to work separately. Generally, one can say that co-operation is such a form of resolving a conflict situation in which one can reach the goal only if all participants yield all their individual motives in the interest of the joint goal.

The degree of co-operation is influenced by:

- *Physical factors* – when participants do not see each other, they make harder and crueller decisions than when they see in each other's eyes.
- *Social factors* – if other people are present as observers, agents choose a more radical solution of a conflict rather than strive for co-operation.

- *Personality peculiarities* – authoritarianism, untrustworthiness, inconsiderateness, lack of clarification in social relationships, and overlooking situational context in applying ethical norms have a negative effect.
- *Age and sex* – problem solving by co-operation is less frequent in adolescence than at an older age. Men begin interaction in a more rivalry way more frequently; however, they gradually arrive at co-operation. The opposite applies to women. Women cope worse with a breach of confidence than men.

Co-operation is also augmented by choosing a suitable strategy, e.g. good for good, bad for bad; even more suitable is the so-called benevolent strategy, in which one adds a co-operation choice to the suitable strategy, without remarks and preliminary comments. A breach of confidence and a reaction to disappointment constitute a critical moment.

Interaction during rivalry

The characteristic trait of rivalry is 'who will win', when each person tries to get the best result (as opposed to co-operation) on their own. The goal is to beat the rival. Generally, this is a solution of a conflict situation, in which multiple people are striving for the final effect, but only one of them can achieve it.

Competition

Competition is traditionally understood as a certain type of rivalry. Generally, competition is usually a milder form of competitive behaviour without 'evasive' manoeuvres and hard attacks as is the case in rivalry. The 'fair-play' concept is applied here more frequently.

Helping type of interaction

This is an important type of interaction called helping – prosocial behaviour. One person's helping another person becomes more frequent. It is about helping a person who has got into trouble, helping elderly people who cannot fully take care of themselves, but also professional forms of help, etc.

Game

Social psychology distinguishes two basic types of game:

Rivalry games – include rivalry of individuals, e.g. tennis, box, etc., and rivalry of teams, e.g. ice-hockey, football, even though within the framework of one team it is about co-operation

Co-operative games – games based on co-operation, e.g. drama education, a theatre play, even though various personal relationships between agents can appear even here.

Bales' interaction process analysis

Participants in a dialogue do not communicate with words only, but also non-verbally. The most famous model of a sequence of interaction manifestations was created by R. F. Bales who significantly reduced the original set of 82 various categories and created four basic groups:

- Communicating positive emotions, agreement.
- Communicating a proposal to problem solving.
- Communicating request for information.
- Communicating negative emotions.

Each of these groups is further divided into three sub-groups. Thus, a set of 12 categories originates, according to which one can observe, describe and assess interaction in small social groups when they are solving some problem.

The categories follow:

1. Communication of solidarity
2. Communication reducing tension
3. Communication of an agreement
4. Communication of a suggestion or recommendation how to resolve the issue
5. Communication of one's own view, one's own opinion
6. Orientation of other people in the issue in question
7. Request for additional information about the issue in question
8. Request to all participants to express their view
9. Request for communication 'what is recommended in the given situation'
10. Communication of a personal disagreement
11. Creation of tension
12. Communication of a distinct disagreement

Bales' interaction process analysis enables one to observe what is going on in a given group during social interaction. The time and communications of individual dialogue participants is recorded.

2.5.3 Evaluating and Devaluating Behaviour

Evaluating behaviour: This is a positive method of communication which encourages and strengthens another person, e.g. praise, expression of admiration, manifestations of friendship, sense of belonging, etc.

Devaluating behaviour: This is the opposite of evaluating behaviour, degrading, humiliating and ridiculing an individual, e.g. slander, angry reproach, aggressive conduct and harming, physical and psychological abuse, etc.

2.6 Factors Influencing Communication

The process of communication

The presence of the following five components is necessary for communication:

1. person from whom a certain message originates → speaker = encoder – the message can also be coded
2. person for whom the message is and who tries to decipher (decode) it and understand it → recipient = decoder
3. information that is exchanged → message

4. response that the message was received → feedback
5. environment and situation in which the communication is underway → context – can significantly change the meaning of the message

2.6.1 Factors Influencing the Communication Process

1. Social and cultural background
2. Language
3. Age
4. Education
5. Restriction in communication
6. Peculiarities of non-verbal communication
7. Ability of the communicating person
8. Perceptiveness
9. Personal space
10. Territoriality
11. Position and relationships
12. Time
13. Environment
14. Attitudes
15. Emotions and self-respect

A view of one's own personality is influenced by many factors – cultural influences, sex, social environment, the view of others and self-valuation.

2.6.2 Methods of Communication

Basic division: verbal communication – non-verbal communication – communication by action.

Types of non-verbal communication:

facial expressions

proxemics – by moving one's body closer to or further away from others

haptics – by touch, giving one's hand, caressing

posturology – body posture, physical stance

kinesics – movements, gestures (sometimes also hand gestures)

ophthalmic science – the language of eyes and looks

paralinguistics – tones of speech

and in addition – external appearance, colours, make-up, clothing...

2.7 The Basics of Mental Hygiene as Part of the 'Human Dignity' Topic

Attributes of stressful situations

- *Ambiguity, non-clarity* → a person is confused in the situation, lacks a opinion about the situation, does not recognise relationships;

- *Momentary insolubility* → the person understands the situation, but cannot find a solution, a strategy;
- *Non-manageability* → a person has an overview of the situation and an idea of how to solve it, but lacks the means, it is not in his/her powers to resolve the issue;
- *Danger, threat* → the solution of the situation in questions can mean a direct or subsequent threat to the individual, other persons or values; it pushes us to the limit of our capabilities;
- *Non-influenceability* → we really cannot influence the situation or we feel that way (the belief that we can influence the course of events decreases our anxiety);
- *Unpredictability* → the possibility to predict a stressful situation usually decreases the stress intensity, even if a person cannot influence it.

Causes of psychological stress

A) Work-related causes

High demands on concentration and attention;
 High need to include memory processes and to use various types of memory;
 High need for flexible and logical thinking;
 Non-stop work with people, communication with people;
 High demands for the positive aspects of personality;

B) Personal-life causes > personal worries

Illness of a child or a family member;
 Tense partnerships;
 One's own health problems;
 Care for an old or ill relative;
 Problems of a child at school;
 Problematic transportation to work, etc.

Stress – stress stages

Alarm reaction, defence, exhaustion, death.

Distress symptoms

Hand tremor; increased sweating; dry mouth; tics; increased reaction to sounds; irritation; quarrelsomeness; nervousness; feelings of anxiety; depression; problems with decision-making; problems with people; forgetting appointments, commitments and information; lower sexuality; problems with sleeping; lack of appetite or over-eating; urge to cry, to hide or to run; sudden change of usual behaviour (a good employee becomes careless; a team-worker becomes a lone wolf; an extrovert avoids people...); increased distrust towards colleagues and family members; fatigue; weakness; headache; shoulder ache; backache.

Mental reactions to stress

People's reactions to a stressful event are diverse – some have psychological or physiological problems, others have no problems, and for yet others it is an

encouragement for better performance. The same stress can be perceived, interpreted and coped with differently in different persons.

The key internal factor is the ***individual's personality***.

Social network and social support are considered key external factors.

The most frequent psychological reactions to stress

Anxiety – tends to be characterised as worry, concern or tension.

Anger and aggression – often associated with a situation of frustration; aggression is directed at an object or a person; it can be physical and verbal, direct and indirect (transferring aggression to someone or something else).

Apathy and depression – closing oneself and apathy is a different reaction to aggression; if stress conditions persist, depression can set in.

Weakened cognitive functions – troubles with concentration and logical thinking, worsening of performance.

Social network

Social network consists of a community of other people who will help us when we need it. A person who respects other people and who considers them more valuable than things creates around him/her a social network of friendly relationships.

Social support

A system of social relationships and relations that a person creates in his/her social environment; a system of social relations from which one can draw if needed. Persons with positive relationships and close relations to other people are more resistant to various stressors in life and at work.

Types of social support

Emotional support → the possibility to speak about one's problems with an understanding individual; instrumental support → practical help with some activity; tangible support; supportive atmosphere; appraisal support; informational support → mediation of information or advice.

Social support – stress prevention

It is very important to believe that if needed, loved persons are ready to help us and interested in us and that we are accepted by others. For the obtained support to be effective, it has to suit the needs of the addressee. Within the framework of work stress it was found that social support from the superior was the most effective – it is more effective than support from colleagues or from people outside the work environment.

2.7.1 Burnout Syndrome – Phases

1. *Enthusiasm* – unrealistic expectations, idealism, energy for work

2. *Stagnation* – clash with reality, a person is forced to lower his/her ideals

3. *Frustration* – feelings of disappointment and futility in regard to the effectiveness and sense of the work activity

4. *Apathy* – a person does only what has to be done. Insensitive and unfeeling behaviour, cynicism, irony, sarcasm, loss of respect of one's life are typical. A person does not respect anything; nothing has a real value for him/her.

The basic feeling in burnout is the feeling of professional failure, lack of success and the nonsensicality of work efforts. ***Everything is associated with feelings of physical exhaustion and other problems*** – insomnia, lack of appetite or over-eating, stomach problems, and intake of alcohol, medication or cigarettes. In the psychological area, a feeling of estrangement, distancing oneself from other people, and closing oneself into social isolation appear.

Early intervention is necessary – anything that leads to interrupting the burnout.

Factors of burnout-syndrome prevention

meaningfulness – problems and solution of tasks must be seen as meaningful; possibility to choose the pace and direction of work;

appropriate social recognition – recognition by the society, importance, mission;

comprehensibility – understanding one's position in the whole, in the society; a certain order and rules one can rely on;

manageability – awareness of one's own powers and possibilities and the possibilities of people around one, confidence in the effectiveness of one's intervention in the situation;

setting goals as well as tools – to know in advance how (even in the worst-case scenario), planning;

well-functioning feedback – positive self-valuation, belief in one's abilities, feeling that I can influence events in my life;

positive atmosphere – calm and encouraging; restriction of all disturbing influences;

enough time for work, do not work rashly, in stress;

regular day regime – relaxation is important (active, passive), as are sufficient quality sleep, proper lifestyle in general (do not forget music, laughter, dance...);

increased self-confidence;

strengthening friendly relationships, enhancing relations at work;

removing worries of visiting a psychologist and using his/her help.



Summary

Ethical instruction is a complementary educational field focused on the systematic and methodically elaborated acquisition of social skills in pupils on the basis of the experience method. It focuses on the creation of basic social habits in pupils. The basic objective is to encourage pupils to acquire prosocial behaviour, i.e. behaviour focused on helping or benefitting other people or social groups without an actual expectation of a service in return or a reward.

Ethical instruction leads pupils towards responsible behaviour, the art to be economical, to live in a community with others, and the art to agree, co-operate and enjoy the successes of themselves and others. As was said earlier, pupils accept ethical instruction best by the experience method. Through various activities, they can try elements of prosocial behaviour that are important in the day-to-day life.

The initial topic of the submitted chapter discusses the basic questions of ethical instruction, namely the reasons for its existence and need, its content and the specifics associated with the methodology of ethical instruction. The basic topics for self-study are: the origin of moral reality and its anthropological context, the character of moral reality, conscience, good, evil, prosociality, and education towards the good. The next topic deals with the issue of conscience, good and evil, social norms and law. A big attention in ethical instruction is paid to the character of the individual and his/her strengths. The chapter also includes a classification of character strengths and virtues.

The first step in the practical application of ethical instruction is the topic of interpersonal relationships and communication. The topic deals with basic types of social interaction, the process of communication, the factors that have a significant influence on communication, and evaluating and devaluating behaviour. The topic also contains the basic elements of verbal and non-verbal communication. The main topics for self-study are interpersonal relations, the influence of communication on social interaction, and an effective leading of a dialogue. Another topic of the practical part of ethical instruction is human dignity. An integral part of this thematic section is mental hygiene including the prevention of the burnout syndrome.



Review Questions and Practical Tasks

1. Why does a person need ethical instruction?
2. What is the content of ethical instruction?
3. Explain the categories of 'good' and 'evil'.
4. What is specific for the methodology of ethical-instruction influence?
5. What aspects of conscience do you know?
6. Is our conscience always true?
7. Do we always have to obey it?
8. Explain the terms 'norm', 'law', and 'conscience'.
9. Can conscience be influenced by upbringing? If so, provide examples.
10. What was Socrates' and Plato's view of human virtues?
11. What basic ethical virtues were distinguished by Aristotle?
12. Provide the classification of strengths and virtues according to the VIA.
13. Choose one virtue and analyse it from various viewpoints.
14. What methods belong to methods of moral awareness? Explain the respective methods.

15. Explain the following terms: agitation, de-gravity, elimination, sublimation, substitution, suggestions. Why do we deal with them in ethical instruction?
16. State the positives and negatives of direct and indirect methods.
17. Provide an example of application for each of the educational methods.
18. Methodically prepare a game with moral content, explain its ethical dimension and objective.
19. What types of social interaction do you know?
20. Provide the basic principles of an ethical manner of communication.
21. Explain the terms 'verbal communication' and 'non-verbal communication'.
22. What is the basis of evaluating behaviour and how is it different from devaluating behaviour?
23. Provide examples of evaluating and devaluating behaviour.
24. What external factors influence communication?
25. What internal factors do you know that influence an individual's communication abilities?
26. Provide at least 5 types of non-verbal communication.
27. Try communicating in situations with negative environmental elements.
28. Choose several internal factors negatively influencing communication and try to communicate with a partner simulating these factors.
29. What is the burnout syndrome and how is it manifested?
30. What is the prevention of the burnout syndrome?



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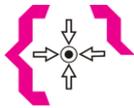
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3 Multicultural Education

Markéta Levínská, Eva Švarcová



Objectives

- To be introduced to the cross-section topic *Multicultural Education*.
- To understand the mechanism of the origin of primary fear of others based on psychoanalysis.
- To be aware of the need for self-reflection of one's own attitudes and prejudices.



Time Demands

4 hours



Terms to Remember (Key Words)

- | | | |
|-----------------|-------------|-------------------------|
| • enculturation | • attitude | • integrity of the self |
| • multicultural | • prejudice | • ego |
| • intercultural | • culture | defences |
| • transcultural | • ethnicity | • diversity |
| | | • respect |

3.1 Integrity of the Self and Prejudices

Today's society is defined as open and multicultural. Many diverse people encounter each other. It is not always easy to come to terms with the difference of another person. If a person meets someone whose values are different from his/hers, he/she experiences a feeling of threat that is caused by a certain worry of losing personal integrity. Using the words of a psychoanalyst, ego defences are awoken, which include fear and anxiety. Subsequently, these emotions can evoke aggressive words and acts.

The clashes of values that are manifested through behaviour do not necessarily have to take place based on one's ethnic origin, but also within the framework of one family, for instance when the Christmas potato salad is being prepared.

The husband would like to preserve the tradition of his family and would like to put an egg in the salad; the wife is used to add dill in the salad and wants to replace the popular mayonnaise with sour cream or even yoghurt. Unthinkable! The child wants to only eat pickles from the salad. If the family does not agree, the holidays will not be successful.

We want to say that within the framework of one ethnic group, one nationality, between people who have undergone a similar enculturation process, there can be many misunderstandings with a strong emotional experience full of resistance, disgust and incomprehension, which we can express in the question: *'How is it possible that the other person can live completely differently than me and still survive without harm?'*

The principles of ego defence function under all circumstances. The definition against other people helps an individual to delineate his/her borders of the self, followed by the borders within which his/her closest ones belong, the borders of groups with which he/she identifies him/herself, and the borders of the society in which he/she lives. The others, the strangers, the easily recognisable help him/her create this integrity. In terms of the individual in question, they create space in which he/she does not belong. With this non-belonging, he/she can project all his/her anxieties, worries, fears, unfulfilled repressed infantile wishes and desires into this strange space.

Allport has the following to say about objects suitable for projection:

Those who suffer from serious suppression (up to a neurotic degree) often feel hostility towards themselves. Writhing in unconscious confusion, they feel strange and depersonalised. The feeling of a hostile ego forces them to look for a projection target that is also strange and hostile, something that is as strange to them as their unconsciousness. They need something that is strange to them, but still human. (Allport, 2004, p. 404)

It is obvious from this definition that someone who is sufficiently distant not to be able to really defend him/herself easily becomes a source of hatred.

This non-reflected mechanism enables an individual to preserve, despite his/her weakness, a positive relationship with him/herself, to preserve an idea about his/her goodness, and to project his/her negative properties in the others, the strangers. He/she can believe that it is them who are the negative heroes of his/her life and cause his/her suffering.

By repression, the self tries to escape from the libido by which it feels threatened. A phobia can thus be compared to a sort of barricading against an external danger which is now represented by the dreaded libido. (Freud, 1991, p. 290)

For us it is important that the self is looking for an object that could be filled as a source of danger. If this danger is external, it can strengthen the individual's integrity. To look for danger on the inside could mean a certain disillusion from one's self which is 'good'.

By refusing to face up to one's own internal deficiencies, the self has the possibility to look for depravity on the outside. (Allport, 2004, p. 403)

In *Conclusion: Beyond Anxiety* in his book *Childhood and Society*, Erikson points out that child anxieties and infantile fears are masterfully used by institutions for their purposes. (One has to realise that the text was written during the Cold War between the United States and the Soviet Union.) One has to fight anxiety with judiciousness, i.e. a frame of mind which '*is tolerant of differences, cautious and methodical in evaluation, just in judgment, circumspect in action, and – in spite of all this apparent relativism – capable of faith and indignation*'. The opposite of judiciousness is prejudice. A prejudice is '*an outlook characterized by prejudged values and dogmatic divisions*'. The prejudiced frame of mind '*has the advantage of permitting the projection of everything that feels alien within one's own heart unto some vague enemy outside*'. The prejudiced frame of mind offers a certain limited stability. The judicious outlook, in turn, permits a greater variability. As the individual who may choose to pursue it '*abandons all prejudice, he forfeits the mechanism of projection: his danger becomes introspection and 'introjection'¹, an over-concern with the evil in himself*. Such people '*must learn to fear accurately and to cope judiciously with the anxiety aroused by the renunciation of prejudice*'. (Erikson, 1963, pp. 416–417)

3.2 Definition of MCE

Multicultural education (MCE) should provide pupils with a detached view of their own personality, of its rooting in the culture, its values and shared norms. It should teach them, through self-understanding, to understand the uniqueness of each person who carries his/her own story that can be associated with another ethnic group, social stratum and religion, but that is primarily related to an individual life experience.

It is important not to evoke a feeling in pupils that there are some objective limits to cultures, ethnic groups, nationalities, etc., and thus not to restrict the personality approach to original life situations, sociocultural patterns and their dynamic mixing. (Pastorová and Topinková, 2011, p. 4)

¹ Introspection is observing one's own mental states and processes, self-observation. In projection, an individual ascribes his/her properties, ideas or wishes to other people. Introjection is a projection or insertion of other people's properties, experiences or ideas into oneself.

The fact that a person has to be perceived as an individual is proven by French scientists.

Research has shown (Charlot and Rochex, 1990; Lacaze, 1990) that a **handicap is not a consequence or a fatalistic experience of some deficiency**, but a specific personal construct of the sense of relationships as a carrier towards cognition, school, the future, work or one's family. A handicap has to be viewed through the optics of **positive reading** of the manifestations and history of its carrier. One should not only watch what one does not have, what one misses, what one does not say, but what one – through one's specific behaviour, failure, fault and sense one gives to it or interprets it – actually wants to say (even negative manifestations must be positive for pedagogues and psychologists, i.e. they mean something distinctive, authentic). Thus we get to the demand for our cognitive position – called 'epistemological' in science – to view a handicap as an **open story**. (Štech, 2001, p. 53)

Moree (2009) says that multicultural experience is pure practical and for people to learn something about each other and to learn communicate effectively and adequately with each other, they need three things:

To have an experience with a situation of meeting of people from diverse cultures; to reflect these meetings, and to self-reflect in a multicultural environment. (Moree, 2009, p. 7)

3.2.1 Approaches to MCE

MCE has its historic development (see Látalová, 2008, pp. 16–31); however, currently we can see two possible approaches to multicultural education. They are the culturally standard approach and the transcultural approach. The **culturally standard approach** *is based on the assumption that sociocultural – i.e. ethnic, nationalistic and other – groups have specific attributes that create differences and cause misunderstandings in intercultural contacts (meetings)*. To improve relationships, one needs to understand the differences and to respect them. In this approach, MCE primarily introduces individual sociocultural groups. In the 1990s the culturally standard approach asserted itself in the Czech Republic and is still used most often in practice. Its contribution is the acquisition of cognitive competences. Its limits and risks lie in introducing the external attributes of the group and the internal spheres of the culture may remain hidden. Another reservation about this approach is an excessive emphasis on a group identity, which results in the division into 'us' and 'the others' (Látalová, 2008).

The transcultural approach,

as opposed to describing individual sociocultural groups, starts by thinking about the causes of and limits to the difference of each of us. When can I say

about someone that he/she is different and belongs to some other group? (Látalová, 2008, p. 26)

One of the main reasons for the development of the **transcultural approach** was not to try to adapt children from another cultural environment to the majority, but to try to involve the majority and the minority into a mutual dialogue that will allow them discover both their own culture and that will allow for the creation of space between the cultures. (Látalová, 2008, citing Götlich, 2006, according to Bitl & Moree, 2007)

The advantage of the **transcultural approach** is the diversion from stereotyping which tends to be very strong in connection with culture and ethnicity and the targeted development of sensitivity towards differences and respect of each individual. (Látalová, 2008, p. 28)

Practically, the transcultural approach brings more stories and personal experiences. And its key topic is an individual's identity (For more, see Látalová, 2008).

3.2.2 MCE in the Czech Educational System

As a topic, MCE appeared in the Czech Republic only after 1989. It has become part of *framework educational programmes* in the same form as it was implemented in the last decade of the 20th century, without any critical discussion about its starting points, objectives and methods (Habart and Hajska, 2008). Habart and Hajska see the following disputable points in the concept of multicultural education in the educational reform:

- General definition of multicultural education and its topics
- Excessive emphasis on cognitive objectives and low emphasis on critical thinking
- Negligible inspiration by contemporary foreign debates and trends
- Insufficient factoring in of the global context
- One-direction assertion of the group approach at the expense of investigation of individual's identities. (Habart and Hajska, 2008, p. 38)

Apart from the insufficient definition of MCE, the danger is also in the methods the FEP deals with the language in which stereotypes are enhanced and a respectful attitude is not contained sufficiently (Habart and Hajska, 2008).

3.2.3 MCE and the Demands on Teacher's Personality

Pastorová and Topinková (2011) emphasise that in their teacher's guide, the concept of Multicultural Education in basic education claims allegiance to the *transcultural approach*. Under the leadership of pedagogues, an individual

should realise that people and entire societies are transforming and that it is not correct to cling to stereotypical ideas associated with individual groups.

In this regard, multicultural education places a demand on teachers to look away from the legislative framework of the Czech Republic in which otherness is defined as a special need, i.e. a handicap with regard to the norm (see the Education Act, 2004). We do not want to question the necessity of support for some families and their children. We only get to term clashes. If we want to look away from the stereotypical view of dividing a society into the majority which fulfils the norm and the minority which fails with regard to the norm, this view should be reflected at other levels than just in instruction (compare with Štech, 2001). One of them is the policy level the state approaches diversity in society with.

Another level is the issue of self-determination; according to the Charter of Fundamental Rights and Freedoms, each individual has the right to self-determination. This fact is very sensitive to clashes and societal conflicts. Some individuals have their identities very strongly connected with their ethnic group, religion, etc. and they would definitely feel offended that their social identity would be questioned (compare with Bittnerová, 2005). Individuals who to others seem to be members of some nationality – Russian, Roma, and Vietnamese – and yet are members of some other country or nationality may feel offended that they are associated with another social identity. Similarly to that, any person is offended when his/her properties are generalised with regard to some group: 'Yeah, a blonde.' 'A typical man.' 'What do you want from a Gypsy?' We all know well such ridiculing generalisations. However, they exist and even the well-meaning are hurtful. For instance, when a Roma girl graduates from anthropology or pedagogy, one expects from her to work with the Roma or to write about the Roma, whereas she can have a completely different study interest which is not at all associated with her ethnic membership. In essence, a societally-shared stereotypical thinking categorises an individual to a pre-ascribed category and looks away from how he/she presents him/herself. The objective of multicultural education should be to give oneself and others a chance for a non-prejudiced meeting.

3.3 Concept of Multicultural Education

In the framework educational programme for primary schools, MCE is divided into five thematic areas: *Cultural Difference (Societal Diversity)*, *Human Relations*, *Ethnic Origin*, *Multiculturalism (Interculturality)*, *Principle of Social Peace and Cohesion* (Pastorová and Topinková, 2011, p. 4). Pastorová and Topinková omit Ethnic Origin in their teacher's guide because of the threat of stereotyping opinions about individual nationalities, and the theme of ethnicity

is included in the area *Cultural Differentiation and Interculturality*. Here, we follow the same scheme as suggested by them.

3.3.1 Cultural Differentiation – Societal Diversity

In the new teacher's guide published by the Research Institute of Education (Pastorová and Topinková, 2011), *Societal Diversity* is the preferred title of the instructional field. For its authors, it is fundamental to do away with the classic view that the society is divided into the majority and minority, i.e. the majority society and groups that have a lesser societal weight.

If we start with the theory that we construct our reality through identification with significant others, through language and meanings that are ascribed by significant others to individual phenomena we encounter during socialisation, then if meanings are told us differently than they used to in previous years, one can believe that a social change could happen through instruction (Luckmann and Bergman, 1999). Contradictorily, the majority of teachers undergo education subject to rules of the majority society and their experience is formed through the traditional thinking about foreigners. Encountering difference, as stated at the beginning of this chapter, evokes a series of feelings that are very frequently associated with a feeling of threat.

One can decrease this feeling by discovering the unknown and by understanding that in principle the unknown are people with whom I can share many things. At the first stage of education, it is mainly about meeting one's closest environment:

The thematic area emphasises as much as possible a pupil's experience and his/her life in the family and his/her experience with the closest social reality. This experience brings essential stimuli for their comparison with other pupils' experience, and thus to their mutual enrichment. An emphasis is put primarily on the area of feelings and values. (Pastorová and Topinková, 2011, p. 6)

At the second stage of education, it is advisable to include in multicultural education communication skills and practical conduct based on discovery. It is important to build on

a pupil's personal experience. However, it is already beyond the framework of his/her closest environment and is further enriched with experience stemming from a particular conduct. Attention is paid to pupil's abilities and skills in verbal and non-verbal communication, which develops the intercultural dimension of interpersonal communication. (Pastorová and Topinková, 2011, p. 6)

3.3.2 Human Relations

The second area focuses on discovering interpersonal relationships and their characteristic; what types of relationships people create, what they mean to them.

At the first stage of education,

the thematic area focuses on acquiring personal experience of the pupil with interpersonal relationships in his/her closest and familiar environment – in the family. Through this, pupils acquire the principles of suitable behaviour not only in the family, but also in a school class, around their residence, in the neighbourhood and in relationships and contacts with their buddies. An emphasis is put on the understanding of the meaning of interpersonal relationships and related education towards tolerance and sensitivity to any manifestations of intolerance. (Pastorová and Topinková, 2011, p. 6)

At the second stage of education, it is about the pupil's understanding that

maintaining tolerant interpersonal relationships is a necessary condition for a successful interaction with people around them which means mutual enrichment and discovery in all areas of life. The thematic area mediates to the pupil not only the comprehension of the terms 'discrimination' and 'xenophobia', but mainly the recognition of their manifestations. It contributes to the pupil's ability to solve potential conflicts during such manifestations, including extremist manifestations, to foster his/her own tolerance, empathy and solidarity, and to positively influence others with his/her own example. (Pastorová and Topinková, 2011, p. 7)

3.3.3 Multiculturalism – Interculturality

At the first stage of education,

the thematic area develops intercultural communication, openness and tolerance towards otherness. Pupils learn to understand the culture of an individual and a group as a reflection of life experience and to perceive its changeability, while the experience from one's own environment (particularly family, class, interest group, place of residence) is primarily used. An emphasis is put on the narrative and experience dimension of grasping reality (narration, story). Through the thematic area, pupils acquire the ability to perceive language as an important means of interpersonal understanding and develop the skill to listen to others and to express their thoughts and feelings, thus encouraging an intercultural dialogue. (Pastorová and Topinková, 2011, p. 9)

At the second stage of education, the thematic area

focuses more significantly on the cognitive dimension, working with the terms 'identity' and 'culture' appropriately to one's age also at an abstract level and an analytical level. Pupils take a critical stance towards information from various sources related to the intercultural issue. They acquire the skill to perceive language as an important means of communication and mutual understanding, by which they enhance their skill to lead and perceive an intercultural dialogue. They actively participate in a societally correct communication. In contact with others, they knowingly and in an informed way build in their experience and knowledge and reflect in their behaviour the knowledge that verbal and non-verbal manifestations of others can be different from their own. (Pastorová and Topinková, 2011, p. 9)

3.3.4 Principle of Social Peace and Cohesion

Education towards culture should be directed at social cohesion as such. At the first stage of education,

the thematic area mediates social cohesion to pupils using the example of a school class or school as a mutually supportive community of free individuals who are educated together in a school environment which is open and friendly. An emphasis is put on pupils' personal experience and their skill to describe possibilities of ensuring that a human community (school class) can cope with various manifestations of sociocultural diversity. (Pastorová and Topinková, 2011, p. 9)

At the second stage of education,

the thematic area no longer focuses on the closest environment, but moves from a school class or school to the entire society. It focuses on diversities which, due to still prevailing stereotypes, are still approached as causes of divisions and conflicts in the society. Pupils learn to look for examples of particular measures that will enable them to cope with questions of diversity in everyday life, and thus support social cohesion and stability. Pupils' experience with social reality constitutes the basic starting point for fostering a critical detached view of examples from normal life and of the ways the society resolves and approaches existing problems. (Pastorová and Topinková, 2011, p. 10)



Summary

The chapter which focuses on the cross-section topic *Multicultural Education* has shown that a teacher must first recognise his/her own attitudes and prejudices in a targeted way before he/she starts recognising and affecting the prejudices of his/her pupils. Furthermore, this chapter introduces basic themes that constitute the content of multicultural education.



Review Questions and Practical Tasks

1. *Have you experienced a situation in which you were the only person with a different skin colour in a group of people? How did it feel?* (Moree, 2009, pp. 61–62)
2. Find five personalities from various countries, with a different skin colour, sexual orientation and religion and introduce them to others in your study group.
3. Have you experienced a situation in which someone ascribed to you some property based on external attributes? (Moree, 2009, p. 101)

4. Explain the terms 'prejudice', 'stereotype', 'discrimination', and 'xenophobia'.
5. Follow the media for a week to see how they work with stereotypes. Present the result at a seminar.
6. *Have you ever been in a situation in which it was important for you to think about your identity, about who you are, to what groups you belong, or that you belong to another group than others?* (Moree, 2009, pp. 61–62)
7. *Have you experienced a situation in which you could not get yourself understood even though there was good will on both sides?* (Moree, 2009, pp. 61–62)
8. Culture has a dynamic character; find phenomena in the Czech Republic that we have taken over from other countries, members of other nationalities (see Moree, 2009, p. 59).
9. Find a member of another ethnic group who has lived in the Czech Republic for a long time. Do an interview with him/her about his/her adaptation to the conditions in the Czech Republic. What positives and negatives does his/her life here have for him/her? Present the result of your work to other students. Submit it as a seminar paper to the instructor.
10. Exercise: *Try to name cultural and nationality groups in Czechoslovakia between 1918 and 1938. Try to name cultural and nationality groups in Czechoslovakia between 1945 and 1989. Try to name cultural and nationality groups in Czechoslovakia today (according to Moree, 2009, p. 19).*



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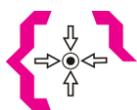
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4 Environmental Education

Přemysl Štindl



Objectives

After studying this chapter:

- You will know the content of environmental/ecological education.
- You will have a better understanding of basic terms (ecology, environmental, ecoliteracy, etc.).
- You will know the meaning and task of environmental education in the educational process.
- You will learn how to include environmental education into instruction as a cross-section topic.
- You will learn to think and look for inspiration within the environmental context.



Time Demands

4 hours



Terms to Remember (Key Words)

- ecological education
- environmental education
- EE (environmental education)
- sustainable development
- ecology
- ecologist
- the environment
- environmentalist
- eco-activist
- ecoliteracy

A person's life is ever faster, the needs of the society are changing, modern technologies are more accessible, we are more confronted with reality at home and in the world, we get a global detached view, and we are more aware of the global context. People thus become gradually aware that there are other values we should respect and that we could even lose some values permanently (as a



result of our chase for comfort and well-being). New forward-looking questions arise, reviewing the possibilities for future development of the utilisation of natural resources so that some profit continuity and development sustainability are maintained. We are asking how to ensure sustainable development. How to ensure future generations, what and in what quality our children will inherit... The society reacts to these tendencies and the main ideas are also reflected into politics at a local, international and global level. In a programmed and targeted way, the issue of environmental education gets to schools, in various concepts, but essentially always with a similar objective. And it is the basic issues of environmental/ecological education that we will learn about in this chapter.

4.1 Basic Terminology

We hear the terms 'ecology', 'ecological', 'ecologist' or 'eco-activist' and others quite often in the media and elsewhere, but the public does not always understand the content of the message well. A bad orientation in the terms then leads to the creation of distorted inferences or opinions, in which the mistake lies in the incorrect interpretation of the content of the expressed term in the given context. In order to be able to deal with environmental education on the next pages, we have to learn the basic terminology.

Environmental education represents a term whose definition is not always clear, which is caused by the historic development and needs of the society in the local context. Činčera (2007) defines '*education towards care for the environment*' applied primarily in the 1980s, '*ecological education*' and '*environmental education, instruction and enlightenment*' that has developed since the mid-1990s. The terms *ecological education* and *environmental education* are sometimes understood equally (Horká, 2005 or Máchal, 2007), but their initial focus is quite different.

Ecology is a science that investigates mutual relationships between live organisms and mutual relationships of these organisms with their environment. Ecology is a biological scientific discipline with all scientific attributes. An **ecologist** is an expert on the scientific discipline of ecology. An ecologist tends to be seen by the public as a '*representative of the natural science of ecology, as someone who investigates the environment and as a nature conservationist*' (Činčera, 2001). Often, however, especially in the media, the term 'ecologist' and 'eco-activist' or 'nature conservationist' is mixed up. The media thus confuse the public and the terms 'ecologist' and 'ecological' then get a pejorative meaning, which makes the comprehension of the reasons for

introducing ecological attitudes and values to the real world of every citizen and the identification with such values more difficult.

Ecological education builds on the knowledge of ecology; it is an education towards a friendly and responsible relationship with nature and the environment and strives for *'an overall cultivation of a person's responsible relationship with nature and the society'* (Daňková, 2004). Kvasničková (1999) understands the mission of ecological education identically in her teacher's guide. Máchal (2000, p. 13) says that the Ministry of the Environment deviated from the term 'ecological education' at the end of the 1990s in favour of the newly introduced term **environmental education**. This change was a reaction to EU's objection to the low level of environmental education in the Czech Republic which was considered a deficiency during the preparations to join the European Union as well as to the need to react to the ending validity of the Government Decree No. 232/92 on the strategy of state support of ecological education in the 1990s (Overall Concept, 1999). A State Environmental Enlightenment, Education and Upbringing Programme was created and the following definition was formulated: *'Environmental education (EE) as a multidisciplinary field provides information, knowledge and skills and forms the relationship and behaviour of citizens with the environment'* (Overall Concept, 1999). This marks a final deviation from ecological education in the context of biological sciences and the newly defined environmental education is more of a social and scientific field that should bring up a co-responsible citizen. A similar impression is provided by the definition of ecological education according to Horká (2005), which, however, still includes older terminology: *'Ecological education, which contributes to the new spiritual integration of a person and his/her inclusion into the unit of nature and culture, has a synthesising role in overcoming restrictedly anthropocentric beliefs and values. It can be perceived as education towards universal humanity, i.e. as a creative and active process leading to a person's participation in his/her own growth and development and in the fulfilment of the ideal of humanity.'*

Additional terminology used within the framework of this issue is provided in the Act No. 17/1992 Coll., on the Environment. The **environment** is defined in the following way:

The 'environment' is everything that creates natural conditions for the existence of organisms including Man and it is a precondition of their further development. Its components are mainly the air, water, minerals, soil, organisms, ecosystems and energy. (Article 2 of the Act No. 17/1992 Coll., on the Environment)

An environmentalist studies the environment, its quality and the possibilities of its protection. **Sustainable development** *'is such a development that preserves the possibility for the present and future generations to satisfy their*

basic needs for life and that does not decrease the diversity of nature and preserves the natural functions of ecosystems' (Article 6 of the Act No. 17/1992 Coll., on the Environment).

The terminology regarding ecological education has undergone development and changes that reacted to the current needs and the name and the concept of this education have changed. A sub-chapter in the text is devoted to the development of the concept of ecological education.

The relationship of a person with the environment and nature in the pedagogical context is usually associated with terms such as *'education towards nature protection', 'education and instruction in the area of the environment', 'education towards care for the environment', 'ecological education' or 'environmental education', and 'education for sustainable development'*. The essence of ecological/environmental education is the *comprehension of the relationships and the context between individual components of the environment (animate and inanimate nature) and the influences and consequences stemming from human activity (threats to the environment and human health). The cognition and comprehension of this context are reflected in a responsible and environmentally friendly lifestyle and conduct. Ecological/environmental education represents a process of discovering the environment, creating and developing assessing relationships and attitudes, and developing environmentally friendly and responsible behaviour'* (Horká, 2009). In this context, it is important to comprehend the relationships between the individual components that form the global world. The degree of understanding the relationships between human conduct and social, economic and environmental consequences is expressed as **ecological literacy (ecoliteracy)**. Ecoliteracy represents *certain knowledge of nature and its functioning and a way of thinking focused on the search for context and perception of processes, the acquisition of certain habits and the adoption of behaviour patterns in accordance with the interest in nature as a whole (including the human being), and the deep experience of one's own sense of belonging to nature including the realisation of one's own possibilities and dependencies on the environment in the broader sense of the word'* (Nečas, 2007). Ecoliteracy (personality's ecological culture) consists of three components: a) cognitive, b) attitudinal (assessing), and c) conative (re-creating). Based on theoretical knowledge and practical experience, it is possible to realise the sophistication and connectedness of the relationships in the biosphere with human activities; it is possible to create a (positive) relationship with the environment, to accept responsibility for one's own health and for the health of one's environment, to act responsibly and environmentally friendly, and to actively care for the environment in which we live. The depth of cognition of the nature and the relationships in it and the adoption of

responsible behaviour towards the environment determines the environmental level of development of the society² (Horká, 2009).

4.2 Starting Points of Environmental Education

Social transformations and the era context of social, economic and environmental events lead us ever more to the development of critical thinking, to the reflection of the global context, and to the re-assessment of beliefs and values. Approaches to education are also changing. The **environmental approach to education** *'is associated with overcoming of primitively egocentric, self-centred beliefs and value preferences [...] and is based on the recognition of nature's high value and irreplaceability'*. The objective of the educational process is *'to create desirable attitudes in an individual, his/her interest orientations and needs as stimuli for conduct; the objective is to foster a deep emotional relationship with nature and culture and enhance a long-term interest in them'* (Horká, 2009).

The basic framework for EE stems from a strategic document of the State EE Programme in the Czech Republic (which is fulfilled through three-year action plans) that determines the objectives, tools and tasks for the following target groups (MŠMT, EE methodological instruction, 2008):

- 1) Public administration
- 2) Children, youth, pedagogical staff, expert staff
- 3) EE in the corporate sphere
- 4) Information, enlightenment and consulting for the public

According to Horká (2009), the focus of ecological education can be divided into three components:

a) **cognitive** – it represents the area of understanding the context and mutual relationships in the biosphere and the relationships between the human and the environment with awareness of the consequences of human activity; the area of understanding the continuity of life with values of the legacy of past generations; and the area of understanding the links between ecology, economics, politics, technology and culture;

² Developed countries can be considered developed also in the area of their relationship with the environment. (Economically) less developed countries are a bit worse off. However, it depends on the viewpoint from which one assesses a given country. The inhabitants of many third-world countries face environmental problems that they, in many cases, have not caused themselves, but that have been caused by following the economic interests of more developed and stronger economies of environmentally developed countries.

b) **cognitive-affective** – it represents activities leading to the acquisition of ethical principles of conduct and behaviour, to the overcoming of egocentric beliefs, to the education of an active and responsible citizen, to the enhancement of a cultural relationship with the components of the environment, to the development of the abilities to perceive, assess and experience the beauty of nature as a whole, to the education in the areas of prevention, health protection and support, etc.;

c) **cognitive-motor** – it represents a set of skills and habits (competences) of a citizen for an everyday ecological conduct and an economical relationship with the environment.

4.2.1 Development of the Concept and the Content of Ecological/Environmental Education

From time immemorial, humans have been very closely associated with nature. In some countries there are still simple and ancient religions worshipping 'the cult of nature'. People have created a relationship with nature based on positive and negative experience. Many of such experience examples have been preserved until today in the form of archetypes, others have vanished, while we experience other and new ones. We are not always able to adequately react to a situation in nature (the environment); sometimes we do not understand it, and if we do not understand it, the situation ceases to be interesting for us, we get detached and lose interest. Only serious situations threatening our comfort and safety disquiet us, create the feeling of the possibility of losing control over the situation, and local and global ecological/environmental problems become important for us. More or less only global problematic situations potentially threatening the quality of human life (the quality of our 'advanced' civilisation) force us to be increasingly interested in the issue of the quality of the environment in which we live, from which our food comes that our children eat, and from which the universal source satisfying our needs – money – comes. There are many reasons a person is interested in nature. The soil has fed humans until today. Nature is a source of substances for manufacturing and industry, is a source for the production of money. A cultivated relationship between humans and nature (soil, environment) brings fruit, quality harvest, quality products, and quality goods that sell better. The relationship with the environment has been changing. According to Horká (2009), one can see the following tendencies in the relationship between humans and nature:

***Nature education** created a positive relationship with plants and animals and led to respecting all forms of life. Initially, the relationship with nature was created in order to satisfy human needs. Children were encouraged to behave humanely to animals and to be compassionate. This applies to the era between WWI and WWII.*

Conservation education in the post-WWII period was associated with many problems of the then advanced world (ecological catastrophes, etc.). The conservation was focused in particular on endangered plant and animal species.

Pollution education develops the awareness of the public in relation to the quality of water, air, food and the environment and dominated the 1970s.

Environmental education connects the previous tendencies as a consequence of local crises growing into global problems.

Education for sustainable development connects ecological education with education toward the understanding of economic, social, cultural and other logic, and in particular to respecting human dignity, life, cultural diversity, law, peace and solidarity...

In selected aspects, **global education** merges the ecological context into global wholes and tries to describe the world as an interconnected system with a so-called planetary awareness (Horká, 2009).

4.3 EE in Relation to Contemporary School Legislation

The current curriculum reform also takes into account the area of EE. Each type of school (primary, secondary, secondary technical...) has in its FEP for the given level of education a defined area (in the form of a cross-section topic) that focuses on environmental/ecological education. The objective is to develop key competences in the area of sustainable development (life) and to strengthen the pupils' positive value orientation to nature. Ecological education has an integration role and merges values in the moral, ethical and aesthetic areas with the abilities of active involvement in influencing one's lifestyle in the sense of sustainability. It supports activities.

Environmental education is implemented by school institutions, but also a host of other non-profit organisations and ecological-education centres that, based on grants, created instructional and stay programmes for pupils of all age categories.

4.3.1 Significance of EE in the Educational System

Environmental education (EE) is an English term in which 'environment' means the natural environment and 'education' covers instruction or enlightenment of all types of target groups from the youngest to adults. EE includes activities occurring within the framework of:

- a) formal education in school institutions during lessons
- b) informal education during leisure-time activities
- c) informal learning during unorganised leisure time focused on the environment (MŠMT, Methodological instruction for the provision of EE, 2008).

EE has a fundamental significance in the area of developing pupils' key competences. Within EE, the important competences to be developed include in particular (according to MŠMT, Methodological instruction for the provision of EE, 2008):

a) Competences for problem solving, communicative, social and personal competences

- A pupil actively uses co-operation and communication skills as tools for resolving environmental problems, looks for such solutions, and is able to critically assess and evaluate information related to the environment.

b) Work competences and expert competences

- A pupil acquires practical skills for behaviour and being in nature and applies the principles of sustainable way of life.

c) Civil competences

- From his/her own experience, a pupil knows natural and cultural values, thinks within a context, perceives the dependence of the development of human society on nature and the state of the environment, acts responsibly towards nature, actively participates in environmental protection, shows humility and respect towards life in all forms, etc.

4.3.2 Integration of EE into School Documentation

The basic documents of EE at schools are the school educational plan (SEP) and the EE school programme (long-term, short-term or another concept). Into FEP and SEP documents, EE is integrated primarily in the form of cross-section topics that are based on current problems and affect pupils' attitudes, values and conduct. Each cross-section topic is further elaborated into thematic areas which *'go across educational areas and allow for the connection of the educational content of various fields, thus contributing to the complexity of pupils' education and positively affecting the process of forming and developing pupils' key competences. Pupils have the possibility to form an integrated view of the issue in question and to apply a wider range of skills'* (FEP of BE, 2013). The implementation of EE at a given type of school then follows the school's document. The school should have a long-term plan for the implementation of EE, on which a short-term plan, usually for one school year, is based. The document should be binding, but the extent to which the school will be actively involved in the ecological/environmental education depends on the initiative of the school management and teachers. To ease the implementation of activities within the framework of EE, the position of an EE school co-ordinator is created at schools. His/her job description is to prepare activity plans, to inform

teachers and pupils, and to co-ordinate activities in the ecological area during school life. Within the framework of EE, the SEP details in particular:

- a) the objectives of EE.
- b) the upbringing and educational strategies at a school-wide level.
- c) the upbringing and educational strategies at the level of individual subjects.
- d) the forms of EE.
- e) the topics of EE.
- f) the ongoing and final evaluation of EE.

For each level of education, the SEP represents a wide space for the implementation of EE activities, and it is up to the school's pedagogical staff and management to choose which way they will lead pupils in the educational process.

4.4 Possibilities of Implementing EE Activities at School

Environmental education at school can be implemented in various ways and it is advisable to choose them according to the intentions EE follows at a particular school. EE activities focus on two types of objectives:

- a) Educational and upbringing objectives;
- b) Development and organisational objectives of the school that condition the education of pupils and that are of benefit for the school as an institution and for the nearby community.

It is possible to implement environmental/ecological education (EE activities) in three ways at school (according to the FEP):

- 1) **In a complex way** as an independent **ecological subject of study** (module) or as a comprehensive unit of an ecological subject matter included into some suitable subject of study (module) that allows for the integration and addition of knowledge about ecology and the environment, for a complex view of sustainable development in civil life and in one's field of education, and for the awareness of one's own responsibility for the quality of the environment
- 2) **In a diffused way** within a logical context **in individual subjects of study** (modules) of the general educational and professional components of education or in practical education.
- 3) **In a trans-subject way** in pupils' (school) projects and other activities.

Aspects of implementing EE at various types of school (primary, secondary, etc.)

An MŠMT manual recommends such methods and forms of education for the implementation of EE activities that lead to the activation of pupils and to the support of action learning. Teaching outside, in the natural environment, especially at lower stages of education, is important. It is also important to create suitable conditions for non-formal and informal EE at schools that would encourage and support formal education. It is advisable to implement courses or external stay programmes, to use educational activities offered by museums, galleries, zoological gardens, civic associations, etc. School projects including projects with international participation are also activating. Pupils can co-operate with other nearby institutions and citizens and can discover the issue of the environment in their region. It is advisable to set up nature classrooms, school gardens and lots. EE significantly exceeds the school institution and it is advisable to co-operate with experts, volunteers, ecological-education centres, etc.

EE and the teacher

The issue of environmental/ecological education is most often encountered by teachers of natural history, biology, fundamentals of civics and science, geography, chemistry, physics, civics, ethics, etc. Interesting discussions about a current topic can be underway in foreign-language conversation lessons (the topics *environment*, *environmental protection*, *die Umweltschutz*, etc.). In some subjects of study it can seem that the content does not intersect with the area of environmental education, but the fact is that there is no field in which one of these topics could not be implemented and that it depends on the quality of the pedagogue whether he/she wants to find the intersection with his/her subject and whether he/she wants to be inspired by this intersection. Therefore, it very much depends on a personal approach (not only on the specialisation professionalism) of each pedagogue.

At school, environmental education can be co-ordinated by EE co-ordinator. This employee has an appropriate qualification level (graduation from a study to execute specialised activities in the area of environmental education³). EE co-ordinator co-operates with the school management and other pedagogues and actively works on the achievement of the determined educational objectives for EE. The co-ordinator's tasks include a) collective creation of an EE plan in accordance with school documentation; b) co-ordination of the implementation of chosen EE activities; c) gradual increase of his/her professional and methodological readiness for the activities of a school co-ordinator; d) provision

³ In accordance with the Decree No. 317/2005 Coll., as amended by the Decree No. 412/2006 Coll. For more information, go to www.msmt.cz – Standards for Accreditation Provision for DVPP (Further Education of Pedagogical Staff).

of consulting in the area of EE; and e) initiation of co-operation with additional partners.

EE and the pupil

The school prepares pupils for their future profession, position and role in a cultural society, encourages pupils to think critically and to form his/her own opinions, leads them to respect cultural and moral values, and develops their personality in a complex manner. The priority of EU policies, and therefore of the Czech Republic, is to assure quality life for future generations. Therefore, it is necessary to prepare the future generation for thinking and acting in accordance with the principles of sustainable development, for being responsible for preserving the quality of the environment and its individual components, and for respecting life in all its forms, and thus increase literacy for sustainable development.

Environmental/ecological education (EE) should not only be part of class documentation, but be a real part of life at school and out of school. Environmental/ecological education activities provide pupils with knowledge and skills necessary to understanding the principle of sustainability, encourage an active integrated approach to reality, affects ethical relationships with the environment, and in connection with their specialised education point out the influence of work activities on the environment and health and the use of modern equipment and technologies in the interest of sustainable development.

The main objective is for the pupils to understand the context between diverse phenomena in the environment and human activities, between local, regional and global environmental problems, to understand a human being's position in nature and the influence of the environment on one's health and life, to understand the context between environmental, economic and social aspects in relation to sustainable development, and to respect the principles of sustainable development. Pupils should get an overview about the methods of protecting nature and about the use of technological, economic and legal tools to ensure sustainable development; they should be discovering their environment on their own and actively and obtain information from direct contact with the environment and from various information sources. EE should contribute to the understanding of one's own responsibility for one's conduct and should develop the tendencies of pupils to active participate in the resolution of environmental problems in their nearby and wide environment. The goal is for the pupils to acquire basic principles of a nature-friendly and responsible approach to the environment in their personal and professional conduct, to be able to aesthetically and emotionally perceive their surroundings and nature, and to

acquire the principles of a healthy lifestyle and the awareness of responsibility for their health (adapted according to the FEP).

Experience with EE at schools

A wide range of topics offered by environmental education create a good inspirational breeding ground for the implementation of various ecologically themed activities. Regular meetings of school pedagogues and ecological-education-centre employees (e.g. KAPRADÍ – consultations and practical workshops) are inspiring as is the methodological support of pedagogues by non-profit organisation and ecological education centres. In Eastern Bohemia for the Hradec Králové region, an EE bulletin entitled *Ekoton* is published. A magazine for the development of ecoliteracy – *Bedrník* – is regularly delivered to schools (within the M.R.K.E.V. network) as part of the support from ecological education centres. *Bedrník* offers inspiration, mutual exchange of experience, and practical proposals for the implementation of activities and events. The magazine contains a didactical section. It also includes a supplement consisting of a digest from the *Envigogika* electronic magazine published by Charles University's Environmental Centre. There are many methodological materials and manuals for the implementation of EE at schools. There are also many projects well implemented by out-of-school institutions. As an example we can name the *Recyklohraní* project focused on the collection of unnecessary electronic waste.

Out-of-school education within the framework of EE

It is particularly ecological education centres, protected-area (national-park) administrations, non-profit organisation, and in some cases private entities whose activities somehow touch upon the ecological theme (recycling and production of recycled materials), that participated in the out-of-school education in the field of EE. For instance, we can name the following ecological education centres – Sever-Rýchory, SEV Chaloupky, SEV Lipky, Sdružení Tereza, SEV Rezekvítek, Oucmanice, and Sluňákov. There is also STUŽ (Society for Sustainable Life), Nadace Partnerství, Krkonoše NP, Šumava NP and others. Camps with ecological theme, leisure-time interest groups and others are organised for pupils and students. In the case of an active attitude towards nature protection, interested persons can participate in various voluntary jobs that are usually organised with the aim of cutting down natural-seeding vegetation, mowing meadows, cleaning river beds, etc.

Best-practice examples

Many materials and almanacs with best-practice examples (concrete proposals for the implementation of EE activities) have been created and published. It does not always have to be a permanent example of best practice and of course such a text is influenced by the conditions at a particular school (material, non-material, social, etc.). Examples of best practice within the framework of pedagogical activities are also offered for inspiration by the Ministry of Education, Youth and Sport (MŠMT), along with many non-profit organisations.⁴ Examples of best practice are often part of project outcomes, they have to be published on the website of the project or the institution, and they are also included into monitoring indicators (within the framework of the gradual assessment of the project's implementation).

Nadace Partnerství and Sever-Rýchory ecological education centre implement the *School for Sustainable Life* programme. They have maintained a database of best-practice examples on their websites since 2005. The database is available at: <http://www.skolaprozivot.cz/projekty-od-roku-2010>.

4.5 Experience with EE Abroad

Environmental education is implemented in many forms all over Europe and elsewhere in the world. Environmental (ecological) problems go beyond a local dimension and have long become global problems; EE's position in the educational process is therefore appropriate. Along with the need to respond to ecological problems, it is also necessary to be able to discern quality and relevant information from disinformation and manipulator catchwords which can become the local and global cause of activities that may be ecological, but with a hidden and important subtext following objectives and intentions of a narrow group of interested entities who use manipulation (e.g. through the media) for their personal profit.

Pedagogically, environmental topics usually appear at school during instruction, also in co-operation with other organisations that are usually non-profit and subsidised by the European Union.

One such example is the Belgian organisation Studio Globo that organises many projects and activities for schools, with methodological guidance on how to non-violently present selected topics to the pupils based on their own experience.⁵ The Belgian educational system does not carve environmental education out as a separate subject of study, but selected topics are integrated

⁴ The published examples are divided according to the type of education and contain selected areas, including the one followed by us – People and Nature, Natural History Education, etc. Available at: <http://www.msmt.cz/vzdelavani/skolstvi-v-cr/skolskareforma/priklady-dobre-praxe>

⁵ Visit its website at: <http://www.studioglobob.be/en>

into many subjects of study with the aim of not lecture the pupils on the environment and its protection, but of letting them experience nature and leading them to an internal feeling and need to protect it. Pupils consider a more ecological method more as a given.⁶

The French educational system tries to identify the environmental issue and to support the interest in environmental protection. Topics are focused on the landscape, fauna and flora, soil, atmosphere, population, water, etc. The project *Eco – Ecole (Eco - School)*⁷ was underway at schools. More detailed information about environmental education in France can be found, for instance, at the WWF website in French.⁸

From a more global viewpoint, one can view environmental enlightenment and environmental protection using information media, films and the Internet (for instance WWF – the World Wildlife Fund)⁹, which can bring information with environmental/ecological topic closer, but the distance between the recipient of the information and the reality is at the expense of a certain degree of the problem's depersonalisation. Therefore, the experience at a local level reflected within the global context is important, as expressed by the motto: '*Think globally, act locally.*'

It is not suitable to clearly determine which country is more ecological or where pupils and teacher think more ecologically. This would be overlooking the localness. Each group of people (let alone state or country) is affected by conditions that influence it, be it intentionally or unintentionally. Only by co-influence of positive tendencies (internal and external) in terms of environmental protection can we move the level of willingness of the population to adopt ecologically-friendly behaviour patterns, to respect them and to promote them, at the expense of (maybe one's own) convenience and comfort. Thus, we could say that an ecologically advanced society is able to realise a sustainable advance in its behaviour, beliefs, attitudes, and activities.

⁶ We cannot claim that such tendencies would be absent in this country. They exist, especially at the lower level of education (pre-primary, primary and lower secondary level) and at secondary schools (lower secondary level). This is the effort of mainly active non-profit organisations and ecological education centres that prepare experience and stay programmes for pupils. The factor that negatively influences the willingness to participate in such events is the degree of unwillingness of pupils to contribute financially on the implementation and stay costs (even though the project is realised through a grant), and the degree increases proportionately to the pupils' age.

⁷ The project *Ekoškola (Eco-school)* is underway in the Czech Republic on a similar scale and schools can join the project according to their needs with methodological guidance. More information can be found at Sdružení Tereza's website <http://www.ekoskola.cz/>.

⁸ <http://www.wwf.fr/s-informer/nos-missions/education-a-l-environnement/outils-pedagogiques>

⁹ <http://worldwildlife.org/>

4.6 EE and Research (PISA 2015)

Current research studies under the auspices of the Organisation for Economic Co-operation and Development (OECD) are trying to determine the knowledge and skills pupils really need in their life. The Programme for International Student Assessment (PISA) serves for this research. This study focuses especially on reading, mathematical and science literacy. The testing has been underway since 2000 every three years on a sample of 15-year-old pupils and a wide range of countries participate in it. In 2006, the PISA study included science literacy for the first time and contained the following components (Daniš, 2013):

- *scientific knowledge and its use to recognise topics, to acquire new knowledge, to explain scientific phenomena and to make substantiated conclusions about topics related to science;*
- *knowledge of characteristic traits of science as a form of human cognition and investigation;*
- *awareness of how science and technology form our material, thought and cultural environment;*
- *willingness to deal with thoughts and topics related to science and to think about them.*

As Daniš (2013) claims in his article, an environmentally literate person is 'a person capable of making informed decisions, on his/her own or with others, related to the environment, willing to act based on such decisions to improve the well-being of other individuals, the society and global environment, and participating in civil life'. In general to a varying degree, environmentally literate people have (Daniš, 2013):

- *knowledge and comprehension of a wide range of environmental terms, problems, and conflicts;*
- *a set of cognitive and affective dispositions;*
- *a set of competences (cognitive skills and abilities);*
- *and suitable behavioural strategies to be able to reach rational and effective decisions in a wide range of environmental contexts based on this knowledge and comprehension.*

'All these components (cognitive – knowledge, skills and abilities; affective and behavioural) are mutually connected, influence each other and can develop gradually in each individual during his/her life. This means that a certain person either is not environmentally literate or illiterate, but gradually develops along a scale of environmental literacy' (Daniš, 2013). The author of the article proposes possible options for assessing pupils' knowledge, skills and competences in the area of environmental literacy

with the objective of applying such an assessment in the PISA study in 2015.



Summary

The definition of the term **environmental education (EE)** is influenced by the historic development of society and the transformation of its needs. **EE** is based on the study of quality of the environment within the local and global contexts and on the relationships between the environment and animate organisms, humans and life as such. The relationships between organisms and the environment and between the organisms themselves are investigated by the scientific discipline **ecology**. A scientific expert in the field is called an **ecologist**. **Nature conservations** and **ecological activists** get organised in the interest of protecting the environment. These terms tend to be mistakenly used as synonyms for **ecologists**. It is necessary to discern among these terms and not to get into a media trap (see the chapter on media education). **Ecological (environmental) education** leads to an environmentally friendly and responsible relationship with nature, the environment and society. A person's behaviour should be such that it preserves the possibility for satisfying life needs for future generations, that it does not decrease nature's diversity, and that it preserves functional ecosystems (**sustainable development**). The degree of understanding relationships between human conduct and social, economic and environmental consequences is expressed as b (b). **Global education** also deals with environmental topics in the global context.



Review Questions and Practical Tasks

- 1) Explain the following terms: ecology, ecologist, ecological activist, environmental, environmentalist, nature conservationist, sustainable development, and EE.
- 2) Name organisations that are active in the area of ecology – so-called ecological organisations.
- 3) What ecological education centre do you know?
- 4) Find at least five organisations around you that focus on ecological/environmental education.
- 5) What documents is the implementation of EE at schools based on?
- 6) Who is in charge of EE at school?
- 7) Name the areas in your teaching qualification in which the topic of EE could be implemented. Try to create a mind map of the possible use of EE topics for the content of the subject you are studying.



- 8) Compare the content of cross-section topics focused on the environment (e.g. People and the environment) in the FEP for a primary school and a secondary school (e.g. general upper secondary education).
- 9) Propose an environmental/ecological activity according to your teaching qualification or focus.
- 10) Try to create a brief project application to get a financial subsidy to implement a selected environmental activity (or activities).
- 11) Think of some ecological situation in your surroundings (or elsewhere) and try to assess with your colleagues the method of solving the selected problem and propose your own solution. The objective should be an agreement about what you will do.
- 12) Find an interesting place in your surroundings that is problematic in terms of ecology/the environment and suggest a remedy (e.g. provision of protection, maintenance and funding).
- 13) Think about how you manage household waste. How do large waste producers – large production plants – manage their waste?
- 14) Propose a concrete plan and programme for an excursion for primary-school pupils and secondary-school students.
- 15) At the website www.hraozemi.cz find what an ecological footprint is and calculate yours.



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Interesting links to websites with EE topics:

Czech links:

Best-practice examples: <http://www.skolaprozivot.cz/projekty-od-roku-2010>

Ecological education centres and other selected organisation:

Krkonoše NP: <http://www.krnap.cz/>

Šumava NP: <http://www.npsumava.cz/cz/>

Sdružení středisek ekologické výchovy: <http://www.pavucina-sev.cz/>

SEV Sever: <http://sever.ekologickavychova.cz/>

Rezekvítek: <http://www.rezekvitek.cz/>

Ekocentrum Paleta Oucmanice: <http://www.adminhigh.cz/paleta-oucmanice/>

Centrum ekologických aktivit Slunákov: <http://www.slunakov.cz/>

Organisations with an ecological topic:

Česká informační agentura životního prostředí: <http://www1.cenia.cz/www/>

Society for Sustainable Life: <http://www.stuz.cz/>

Hra o zemi, ekologická stopa: <http://www.hraozemi.cz/>

Foreign links:

<http://www.studioglobo.be/en>

<http://www.wwf.fr/s-informer/nos-missions/education-a-l-environnement/outils-pedagogiques>

<http://worldwildlife.org/>

5 Media Education

Přemysl Štindl



Objectives

After studying this chapter:

- You will know the content of media education.
- You will better understand the basic terms (such as the mass media, *Medienpädagogik*, media literacy, etc.).
- You will know the significance and role of media education in the educational process.
- You will learn how to include media education into instruction as a cross-section topic.
- You will learn to think and look for inspiration in the context of *Medienpädagogik*.



Time Demands

4 hours



Terms to Remember (Key Words)

- media education
- *Medienpädagogik*
- the mass media
- media didactics
- critical viewing skills
- *Medienarbeit*
- media literacy
- media awareness

The acquisition of information, its mutual exchange and sharing through information and communication technologies have become an integral part, and sometimes even a necessity, in the normal life of each of us. A dramatic development of technologies has brought an infinite amount of information. A person is unable to process the offered data volume and is unable to absorb it. A new need arises for humans necessary for survival in the media world, namely the ability to work with information, to sort it according to quality and criteria that are important to us, to discern between important and unimportant information, to recognise manipulative information distorting a logical inference or information leading towards a life of consumption, to be able to analyse information and make inferences stemming from the logic and one's own sense,

and to form an opinion on and an attitude toward information based on one's own experience.

What role do the media have in the instructional process and in education? How to prepare a pupil for the globally media-covered world and what competences and skills should we equip him/her with? We are trying to find the answers in the following text.

5.1 Basic Terminology

Media education is *'education towards orientation in the mass media, their use and critical assessment'* (Průcha, Walterová and Mareš, 2008). The definition is focused particularly on the work with information from the mass media, but media education covers a wider area of work with all information obtainable from the media, in which the medium does not only have to be an electronic device, but for example a display window of a department store or a dealer.

The mass media are represented primarily by the mass communication media (TV, radio, press), but also promotional press, all types of advertising, exhibitions, display areas of department stores, etc. The media can be sorted in more detail according to a range of criteria. The basis is the communication of information by a sender and its reception by the recipient.

Medienpädagogik is *'a discipline of pedagogy that focuses on the impact of the media in the processes of education and socialisation. It strives to capture various ways the media cause or affect the process of learning'* (Šed'ová, 2009).

Media didactics focuses on the issue of *'how to include individual media in the process of teaching and how to use them in the pupils' process of learning so that their use is optimised'* (Skalková, 2004).

5.2 Starting Points and Concepts of Media Education

The development and new access to means presenting information create a necessary need for a person to get oriented in a flood of information he/she has available. Media education *'tries to orient the youth to be able to use the media for their self-education and at the same time to be able to critically filter the presented information and to be resistant to negative influences of the media (e.g. manipulation of consumptive behaviour of people through advertising, etc.)'* (Průcha, Walterová and Mareš, 2008).

According to Šed'ová (2009), media education/*Medienpädagogik* represents an interdisciplinary field of pedagogy which uses the knowledge from theoretical sciences such as media studies, media sociology, psychology, etc. It also uses

the results of current research studies in the area of the media within a pedagogical and didactical context. The main areas of interest of *Medienpädagogik* are situations of learning in which the media appear in some form. The area of interest of media education/*Medienpädagogik* can be viewed from different angles, from which three basic areas can be defined. The first area focuses on the media as an agent of socialisation and investigates the effects and conditions of this socialisation. The second area understands media education as an instrument of forming media literacy. The third area studies processes of learning using the media and with their support and can be perceived as media didactics. In the following text, we will adhere to this division and we will try to specify the individual areas in more detail. We start with the division according to Šed'ová (2009), because this division is logical and comprehensible.

5.2.1 Learning through the Media: Media as an Agent of Socialisation

The mass media are one of important socialisation agents. Šed'ová (2009) confirms the effect of the media on socialisation: children really learn from the media. Media research includes a range of topics¹⁰, for instance the media influence on consumptive behaviour, on the formation of value orientation, and on interpersonal communication processes. The influence of the media on an individual's aggressiveness has been investigated intensely. Experiments in the area of the media influence (especially of the influence of the film content) on children's behaviour have confirmed that children imitate violent scenes from screened films. Such research studies were implemented in the 1960s and were mainly focused on the unsettling relationships of children with aggressive behaviour. According to the research results, it depends on the way the film content is conveyed, on the stylisation of the hero with negative properties. Based on investigations, a theory of models was formulated, according to which people learn forms of social conduct by observation and subsequent imitation of other people and by verification of its usability in practice. In the case of a successful use of 'the copied', the observed behaviour becomes learned behaviour. Expert studies describe three types of effects. 1) The **bystander effect** represents decreased empathy¹¹ and perceptivity towards violence and victims of violence with an enhanced unwillingness to help the victims. 2) The **aggressor effect** represents a situation of increased aggressive behaviour. As

¹⁰ The research has usually been implemented abroad. A host of experts in our country, e.g. Sak and Saková (2007), have been recently focusing on this issue.

¹¹ Currently, one can watch many documentaries on the themes of war, catastrophes or other suffering. These are not fiction films, but documentaries which mediate reality. Frequent encounters with the content of such documents must necessarily lead to a certain 'numbing'.

Šed'ová (2009) claims, it has been experimentally proven that aggressiveness increases immediately after viewing violent content. However, it has also been proven that aggressiveness is increased by the media in such individuals who are already inclined to aggressiveness before watching a film¹². 3) The **victim effect** lies in the perception of the real world as dangerous and hostile and the affected person feels constantly threatened.

Contrary to investigating aggressiveness, the positive influence on the adoption of patterns of prosocial behaviour has not been proven. Results are ambiguous with regard to the investigation of the relationship between the media and scholastic success, even though above-average consumption of media content indicates lower scholastic success.¹³

'The presented content is not usually primarily designed for education and socialisation, but for entertainment and advertising. Through the media, children learn without the content producers realising it and without them bearing any responsibility for it' (Šed'ová, 2009). In some cases of advertising, one cannot but agree completely with the second part of the claim (... through the media, children learn without the content producers realising it...). As an example, let us suggest carmaker advertisements which are primarily targeted at buyers (at men or women depending on the type of automobile) and at the same time intentionally address the children population, saying how great playing in the vehicle in question will be and how it is safe for our child. Thus, they affect children's perception and learning and children have a significant decisive word in the family, because what we purchase is for our children and it has to be the best for our children... Thus, advertising content is very thought-through by ad producers and is intentional and profit-seeking.

Family and school that are responsible (legislatively) for upbringing have to cope with the situation and 'fight' the media for a 'protected area' for children. *'The world interwoven with the media enables children to be more autonomous than ever before. They have access to information, symbols, interpretations and lifestyles that widely exceed the framework of what their parents and teachers*

¹² If a teenage boy becomes fond of a film warrior for 'justice' and watches action films for adults, it does not mean that he will grow up to be an aggressor.

¹³ The research studies mention inclination towards worse school results as a result of excessive media consumption. The content of research in this area consists primarily of film contents. However, the media and the intensity of their use are no longer limited to the prevailing content offered by the film production. On the one hand, there has been an absolute increase in the availability of materials with violent topics, also from a real environment; on the other hand, there is a possibility of immediately assessing the rate of acceptability or unacceptability of the content of communication (which the film lacks). The identification with believes and assessment of a narrow group presenting the content in question with elements of violence presents a certain risk in an immediate formation of an individual's values and attitudes; however, what will be the permanence in the long run in confrontation with attitudes and values of the real or virtual environment? The results point to the fact that unsuitable content is counterproductive from the psychological point of view (Šed'ová, 2009).

can offer to them. And the task of Medienpädagogik is to aid educators and parents in how to work with the media content, how to orient themselves in the amount of information, and what content can influence the children' (Šed'ová, 2009). Medienpädagogik should look for a way to work with new media content pedagogically.

5.2.2 Learning about the Media: Media Education

In general, we perceive media education as 'education towards orientation in the mass media, their use and their critical assessment' (Průcha, Walterová and Mareš, 2008).

There are two approaches to media education. **1) The protection aspect:** The first one is a concern about negative socialisation impacts of the media on children. This approach has been present in media education until today and tends to be labelled as 'the protection aspect'. **2) The utility aspect:** The second approach stems from today's need for the ability to look for and process information from various (primarily media) sources. The objective of this approach is to teach children (individuals) to effectively use information sources to achieve their own goals.

The general objective of media education is the development of media literacy. Šed'ová (2009) describes **media literacy** in the following way: 'A media-literate person is able to use with competence not only printed media, but also electronic and digital media.' She goes on to say: 'Media literacy can be characterised as a competent, self-confident and responsible selection and use of printed, audio-visual and digital media of all types for entertainment, information, education, one's own expression, and communication'. Šed'ová (2009) also says: 'A media-literate person is not a person who avoids the media, but a person who actively seeks them and exposes him/herself to the media with awareness and control. A media-literate person is active and aware in his/her media use, whereas only a person without media literacy can be a passive media consumer.'

What particular skills are the essence of media literacy then? The opinions vary. English-speaking countries emphasise *critical viewing skills* and theoretical knowledge of the context in which media products originate (the media industry with its political and economic aspects). Pupils are led to comprehend how the media distort reality. These tendencies are fulfilled especially by the protection aspect. On the other hand, German-speaking countries accentuate a meaningful use of the media and productive work with them (*produktive Medienarbeit*). These tendencies are based on the trend of action-oriented instruction in which pupils are led to actively use the media, to create media content and to use the media to present their own creations. In this concept, the media enable pupils to experience success in the form of presenting their

achieved results of work, allowing for the connection of the school and external environment (pupils' parents, the broad public). According to Šed'ová (2009), Potter's concept is an important concept in media education. It is based on the following areas: knowledge (media effects, content, media industry and its functioning); decision-making and motivation (product selection); competences and skills needed for information processing (analysis, synthesis, induction, deduction, comparison, assessment, and generalisation); the actual process of information processing (search, formulation of meanings). Based on the aforementioned, it is necessary to provide pupils with information about the media and their functioning, to develop their cognitive skills, and to influence their attitudes and volitional processes (Šed'ová, 2009).

The mission of media education is to maximally minimize the potential risks of the media impact on the personality of an individual (pupil) by equipping him/her with skills and competences regarding the processing of and good orientation in the media and their content.

5.2.3 Learning with the Help of the Media: Media Didactics

The third media view, media-content sources, represents the search for possibilities of their optimal use in the instruction process. This is a didactical view. In many publications we encounter the terms 'non-material and material means of instruction'. Relatively recently, it was a trend to use TV shows in instruction. This was followed by video shows with the possibility of repeated productions. These didactical means were pushed out by new information and communication technologies (ICT). Computers and their connection to the school network and the Internet have become a common basis to acquire, transfer and process information. Yet, the technological trend goes even further; computer applications have become part of mobile applications, and thus we have media content 'in our pocket'. One just needs to switch on the mobile phone, connect and be online...

Medienpädagogik is currently associated primarily with the possibilities of using ICT in instruction. The introduction of ICT in education has several reasons: 1) quick source of information, 2) quick communication, 3) transfer of education from transmission to constructivism¹⁴ (Šed'ová, 2009), 4) activation and motivation factor. Šed'ová (2009) in the words of Skalková (2004)

¹⁴ Using ICT in instruction does not by far mean that instruction will not be frontal. Frontal instruction using for instance presentations during which pupils just copy the text or download the presentation content is still frontal. Action instruction, co-operative and other methods of instruction place higher demands on pupils. They have to exert a certain effort to learn necessary information. During frontal education (not always, based on the teacher's concept of instruction), pupils get the subject matter easily and in a large amount, and when they look at the filled pages in their exercise books, they have a feeling they have learned a lot...

contemplates: *'The question is not whether to introduce the media and technologies to schools, but how to introduce them in a sensible and pedagogically responsible way in instruction so that they are really effectively applied.'*

5.3 Media Education in Relation to School Legislation

Through changing the school curriculum, contemporary school legislation tries to react to society transformations and to the needs stemming from the intense development in the areas of economics, technology, IT technologies, and the media. A person newly encounters situations people did not a few years ago. We have to know how to react to new situations. A correct reaction is conditioned by the ability to orient oneself in the issue in questions, to discern quality from non-quality, to be able to search, verify and work well with information. The school reform is trying to react to many of these aspects, and therefore we encounter media education at school.

5.3.1 Significance of Media Education in the Educational System

According to the FEP for BE (2013): *'... the meaning and objective of education is to equip all pupils with a set of key competences at a level obtainable by them and thus to prepare them for further education and use in the society. Key competences represent a summary of knowledge, skills, abilities, attitudes and values important for personal development and use of each member of the society. Their selection and concept stem from values commonly accepted in the society and from commonly shared ideas about which individual's competences contribute to his/her education and satisfied and successful life and to strengthening the functions of civil society. The entire educational content and activities at school must be directed to and contribute to their formation and development.'* Important competences developed within the framework of media education include:

In the area of competence towards learning:

- *searches for and sorts information and uses it effectively in the process of learning, creative activities and practical life based on its comprehension, connection and systemisation...*

In the area of competence towards problem solving:

- *searches for information suitable for problem solving, finds their identical, similar and different attributes...*

In the area of communicative competence:

- *understands various types of texts and records, visual materials, commonly used gestures, sounds and other information and communication means; thinks about them, reacts to them and creatively uses them for his/her development and active participation in societal happening*
- *uses information and communication means and technologies for quality and effective communication with the world around him/her ...*

According to the FEP for BE (2013), the Media Education cross-section topic should develop media literacy, i.e. equip the pupil with: information about the functioning and social role of the media; skills necessary for active participation in media communication; abilities to analyse offered messages, to evaluate their credibility, and to assess the intention of communication; and ability to orient oneself in the media as a means for the fulfilment of various needs (from obtaining information to fulfilling leisure time). Media education is very close to the educational areas People and Society, Language and Language Communication, Information and Communication Technologies, and Art and Culture. We can find a more detailed description in the FEP for BE. What other contribution does media education have and how does it develop a pupil's personality? Selected areas from the FEP for BE (2013) are provided in the following overview.

In the area of knowledge, skills and abilities:

- *contributes to the ability to successfully and independently participate in media communication*
- *enables one to develop analytical approach to media content and critical distance from it*
- *teaches to use the potential of the media as a source of information, quality entertainment, and leisure-time fulfilment*
- *enables one to understand the objectives and strategies of selected media content*
- *leads to the acquisition of basic principles of origin of important media content (especially news)*
- *enables one to get an idea about the role of the media in key social situations and in democratic society as such (including the legal context)*
- *creates an idea about the role of the media in everyday life in the region (location)*
- *leads to recognising the validity and significance of arguments in public communication*
- *develops communication ability, especially for public appearances and stylisation of written and spoken text*

- *contributes to the use of one's own abilities in team work and in an editorial team*
- *contributes to the ability to adapt one's own activity to the needs and objectives of the team*

In the area of attitudes and values, the cross-section topic:

- *develops sensitivity towards stereotypes in media content and methods of processing media messages*
- *leads to the awareness of the value of one's own life (especially leisure time) and to the responsibility for its fulfilment*
- *develops sensitivity towards prejudices and simplifying judgements about society (especially about minorities) and individuals*
- *helps one to become aware of the possibility of free expression of one's own attitudes and the responsibility of the method of its formulation and presentation*

5.3.2 Inclusion of Media Education in School Documentation

In the conditions of Czech education, media education gets into the curriculum thanks to the ongoing school reform. It thus becomes one of the so-called cross-section topics defined in individual FEPs. The main task of media education at primary school, within the framework of basic education, is *'to equip a pupil with a basic level of media literacy through an offer of elementary knowledge and skills in the area of media communication and work with the media'* (FEP for BE, 2013). Essentially, there are three inclusion possibilities for the implementation of cross-section topics in the documentation: to create an independent subject of study, to integrate it in a diffused way into various subjects of study, or to create a project. A problem occurs on two levels. On the first level, it is a number of available hours that are available for the creation of new subjects of study (which leads to fight for hours); on the second level, it is a number of pedagogues with specialist education in the media field. Usually, teachers of Czech language, informatics (in connection with the Internet as a source of information), social sciences, and civics deal with this cross-section topic.

Thematic Areas of Media Education according to the FEP for BE

The Media Education cross-section topic contains topics in two areas, namely receptive activities and productive activities. The areas of **1) receptive activities** include:

- **critical reading and perception of media messages** – *fostering a critical approach to news and advertising; distinguishing entertainment ('tabloid') elements in messages from informative and socially important ones; assessment elements in messages (selection of words and images); looking for the difference between informative, entertaining and advertising messages; understanding the essence of a media message and clarifying its objectives and rules; and identifying basic orientation elements in the text*
- **interpretation of media messages and reality** – *various types of messages, distinguishing them and their functions; differentiating between an advertisement and a message and between 'factual' and 'fictitious' content; main traits of representativeness (distinguishing reality from media-portrayed stereotypes as the representation of reality); the relationship between a media message and social experience (distinguishing messages confirming prejudices and ideas from messages stemming from one's knowledge of the issue and based on an unbiased attitude); identifying socially important values in the text and elements signalling the value on which the message is built; and identifying simplified media messages and repeated use of means (in the news, advertising and entertainment)*
- **creation of media messages** – *examples of regularities in the composition of media messages, especially in the news (news as a narration, constructing features according to criteria); principles of constructing the news and their identification; positive principles (meaning and usefulness), entertaining principles (negativity, proximity, simplicity, presence); examples of the construction and structure of the news (comparing the front pages of various dailies) and other media messages (e.g. the composition and selection of messages in a magazine for adolescents)*
- **perception of the author of media messages** – *identification of attitudes and opinions of the author in the media message; means of expression and their application to express or hide an opinion and an attitude, even for a deliberate manipulation; elements signalling explicit or implicit expression of assessment; and selection and combination of words, images and sounds in terms of the intention and value significance*
- **functioning and influence of the media on the society** – *organisation and position of the media in the society; factors influence the media, interpretation of influences affecting their conduct; methods of media funding and their impacts; influence of the media on everyday*

life, society, political life and culture in terms of contemporary and historic perspective; role of the media in the everyday life of an individual, influence of the media on the organisation of the day, on the range of conversational topics, on attitudes and behaviour; role of the media in political life (pre-election campaigns and their significance); influence of the media on culture (role of film and TV in the life of an individual, family and society); and role of the media in political changes

The areas of **2) productive activities** include:

- **creation of a media message** – *application and selection of means of expression and their combination for the creation of a factually correct and communicatively (socially and situationally) suitable messages; creation of a media message for a school magazine, radio, TV or online medium; and technological possibilities and limitations*
- **work in a realisation team** – *the editors of a school magazine, radio, TV or online medium; creation of the team, significance of various age and social groups for the enrichment of the team, communication and co-operation in the team; determination of a goal, time schedule and delegation of tasks and responsibilities; factors affecting team work; and regularity of media production*

Thematic Areas of Media Education according to the FEP for USE

The characteristic of media education as a cross-section topic according to the FEP for USE (upper secondary education) is similar to the FEP for BE (basic level). *'Using pedagogical means, media education should evoke the direction of personality and social development that would establish the following prerequisites in students:*

- *enhancing the awareness of one's uniqueness;*
- *maintaining critical distance from lifestyle models offered in the mass media;*
- *including the mass media in the set of used sources of information, education and entertainment;*
- *critical verifying of media messages using other sources (FEP for USE, 2013).*

Similarly to the basic-education level, media education represents two areas – knowledge and skills. With its factual content, the cross-section topic is associated primarily with the areas of humanities, social sciences and psychology (e.g. basic civics and social sciences, Czech language and literature, history). The contribution for students at the upper secondary education level is

specified with regard to a higher demandingness of topics and abilities of students. Thematically, media education at institutions of upper secondary education focuses on:

- **Media and media production**

Media development, history and presence; external influences on media conduct; people in the media and their work; team co-operation in the preparation of media content, etc.

- **Media products and their importance**

Categories of media products, news analyses; means of expression, values and lifestyle; advertising, etc.

- **Users**

Awareness of the power of and approach to the media; introduction of the term 'the public'; audience, citizens, target groups; semantic power of the media; media-use habits

- **Media-production effects and media influence**

Influence of the media on everyday life; influences of media content on a person; influence on the language and aesthetic culture

- **Media role in modern history**

Positions of people in a traditional and modern society; the importance of digitisation; development of communication; role of the media in history (globally, locally), and others (FEP for USE, 2013).

5.4 Implementation of Media Education at School and Experience from Abroad

'Media education is implemented in the majority of countries as part of certain subjects of study or as an independent inter-subject topic. In the Educational Programme Basic School Czech curriculum, media education is part of the Czech Language subject, in which it should be directed at pupils' comprehension of the function of the media, at their learning to orient themselves in their multi-faceted offer in terms of quality and importance for their own life' (Průcha, Walterová and Mareš, 2008).

One can implement media education at school in various manners. It is suitable to choose them according to the intentions followed by a concrete school within the framework of its SEP and according to the school's possibilities. According to the FEP, media education can be implemented as a cross-section topic in three ways (based on FEP, 2013):

- 4) **In a complex way** in an independent **subject of study** (module) or in a comprehensive unit of subject matter included in some suitable subject of study (module) which allows for the integration of and addition to knowledge in the field of media education (*Medienpädagogik*)
- 5) **In a diffused way** in logical context in **individual subjects of study** (modules), in selected generally educational subjects of study
- 6) **In a trans-subject way** in pupil (school) projects and during other activities

Media education is not currently only implemented in the isolated space of school education these days. The media are part of our life, and media education thus takes place all the time out of school. It can be 1) **controlled** within the framework of pupils' leisure-time activities, creating a magazine, running a children's TV, etc.; 2) **supervised**, to a larger or lesser extent, in the family supervised by parents; and 3) free, **uncontrolled**, without supervision in the form of individual contact with media content of various types and meanings (the source can be the Internet, advertising messages in magazines and on the billboards, etc.).

Experience with Media Education Abroad

The area of media education/*Medienpädagogik* is developed to a varied extent abroad. According to Šed'ová (2009), the most elaborated forms of media education are in German- and English-speaking countries and in Scandinavia. In German-speaking countries, the area of media education is called *Medienpädagogik*. In English-speaking countries, one uses the terms *media education*, *media literacy* and *media awareness*.

Media education abroad has become part of educational plans in the 1960s (in Great Britain, the United States, the Netherlands, Germany, and in Scandinavian countries). In some cases, it is an independent subject of study, in other case it is part of another subject of study as an inter-subject topic (Šed'ová, 2009).



Summary

Media education focuses especially on the development of working with information, assessing it critically, verifying it and using it sensibly. The definition is in particular based on the mass-media environment. In today's information era almost anything can be a communication **medium**. The starting point for media education is the transformation of society and the change in its habits and needs. At first, media education focused on the media content of film, while with the development IT technologies it strives to cover

all areas that bear some information. **The media can be used in several ways:** as sources of information and thus as a didactical aid; at the same time, it is necessary to confront information and to assess it critically, which can be implemented based on the good knowledge of the issue and functioning of the media; the media also work as a socialisation agent, sometimes even as a de-socialisation agent. The knowledge of potential threats brought about by the technical and information development increases an individual's chance for a successful survival in the information era without essential harm. Media education develops **media literacy**. A media-literate person does not condemn new technologies; on the contrary, he/she tries to use their positive potential.



Review Questions and Practical Tasks

- 1) Explain the following terms: media education, *Medienpädagogik*, media didactics, the mass media, medial literacy, and cross-section topic.
- 2) Formulate your own definition of media education.
- 3) Name areas of media education according to various concepts.
- 4) Name concrete sources of information we encounter in common life (e.g. the TV set and TV news, etc.).
- 5) What are the tendencies in media education abroad? Compare them and name the pros and cons of individual concepts.
- 6) What competences are developed in the framework of media education?
- 7) In what subjects at school would you include media-related topics?

Practical Tasks

- 8) Watch and compare three advertisements for similar products and try to determine the target group of potential customers. Can you find the sequences that are supposed to affect men, women and children?
- 9) Create and possibly realise a draft for an advertisement for a product, an object or a situation in printed form (newspaper advertisement, billboard, video).
- 10) Name areas from your teaching qualification in which the topic of media education could be implemented.
- 11) Try to create a mind map for the content of the studies subject and its connection with media education.
- 12) Name TV stations and describe the content focus and the target group of viewers.
- 13) Name radio stations and describe the content focus and the target group of listeners.

- 14) Find out who the owners and operators of the main media in the Czech Republic are (TV stations, magazines, newspapers).
- 15) Find out the owners and operators of the main media in the United States, compare the historic development of media ownership in the United States, and try to find potential risks of such a situation.
- 16) Name educational or popular-science a) TV and b) radio shows.
- 17) Compare the content of cross-section topics focused on media education in the FEP for primary school and secondary school (e.g. for general upper secondary education).
- 18) Propose an activity with the topic of media education for the subject of your teaching qualification (field of study).
- 19) Based on the FEP for a selected level of education, formulate educational objectives, pupils' competences and topics and write a draft of suitable forms and methods for the implementation of media education for the selected level of education.
- 20) Try to write a brief project application to get a financial subsidy for the implementation of an activity (activities) related to media education.
- 21) Recall some situation in which you realised the influence exerted by the media (e.g. an influence by some advertising during shopping, a difference in opinions between you and an author of a newspaper article, etc.).
- 22) Propose an organisation of writing a magazine. How will you ensure it will be popular and people will read or buy it?
- 23) Find concrete examples of positive and negative influence of the media (in a broader concept) on a pupil (primary school, secondary school, university).
- 24) Find an interesting and current brief newspaper article and assign different pictures and different headlines to it. Let your classmates read the article with various headlines and pictures (contradictory at best) and compare the summary of the content of individual texts in a group.
- 25) Find any information on Wikipedia and verify its truthfulness by at least three sources.
- 26) Find any information from the printed media (newspapers) and try to verify it by three other sources. Is it possible to ensure information independence and relevancy?
- 27) Suggest possibilities of using mobile phones, in particular smartphones, during instruction.



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6 Sex Education

Kamil Janiš



Objectives

On the basis of being introduced to the text, you will be able to perceive sex education as one of important components of the common concept to education.

- You will be able to define the term 'sex education' and other related terms and use specialist terms in the field of education in deeper context.
- You will be better oriented in the field of sex education.
- You will be able to better understand the mission and role of sex education in the system of education towards a healthy lifestyle.



Time Demands

4 hours



Terms to Remember (Key Words)

- sexuality
- sex drive
- sexual behaviour
- sexual need
- sex education
- motives of sex education
- principles of sex education

6.1 Definition of Basic Terminology

The terms **sex** and **sexual** are not sufficiently defined. Usually, the term 'sexual' is explained as based on and related to sex and to give birth. One has to distinguish the terms 'sex' (which has a biological dimension) from 'sexuality' which contains behaviour founded on sexual intercourse. Sexuality relates to a wide area of the personality associated with sexual behaviour. In the vast majority of cases, a man approaches sex from a position of power, assuming a dominant position. It is not only in reference to the aforementioned sexual intercourse, but also when asking for a hand in marriage. The term 'sexuality' is

derived from *sexus*, the Latin word for sex; *secare* = to cut or to cut off; *sectus* = cut off, divided. This name was earlier (already in the Antiquity) understood exclusively as a physical relationship between a man and a woman. In *Malá československá encyklopedie* (1987), the term 'sexuality' is defined in the following way: '*An aggregate of all somatic and mental components associated with the differences between sexes and the manifestations of human behaviour stemming from them. It contains selection tendencies directed at individuals of various sexes becoming closer with the aim of sexual arousal and satisfaction. Sexuality is associated with the development of ethical and aesthetic tendencies.*'

During the human history, the view of sexuality has arrived at a stage in which its biological essence is significantly suppressed and its emotional aspect has developed. Mostly, it is considered a factor contributing to one's feeling of happiness, delight, satisfaction, social prestige, etc. This has put sexuality into an educational field of view, because at this very field the society, through all its functional and institutional tools (especially in the form of a pedagogical intervention), can be influential to a significant extent.

In psychology, the term is used for a wide area of the personality which is associated with sexual behaviour. More narrowly, sexuality is typical not only to higher animals (due to endocrinology), but can be applied to all animate organisms. The part of sexuality which belongs exclusively to humans is called 'human sexuality'. Human sexuality is based on hormonal changes, but as opposed to animals it is to a great extent free from hormonal determinism. In particular, psychological, social and cultural factors appear here. It is a proof of the sophistication and the need for an interdisciplinary approach to the whole issue of human sexuality. However, experts in the vast majority agree that 'sexuality' (and thus also 'human sexuality') is superior to 'sex' and that it is closely associated with the human psyche.

If we summarise it, the term 'sex' is usually understood as something related to sex and based on sex, associated with sexual intercourse and giving birth. 'Sexuality' represents the essence of sexual identity, with the sexual identity consisting of biological sex (i.e. male or female), psychosexual role (gender identity), and sexual behaviour. Sexuality can also be characterised as behaviour associated with sexual intercourse.

Sex education is determined by **sex drive** stemming from the determination of reproduction features of an animate matter. Sex drive is construed as the driving force for activity, reflected in the emotional and conative components of the personality. In certain stages of an individual's development, it is also very individually manifested. Such opinions are criticised for overestimating the task and function of sexuality in human life, while, essentially, a certain

psychological dimension, which plays an important role, especially in humans, is taken away from a person. For the overall personality characteristic, it is of special importance to define the intensity of the drive, the dominant relationship to other drives and needs, the direction of the drive and orientation on an object. Sex drive belongs among basic human instincts. Its essence consists of a biologically selective and getting-closer orientation of an individual, as a rule to members of the opposite sex.

Sex drive therefore occupies an extraordinary position in a person's emotional life. The relationship between sexuality and eroticism represents an outcome of a mutual primary and secondary relationship. Eroticism is associated with the emotional sphere, and thus conditioned by a person's drive aspect. This means that it is necessary to emphasise the mutual conditioning of the individual spheres, the dependence of higher emotions and primary emotions of sexuality. Sex drive in the system of human emotions shows not negligible differences in men and women. This fact is of utmost importance in terms of sex-education planning. This is not about applying the principle of double morals, but about searching for a possible dual approach (no co-ed sex education) which has to be applied much more significantly, mainly at the onset of sex education.

The problem of **need** appears in the forefront of the relationship of human psyche and the drive essence of being. In general, the term 'need' represents one of the basic terms in the theory of motivation and is often used as a synonym for the terms 'drive' and 'motive'. It is usually defined as the driving force of behaviour mechanisms, containing personality variables that cause individual differences in the intensity of the aforementioned driving force. At a certain developmental stage within the genesis of the human species, sexual need has got to a higher quality level at which it also fulfils other functions (e.g. source of human satisfaction, source of entertainment, delight, means of support, etc.). With regard to sex drive, sexual need represents a much wider complex of agents participating in the satisfaction. A person can satisfy his/her sexual need in three possible ways: by masturbation, by petting (necking) or by sexual intercourse. These possibilities enter one's sex life gradually and can participate jointly in the satisfaction of the need. By upbringing, one can significantly influence and strengthen the unity of the psychological and moral factors in an individual's sexual behaviour.

Sexual behaviour represents an important function of the personality. In specialist literature, there are disputes as to whether an individual's sexual behaviour is primarily congenital or whether it contains manifestations acquiring during one's life. Despite numerous disputes about the mutual ration of congenital and acquired sexual behaviour, it seems that through various methods (cognitive behavioural methods), one can correct behaviour with regard to previously clearly and concretely stipulated objectives.

6.2 The Functions of Sexuality

Sexuality fulfils a range of functions. One of its basic functions is the **reproductive function** through which the reproduction of the species is assured via a heterosexual intercourse. Human sexuality is the essence of the species reproduction and if there are no other types of reproduction (through biotechnics and gene manipulations) in the futuristic visions, sexuality will continue fulfilling one of its basic functions. Despite the fact that it is a basic function, only a small fraction of all realised sexual intercourses participate in its fulfilment. Sexuality and sexual intercourse contained in it are applied in the process of social communication (**communicative function**), in which we can include sexual intercourse to a special intimate type of communication in which an individual is trying to provide his/her partner with a pleasurable experience (delight). Sexuality also fulfils the **function of reducing tension** (based on sexual arousal and subsequent satisfaction). In his scientific treatises, Freud demonstrated the share of sex drive of the overall behaviour of an individual through his/her life, from early childhood to old age. However, at the same time he did not fully appreciate the fact that person as the only animate being managed to control his/her sexual behaviour and to get it under conscious control to a significant extent. Sex education contributes to this degree of control significantly. The psychological aspect of sexuality comes to the forefront, especially in sexual abuse. Last but not least, sexuality also fulfils the **function of prestige**, in which sexual relationships represent a certain component of a prestigious social position, an attribute of success, a part of entrepreneurial abilities, a means leading to influencing clients, etc.

6.3 Definition of Sex Education

As a guideline for the actual definition of the term 'sex education', one can use the characteristic of sex education provided by the World Health Organisation (WHO).

The essence and objectives of sex education consist of everything contributing to the education of a holistic personality capable of recognising and understanding social, moral, psychological and physiological peculiarities of individuals according to their sex and to form optimal interpersonal relationships with people of the same and opposite sex. (WHO)

A similar stance on sex education was adopted in 1988 by the International Planned Parenthood Federation (IPPF):

The main objective of school education is to prepare young people for their adult life and for their roles in the society. If sexuality, marriage and family life

are an important element in the life of the majority of people, then it is the logical and necessary obligation of the school to also prepare young people for this area. (IPPF, 1998)

Sex education is most frequently understood in the following way:

Sex education stems from the natural need of human sexuality for satisfaction within the framework of socially desirable sexual behaviour, especially towards members of the opposite sex, while respecting and using a person's holistic and life-long education. Sex education represents an organic component of the entire educational system. (Täubner and Janiš, 1998, p. 16)

This means that sex education represents one of the basic terms that can be understood more broadly as one of the integral components of global (holistic) education, in which sex education is understood as a goal-directed and intentional influence of the personality component that is associated with sex drive (also understood more broadly), because even human sexuality itself represents a certain personality factor that can be positively influenced by upbringing. More narrowly, sex education could be perceived as a same-name independent subject of study.

According to the World Health Organisation (WHO), sex education represents everything contributing to the education of a holistic personality capable of recognising and understanding social, moral, psychological and physiological peculiarities of individuals according to their sex and to form optimal interpersonal relationships with people of the same and opposite sex.

6.4 Principles of Sex Education

The principles express generalised social and historic experience with similar systems in our country and abroad. A thorough application and respect of the principles in practice substantially increase overall effectiveness, in this case of sex education.

Sex-education principles express a very close connection of upbringing and education. Probably the best and the most complete construction of sex-education principles was formed by Täubner (1996, p. 65).

➤ Principle of parents and school co-operation

The teacher informs parents in an appropriate form about the content of sex education and used methods. He/she also appropriately respects alternative parental attitudes. The primary task in sex education belongs to the family. Despite the arguments that some parents are unable or unwilling to implement sex education, despite the fact that family, as one of the most important

institutions in the system of global education, is experiencing a crisis, despite all these facts, the family remains the most natural environment for the actual realisation of sex education.

➤ **Principle of inclusion of sex education in the general project of child's upbringing**

Sex education represents one of the components of global education which has to be presented within context with other classical educational components (intellectual and cognitive education, moral education, aesthetic education, physical education, etc.). In practice, this principle is implemented by 'projecting' the theme to all subjects of study and other educational activities.

➤ **Principle of scientific quality in sex education**

All information mediated by the teacher to the pupil has to correspond to the current level of scientific knowledge. The mediate information in sex education is pedagogically transformed to the level of the pupil and to his/her level of cognition. The teacher uses scientific terms and methods appropriate for the pupils.

➤ **Principle of trust**

The axis of sex education consists of information, attitudes, skills and behaviour associated with intimate situations, relationships and phenomena. The teacher must have a high degree of trust from his/her pupils so that they confide in him/her, ask him/her (also for advice); his/her educational conduct must be truthful and meaningful. The teacher should never humiliate a child or belittle his/her attitudes and knowledge in sex education.

➤ **Principle of the co-education level in sex education**

There should be no significant difference between the knowledge of boys and girls in terms of the terminology. Co-educated sex education enables one to perform mutual instruction of skills, including assertive skills and moral behaviour in the area of interpersonal relations. It allows teaching etiquette to boys and girls, it teaches mutual respect of opinions and attitudes, and corrects hypocritical quasi-moral behaviour. It is an education of future partner behaviour between a man and a woman.

➤ **Principle of ethics in sex education**

The principle of ethics is a principal principle in sex education in which sexual need is basal and motive is cultivated for its socially individual acceptance, without the individual feeling it as restricting and unfree. Among other things, sex education is an education of moral interpersonal relations, especially partnership relations. Ethics is also an education towards socially desirable moral behaviour in the area of typical sexual behaviour. The emphasis of sex education is placed on the content of the ethics of friendship, love, and partner, spousal and parental behaviour. An emphasis is also placed on the responsibility for the other person, the responsibility for the child; it also includes education towards sexual abstinence, respect towards women, mothers, children, parents, etc. The principle is implemented primarily in the education of attitudes, moral skills and behaviour.

➤ **Principle of pupil's activity and co-operation with the pupil**

In sex education, the teacher chooses especially activating methods of instruction and upbringing. The pupil must be understood as a co-creating of education on him/herself. The knowledge is not only communicated to him/her, but obtained by him/her in a creative process together with the teacher. The acquired knowledge are created in the pupil as permanent instruments for the current and future life, and therefore a high pupil's activity and teacher-pupil co-operation are necessary.

➤ **Principle of complexity and harmony in sex education**

The principle points out to the need to develop all content areas of sex education at once, i.e. from the very start of sex education at school, attention is paid to the processes of biological, social and mental maturation, and some topics even suitable prepare for such processes. Harmony in sex education expresses a balanced relationship between the individual topics of sex education and education towards attitudes, skills and behaviour.

➤ **Principle of sex educator's personality**

At each school, a teacher must be appointed who will be responsible for sex education there. If sex education is drafted as an independent subject of study, the responsible teacher is commissioned to lead this subject of study. Sex educator is a person who should have appropriate education in the area of sex education.

➤ **Principle of appropriateness in sex education**

The principle of appropriateness is a known pedagogical principle. However, it has its specific meaning in sex education. Appropriateness is understood in terms of a pupil's biological, mental and social maturity. A specific component of sex education is appropriateness towards the region, the region's traditions, the social group, family, world view and pupils' current way of life.

➤ **Principle of co-education in sex education**

The principle of co-education has its substantiation in the Czech Republic's signature of the Maastricht Treaty (1992), by which it committed itself to enforce education towards European citizenship more in its educational policy.

The principles participate in the planning of sex education and on a general level have a general character. Respecting them represents one condition of fulfilling the objective on whose achievement some specifically conceived principles of sex education also participate to a significant extent.

6.5 Motives Leading to the Introduction of Sex Education to Schools

The school is the only entity in the entire system of educating child and adolescent population able to fully implement sex education. No one else and at no other time will have such an opportunity to influence the education of an entire child population. Moreover, at primary school, especially in its last grades, we can work with pupils who are already very perceptive in terms of sexuality and sex education. These pupils are very perceptive and sensitive not only because of the novelty of the issue, but also because they are growing into an age at which sexual maturity begins and they are able to connect the issues of partnership of two sexes also in terms of its morality. The irreplaceability of sex education in the process of cultivating human personality emphasises the school's role in the fulfilment of objectives placed on sex education.

In favour of introducing sex education to schools, among others, are the sensitivity and openness of pupils to perceive the unity of the biological and mental aspect with the moral aspect; the possibility of creating really systematic education work in the comprehension of the entire complex of sex education and the long-term aspect of this education; the entering of sporadic pupils of higher grades at primary school in partner relations with possible sexual activity, etc. At the same time, the primary school is the only institution which can at any time address all members of the child population. At no other time and no one else ever has a similar possibility again. The school is capable of providing long-term, systematic educational work performed by professional staff and is also capable of assessing the influences of other agents, of

mobilising and activating. In the system of sex education, the school has a dominant position which, to a certain extent, is based on the 'inability' of the family to fulfil its upbringing role in the field of sex education. To the greatest possible extent, the school conveys a comprehensive system of knowledge, skills and habits to pupils, contributes to the formation of the entire personality and all its components, etc. As opposed to parents, teachers have much higher prerequisites in the field of information selection and quality that children get from a host of various sources and that is many times completely wrong. The school must not only count on such information, but must also prepare its pupils for it in the best possible way. In many cases, the source of information from friends and their share of forming sexual attitudes, opinions and sexual behaviour are extremely strong. One of the priority efforts of sex education is to minimise the influence of the most frequent out-of-school and out-of-family sources of information on sexual topics, especially the influence of peers. If we admit that it is impossible to abolish or restrict these sources in a restrictive way, then there is only one possible solution – to make the primary and determining source of information of higher quality. One of the many possible solutions can be guaranteed only by the school. The basic motives for introducing sex education to schools include:

a. Enforcement of planned parenthood

b. Protection of children against sexual violence and abuse

c. Prevention of sexually transmitted diseases including HIV/AIDS

An open presentation of some manifestations of sexuality can help a broad popular education when finding an appropriate answer to some questions related to sexual development. On the other hand, however, it has a destructive effect in many regards. Sex education at school is primarily targeted at sexually transmitted diseases, unwanted pregnancy, abuse and rape, prostitution, etc. Moreover, exposure is not in accordance with the current development. It comes earlier, before all components of the sexual system 'mature' in a natural time sequence. There is a significant attack on the psycho-erotic sphere. Quality sex education must also focus on aspects such as love, responsibility, intimate relationships, parenthood, etc.

a. Enforcement of planned parenthood

It is generally valid that an expected child has much better conditions for his/her future development than an unwanted, unexpected child. According to the statistics from the 1980s, 60% of first children were born within nine months from the wedding. At the same time, however, 90% of such marriages (based on social pressure) broke apart within 10 years. The recent decrease in natality is closely related to the economic situation. This is further augmented

by the fact that some unwanted pregnancies are often resolved by induced abortion. According to the World Health Organisation (WHO), there are 36–53 million abortions performed in the world each year. With regard to the suppression of unwanted pregnancies and prevention of abortions, one has to say that since 1998 the number of all forms of pregnancy terminations has been permanently dropping (1988: 110,031; 1999: 37,157; the current number fell below 40,000). In this area, the Czech Republic belongs among the most successful countries in the world. A host of factors contribute to this socially desirable trend, e.g. substantially higher and easier availability of contraception, popular sex education, increasing sterility, more responsible sexual behaviour especially in young people, etc. Unwanted pregnancy represents a current problem of young people. If their sexual activity cannot be stopped by ethical tools, one needs to include elements of effective and reliable contraception to the system of prevention. Sexual discrimination, insufficient healthcare and also insufficient protection against unwanted pregnancy are reflected in the unflattering results, especially in the developing countries. It would be a fatal mistake (viewed globally) to underestimate the reality. Forecasters expect that there will be 9.4 billion people on our planet by 2050.

b. Protection of children against sexual violence and abuse

Through the mass media, we ever more frequently encounter the Child Abuse Neglect (CAN) syndrome – a maltreated, sexually abused and neglected child. Currently, the CSA is asserted ever more often – an unsuitable exposure of a child to sexual contact, activity or behaviour. These are cases of child abuse, both in the family (e.g. incest) and out of the family (e.g. rape). Surveys claim that approximately 20–30% of children up to the age of 15 has been abused, is abused or such abuse has been attempted on them. At the same time, it has been shown that in 70–80% of the cases the perpetrators are people known to the child, with a superior relationship to them (e.g. teacher, educator, head of interest group, but also parents). In the Czech Republic it is expected by some 25,000 children are abused before they turn 15.

c. Prevention of sexually transmitted diseases including HIV/AIDS

According to the UN data, there are 40 million of HIV-infected people living in the world, of which 30 million live south of the Sahara. There are 5 million more ill people each year. In the past 20 years, 20 million people died of AIDS. Despite the fact that there has recently been the highest increase in the new HIV infection cases among homosexual prostitutes in the Czech Republic, there is also an increase in the number of women living in permanent partnerships. Currently, the number of the infected exceeded 2,000. Based on the activities of the laboratory (in the diagnostics system) and targeted preventing

programmes, our country and Slovakia belong among countries with the lowest incidence of HIV-positive people in the whole of Europe.

Some of the aforementioned and the following arguments can be used to introduce sex education to schools with regard to the HIV/AIDS pandemics:

- there is an increase in children infected during their mothers' pregnancy,
- the number of HIV-infected adolescents aged between 13 and 19 is increasing faster than the number of infected adults,
- a social contact with the sick does not constitute a threat of infection,
- HIV/AIDS is a disease which applies to every citizens with its social, societal, cultural and economic consequences.

A narrow orientation to HIV/AIDS exclusively indirectly prepares the breeding ground for the society-wide overlooking of other sexually transmitted diseases, such as gonorrhoea and syphilis. The number of people infected by syphilis has been growing significantly in recent years. The implementation of sex education cannot be conceived as a mere prevention of some pathological social phenomena, but as an integral component of human life.

6.6 Objectives of the School in Sex Education and Its Implementation

- To develop basic habits of personal and general hygiene (e.g. care for sex organs); to create a feeling of responsibility for one's own health and for the health of others; to lead pupils to protection against diseases including sex-organ diseases; to provide basic information on HIV/AIDS and other sexually transmitted diseases; and to motivate towards sexually responsible behaviour.
- To lay down foundations to create a desirable chart of life values and moral beliefs with regard to sexuality; to affect sexual behaviour and attitudes within the intentions of social interest and needs; to lead pupils to adopt social norms of sexual behaviour; to show them ways to avoid such sexual practices and methods that we include among sexual deviations; to teach them to approach sexuality as an organic part of their personality's activities and based on this to adopt a positive and responsible attitude towards sexuality; and through education and upbringing to maintain their personality's integrity through their life, especially during their puberty.
- To lay down foundations of a comprehensive idea about human sexuality based on scientific knowledge; and to present the topic of human sexuality as an organic component of basic life knowledge.
- To contribute to the upbringing towards partner co-habitation, marriage and responsible parenthood; and to strengthen tolerance towards people with other than usual sexual orientation or to other attitudes on the entire issue.

Implementation of Sex Education

The implementation of the content of sex education is based on its general and gradual objectives which were adapted to our conditions and formulated by Brzek and Mellan (1994). They are the so-called *Minnesota Guidelines* (Guidelines for Comprehensive Sexuality Education, 1991), which include the following key concepts:

1. Human development (terminology of this area, anatomy and physiology of sex organs, reproduction, sexual intercourse, puberty, physical appearance, human value, heterosexual love, belonging to a sex and sexual orientation, immunity system, and hygiene).
2. Relationships (the sense of family, bringing up a child, the meaning of friendship, types of love, partnership, responsibility in love, leisure time, looking for a partner, permanent marital co-habitation, parenthood, maturity for parenthood, care for a child, the function of home, divorce, and out-of-wedlock child).
3. Personal skills (moral principles, value systems, problem solving, applying models and ideals in human development, responsibility for one's own life, the skill to make decisions, to communicate and to negotiate, tolerance, assertiveness, individual rights in a partnership and their assertion, child's rights, and the art to seek help).
4. Sexual behaviour (sexuality and its manifestations during one's life, touching, sexual intercourse, the right to say no, masturbation, sexual abstinence, sexual reactivity, sexual fantasy, literature on the topic of sex, and sexual dysfunctions).
5. Sexual health (contraception, wanted and unwanted conception, abortion, sexually transmitted diseases, transmission methods and protection, HIV/AIDS, sexual abuse, fertility and reproductive health, and drugs, alcohol and smoking with regard to sexuality).
6. Sex and culture (sexuality and society, public opinion, sexual norms, sexual roles, sexual identity, sexuality and law, prejudices and discrimination, religion and sexuality, sexuality and art, sexuality and the media, and commerce and sexuality).

Currently, the content of sex education is implanted in the SEP at primary schools (and in time also at secondary schools), and it should be the foundation for the development of all required key competences. It is represented especially in the following educational areas:

- *People and their world* (family and partnership, biological and mental changes in adolescence, the ethical aspect of sexuality, HIV/AIDS, sexual differences between a man and a woman, the basics of human reproduction, an individual's development, etc.).
- *People and society* (interpersonal relations, interpersonal communication, equality of men and women, etc.).
- *People and nature* (structure and function of individual parts of the human body, organ systems, lifestyle, etc.).

In addition, the content of sex education runs through educational areas as a cross-section topic *Personality and Social Education*.

In their implementation of sex education, teachers can rely on the so-called **IPPF Charter on Sexual and Reproductive Rights** (1997), to which the Czech Republic committed. The Charter contains demands in relation to the right 'to special educational information to ensure the health and well-being of persons and families including information and advice on sexual and reproductive health and rights'. From the content of the Charter it appears that all persons have the right of access to education and correct information related to their sexual and reproductive health, rights and responsibilities that is gender-sensitive, free from stereotypes and presented in an objective, critical and pluralistic manner.

By applying a broadly led popular information activities in practice, the number of interruptions of unwanted pregnancies has been recently significantly reduced. Gradually, the age for entering into matrimony and the age at the birth of the first child have been increasing, which, apart from the popular information activities, is also contributed to by social and economic changes in the society.



Summary

If we summarise it, the term 'sex' is usually understood as something related to sex and based on sex, something with a relation to sexual intercourse and giving birth. Sexuality is the essence of sexual identity, with it consisting of the biological sex (i.e. male or female), psychosexual role (gender identity) which determines behaviour according to the corresponding sex, and last but not least of sexual behaviour. Sexuality can also be characterised as behaviour related to sexual intercourse.

Sexuality also fulfils a host of functions: reproductive, communicative, tension-reducing and prestigious. At the same time, there are several motives for the inclusion of sex education to schools. These include: enforcement of planned parenthood and contraception, suppression of unwanted pregnancy and abortions, protection of children against sexual violence and abuse, prevention of sexually transmitted diseases including HIV/AIDS, and contribution to the universal development of all components of the human personality. In the actual implementation, one needs to respect a whole range of basic principles, such as the principle of parents and school co-operation, the principle of inclusion of sex education in the general project of child's upbringing, the principle of scientific quality in sex education, the principle of trust, the principle of the co-education level in sex education, the principle of pupil's activity and co-operation with the pupil, the principle of complexity and harmony in sex education, the principle of sex educator's personality, the principle of appropriateness in sex education, and the principle of co-education in sex education.

In our sexual environment, sex education is defined as education towards obtaining habits, skills, knowledge, values, norms and attitudes in the area of relationships between a man and a woman.



Review Questions and Practical Tasks

- Define sex education, state its principles and motives for the introduction of sex education to schools, and define the following basic terms: sex, sex drive, sexual need, and sexual behaviour.
- Name the basic principles of sex education and characterise one of them in more detail.
- What were the motives for the introduction of sex education to schools? What is the current state of fulfilling the respective motives?



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7 Family Upbringing and Family-School Co-operation

Věra Krejčová



Objectives

After studying this chapter:

- You will be able to define family functions.
- You will be able to determine the parenting style based on essential attributes.
- You will understand the importance of the co-operation of school with children's parents.
- You will get an overview of the basic forms of family-school co-operation.
- You will learn the criteria of well-functioning family-school co-operation.



Time Demands

4 hours



Terms to Remember (Key Words)

- family functions
- forms of family-school co-operation
- teacher-parent-pupil consultation
- criteria of good family-school co-operation
- parent assistant
- parent expert
- family
- parent observer
- 'Rodiče vítání' (Parents Welcome)
- family-school co-operation
- parenting styles
- School Board
- importance of family-school co-operation

7.1 Family and Its Functions

Family is usually defined as a small social group which originates by marriage and which, according to Střelec (1998), allows:

- mutual cohabitation of two partners in marriage,
- co-habitation of parents and their children,



- creation of relationships among relatives,
- creation of relationships between the family and society (primarily the school).

Family Functions

Through family functions we express certain expectations towards the family as a social sub-system and its potential to influence the individual development of its members and their lifestyle. During the human development, the concept of family functions has changed depending on socioeconomic, cultural-anthropology and often political conditions. For instance, we see significant changes in the perception of the family as a production, defensive (protective) or sexual institution. The upbringing, emotional and biological-reproductive functions are perceived without significant conjuncture changes.

The following functions are considered the basic functions of the contemporary family:

- economic
- biological-reproductive
- relaxing and regenerating
- emotional
- upbringing (or socialisation)

The functions are mutually connected and their effective fulfilment by family members is conditioned. Due to the integration of family functions, we will briefly provide their usual fulfilment and with regard to the focus of this chapter, we will look more closely on the upbringing and emotional family functions.

The **economic function** of the family expresses its contribution to economic and social life, e.g. by the participation of family members in productive or non-productive professional activities. The family is also a micro-economic unit in which the methods of acquiring and using financial means and the contribution of its members on these processes are decided.

The **biological-reproductive function** is perceived in the sense of a legislatively and ethically recognised environment for the satisfaction of the spouses' sexual needs and in the sense of an environment ensuring the reproduction of human potential on the level of the actual family or on the level of the society. This second sense of the biological-reproductive function is felt especially sensitively in the current situation manifesting all attributes of a 'demographic crisis' in the country.

The **relaxing and regenerating function** has been gaining on importance, as the pressure on the efficiency of parents' work in their employment or business and the pressure on children's success at school increase. A family fulfilling this function strives for suitable, active use of leisure time, at best within the framework of mutual sport, culture or other activities, and for a balance of work, school, self-service and leisure-time activities whose permanently renewed harmony can be called a healthy lifestyle.

The family fulfils its **emotional function** in close connection with the fulfilment of the upbringing function. However, the family affects an individual's emotional development so significantly and in essence irreplaceably that we consider it necessary to carve out the emotional function as a separate function. It is even considered a function that was added to modern families and has become ever more important. The emotional ties to parents, siblings, family traditions, and childhood places are very strong factors in a child's healthy development, because they fulfil many basic human needs and positively and in the long-term influence the child's development and the life of an already adult.

Family's Upbringing Function

We deliberately kept the **family's upbringing function** to be able to focus on it in more detail. In advanced societies, family has the main responsibility for the upbringing of its children. It is also codified in legal norms and ethic norms. The valid Family Act (adopted in our country in 1963) requires parents to care for their children and to bring them up.

The family represents an important social and educational environment for a child's development. A child is an inexhaustible source of stimuli for the parents. The method of upbringing in the family is part of the family's lifestyle, is its relatively stable characteristic, and is associated with a host of co-influencing moments (Gillernová, 2004). Of these, one can point out sociocultural conditions and upbringing traditions, experience brought by the father and the mother from their original families regarding the upbringing of children, parents' properties, their mutual relationships and personal problems, and last but not least the properties, experience and manifestations of the actual children that are being brought up (Matějček, 1994).

7.1.1 Parenting Styles in the Family

A categorisation of styles/methods of upbringing in the family can help one's orientation in the complicated multi-layered interactions that are played out between parents and children.

Various parenting styles have been described since times immemorial. Let us just generally point out the traditionally hard upbringing in Sparta or milder

upbringing in Athens or the progressive principles of upbringing by J. A. Komenský, J. J. Rousseau, M. Montessori, etc. Since the first half of the 20th century, we have known Lewin's typological definition of parenting styles, describing **authoritarian**, **liberal** and **integration** or **democratic** style of child rearing. However, such defined styles of upbringing somewhat omit the significance of the parents' emotional relationship with children.

Currently, one works with dimensional models of parenting styles which define two independent dimensions (emotional relationship and responsiveness) and thus point out both to the importance of the emotional relationship of the adults with children that significantly affects the choice of demands placed on the child as well as the method of placing demands and requirements and their subsequent responsiveness, i.e. management of upbringing. These include, for instance, the **model of four parenting styles** (D. Baumrind, E. E. Maccoby and J. A. Martin in Maccoby and Martin, 1983) which is often cited in the Anglo-American specialist literature.

The model of four parenting styles (depicted in Table 1) considers parents that are 'rejecting' or 'accepting' and combines these manifestations of an emotional relationship with the method of upbringing management of a child characterised by a level of requests, demands and their responsiveness:

Table 1: The Model of Four Parenting Styles

PARENTS	REJECTING	ACCEPTING
DEMANDING AND RESPONSIVE	Authoritarian parenting	Authoritative parenting
UNDEMANDING AND UNRESPONSIVE	Neglectful parenting	Indulgent parenting

Authoritarian parenting is characterised by the influence of demanding, responsive and rejecting parents who do not respect a child's needs and wishes too much (e.g. the parents require the best results at school from the child, but do not help him/her, do not take into account his/her real possibilities or abilities).

Authoritative parenting is characterised by the influence of demanding and responsive parents who are kind and accepting a child's wishes and needs (e.g. the parents require good school results from the child, but they help and support him/her).

Neglectful parenting is characterised by the parents' disinterest in the child; the parents do not place any demands on the child, do not show sufficient

interest in the child and his/her development, and sometimes are even emotionally cold towards the child or reject him/her.

Indulgent parenting is characterised by acceptance of the child, emotional support and understanding, but also by the fact that only small or no demands are placed on the child and that the parents set only a few clearly defined limits.

7.2 Family-School Co-operation

The family-school co-operation represents a very important factor in the effectiveness of children's education. Therefore, it is the task of each school to create conditions for the functioning of a partnership with children's parents, to establish and regularly maintain contact with parents, and to offer them various forms of co-operation. The school offers an individualised approach not only in its relationship with children, but also with their families by giving the parents space to choose such type of co-operation that suits their needs and possibilities best. As a starting point, one needs to bear in mind that:

- *Families are the primary educators of their children and have the biggest influence on the upbringing and development of their children.*
- *Parents are responsible for the education of their children, and therefore have the right to co-decide about its fulfilment.*
- *Parents and teachers are equal partners.*

A child's self-confidence obviously increases if some member of his/her family actively participates in the school life. Such participation sends a signal to the child that his/her family recognises and approves the school world in which the child spends a large part of his/her life. If a child sees his parents and school staff working together, he/she accepts better the authority of other adults, not only teachers and his/her attitude towards school is more positive than when the parent refuses to co-operate with school.

Surveys have shown that programmes that integrate families into their activities strengthen the parents' self-respect. At the same time, they enable parents to realise what is in their power and what competences they have. Especially with younger children, parents can better understand the questions related with the development of their child when they directly observe him/her working in class. The school environment provides parents with opportunities to acquire appropriate upbringing procedures, to better understand the questions of education, and to acquire a deeper view of the educational limits and possibilities of their child. Due to the co-operation with parents, the school and teachers are enriched with the experience of parents, which undoubtedly

contributes to a closer connection of the school with real life and to the school's higher capability to react to the needs of the society in education.

7.2.1 Levels of Family-School Co-operation

In general, we can say that family-school co-operation is played out on several levels, from a national or central level through a middle level represented by regional institutions up to the level of a particular school. In EU countries with an explicitly defined policy of supporting the participation of parents in their children's education, parents are organised in controlling and advisory bodies or in parental associations and national federations. They have the right to participate in the decisions of a generally educational character (e.g. in the area of educational methods, curriculum, timetable, and inclusion of new educational projects to schools; and they have the right to speak out on the various aspects of school life).

In the majority of EU countries, parents or their representatives has been organised in formal institutions associated with the educational system since the 1970s, which means over 40 years of experience with parental co-decisions about the direction of the educational system. Generally, one can say that on the national level parents are a minority in the representative bodies and that their share increases in bodies of a particular school.

In the 1990s there was also a significant transition in the Czech Republic in the possibility of parents to co-decide about the issues of upbringing and education of their children. One of the concrete steps was the legislative establishment of a 'School Board' in which parents or their representatives have the right to participate in the solution of operational and organisational affairs (drafting the school budget, annual report of the school...) and of concept-related issues (preparation of study and vocational fields, visions of school development, school educational programmes...).

7.2.2 Forms of Family-School Co-operation

We can find many effective methods directed at the integration of families into school life. The following text provides concrete examples of family-school co-operation which have been proven in school practice and which have been shown to be feasible in our conditions. Their application depends on the character and needs of each family, but also on the personality of the teacher who should be the main initiator of the creation and maintenance of the partnership with children's families. These forms of family-school co-operation are based on personal, informal relations built on the normal operation of the school and on the work of the teacher with children and their families. In

practice, each teacher, each school and each parent chooses such co-operation that suits their possibilities best and that take into account the child's age.

The following text offers an overview of concrete forms of family-school co-operation and clarifies their essence. To arrange it better, we can define two framework categories of family-school co-operation:

- **Direct/personal forms of family-school communication and co-operation**
- **Written form of family-school communication and co-operation**

A. Direct/Personal Forms of Family-School Communication and Co-operation

Days of open doors (first visit to school)

It is important for the parents to get acquainted with the environment and programme of the school when they are in the process of choosing a school for their child. The first visit can include the introduction of the parents to the school's educational programme, methodology used by its teachers, school environment, observation of a teacher during his/her work with children in class, and a dialogue with the school's management.

Pedagogue's visit to the family

This is a very effective method of strengthening family-school communication, even though it is not and probably even will not be a mass phenomenon at our schools. Such a visit enables the teacher to see the family in its natural environment, which can help him/her to better understand the child's development, behaviour and reactions in the school environment. The purpose of the visits can vary, but usually their main motive is to get to know the family better, to start a closer contact, to preserve a contact with the child who has been ill for a long time, etc.

Child's drop-off at and pick-up from school

Informal occasions such as the child's arrival at and departure from school (if the parent brings the child in and pick him/her up – especially younger children at primary school) are very valuable in terms of creating good family-school communication. It is advisable to use this time to talk about daily activities, achieved successes and problems that have arisen, to point out parent-teacher meetings, etc.

Phone calls



The school uses phone calls with parents usually in situations that require a fast solution (child's sickness, excusing a child from instruction). With children whose parents are very busy at work or do not have the opportunity to get to school at consultation times or for parent-teacher meetings (e.g. the parent is in a wheelchair and the school does not have a barrier-free entrance...), it is advisable to offer this type of communication to parents as a standard method of providing information about the child's progress.

Teacher-parent-pupil consultations

They take place in the presence of all three parties – the pupil, his/her parents and the teacher. Their goal is to tell the parents about the child's progress, to give the child an opportunity for self-valuation, and to jointly plan further steps in the child's learning (in what he/she will be improving and what steps he/she will be taking).

Parent-teacher meetings

Joint meetings of parents with the teacher (parent-teacher meeting) should be used especially to present information from the life of the school and the class and to introduce events ahead of the pupils (ski course, excursions). This type of meeting is also suitable for finding out mutual expectations (what the school expects from the parents and what the parents expect from the school), presenting demands on parents stemming from the School Code (e.g. requirements for excusing pupils from instruction), and obtaining feedback from parents (what they appreciate about school and where there is room for improvement). Joint parent-teacher meetings definitely should not be the place where the pedagogue comments on the behaviour and educational results of individual children in front of other parents.

Events for parents and children

The goal of these events is to support the space for informal meeting and to establish contact between teachers and parents and between the parents themselves. In practice, the following events appear most frequently: school ball, parties, picnics, children's birthday celebrations, school academies, trips, stays in nature, sports afternoons, school celebrations...

Educational events for parents

There are many areas (topics) in which the school and its teachers can offer parents an opportunity for education (issues related to child rearing, language courses, ICT courses...). Similarly, parents can use their experience and offer a workshop, a seminar or a lecture on school premises for other parents, teachers, and the public.

Parent in instruction as an observer

Based on experience, parents seem to be shy at first to be active in class. They do not have an idea and usually any personal experience with how they could be useful to the class. Therefore, it is suitable to give them space for observation at first. In their observation of the happening in class, they have an opportunity to see the method of working with children, to observe children's reactions including the reactions of their own child, and to get familiar with the operation of the school.

Parent in instruction as an expert

Parents co-operation with the teacher as 'experts' assist in educational activities that are thematically associated with their professions or interests and can organise an excursion to their own workplace. For this purpose, it is suitable to analyse what hobbies and professions the parents have and to discuss with them how we could enrich the instruction with their help.

Parent in instruction as an assistant

Parents functioning as assistants attend instruction regularly, prepare instruction together with the teacher, and participate in its implementation. They help the teacher especially with children's self-work, providing support to individual children in the fulfilment of individual tasks or taking care of a whole group of children which, for instance, is solving a complicated task requiring adult support.

Parent as a representative of parental organisations functioning at the school

The Education Act contains the establishment of a **School Board** at primary, secondary and higher professional schools. The School Board is a body of the school enabling legal representatives of underage pupils – parents, adult pupils and students, pedagogical staff of the school, founder and other entities – to participate in the administration of the school. In accordance with the Election Code, the school principal will arrange for School Board elections. Children's parents represented on the School Board can use the Board to comment on the school educational programme, approve the school's annual report, approve the School Code and Scholarship Code and propose changes to them, approve rules for assessing the results of pupils' education, participate in the processing of conceptual plans for the school's development, discuss the school's draft budget for the next year, comment on the school's financial management, discuss inspection reports of the Czech School Inspectorate, and submit motions related to the school's function to the school principal, founder, and bodies executing state administration in the educational system. In addition, parents are **members of civic associations** functioning to support school's activities

in which they support educational and leisure-time school activities with their own actions (direct participation, financial contributions).

B. Written Forms of Family-School Communication and Co-operation

Fliers, brochures, manuals

They help parents and other school partners get basic information about the school. They should include contact information about the school and a link to its website where parents can learn more.

Newsletter, class/school magazine

In the newsletter, parents will find enough information about the current happenings and concrete events that have happened or are in preparation at school. It is advisable to put children's works to the school magazine, while it is good to enrich the newsletter with interesting excerpts from pedagogical-psychological literature and information about the happenings in the educational system in the Czech Republic and abroad. The section for parents' opinions and suggestions opens other possibilities to strengthen family-school co-operation.

Child progress reports for parents

Child reports contain information about his/her progress in learning and are part of his/her interim assessment. This type of information is provided to parents in pupils' record books, electronic pupils' record books, notepads, etc. It is very advisable for this type of documents to be designed to allow for two-sided communication – with space for the parents to express their opinion and to comment on the teacher's assessment.

Information bulletin board for parents

It contains information about the current programme, meetings, instructions regarding voluntary events or a thank-you to parents for their help. The bulletin board has to be frequently updated and complemented with children's works and photos from joint meetings.

Box for suggestions

It is important for the children, parents, teachers and other school partners to have space to express their opinion about the happenings at school anonymously, too. Boxes for suggestions serve this purpose.

E-mail services and text messages

More frequently, the communication between parents and the school is done via e-mail. Parents usually opt for text messages in relation to the class teacher, informing him/her about their child's absence or other situations that have suddenly arisen.

Questionnaires for parents

The school uses questionnaires for parents within the framework of self-evaluation to learn about parents' opinions about the school's functioning, to find whether there is demand for leisure-time activities, etc.

School's website, Facebook

Today it is quite a given that each school has its website on which it publishes most of its information. With the dissemination of the Internet, this type of communication with parents is becoming dominant; individual classes have their platform on the school's website to present their work and communication of the class teacher with children's parents. These days, schools are also active on social networks (usually on Facebook) and parents have space to react to the information presented there.

7.2.3 Criteria of Good Family-School Co-operation

In the previous section, some forms of family-parents co-operation and communication were mentioned. However, how does one recognise a school open to parents in practice? What is good co-operation of the school with children's families? Eduin o.p.s has advanced with this topic in recent years in the Czech Republic through its project 'Rodiče vítání' (Parents Welcome).

The objective of the project is to make the topic what a school that is forthcoming to parents looks like. After consulting schools and parents, Eduin o.p.s determined **seven mandatory and seventeen optional criteria** of such an openness towards parents. If a school fulfils these criteria (**all mandatory and at least two optional**), it can obtain the 'Rodiče vítání' label. This means advertisement for the school, it makes itself known this way and appears on a map of schools under the brand RV (www.rodicevitani.cz). The label currently applies to primary schools and multi-year gymnasiums. Parents can thus choose from nearby schools which have obtained the 'Rodiče vítání' label and in which there is higher probability that they and their children will encounter a forthcoming approach. These criteria are an inspiration for the development of family-school co-operation in general, regardless of whether a school is trying to obtain the label or functions without out. These criteria can be perceived as a general guideline leading toward quality family-school co-

operation, which describes concrete requirements for both parties regarding the school work towards its clients.

Seven Mandatory Criteria of the 'Rodiče vítáni' Label:

1. Parents can get into the school without problems, even in afternoon hours.
2. Parents have available contact information for all teachers and the school management.
3. Parents have available information about what and when is happening at school.
4. We guarantee to parents that we do not discuss the results and behaviour of their child in front of other parents at parent-teacher meetings.
5. We communicate with parents as partners.
6. We organise school events for parents on dates and at times which really allow for their participation.
7. The information bulletin board of the 'Rodiče vítáni' project is visibly placed at the entrance to the school.

From the 17 optional criteria, the school chooses at least two which it implements towards parents. The more criteria the school fulfils in its normal practice, the better, of course.

Seventeen optional criteria of the 'Rodiče vítáni' label:

1. We pay attention for the school enrolment to be a social event pleasant for parents and children. We take into account the needs of children and parents.
2. Apart from pupils' record books and parent-teacher meetings, we offer parents an additional method of regular information about their children's school results (school notepads, weekly plans, electronic pupils' record books...).
3. Our pedagogues offer consultations to pupils and parents.
4. Apart from class parent-teacher meetings, we also organise teacher-pupil-parent consultations.
5. Conflict situations at school are resolved with the participation of all parties affected by the problem, including parents and pupil(s).
6. The SEP and other school documentation are made available on the school's website. In them, we explain all specialist terminology and abbreviations so that parents from all fields of work understand them.

7. We offer parents consultations with our school psychologist/school counsellor.
8. Parents have the possibility of influencing the manner of their children's catering at school (the composition of the menu in the cafeteria, the assortment of goods in the school snack bar, the presence/absence of a sweets vending machine, etc.).
9. Parents of our pupils and persons interested in our school can visit instruction after an agreement.
10. We invite parents to instruction so that they participate in joint work with their child.
11. We organise school events at which parents and other family members can co-operate with children and meet the teachers (garden parties, sports and cultural events, parent weekends, etc.).
12. We can recommend to parents an external child psychologist and speech therapist with whom we co-operate.
13. On our website, we provide space to parents for an open discussion about the school, for instance a discussion forum, a moderated book of visitors, etc. This is not one-way communication using a form for messages for the school.
14. An independent parent organisation with its own legal form (usually a civic association) functions at our school.
15. After agreement, parents have a possibility to use school premises for their own events.
16. We organise educational seminars for parents on the topic of upbringing and education.
17. We organise 'curriculum afternoons' at which we explain to parents what, how and why we teach at school.

With regard to all the criteria, it should be the case that the school has been fulfilling them **for a longer period of time** (e.g. it does not introduce them on the day it decides to apply for the 'Rodiče vítáni' label) and **everyone is included** (not just two or three forthcoming teachers). Good co-operation with parents is created by the **quality** of the fulfilment of the criteria, and therefore, in the beginning, the school should only choose such criteria about which the pedagogues are convinced they fulfil reliably and in a quality manner. More detailed information including the explanation of the respective criteria can be found in Appendix 1. (More information about the 'Rodiče vítáni' project: the map of schools, the rules for participating in the project, practical examples, etc. can be found at www.rodicevitani.cz.)



Summary

The family represents a primary environment which significantly influences each person's future life. Its functioning is most frequently described using basic functions fulfilled by the family. With regard to the family's upbringing function, the chapter introduces parenting styles in the family in detail. The objective of the school is to follow up on the child's upbringing in the family and to create opportunities for effective co-operation with pupils' parents. This co-operation can have many forms, from direct forms of co-operation (consultations with parents, parents as assistants in the class, parents represented on the School Board...) to indirect forms of communication and co-operation (website, questionnaires for parents, information bulletin...).



Review Questions

1. Define family functions and demonstrate the fulfilment/non-fulfilment of individual family functions using a practical example.
2. Think about the parenting style in your family. Which of the parenting styles mentioned in the chapter is it closest to and why?
3. Explain why is family-school co-operation important? What does the co-operation bring to teachers, parents and the pupil?
4. What would you prepare at school for visitors – parents attending a day of open doors – so that this visit to school is as useful as possible to them?
5. How would you organise a personal teacher-parent-pupil consultation – content-wise and formally (topics of the dialogue, materials about the child, arrangement of the environment, refreshments...). Propose a scenario of such a meeting.
6. Suggest at least five topics on which the school could offer education to parents (lectures, seminars, workshop).
7. Prepare a structure of topics that you would include into a brochure about the school which you will distribute to parents at the beginning of the school year. What type of information should not be amiss from such a brochure?
8. Look up the website of the school you attended (primary school, secondary school) and revise the information on the school's website according to the criteria of the 'Rodiče vítáni' label (focus in particular on the mandatory criteria no. 2 and 3 and optional criteria no. 3, 6, 13 and 14). What did you find out? What other criteria did the school it fulfil or

did not fulfil when you attended it?



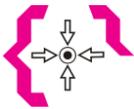
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8 Applying Topics in Education

Věra Krejčová



Objectives

After studying this chapter:

- You will understand the term 'individualised education'.
- You will have an overview of how to apply knowledge about the different types of intelligence in the work of a pedagogue.
- You will be introduced to practical guidelines for planning an instruction project in the area of cross-section topics.



Time Demands

4 hours



Terms to Remember (Key Words)

- application tasks
- individualisation
- cross-section topics
- framework of instruction project
- theory of multiple intelligences
- types of intelligence
- instruction project

The previous chapters brought information about new-era components of education and topics they introduce in the upbringing and education of pupils. How do include these educational topics in normal instruction? The following text offers a concrete example of such application. It offers guidelines for the

planning of a project in the area of cross-section topics (namely from environmental education – see Appendix no. 3) built on **individualisation** as a **starting point for the planning** of any **topic in instruction**.

8.1 Individualisation – A Starting Point for the Planning of Topics in Instruction

The definition in *Pedagogický slovník* says: 'Individualisation is a method of differentiating instruction in which heterogeneous classes of children are preserved as a basic social unit and in which internal, content and methodological differentiation is done that respects the individual peculiarities of children' (Průcha, Walterová and Mareš, 1995).

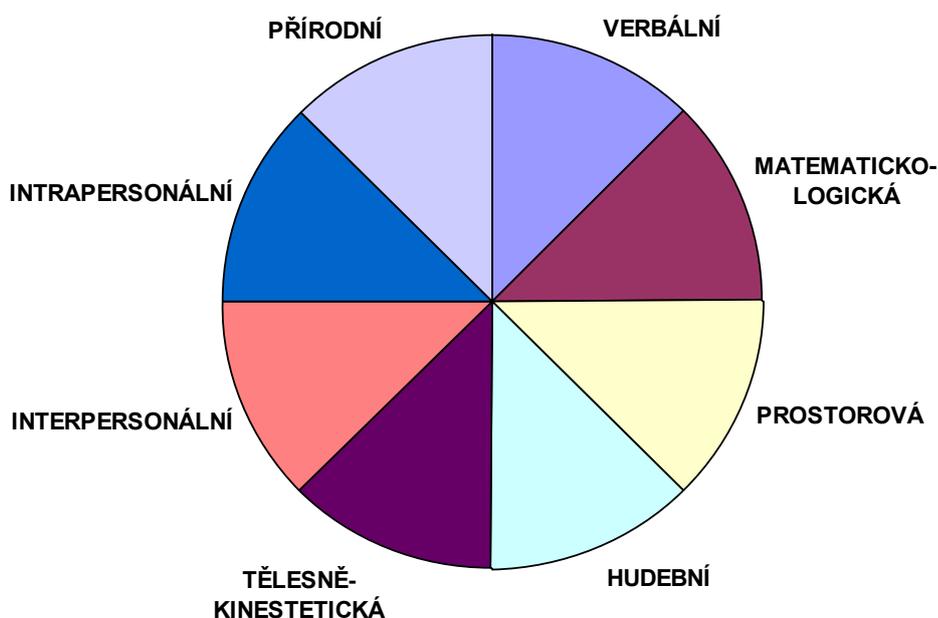
This is such a type of instruction in which we support the joint education of pupils with various levels of abilities. We respect these differences among the pupils and respond to them when planning, implementing and assessing educational work within the class (not by creating specialised classes, such as a mathematics class, a practical class, etc.). Individualisation is therefore not a situation in which the teacher takes one pupil aside from the others and helps him/her in what he/she 'is lagging behind'.

Individualised education is built on factoring in psychological characteristics of individual pupils (*learning style, temperament, needs, intelligence structure, age peculiarities, etc.*) which the pedagogue takes into account in his/her creation of an educational offer. Generally, if a pedagogue prepares educational activities in which each pupil has a possibility to apply his/her dominant learning styles and **types of intelligence**, he/she has made a significant step towards individualised education.

Theory of Multiple Intelligences – A Guideline for the Planning

In specialist literature we encounter many theories of the structure of human intelligence. One of them, the theory of multiple intelligences, has been recently

massively applied in the pedagogical practice and seems very stimulating for the planning and implementation of instruction. Its author, the U.S. researcher H. Gardner, says that each person has at least eight types of intelligence (abilities). The intelligence itself is a set of many abilities we apply in solving situations of everyday life.



You will find a brief characteristic of the individual types of intelligence in Appendix no. 2.

When planning any topic, it is important to ensure that the tasks and activities we are preparing for pupils correspond to the **various types of intelligence**. This will create an offer from which a pupil **can choose an activity** that will correspond to his/her abilities and possibilities, which is the basic prerequisite of individualised education.

8.2 Guidelines for the Planning of Topics in Instruction

In the implementation of cross-section topics, their upbringing effect on the pupils is very important. For these topics to influence a pupil on the level of his/her attitudes and values, it is clear that the method of their implementation

must affect the entire personality of the pupil (cognitive, emotional and conative levels) and must be connected with pupils' activities and experiences.

8.2.1 Recommended Methods and Forms of Work

With regard to the emphasised **formative function of cross-section topics, activating and comprehensive methods of instruction** (discussion, situational and didactical plays; group and co-operative instruction; independent work by pupils; critical thinking; instruction in projects; active social learning, learning by experience, etc.) should prevail in the teacher's didactical work, as they develop initiative, creativity, independence, co-operation and communication in pupils; strengthen healthy self-confidence, responsibility and prosocial behaviour; increase resilience to stress; and contribute to the creation of one's own opinions and to the choice of correct decision-making. Among progressive didactical form, the following have been tested: dialogue, group or round-table discussions, problem solving, activating plays, simulations, drama techniques, etc.

8.2.2 Framework for the Planning

There are multiple approaches to the preparation and implementation of topics of instruction. The following text will offer an option with which the author of this chapter has experience from school practice and which she also offers to Pdf students within the framework of acquiring planning skills.

It seems to be successful to implement topics in education in the form of instruction projects implemented in longer time period than the classical 45-minute lesson so that the pupils could immerse themselves in the activity. The quality of planning can be supported by a pre-determined project structure/outline which leads the pedagogue step-by-step. Essentially, this is a 'framework/template' for the creation of an instruction project.

The basic framework of an instruction project:

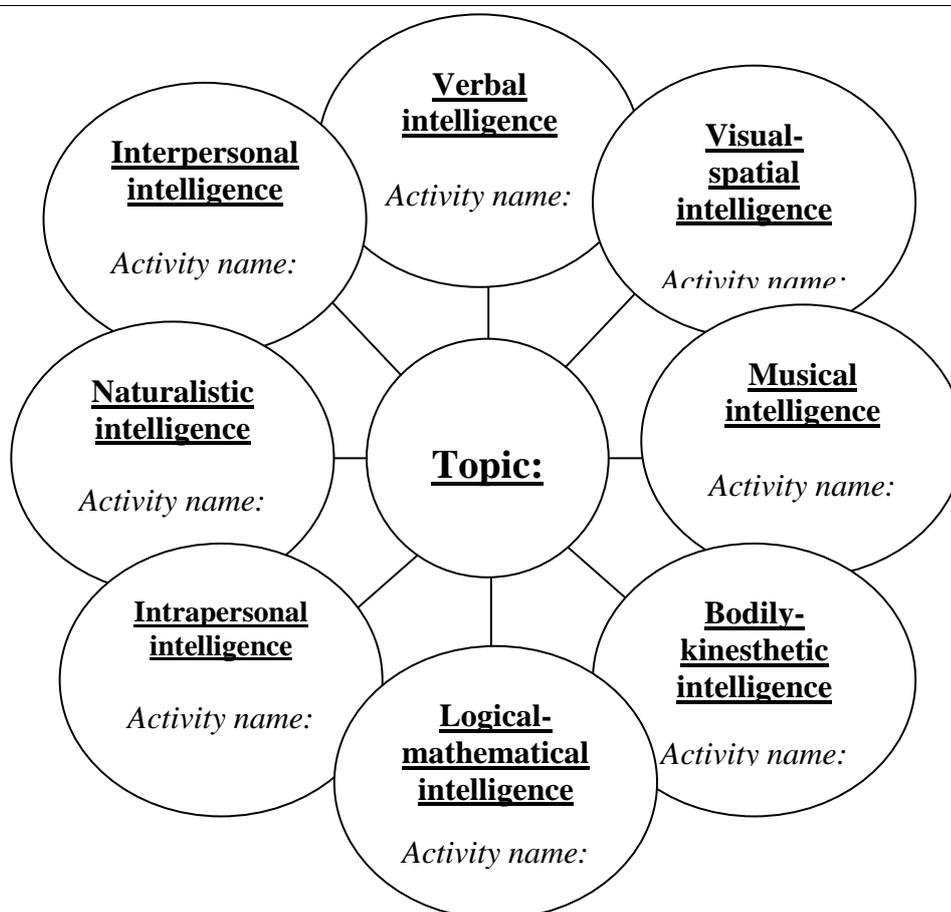
I. GENERAL INFORMATION ABOUT THE INSTRUCTION PROJECT	
Title of the instruction project:	<i>The title itself should be 'attractive' for the pupils.</i>
Cross-section topic:	<i>Choose from FEP</i>
Thematic area of the cross-section topic:	<i>Choose from FEP</i>
Age category/for whom the project is designed:	<i>For pupils of what grade or what study field are you preparing the project?</i>
Time needed for implementation:	<i>When planning, do not forget time for reflection, discussion and unexpected situations. Reserve enough time.</i>
Educational objectives in the area of the development of pupils' key competences:	<i>From your point of view, formulate the most important skills from the area of key competences that you will be supporting in pupils through your project. Base them on the FEP text – see chapter on key competences.</i>
Contributions for the pupils' personality development:	<i>Formulate the most important contributions. Draw on the FEP text – see chapter on cross-section topics.</i>
Key terms related to the theme of the project:	
Output of the instruction project:	
II. ORGANISATION OF THE PROJECT	
Project's time schedule: 1 st lesson 2 nd lesson 3 rd lesson 4 th lesson 5 th lesson and more lessons, if needed	<p>Provide in points overall information about the project organisation/project scenario. What will be going on in the 1st, 2nd, 3rd, 4th, 5th or additional lesson?</p> <p>Think about:</p> <ul style="list-style-type: none"> • <i>How will you evoke the topic of the project?</i> • <i>What parts of the project will be underway together (everybody doing the same thing) and in what parts will the pupils work in groups (each group doing something else)?</i> • <i>How will the pupils choose the activity they want to do – division into groups...?</i>
Environment of the project implementation:	Where will the project be underway (in the classroom, in other school premises, outside of

	school...), how will the classroom be arranged (desks in groups, in a semi-circle?)
Aids and materials needed to implement the instruction project:	What will have to be prepared? What facilities will the project implementation require?
Possible risks or else what to look out for:	A good project plan also includes a contemplation of the risks and pitfalls that can occur during the implementation. If we think about them in advance, they will not surprise us.
Presentation of project outcomes:	How and when will the outcomes reached by the pupils in the project presented? At whom will the presentation be targeted?

III. JOINT ACTIVITIES OF PUPILS WITHIN THE PROJECT

A bulleted list of joint activities:	Provide a list of all activities that the pupils would do together (essentially frontally) under the leadership of a teacher including a brief description for each activity.
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IV. APPLICATION TASKS FOR PUPILS' GROUP WORK



<p>Individual application tasks focused on various types of intelligence</p>	<p>Propose application tasks corresponding with the knowledge about a person's multiple intelligences – create an appropriate application task for each type of intelligence, but pay attention to the preservation of the meaningfulness of the tasks.</p> <p>Prepare the formulation of application tasks in written form for pupils. They will thus be able to work independently, according to clearly set rules.</p> <p>A recommended structure for the creation of each application task:</p> <ul style="list-style-type: none"> ❑ Activity/task name: ❑ Number of pupils per group: ❑ Roles in the group: ❑ Task assignment/instructions: <i>(Each application task includes activity verbs, is formulated for pupils in the 2nd person plural, describes individual steps the pupils should go through, and is formulated clearly, briefly and measurably.)</i> ❑ Aids, materials, resources: ❑ Expected result, outcome: <i>(hand-written, written on a PC, oral presentation of the work outcome for other pupils in the class, work results constitute material for a school exhibition)</i> ❑ Presentation method: <i>(How many group members should participate in the presentation? How much time will there be for the presentation?)</i> ❑ Assessment criteria: <i>(Choose what you will assess in each task.)</i>
<p>Used literature:</p>	<p>What resources did you use when creating the project?</p>

In Appendix no. 3, you will find an example of a thematic instruction project inspired by the environmental-education cross-section topic. The project was created according to the aforementioned framework. The objective of the practical example is to help you understand how to proceed in the planning of cross-section topics in education.



Summary

How to include topics of instruction into normal education? The chapter provides guidelines for the planning of a project in the area of cross-section topics. It presents a framework that can serve pedagogues as a guideline for the planning of an instruction project as one form of implementing topics in instruction in practice. Theoretical support for this framework is provided by the principles of individualised education, in our case using knowledge about types of intelligence in Gardner's theory of multiple intelligences.



Review Questions

1. Explain the difference between individual instruction and individualisation.
2. Clarify the term 'internal differentiation in education'.
3. Choose at least three principles/recommendation for the support of individualisation in education which, in your point of view, are considered feasible (you can imagine them in your future pedagogical practice).
4. Go through the characteristics of individual types of intelligence (see the table of multiple intelligences). Think about yourself and express in a graph how your individual intelligences are represented. The size of the individual sectors in the graph should express your abilities in them.
5. How can the knowledge of the distribution of one's own intelligences be useful to a pedagogue?
6. How can I use the knowledge about the existence of multiple intelligences when planning and implementing instruction within the framework of my field of study/teaching qualification?
7. Choose a topic (either corresponding to one of your qualification fields or to one cross-section topic) and propose at least five activities for pupils for this topic so that each activity accentuates a different type of intelligence.



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Conclusion

The **Topics in Education – Texts for the THEORY OF EDUCATION Study Discipline** study text build primarily on the **concept of new-era/modern components of education** brought information **in eight chapters** about the following areas:

- Components of education and cross-section topics
- Ethical instruction
- Multicultural education
- Environmental education
- Media education
- Sex education
- Family upbringing and family-school co-operation
- Applying topics in education

The objective of this text was to help students get oriented in these topics of education and to get a more comprehensive view and material for their further studies.

Index

The number(s) after the term refer(s) to the chapter(s) to which the term applies.

- aesthetic education, 1
- application tasks, 8
- attitude, 3
- components of education, 1
- conscience, 2
- criteria of good family-school co-operation, 7
- critical viewing skills, 5
- cross-section topics, 8
- culture, 3
- direct methods, 2
- diversity, 3
- drama education, 1
- eco-activist, 4
- ecoliteracy, 4
- ecological education, 1, 4
- ecologist, 4
- ecology, 4
- education of a democratic citizen, 1
- education towards thinking in European and global context, 1
- EE (environmental education), 4
- ego defences, 3
- enculturation, 3
- environmental education, 4
- environmentalist, 4
- ethical instruction, 1, 2
- ethics, 2
- ethnicity, 3
- evil, 2
- family education, 1
- family functions, 7
- family, 7
- family-school co-operation, 7
- FEP's cross-section topics, 1
- forms of family-school co-operation, 7
- framework of instruction project, 8
- good, 2
- humanity, 2
- character, 2
- importance of family-school co-operation, 7
- indirect methods, 2

- individualisation, 8
- instruction project, 8
- integrity of the self, 3
- intellectual education and education of opinions about the world, 1
- intercultural, 3
- justice, 2
- media awareness, 5
- media didactics, 5
- media education, 1, 5
- media literacy, 5
- *Medienarbeit*, 5
- *Medienpädagogik*, 5
- mental hygiene, 2
- moral education, 1
- morality, 2
- morals, 2
- motives of sex education, 6
- multicultural education, 1
- multicultural, 3
- new-era components of education, 1
- norm, norms, 2
- parent assistant, 7
- parent expert, 7
- parent observer, 7
- parenting styles, 7
- personality and social education, 1
- physical education towards health and healthy lifestyle, 1
- prejudice, 3
- principles of sex education, 6
- prosociality, 2
- respect, 3
- 'Rodiče vítáni' (Parents Welcome), 7
- sex drive, 6
- sex education, 1
- sex education, 6
- sexual behaviour, 6
- sexual need, 6
- sexuality, 6
- School Board, 7
- social interaction, 2
- sustainable development, 4
- teacher-parent-pupil consultation, 7
- the environment, 4
- the mass media, 5

- theory of multiple intelligences, 8
- traditional components of education, 1
- transcultural, 3
- types of intelligence, 8
- virtues, 2
- work and technical education, 1



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An Overview of Appendices:

Appendix no. 1:

Quality Criteria of Co-operation between School and Parents in the 'Rodiče vítání' Project (see Chapter 7)

Appendix no. 2:

The Theory of Multiple Intelligences – A Table (see Chapter 8)

Appendix no. 3

An Example of an Instruction Project from the Cross-section Topic 'Environmental Education' (see Chapter 8)

Appendix no. 1

Quality Criteria of Co-operation between School and Parents in the 'Rodiče vítáni' Project

Seven Mandatory Criteria	Commentary
<p>1. Parents can get into the school without problems, even in afternoon hours.</p>	<p>Of course, the school has to pay attention to the safety of children, and therefore it is not always possible to leave the school entrance freely open. Therefore, the other two options are provided by which the school can fulfil this criterion. However, a parent should be able to sort his affairs in the afternoon (it is not easy to define afternoon hours, the situation will be different school by school, for instance this is a period between two and five PM). However, what it essential is to be generally known until what time parents will always find someone at school who will provide them with basic information.</p>
<p>A labelled doorbell is visibly located at the entrance door and an authorised person lets parents into the school after they ring the doorbell.</p>	
<p>A phone number is provided visibly at the entrance door which the parent should call to be let into the school by an authorised person.</p>	
<p>The school entrance is not locked and is freely accessible.</p>	
<p>2. Parents have available contact information for all teachers and the school management.</p>	<p>Of course, it is ideal if the school combines all these possibilities. The basic phone numbers for the principal's office can be hanged out on a sign at the entrance; all contacts (e-mails, fixed-line or mobile phones) should be published on the website, and parents should get the class teacher's phone number or personal e-mail from the class teacher and with his/her permission.</p>
<p>At the beginning of the school year, parents get a printed up-to-date list with contacts for teachers and the school management (phone number and e-mail).</p>	
<p>The school has up-to-date website containing the names of all teachers and the school management. The website includes the contact information (e-mail, phone number) for the school management and the board operator, ideally for all school employees.</p>	
<p>3. Parents have available information about what and when is happening at school.</p>	<p>Of course, the school can comply with this requirement with one leaflet inserted on September 1 into the pupils' record books, but it is not exactly user comfort. Some schools provide information to parents continuously each week through a special information notepad, but a common, accessible and fully functional method is a weekly school programme on the website, in which all school events outside the usual timetable are recorded.</p>
<p>At the beginning of the school year, parents receive printed information about the dates of school holidays, parent-teacher meetings, days of open doors, sport training camps, and other events organised by the school.</p>	
<p>This school has this information available at all times on its website and gradually updates it.</p>	
<p>4. We guarantee to parents that we do not discuss the results and behaviour of</p>	<p>Today, the most usual method is that before or after a 'group' parent-teacher meeting, teachers sit in their class and parents stand</p>

<p>their child in front of other parents at parent-teacher meetings.</p>	<p>'in line' for them. It is not user comfort, but this measure complies with the requirement for privacy.</p>
<p>Each parent has a possibility to consult the results of his/her child with a particular teacher in person.</p>	
<p>Each parent personally gets a written overview of his/her child's assessment.</p>	
<p>5. We communicate with parents as partners.</p>	<p>This criterion has very 'blurred' edges and therefore one needs both-sided maximum understanding so that communication, especially in a conflict situation, occurs in a dignified and satisfactory way. In conflict situations, the interpretation of the term 'only the involved parties are present at the meeting' can be very different in the individual parties of the dispute. For instance, parents can protest against the presence of some other teacher or educator, they can feel that the school wants to play power-play against them. Or it is the parents who require their lawyer or another witness to be present. If such a conflict situation occurs, it is not good to play a tug-of-war with parents and it is more sensible to either ask a mediator for help or for a presence of the representative of the school's founder, at any rate an independent and unbiased person.</p>
<p>We always have time for parents who turn to the school management or to teachers, we listen to them and politely react to their needs (provide information, advice, make an appointment, etc.). If we have a reason to reject a requirement, we always explain our stance. We communicate with teachers in a dignified way and pay attention so that only the involved parties are present at the meeting.</p>	
<p>6. We organise school events for parents on dates and at times which really allow for their participation.</p>	<p>If the school really wants to invite parents to an event, it should organise it in the early afternoon, afternoon or evening (depending on the type of event). The majority of parents are at work and yet some of them would like to attend events such as the school academy. For instance, a one-class party can take place in the morning hours, should the majority of parents show interest, but not a school-wide event.</p>
<p>7. The information bulletin board of the 'Rodiče vítání' project is visibly placed at the entrance to the school. This item is among the mandatory ones, however, it is valid only after the label is awarded. Here, the school commits to do so.</p>	<p>This is seemingly only a formality, but it is very important for the label to function. Thus, it is ensured that really all parents, teachers and pupils have the possibility to read what the school has committed to and to ask or doubt the proper fulfilment of individual criteria. The displaying of the criteria also serves for the parents to get an overview of other possibilities of co-operation with the school and to initiate them. The main sense of the 'Rodiče vítání' label is a dialogue among the three players of the school life.</p>

From the 17 optional criteria, the school chooses at least two which it implements towards parents. The more criteria the school fulfils in its normal practice, the better, of course.

Seventeen Optional Criteria	Commentary
1. We pay attention for the school enrolment to be a social event pleasant for parents and children. We take into account the needs of children and parents.	The definition of 'pleasant' can surely be quite subjective, but very probably it will be fulfilled by the fact that the enrolment not being just an official act, but that you welcome the parents and children, that the children have somewhere to sit while they are waiting, that they have something to play with and that even minimum refreshments (e.g. coffee and tea) are available. Some schools include older pupils in the organisation of the enrolment who help with the programme for the future first graders.
2. Apart from pupils' record books and parent-teacher meetings, we offer parents an additional method of regular information about their children's school records (school notepads, weekly plans, electronic pupils' record books ...)	More detailed information provided to parents about children's work is more common at the first stage of basic education. Weekly plans are popular which can also serve as a basis for self-valuation and valuation of children at the end of the week. However, if you choose this criterion, you should fulfil it globally across the first stage of basic education, it should not be an individual activity of individual teachers.
3. Our pedagogues offer consultations to pupils and parents.	This criterion is considered fulfilled, if there is a time period written on the website or in another publicly accessible manner when the teacher is available outside of instruction hours. We do not consider this criterion to be fulfilled when a pupil or a parent agrees on a consultation by phone and he/she is given an appointment. This is more social politeness and a given.
4. Apart from class parent-teacher meetings, we also organise teacher-pupil-parent consultations.	If we speak about a trio, it is not necessarily just a trio. If the parties agree, both parents can come with the child or another teacher or school employee whose presence is necessary to resolve the problem can be present. The child should not be left out of this process – except for cases when some issues just between the parents and the teacher should be discussed. As with each criterion, one has to use common sense and differentiate between situations. It is essential for this criterion that the school globally enables such a three-party meeting, supports it and actively offers it to parents.
5. Conflict situations at school are resolved with the participation of all parties affected by the problem, including parents and pupil(s).	In this case, it is about the school not deciding about the child without his/her parents' knowledge, or the child's knowledge. Of course, one cannot make a complete list of who 'all parties affected by the problem' are, but we consider it a mistake if the school just notifies the parents or the child about the decision of the 'disciplinary committee'.
6. The SEP and other school documentation are made available on the school's website. In	The criterion is fulfilled, if at least the school educational programme (SEP) or its selected parts are published. If some schools do not want to publish the entire school educational programmes with regard to copyright, it is advisable for them to

<p>them, we explain all specialist terminology and abbreviations so that parents from all fields of work understand them.</p>	<p>publish a summary of the most important points (or selected chapters) that will enable parents to see how the school teaches. So there will definitely be sections summarising the communication between parents and the school; the manner of teaching main subjects; a section describing how the school achieves children's acquisition of individual competences, etc. One cannot just refer to the fact that the SEP can be viewed at school – just imagine it yourselves. We also welcome it if we can get needed information easily on the Internet when we have time and quiet conditions for it.</p>
<p>7. We offer parents consultations with our school psychologist/school counsellor.</p>	<p>After agreement, the school will mediate a consultation with a psychologist with whom it co-operates. The advantage lies primarily in the fact that this person knows the environment of the school in question, including the children and pedagogues.</p>
<p>8. Parents have the possibility of influencing the manner of their children's catering at school (the composition of the menu in the cafeteria, the assortment of the goods in the school snack bar, the presence/absence of a sweets vending machine, etc.).</p>	<p>The school has an established system how parents can comment on and object to the level and composition of the menu – a comment box or a publicly known e-mail address to which comments can be sent. At the same time, it is considered a given that through its elected representatives in the parent association and School Board, parents have the possibility to co-decide about whether beverage and sweets vending machines will be present at school, whether a drinking regime will be introduced or how will the school cafeteria menu look within the framework of hygienic norms.</p>
<p>9. Parents of our pupils and persons interested in our school can visit instruction after an agreement.</p>	<p>With sufficient advance notification (at least one month ahead), the dates of days of open doors are announced on the school's website and it is clearly stated who should be contacted by phone if one is interested in visiting some lesson individually.</p>
<p>10. We invite parents to instruction so that they participate in joint work with their child.</p>	<p>The fulfilment of this criterion is not just the possibility to visit one's own child's lesson (this is what the previous criterion is about), but such a system of instruction that enables parents to work with their child on some task.</p>
<p>11. We organise school events at which parents and other family members can co-operate with children and meet the teachers (garden parties, sports and cultural events, parent weekends, etc.).</p>	<p>We consider this criterion fulfilled, if this means several events per year at which children and parents from various grades at school can meet. We consider it insufficient, if it is just a class event that takes place once a year.</p>
<p>12. We can recommend to parents an external child psychologist and speech therapist with whom we co-operate.</p>	<p>The school advertises this service clearly on its website together with a contact phone number for the person who is able to choose and recommend a particular expert (most frequently, the school counsellor is the contact person).</p>
<p>13. On our website, we</p>	<p>We do not consider this criterion to be fulfilled, if an e-mail</p>

<p>provide space to parents for an open discussion about the school, for instance a discussion forum, a moderated book of visitors, etc. This is not one-way communication using a form for messages for the school.</p>	<p>address for the principal is published on the website who will respond to possible questions or if there is a mailbox or a 'board' for messages. We consider this one-way communication. The fulfilment of the criterion really requires a space where parents can communicate about the school together or where the discussion is moderated by an authorised school employee.</p>
<p>14. An independent parent organisation with its own legal form (usually a civic association) functions at our school.</p>	<p>If you fulfil this criterion, please write the name of the organisation, its ID number, and the name and contact details of the representative of the parent organisation into the contact form.</p>
<p>15. After agreement, parents have a possibility to use school premises for their own events.</p>	<p>We consider this criterion to be fulfilled even if it is about paid services – renting the gymnasium, school cafeteria or computer classroom. It is mainly about the service being accessible to parents and not just companies with which the school enters into a business relationship.</p>
<p>16. We organise educational seminars for parents on the topic of upbringing and education.</p>	<p>We consider this criterion fulfilled, if the school offers an event at least twice a year – a seminar, a meeting with an expert of an authorised school employee on a topic associated with upbringing and educational problems in the family and at school. These, however, are not subject-related or other professional seminars for teachers. The school should provide information about such events on its website in advance.</p>
<p>17. We organise 'curriculum afternoons' at which we explain to parents what, how and why we teach at school.</p>	<p>This should be a meeting at which the school clarifies to parents what and why is taught there, emphasising mainly methods that are new and unknown to the parents. This education also includes meetings for the parents of first graders and pre-schoolers at which the school introduces to them its educational programme and provides them with information about processes in individual educational areas (e.g. education towards readership or sex education). Such meetings can be led both by school teachers and invited experts. As a very suitable form, we recommend a regular 'parents' café' (e.g. once every two months) with a pre-determined topic, but with the possibility of the parents to ask about things they do not understand in the instruction or to order through the website the topic for the next café.</p>

Rodiče vítání. [online]. [retrieved on 2014-02-15]. Available at: http://www.rodicevitani.cz/wp-content/uploads/2012/06/RV_kriteria_certifikace_uprava_komentare_1306121.pdf

Appendix no. 2

The Theory of Multiple Intelligences – Howard Gardner

Type of intelligence	Characteristic	Needs and Interests
VERBAL-LINGUISTIC	The ability to master and cover all aspects of the language	Reading, writing, narrating stories, word games, dialogues
LOGICAL-MATHEMATICAL	The ability to think logically, systematically and scientifically	Manipulation with objects, investigations, experiments, solving logical problems, puzzles, brain teasers, technical interests
VISUAL-SPATIAL	The ability to exactly notice, understand, save to memory and recall shapes, layout of objects in space, and spatial orientation	Modelling, designing, visual displays, folding paper toys, illustrated books, visits to art museums
MUSICAL-RHYTHMIC AND HARMONIC	The ability to understand rhythmic and intonation models of music and tone and sound quality, the ability to remember information as sounds	Singing, whistling, humming, rhythm-tapping, signing during the day, listening to music, playing a musical instrument
BODILY-KINESTHETIC	The ability to use one's body very skilfully both for self-expression and for activities directed towards a certain goal (sports, acting), the ability to skilfully handle objects	Dance, motor activities and sports, role-play, active physical participation in activities, haptic experience, 'DIY'
INTERPERSONAL	The ability to notice the behaviour and feelings of other people, to recognise and understand the differences in their temperament, abilities, motives and moods	Leadership, organisation, gathering, visits to social events, collective games, teamwork, dialogues
INTRAPERSONAL	The ability to develop and control one's feelings and experiences, understanding one's SELF	Meditation, dreaming, calm for independent thinking and planning, independence, distinctive opinions and hobbies
NATURALISTIC	The ability to perceive energy, intuition, 'the sixth sense', increased sensitivity for the perception of natural phenomena and the ability to learn from them	Stays in nature, lifestyle in accordance with the first human essence, interest in literature and practices building on a holistic approach to life and health

KREJČOVÁ, Věra and KARGEROVÁ, Jana. *Vzdělávací program Začít spolu: metodický průvodce pro I. stupeň základní školy. 2nd updated edition.* Praha: Portál, 2011, 228 p. Step by step (Portál). ISBN 978 80 7367 906 4.

Appendix no. 3

An Example of an Instruction Project from the Cross-section Topic 'Environmental Education'

I. GENERAL INFORMATION ABOUT THE INSTRUCTION PROJECT	
Title of the instruction project:	Will We Replace Nature?
Cross-section topic:	Environmental Education
Thematic area of the cross-section topic:	People and the Environment
Age category/for whom the project is designed:	Primary school – Grade 9
Time needed for implementation:	10 lessons / 2 education days
Educational objectives in the area of the development of pupils' key competences:	<p><u>Problem-solving competence:</u></p> <ul style="list-style-type: none"> critically interprets acquired knowledge finds arguments and proofs for his/her claims formulates and defends substantiated conclusions <p><u>Communicative competence:</u></p> <ul style="list-style-type: none"> presents the outcome of his/her work in a suitable manner <p><u>Social and personal competence:</u></p> <ul style="list-style-type: none"> decides based on his/her judgement respects opinions of other classmates
Contributions for the pupils' personality development:	<ul style="list-style-type: none"> Understands the impact of his/her negative behaviour on nature. Can explain how he/she can contribute to sustainable development. Knows how to recycle waste. Understands the significance of recycling.
Key terms related to the them of the project:	Nature, pollution, waste, waste sorting, recycling, ecology, environment
Output of the instruction project:	<ol style="list-style-type: none"> Decal on the topic of water Landscape objects made of waste Object – assembling an animal from waste Story 'From the Life of Waste' Dramatisation of waste sorting An overview graph of one's own waste production Comics of one's life without nature
II. ORGANISATION OF THE PROJECT	
Project's time	Within the framework of the project, we propose:

schedule:	<p>Joint activities, which we assume to be undertaken by all pupils under partial leadership of the teacher (either as independent tasks, in pairs, groups or together as the whole class).</p> <p>Independent activities in groups will be undertaken by pupils based on their own choice; we assume that individual groups will be solving various tasks at the same time. The concrete sequence of individual activities will be selected by the teacher based on current situation and he/she can choose just some activities from the proposed project.</p>
Environment of the project implementation:	Art classroom, the school building, landscape close to the school
Aids and materials needed to implement the instruction project:	Water, water holder, brushes, oil colours, turpentine, bristle board, Indian ink, pupils' waste, paper, 2x audio player, photographs, camera, natural material
Possible risks or else what to look out for:	Work in field – possibility of an injury; excursion – possibly uncharged batteries in the camera; non-functional printer, overall non-functional technology (audio-visual, video); possibility of poisoning by turpentine, cutting oneself with plastic
Presentation of project outcomes:	Project outcomes will be presented as photographs and independent works of art on school bulletin boards and on the school's website. Within the framework of a project day, pupils can prepare a workshop on the topic of recycling for other pupils.

III. JOINT ACTIVITIES OF PUPILS WITHIN THE PROJECT

A bulleted list of joint activities:	<p>Music sample: Joint listening to the music record 'Sounds of Water' (meditative music) 5 min.; managed discussion on the topic of water pollution and the need for it to life on Earth.</p> <p>Discussion about human intervention in nature: Joint discussion about human intervention in nature. What belongs to the landscape and what does not? Joint idea of ideal landscape and related practical group assignment.</p> <p>Waste production and recycling: Joint contemplation of waste and its production, methods of waste recycling and its use. In the first assignment, pupils will go through their weekly waste diary and will compare their production with other classmates in the group. Based on this, they will propose a solution to mitigate their own waste production.</p> <p>Colours in waste sorting: A dialogue about colours. What colour is your favourite one and why? What colour do waste containers have? Why? Would you choose a different one?</p>
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Substantiate your answer.

Blue – paper

Green – glass

Plastic – yellow

Orange – beverage cartons

Brown – bio-degradable municipal waste

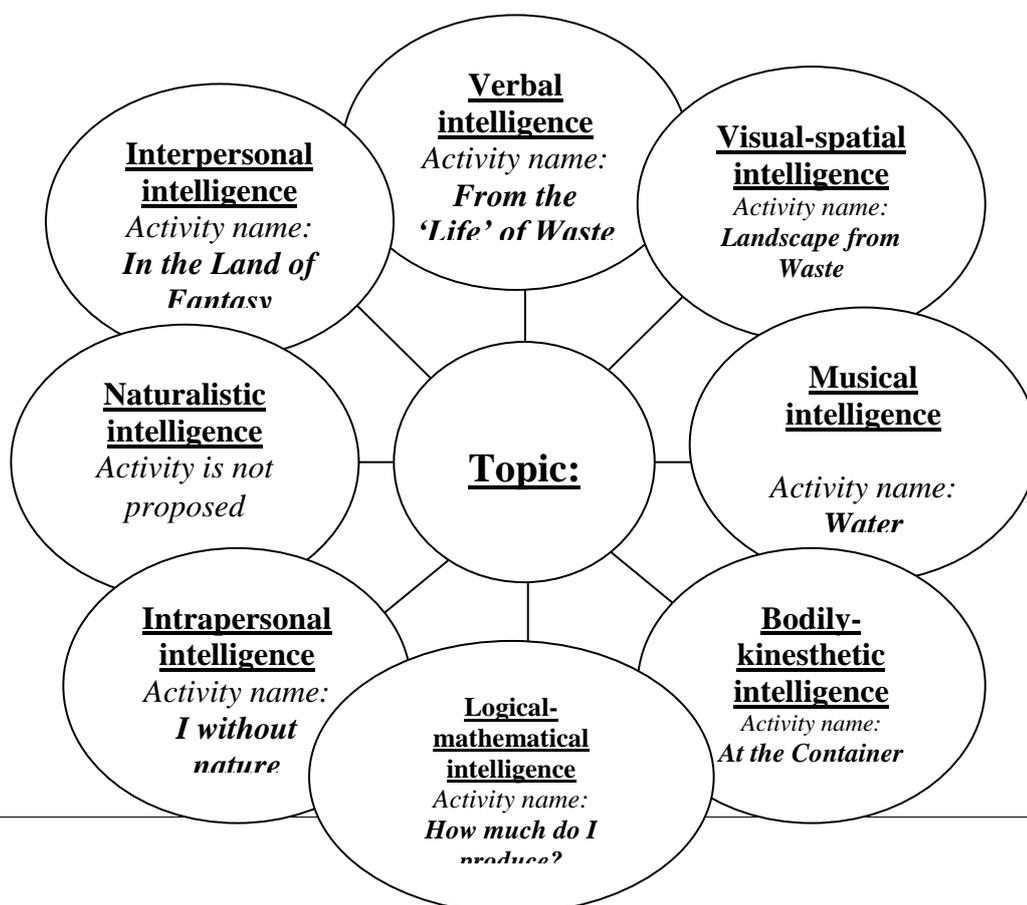
Duration of waste decomposition: Pupils are given a sheet – waste decomposition times and savings made by secondary raw materials. Their assignment is to correctly connect the time and the material. Independent work by each pupil. Joint assessment.

Photographs: Pupils in a group photograph anthropogenous activities in nature. The group will present the photos in the form of a pseudo-scientific paper. In conclusion, joint contemplation, assessment and explanation of the photographed phenomenon.

Future without nature: Joint contemplation of future without nature. In the next stage, independent work – through comics, pupils will present themselves in the future without nature. In conclusion, joint discussion and assessment: positive/negative future.

Excursion to nature: Joint discussion on the topic of eco art and environmental problems. Group work on the topic of eco art. Final discussion.

IV. APPLICATION TASKS FOR PUPILS' GROUP WORK



<p>Activity name: Water</p> <p>Intelligence type: Musical</p>	<p>Number of pupils per group: 3–5</p> <p>Roles in the group: supplier, communicator, 'cleaner'/manipulator (joint artwork for all 3–5)</p> <p>Task assignment/instructions: Based on listening to the music record, express 'water' (e.g. its power, sound, colour, your feelings)</p> <ul style="list-style-type: none"> ✓ use the decal technique ✓ assign roles in the group ✓ fill up the water holders up to the top ✓ choose three colours through which you will express 'water' ✓ mix each oil colour separately with a little turpentine ✓ pour the thinned colours to the water holder ✓ play with the colour in the holder using a brush ✓ create 3–5 decals on A2-format bristle boards (according to the size of the water holder) ✓ add some Indian ink drawings to the dried work ✓ choose your representative to interpret your work in front of the class <p>Time: 90 min.</p> <p>Aids, materials, resources: audio player, water, water holder, brushes, oil colours, turpentine, bristle board, Indian ink</p> <p>Expected result, outcome: Through his/her own experience, the pupil is aware of the importance of water and its protection.</p> <p>Presentation method: Group representatives defend their work in front of the classmates.</p> <p>Assessment criteria: Mastering the art technique, following the instructions, formulating ideas when presenting the work.</p>
<p>Activity name: Landscape from Waste</p> <p>Intelligence type: Visual-spatial intelligence</p>	<p>Number of pupils per group: 3–5</p> <p>Roles in the group: organiser-designer, supplier, speaker, time-keeper</p> <p>Task assignment/instructions: Create a landscape from waste</p> <ul style="list-style-type: none"> ✓ choose a group to which you want to belong (forest, meadow, flowers, bushes, animals...) ✓ together choose the material ✓ propose your object(s) ✓ with other group speakers, agree on placing your objects to the joint landscape ✓ create a group topic from agreed material (e.g.

	<p>trees...)</p> <ul style="list-style-type: none"> ✓ place the object(s) in the agreed position <p>Time: 90 min.</p> <p>Aids, materials, resources: adhesive tape, wires, cords, newspapers, PET bottles, plastic bags, wood cuttings, glue-gun, stapler, scissors...</p> <p>Expected result, outcome: The public perceives the importance of landscape and its irreplaceability more deeply.</p> <p>Presentation method: Group speakers will present objects in the joint landscape. In the end, the class agrees on a joint name for the landscape.</p> <p>Assessment criteria: Comparing the proposal and ready object, thought-through presentation of the created object.</p>
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<p>Activity name: How much do I produce?</p> <p>Intelligence type: Logical-mathematical</p>	<p>Number of pupils per group: 3–5</p> <p>Roles in the group: organiser, supplier, time-keeper</p> <p>Task assignment/instructions: <u>Compare your waste diaries and create an overview table/graph</u></p> <ul style="list-style-type: none"> ✓ What waste is produced by members of your group? ✓ What waste is the most numerous and the least numerous? ✓ Create an overview table/graph, in which you express the state of waste production in your group. ✓ Propose steps to limit waste production you are able to implement and write them down in a well-arranged manner. ✓ Present to the others. <p>Time: 90 min.</p> <p>Aids, materials, resources: pupil diaries, wrapping paper, markers or a notebook (Excel) and beamer</p> <p>Expected result, outcome: The pupil analyses his/her behaviour with regard to waste production and proposes measures regarding his/her behaviour that will lead to lower waste production.</p> <p>Presentation method: Presentation of the created poster or Power Point presentation with commentary for other classmates</p> <p>Assessment criteria: Fulfilment of all steps assigned in the application task.</p>
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<p>Activity name: From the 'Life' of Waste</p> <p>Intelligence type: Verbal</p>	<p>Number of pupils per group: 3–5</p> <p>Roles in the group: note-taker, organiser, time-keeper, illustrator.</p> <p>Task assignment/instructions: <u>Create a story about the 'life' of waste material</u></p> <ul style="list-style-type: none"> ✓ From the prepared materials, pick one object – waste – in the group.
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	<ul style="list-style-type: none"> ✓ Create its 'life' story, in which you provide information about its creation, 'life' and decomposition. ✓ Write the story down. Minimum length – 1 standard page A4 (30 lines, 60 characters/line) ✓ Create 2–3 illustrations for the story. <p>Aids, materials, resources: objects from waste material, pencils, paper, notebook</p> <p>Expected result, outcome: The pupil expresses/describes the process of waste-material decomposition in the form of a story.</p> <p>Presentation method: Reading of the story</p> <p>Assessment criteria: Fulfilment of all steps assigned in the application task, the degree of co-operation of all group members on the assigned task.</p>
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<p>Activity name: At the Container</p> <p>Intelligence type: Bodily-kinesthetic intelligence</p>	<p>Number of pupils per group: 4–5</p> <p>Roles in the group: director, script writer, actors, time-keeper</p> <p>Task assignment/instructions: <u>Prepare three drama scenes to the topic 'AT THE CONTAINER'</u></p> <ul style="list-style-type: none"> ✓ In the scenes, capture: correct/incorrect waste sorting, correct/incorrect waste throwing according to the container colours, the issue of placing containers in the city, 'what can we encounter while sorting waste'. ✓ For each drama scene, make a script, assign roles and try out the drama. ✓ You can also use musical accompaniment for the drama. ✓ Present to the others. <p>Time: 60 min.</p> <p>Aids, materials, resources: props including waste, CD player</p> <p>Expected result, outcome: The pupils will act out waste sorting and know the colours of individual containers and what can be thrown into them.</p> <p>Presentation method: In front of the other groups</p> <p>Assessment criteria: <i>Following the assigned instructions.</i></p>
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<p>Activity name: I without nature</p> <p>Intelligence type: Intrapersonal</p>	<p>Number of pupils per group: 2–3</p> <p>Roles in the group: comics illustrator</p> <p>Task assignment/instructions: <u>Create a comics on the topic 'I without Nature'</u></p> <ul style="list-style-type: none"> ✓ In the group, discuss about what it would be like in the world in which people would completely replace nature. ✓ What would exist? What would disappear? ✓ Each of you, based on the joint discussion, propose a short comic strip (five to ten cells) on the topic '<i>I without Nature</i>'. ✓ Present your comics to the others in the group. ✓ Look for what you agree on (what connects your comics) and for what you perceive differently. Prepare these
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	<p>conclusions for the others.</p> <p>Time: 90 min.</p> <p>Aids, materials, resources: paper, pencils, coloured markers, coloured pencils</p> <p>Expected result, outcome: The pupil is aware of the consequences of destroying nature and can apply them personally with regard to his/her own life.</p> <p>Presentation method: Pupils present their comics and discussion outcomes to the others.</p> <p>Assessment criteria: <i>Following the assigned instructions.</i></p>
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<p>Activity name: In the Land of Fantasy</p> <p>Intelligence type: Interpersonal</p>	<p>Number of pupils per group: 3–4</p> <p>Roles in the group: designer, supplier, time-keeper, speaker</p> <p>Task assignment/instructions: Create a 'new animal species' from waste material in the group</p> <ul style="list-style-type: none"> ✓ create an animal object ✓ give it a name ✓ write its basic characteristic (size, weight, what it eats, how it reproduces...) ✓ pick its place for life in the landscape made of waste ✓ place it in the landscape ✓ choose a group representative who will present the animal to others <p>Time: 60 min.</p> <p>Aids, materials, resources: waste material, pencils, paper</p> <p>Expected result, outcome: The pupil develops his/her fantasy, co-operates with other classmates, and agrees on joint solution.</p> <p>Presentation method: Pupils present their 'creation' to the others</p> <p>Assessment criteria: Fulfilling all steps assigned in the application task.</p>
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Adapted by Věra Krejčová in 2014 based on the proposal of an instruction project by Daniela Vaňková, Jana Vašková and Magda Petrášková, students of the Faculty of Education in Hradec Králové who did it as their seminar paper in the academic year 2011/2012.