



Gouvernement du Québec
Ministère de l'Éducation
**Direction générale
du développement pédagogique**

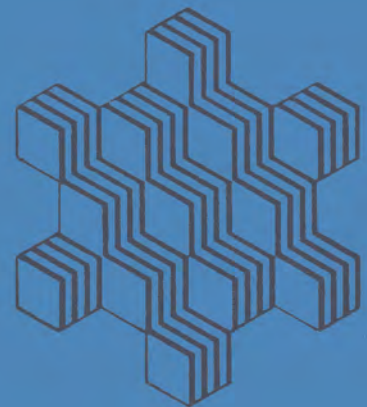
16 – 2714 – A

PROGRAM

• Elementary

MORAL EDUCATION

FOR STUDENTS EXEMPTED FROM RELIGIOUS
EDUCATION AT THE PRIMARY LEVEL OF
THE CATHOLIC SCHOOL SYSTEM



7980 – 1019G

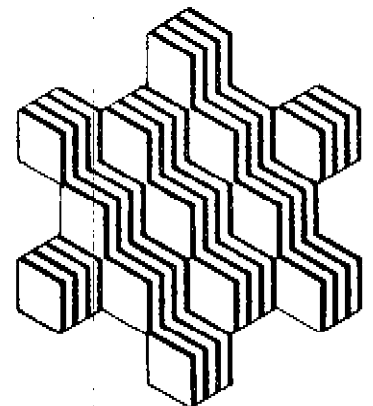


PROGRAM

• Elementary

MORAL EDUCATION

FOR STUDENTS EXEMPTED FROM RELIGIOUS
EDUCATION AT THE PRIMARY LEVEL OF
THE CATHOLIC SCHOOL SYSTEM



7980 ... 1019G

MORAL EDUCATION

AT THE PRIMARY LEVEL

**Approuvé par le Comité catholique du
Conseil supérieur de l'éducation les
15 - 16 septembre 1977**

ISBN 2 - 550 - 00823 - 5

**Dépôt légal - premier trimestre 1980
Bibliothèque nationale du Québec**

Direction des Communications
Ministère de l'Éducation

020200
2380001

BIBLIOTHEQUE NATIONALE DU QUEBEC

Eléments de catalogage avant la publication. Québec (Province) Direction générale du développement pédagogique. Service des programmes.

Moral education program for students exempted from religious education at the primary level of the Catholic school system. Direction générale du développement pédagogique. Service des programmes. Québec: Service général des Communications, ministère de l'Éducation.

(Document; no 16-2714-A)

"Moral education program for students exempted from religious education at the primary level of the Catholic school system", published by the Ministère de l'Éducation in 1977, revised edition translated and adapted for English-speaking teachers by Dr. Florence Chevalier, S.S.A.

Publié séparément en français sous le titre: Programme de formation morale pour les exemptés de l'enseignement religieux du primaire dans les écoles catholiques.

"Moral education program for students exempted from religious education at the primary level of the Catholic school system" published by the Ministère de l'Éducation in 1977, revised edition translated and adapted for English-speaking teachers by Dr. Florence Chevalier, S.S.A.

TABLE OF CONTENTS

	<u>PAGES</u>
INTRODUCTION-----	5
PART I: Principles of Moral Development -----	11
A. Philosophical Principles -----	11
B. Psychological Principles -----	13
C. Sociological Principles-----	16
D. Pedagogical Principles -----	19
PART II: General Objectives of Moral Education at the Primary Level-----	22
PART III: Specific Objectives of Moral Education at the Primary Level -----	28
. Introduction -----	28
.Specific Objectives for Children 6 Years of Age-----	31
.Specific Objectives for Children 7 Years of Age-----	41
.Specific Objectives for Children 8 Years of Age-----	51
.Specific Objectives for Children 9 Years of Age-----	61
.Specific Objectives for Children 10 Years of Age-----	72
.Specific Objectives for Children 11 Years of Age-----	83

INTRODUCTION

There is at present in the primary schools of Quebec no model program specifically designed for the teaching of moral education, for moral education has always been considered an integral part of religious education. This has both advantages and disadvantages. It is an advantage not to be hindered by the binding force of tradition. It is a disadvantage to have no model whatsoever. Everything remains to be done through our own inventiveness. That is why the present program must be presented as tentative and open to constant improvement.

"For the ignorant, no science is simpler or more self-evident than morality. For the learned, none is more difficult or obscure". So states Diderot. Man has always pondered the question of his conduct. He has sought to situate its source beyond instinct. Though he has persistently erected one system after another, he has not always been able to distinguish very clearly between right and wrong.

Most people are especially familiar with an authoritarian type of morality where one relies on some authority to state what should be done and what is right or wrong. Within this context, moral education is perceived as indoctrination and persuasion in view of inculcating some specific content. Such a concept is evidently inadequate.

If a student is to become morally educated, merely subjecting him to superficial contact with educators who have constituted themselves as moral authorities is not enough. He must be in a position to acquire not only clearly defined and well-understood personal moral principles but also the means necessary to evaluate these very principles.

According to John Wilson of Oxford University, morality means: "... what is overridingly important in a person's life, in what he does feels and is".* Thus any person who acts deliberately, not merely reacting to some conditioning, can be said to act morally. If an act is to be considered moral, the agent must be able to claim and assume responsibility for his action. Moreover, his reasons must pertain to the moral situation in which he is involved. To act freely, consciously and voluntarily is not enough. He must also be concerned with the desired end itself which he considers valuable for its own sake. What he ought to do to achieve this end must be subordinated to the end considered desirable in itself.

It is easy to see where this leads. "The essence of moral education is not the inculcation of right choices, but the improvement and clarification of feeling, or, more precisely, it aims at the former, via the latter". *The moral education program for primary schools has been drawn up with this in mind. But that, evidently, is not enough.

A program can never be but a tool, an instrument, an aid, and even, at times, a crutch.

The relationship between teacher and pupil, adult and child, educator and educated is the channel through which the pedagogical objectives of this program will be realized or destroyed. A helping relationship, acceptance of the child, a sympathetic listening attitude, acceptance of behaviour are all subjects worthy of reflection and a possible change of attitude.

* Wilson, John, A Teacher's guide to moral education Geoffrey Chapman, London, Dublin, 1973

GENERAL AND SPECIFIC OBJECTIVES

The general objectives of this program are largely based on the moral education theories and methodology of John Wilson in INTRODUCTION TO MORAL EDUCATION. Since our aim was educational, we could not limit ourselves to the transmission of mere content. We found it necessary to stress the development of certain qualities (skills and attitudes) pertinent to the moral domain.

The general objective of the moral education program for primary schools is as follows: to make the child aware of the principal elements of a moral act and to motivate the child to act morally. The aim of the entire program is to awaken the moral sense of the child since it does not seem useful to have the child learn a series of moral principles which he cannot understand. In the field of morality, knowledge of principles need not prevent disorderly action. We believe it more important to develop at the very core of the child's life an awareness of certain qualities essential to a moral attitude.

The general objective has been developed to stress discovery of self and of others on the physical level, the affective and social levels, the intellectual, cultural and moral levels (this last is the integrating dimension). Moreover, with the help of the elements of each aspect of this discovery, the program has as its aim to develop certain moral qualities and skills: self-respect, respect for others, ability to judge on the moral level, ability to act on the moral level. There will be cognitive or intellectual objectives and affective or emotional objectives.

This is not the place to present the elements of personal discovery. But we should add here that at each primary level we will

continue to develop the same elements of the general objective. For example, objective 4.1 "discovering values in one's surroundings" will be developed from age six (6) through eleven (11). Change in content will keep up with the child's growing experience.

It is of prime importance to adapt the program to the child's development. The basis of his intellectual life changes from concrete to abstract or formal thinking. His affective ties are extended. His social viewpoint passes through various stages which condition the development of his moral judgment (Selman, Kuhmerker...). The particular objectives are meant to adapt the general objective to the changing needs of the growing child.

METHOD AND CONTENT

It will be useful to consider the relationship between moral methodology and content in such a program. In spite of the contrary opinion of some theorists like Kohlberg, we find it impossible to separate content and methodology. Moral skills cannot be developed in a vacuum but rather within an identifiable context or content (Beck, The Reflective Approach in Value Education, Moral Education Project, year 3). Most probably, evolution from one stage of development to another is accompanied by the acceptance of evolving content composed of changing values, norms, judgement and emotions. Structure cannot be maintained without content.

In a moral education program, the terms "methodology" and "content" have a specific meaning which should be clarified. A person who has developed the habit of considering a moral problem methodically can be said to have acquired a moral methodology. In any given situation,

there are different aspects to be considered (called component factors by Wilson). But one must learn to examine these in such a way that moral judgment and action will follow. That is what we mean by moral methodology. Moral methodology does not provide content since it merely indicates which fields are to be explored without necessarily specifying what is to be studied within each field.

Content is twofold in this program of moral education. There is the acquisition of certain skills and specific attitudes (respect, empathy, sociability, competence, judgment, choice, action) promoting the discovery of what is good and its pursuit and also of knowledge related to culture, religion and morality. It is essential to refer to these since they serve to support moral qualities. For example, one cannot form a judgment concerning a certain situation unless one is aware of the facts.

It is through the parents that children have their first social experience of living within a human community. The parents are rooted in a specific culture. They have learned to use certain words and gestures which they in turn transmit to their children. Children are born imitators. Before being able to think and reflect for themselves, they are bequeathed an inheritance of emotions, rationalizations and behaviour traits which they are expected to respect. They will accept all indiscriminately. Especially on the primary level, the program is geared to help them become aware of this initial living experience and then learn how to classify its various elements for the first time.

Secondly, content refers to belief or faith. A history of man's beliefs would probably constitute a history of man. Modern man cherishes certain beliefs just as did prehistoric man. The content

of belief may have changed but not the act itself of believing. Pupils must be allowed to understand progressively their own beliefs, those of the people around them, and those of other peoples or nations. This type of research is difficult and cannot be pursued to any great extent at the primary level. Within this context the program makes its first reference to religion as a social phenomenon.

Thirdly and finally, program content must refer to basic moral values. These are rooted in the very nature of man. Without discussing here the difficult question of what constitutes human nature, we may state that men have always manifested certain common needs based on six primary moral values: life, love, action, justice, truth, happiness. Though these values may probably be lived in many different ways, there can be no morality without them. No man, no culture, no Church can pretend to have reached perfection in expressing these values. That could never be realized within the natural order. A moral education program must be based on the facts of human existence.

Method and content cannot be dissociated. Content is the whole man. Moral methodology is a process which leads progressively to self-discovery and responsibility for one's choices. Finally, the moral education program should allow the student to become aware of his way of life and help him develop a personal moral option corresponding to the meaning he wishes to give to his life. This option should normally be rooted in the collective life of his native society and contribute to some extent to group betterment.

I- PRINCIPLES OF MORAL EDUCATION

Principles of moral education are basic ideas which we use to characterize the type of moral education we wish to stress. These define the very concept of moral education, the theoretical basis of the program.

There are certainly many ways of presenting these fundamental principles. To avoid lengthy, abstract discussion, we have chosen to present them in the form of relatively simple propositions which we have divided into four categories entitled:

- A. Philosophical Principles
- B. Psychological Principles
- C. Sociological Principles
- D. Pedagogical Principles

It is important to note that these principles are quite general and that they have served as a foundation for the development of the program of moral education for secondary as well as for primary schools. One must bear this in mind whenever the principles discussed seem inappropriate for students at the primary level.

A. PHILOSOPHICAL PRINCIPLES

The moral education program presented here is based on the existential reality of man, on the definition we give to morality and the relationship we establish between both. That is why we begin by first stating the following philosophical principles.

1. Man is free and is held to be responsible for his acts. He is in a state of constant becoming. Consequently, he must continue to work at his development throughout the course of his life.
2. Man is at one and the same time an individual and a group member. This is the basis for the two essential dimensions of his action.
3. The aim of morality is to promote a conscious choice for human action since instinct does not suffice.
4. Man is the only being able to judge his acts according to moral norms.
5. In the first analysis, what properly constitutes the so-called moral norm is the existential reality (permanent in history) constituted by man himself.
6. Man grows along four axes or dimensions rooted in his existential reality: physical growth, affective or emotional growth, intellectual growth and social growth.
7. The existential reality of man gives rise to certain fundamental values: life, love, action, justice, truth, happiness.
8. These values delimit man's search for his own good.
9. Man is a being living within time and space. Consequently, he should take into account all the elements of a given situation if he is to judge and act morally.
10. Morality is an ontological component of the human being. It remains autonomous even though it may be enlightened by particular metaphysical or religious systems. An end result of morality, by definition, is respect for diversity of values and beliefs.

B. PSYCHOLOGICAL PRINCIPLES

The following principles belong to the psychological order because they describe the two most important factors affecting personality development in a human being: personal maturation and the influence of the surrounding environment or milieu. The development of an autonomous and responsible human being depends at one and at the same time on his personal maturation and the exchanges he can have within his own environment which at first consists solely of his parents and later expands to include all persons with whom he comes into contact:

- a. his parents,
 - b. his peers;
 - c. the media,
 - d. his professors,
 - e. groups,
 - f. society.
1. Human capacities whether physical, intellectual, affective or moral are present at birth in an undeveloped state.
 2. For the proper development of an autonomous and responsible human being, interrelationships with others are even more important than the maturation of organic processes.
 3. A child is born into a social environment. His psychological and moral development depend on his progressive socialization.
 4. The infant is born with a complete lack of self-awareness and is therefore unable to distinguish between the self and the non-self.
 5. The infant's capacity to understand those around him and to make

himself understood by them, a capacity which conditions his entire development, has its source in the newborn infant's total inability to see to the least of his needs together with the ability of the parents to discern these needs and satisfy them.

6. It is through these primary elements of mutual understanding that communication first takes place between two beings.
7. The initial communication is essentially egocentric in character since it is centered on the satisfaction of the needs of the child. It is up to those around him, his parents in his infancy, to set aside their needs to see to his.
8. Even within the first year of life, communication will gradually become mutual. The child will learn to accept delays between felt needs and their satisfaction.
9. The very existence of these delays constitutes one of the many elements of progressive awareness of external reality and helps initiate mutual communication, that is communication not centered exclusively on his own personal reality but opening out also onto exterior reality, the reality of others and their needs.
10. The child will establish this first mutual communication with the most significant person or persons around him, in early infancy with his parents.
11. The child will view these persons as significant because they were present when needed to relieve his distress. By providing for his needs, they progressively became for him the very incarnation of sincere, open, autonomous, responsible communication, aware of others and attentive to their needs.
12. Since these significant persons represent what is good to the child, they become models to imitate and with which to identify.

13. These models become for children the source of all positive values (or unfortunately, at times, of negative values) which will affect their attitude and behaviour towards themselves and others.
14. The child will later have to examine and reevaluate these borrowed values if they are to become personalized. This is brought about through communication with others. (Mass media necessarily come into play at this level.)
15. These first are peers, his neighborhood playmates and his classmates upon entering school. There he learns through personal experience the complex game of interpersonal communication. He becomes aware of what motivates him and of what motivates others, of what is good for him but not for others (judging from their reactions), of what is good for others but not for him.
16. It is through this process of communication that the child has to reexamine, expand, correct, modify, and in some cases eventually change or abandon values acquired from his first identity models.
17. Through this reanalysis of human and moral values pursued within his society (school groups etc...), the child tries to find other more consistent, reliable and valid principles of behaviour.
18. The child searches for these new principles of behaviour in his teachers, adults resembling his parents in that they also stand for maturity, poise and consistency of values and judgement but differing from them in that they may express these differently.
19. The child tends to adopt the teacher as his second model for imitation and identification. As a model, the teacher takes on added influence. This strong influence may greatly help

the child discover ever more deeply what he is, what motivates him, what values are good for him and for others. But this strong influence may also have an adverse effect on the child.

How this influence affects the child depends on the teacher's actual maturity, judgment and values and the way he consciously or unconsciously uses these to condition the child, force him into conformity or help him grow and develop.

20. The adolescent feels more committed to peer-group principles, norms and role ideals. Even though adults (parents, teachers or other significant adults) may still exert considerable influence, adolescents feel the need to reanalyse and reassess everything by and for themselves.

21. In the last analysis the influence of the larger society and the values it represents (family, school, religion, democracy, justice, equality, life, affluence, poverty, etc.) and the use it makes of these values must be taken into account. The adolescent will continue his personal search for valid human and moral values. But regardless of whether or not we or the student wish it to be so, the adolescent's readjustments and new choices will be influenced by current social values, by the way in which society (family, school, religion, political system) implements these values. But, once again, this influence may result in a more or less general conditioning or a highly personalized choice and even the generation of entirely new and more appropriate values.

C. SOCIOLOGICAL PRINCIPLES

We must now specify what influence society has on the

individual and what impact the latter may have on the evolution of group morality. That is what we mean by sociological principles of moral education.

1. Each society and culture possesses its own code of values and moral norms which does not necessarily coincide with that of the group members taken individually.
2. This code of values and moral norms becomes diversified as interest groups and socio-economic classes complement and confront one another within a society.
3. Every member of a society and of a culture is influenced and conditioned by this code to a varying degree depending on the individual himself, the immediate groups of which he is a member (family, play-group, school), the social class to which he belongs and the kind of society in which he lives.
4. Consequently, a person's morality cannot be merely his own concern and it cannot refer exclusively to individual questions; it must also take on an important social dimension. The morality of a person is essentially and organically linked up with the morality of a society, its structures and its laws whether a person accepts them passively or actively seeks to transform them.
5. Precisely because a person's morality is essentially social, it must never be closed in upon itself; personal evaluation must also take into consideration that (evaluation) of others.
6. A person's morality is expected to be as flexible and subject to adaptation and transformation as society itself is in reality. In this context, it should not tend to become irrevocably fixed in an immutable position. If a person's morality as well as that of a society can be said to be malleable, this should not be taken to

mean that a person should always and in all ways adopt the morality of the constantly changing society which surrounds him.

7. Because it is social and also, of course, because it is human, a person's morality is constantly open to improvement and perfectibility to the very last moment of life. The time spent on moral education within the family and at school is but a passing moment, however important it may be.
8. Though every person is thus conditioned by group or social morality, it is nevertheless both possible and desirable because of his personal and moral autonomy for him to become a creator of group morality at any level whatsoever.
9. The social character of a person's morality takes form from the very first years of his existence as values and norms transmitted by the family, the school, his immediate surroundings and society at large are assimilated and made his own. Moral education is absorbed and lived before being subjected to reflection and criticism as the person becomes more morally active and autonomous.
10. If a person is to become truly morally educated, he must gradually become conscious of the moral values and norms transmitted to him by society and subject these little by little to an objective and critical examination to determine their mutual coherence and relative importance as well as the real impact they may have on his life.
11. It may sometimes happen that the analysis of one's personal morality as well as that of others may result in a rejection of moral values and norms accepted up to then as part of one's life. This may initiate within the person a progressive creation of new values and moral norms for himself as well as others.

12. A teacher fo moral education may find his task easier if he first submits his own norms and moral values to a very critical and objective analysis to determine what can be attributed to the influence of society. Otherwise, he may unwittingly become an influential conditioning factor.
13. For the same reason, the teacher must be as aware as possible of the values and moral norms current within society and all the sub-groups and sub-cultures which make it up.
14. Even though the teacher should contribute actively to the moral education of the young, he nevertheless must avoid becoming a moral conditioner seeking above all else to transmit and inculcate his own values and moral norms or those of society.
15. The moral education teacher should progressively awaken the moral sense of children with respect to social, economic and political questions. His sim should be to bring them to become able to take a stand on these based on their inherent values and moral norms.

D. PEDAGOGICAL PRINCIPLES

In a moral education program, principles such as those we have just presented must be applied in a concrete manner. This leads us to formulate pedagogical principles related to:

- the objectives of a moral education program;
- the content of such a program;
- the proposed methodology;
- the role of the teacher;
- the school environment.

1. The essential educational task of a school is the total development of the child as a person.
2. The moral dimension is a specific and very important component of the person and must be developed along with other dimensions to ensure the emergence of a truly autonomous and responsible moral life.
3. Within the school context, moral education has as its objective the development of a moral conscience based on reason and of human conduct reflecting this moral conscience in both attitude and behaviour.
4. Events and moral dilemmas occurring in daily life are used as starting points to develop subjects proposed for the moral education program. These are discussed with respect to the values, norms and principles they may represent for the individual as well as the group.
5. The method used in moral education is meant to help students learn how to reflect critically on human behaviour so that with a teacher's help they may gradually be brought:
 - a. to become conscious of their personal morality (hierarchy of values, norms, principles, etc.);
 - b. to compare their personal morality with that of others, with that of the group;
 - c. to find out what data on the question of morality can be provided by science, philosophy, religion, etc...
 - d. to formulate a consistent moral judgment and adapt

their conduct accordingly after having covered these first three items.

6. **Moral** education is a task that requires the collaboration of all interested parties: children, parents, school authorities and teachers.
7. If the school's environment is to promote moral education, we must go beyond pure theory and speculation and see to it that the school's atmosphere and school life itself bear witness to deep moral understanding and high moral sense.
8. The objectives of such an education, if realized, should result in a moral life which is free, autonomous and responsible with respect to self and others.

II- GENERAL OBJECTIVES OF MORAL EDUCATION AT THE PRIMARY LEVEL

A program of moral education is devised to produce changes in those who follow it. These changes or objectives are at first described in very general terms and then in gradually more precise terms.

General objectives will first be mentioned and then specific objectives. The first give a global view of the kind of education we wish to impart. The second bring these into clearer focus. General objectives are a bond of unity since they are the same for the entire primary level. This is not for specific objectives.

Moreover, there are two categories of specific objectives in the program: A. Acquisition of knowledge and B. Acquisition of moral skills. The entire program is influenced by these categories in structure as well as content. That is why they are mentioned together with general objectives.

General Objectives of the Program

The general objectives of the moral education program flow from the principles of moral education which we have presented in the first section. Thus, in a very general way, we may say that what we are trying to do is to enable the child:

to become an autonomous moral agent, i.e. free and responsible in the search for the good of man as an individual and as a group member;

to discover the principal elements of moral action.

But to achieve these two very general objectives, the child must acquire knowledge about people as well as attitudes and moral skills in keeping with the various axes of his development. That is why we may present as follows the hierarchy of general objectives of the program of moral education. To bring the child to become an autonomous moral agent, we must make him aware of the principal elements of moral action and provide motivation. That is to say:

- 1.0 along the axis of physical growth, enable the child:
 - 1.1 to become more conscious of his physical needs (eating, sleeping, breathing, jumping, space);
 - 1.2 discover his level of growth and development.

- 2.0 along the axis of affective and social development, enable the child:
 - 2.1 to become conscious of his feelings and sentiments;
 - 2.2 to discover his need to belong;
 - 2.3 to discover his need to communicate.

- 3.0 along the axis of intellectual growth, enable the child:
 - 3.1 to develop his need to know;
 - 3.2 to develop his need to produce.

- 4.0 along the axis of his cultural growth, enable the child:
 - 4.1 to discover the values of his environment;

4.2 to discover social manifestations with which he is beginning to identify;

5.0 along the axis of moral growth, enable the child:

5.1 to become aware of the moral dimension of his person;

5.2 to become aware of the moral dimension involved in group action.

Specific objectives will bring more precision to these general objectives in the third section. As stated above, there will be two categories of specific objectives, categories which will be found throughout the program influencing structure as well as content.

Therefore, there will be specific objectives concerning:

A. the acquisition of knowledge about people:

Along each axis of growth, enable the child to find and acquire knowledge, often factual, about people whether as individuals or as group members.

B. the acquisition of attitudes and moral skills:

Enable the child to develop attitudes and acquire moral skills in keeping with the various axes of growth.

I. Teach the child to accept and respect himself, that is to say, lead him:

1. to discover the positive traits of his personality;

2. to evaluate them and esteem them at their proper value.

II. Teach the child to accept and respect the personality and feelings of others whether as individuals or as group members.

a. The feeling of others

Enable the child:

1. to pay particular attention to the feelings of others;
2. to observe that the behaviour of others affects his feelings;
3. to understand that his behaviour can also affect the feelings of others;
4. to discover the feelings of others and take them into account.

b. Others: as individuals

Enable the child:

1. to discover the different personality traits of others;
2. to rid himself of prejudices he may have concerning others;
3. to contribute to the harmonious development of others;
4. to express openly his acceptance or rejection of others;
5. to communicate openly with others.

c. Others taken together as a group

Enable the child:

1. to recognize the influence a group may exert on his behaviour;

2. to recognize the influence he may exert on a group of which he is a member;
3. to recognize gradually the distinctive personality of each different group and to act accordingly.

III. Develop the child's capacity to make decisions.

Decision making

Enable the child:

1. to begin by gathering pertinent information relative to a given situation;
2. to organize items of available information before taking a stand or making a personal or group decision.
3. to develop his moral judgment.

IV. Develop the child's capacity to act in a consistent manner.

Moral Action

Enable the child:

1. to become aware of the fact that he is the moving force behind his own actions;
2. to accept the consequences of his action;
3. to make a personal contribution towards creating an environment which will promote moral action.
4. to continue to repeat moral actions so as to acquire moral attitudes and habits.

- V. Develop the child's capacity for self-evaluation to ensure greater autonomy.

Self-evaluation

Accustom the child:

1. to respect the moral process in view of acquiring autonomy in the search for whatever good he identifies as his own;
2. to form a personal value judgment concerning his behaviour based on moral values he considers to be of overriding importance.

These objectives remain very general. However, they will be made more precise through specific objectives we will itemize in the **third** section. Even these are not exhaustive. That is, they do not necessarily touch upon all aspects of personal self-discovery and do not take in all imaginable attitudes and moral habits. Nevertheless, they represent very substantial content dealing with moral education which should allow the primary school teacher to guide his students towards a more complete integration of their moral personality.

There will be no specific objective relating to student self-evaluation. We have integrated it with the pedagogical process because of the narrow link between self-evaluation and content.

III. SPECIFIC OBJECTIVES OF MORAL EDUCATION AT THE PRIMARY LEVEL

As an introduction to this third section, we present a table which summarize the general objectives of moral education at the primary level. This table shows in outline form the hierarchy of values presented in a more explicit manner in the second section. Its divisions and sub-divisions will serve to introduce each of the pages dealing with specific objectives. We will also find here the already mentioned specific objectives of (A) acquisition of knowledge and (B) acquisition of attitudes and moral skills.

We will now analyse more thoroughly the general objectives of moral education at the primary level and present a series of specific objectives related to each of the general objectives formulated in the second section.

This will be done for each primary school age group. Specific objectives appropriate for children aged 6, 7, 8, 9, 10 and 11 will be presented in succession.

SYNOPTICAL OUTLINE OF GENERAL OBJECTIVES OF MORAL EDUCATION AT THE PRIMARY LEVEL
AND OF GENERAL CHARACTERISTICS OF SPECIFIC OBJECTIVES (LAST COLUMN).

<p>To awaken the child to principal elements of moral action and provide motivation along...</p>	<p>C O D E</p> <p>... enable the child to...</p>	<p>Through specific objectives...</p>
<p>... axis of physical growth</p>	<p>1.1 become more conscious of biological needs: 1.2 discover his level of growth:</p>	<p>A. Acquisition of knowledge about people; and</p>
<p>... axis of affective and social growth...</p>	<p>2.1 become conscious of his own feelings: 2.2 discover his need to belong: 2.3 develop his need to communicate:</p>	<p>B. Acquisition of attitudes and moral skills: • self-esteem and self-respect • acceptance of others as equals; • judgment on moral plane; • decision and action on moral plane; • self-evaluation on moral plane.</p>
<p>... axis of intellectual growth</p>	<p>3.1 develop his need to know: 3.2 develop his need to produce:</p>	
<p>... axis on cultural growth</p>	<p>4.1 discover the values of his milieu: 4.2 discover the social manifestations with which he is beginning to identify:</p>	
<p>... axis of moral growth...</p>	<p>5.1 become aware of his personal moral dimension: 5.2 become aware of the moral dimension involved in group action.</p>	

Each of the following pages will follow the format shown below:

		b.	
a.	1.0 Physical	Age ____ Years	
		1.2 Enable the child to discover his level of growth.	
	SPECIFIC OBJECTIVES		
c.	A. Acquisition of knowledge about people.	B. Acquisition of attitudes and moral skills.	d.
	1- Recognize the characteristics of a growing organism.	. Decide and act on a moral plane: 1- Take physical possibilities and limitations into account.	

a. Mention of the general objective

b. The target age

c. Specific objectives of acquisition of knowledge related to the data under a. and b.

d. Specific objectives of acquisition of attitudes and moral skills related to the data under a. and b.

Enable the child to become more conscious of his biological needs.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Recognize his principal biological needs.
2. Discover that clothing is a means of protecting the body.

Self-esteem and self-respect:

1. Learn to accept his physical appearance.
2. Become aware of the feeling of well-being resulting from the satisfaction of a need.

Acceptance of others as equals:

3. Respect the space or territory of others.
4. Respect the personal property of others.

Judgment on moral plane:

5. Develop moral judgment with respect to the physical dimension.

Decision and action on moral plane:

6. Develop prudence.
7. Learn to care for clothing.
8. Develop habit of giving adequate satisfaction to needs.
9. Put back things after use.

Enable the child to discover his level of growth.

SPECIFIC OBJECTIVES	
A. Acquisition of knowledge about people.	B. Acquisition of moral attitudes and skills.
1. Recognize the principal signs of growth.	<u>Acceptance of others as equals:</u> 1. Recognize the fact that each one has his own personal history. <u>Decision and action on moral plane:</u> 2. Accept new situations resulting from growth.

2.0 Affective and social

2.1

Age 6 Years

Enable the child to become conscious of his own feelings.

33

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Recognize how his body expresses his feelings.

Self-esteem and self-respect:

1. Be able to express feelings.

Acceptance of others as equals:

2. Find enrichment in experience of others.

Judgment on moral plane:

3. Develop moral judgment with respect to the affective and social dimension.

Enable the child to discover his need to belong.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Become acquainted with the elements of his new situation.
2. Recognize the groups to which he belongs and the place he occupies in each.

Self-esteem and self-respect:

1. Be able to describe his reactions and feelings in a new group.

Acceptance of others as equals:

2. Contribute to the creation of a positive atmosphere in a new group.

Judgment on moral plane:

3. Make judgments concerning the proper role of each member of a group.

Decision and action on moral plane:

4. Become aware that he cannot always win.
5. Accept his family as it is in reality.

Enable the child to develop his need to communicate.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Discover that he communicates to find satisfaction for his needs.
2. Recognize that he is able to give and to receive love and affection.
3. Discover that laughing at others can hurt their feelings.

Self-esteem and self-respect:

1. Learn to master his emotions so as to be able to express himself.
2. Be able to express his love and affection.

Acceptance of others as equals:

3. Respect moods and feelings of others.
4. Discern what he is able to share with others.
5. Help those who make mistakes regain confidence and self-esteem (avoid laughing at them).

Decision and action on moral plane:

6. Accept certain compromises in order to please others.

Enable the child to discover his need to know.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Discover that he already knows many things.

Self-esteem and self-respect:

1. Be able to ask questions.

Acceptance of others as equals:

2. Recognize that others can provide him with information.

Judgment on moral plane:

3. Develop moral judgment with respect to the intellectual dimension.

Decision and action on moral plane:

4. Observe what nature produces.

5. Find answers to his questions.

3.0 Intellectual

3.2

Age 6 Years

37

Enable the child to develop his need to produce.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Discover what he does with his hands.

Self-esteem and self-respect:

1. Be able to concentrate on his work.
2. Express his feelings after he has produced something.

Decision and action on moral plane:

3. Complete work that he has begun.
4. Protect what nature has produced.

Enable the child to discover the values of his milieu.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Recognize that people gather to show the importance of certain events.
2. Recognize that churches are meeting places.

Self-esteem and self-respect:

1. Identify the gatherings he prefers and know why he prefers them.

Acceptance of others as equals:

2. Express the feelings aroused in him by a specific person.

Judgment on moral plane:

3. Develop moral judgment with respect to the cultural dimension.

Decision and action on moral plane:

4. Respect places that are valued as religious.

Enable the child to become aware of his personal moral dimension.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Discover that his behaviour pleases or displeases others.
2. Discover the agreeable or disagreeable feelings resulting from his action.

Acceptance of others as equals:

1. Show respect for other people even when there may be friction or conflict.
2. Be aware of how he can make himself useful to others.

Judgment on moral plane:

3. Develop the ability to pass a moral judgment on his own deeds.

Enable the child to become aware of the moral dimension involved in group action.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Discover what type of justice is evident in his actions.
2. Discover what group life implies for him.
3. Recognize that group life has laws of its own.

Acceptance of others as equals:

1. Be able to resolve a conflict.

Judgment on moral plane:

2. Give valid reasons for what he wishes.

Decision and action on moral plane:

3. Act in the same way whether alone, in a group or with adults.

Enable the child to become more conscious of biological needs.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Recognize his biological rhythm.
2. Discover that his dwelling place protects his body.

Self-esteem and self-respect:

1. Respect his biological rhythm.

Acceptance of others as equals:

2. Be aware that his neatness adds to the well-being of others.
3. Return borrowed objects in good condition.
4. Notice that what he breaks has to be repaired.

Judgment on moral plane:

5. Be able to form judgments based on his real needs.
6. Develop moral judgment with respect to the physical dimension.

Decision and action on moral plane:

7. Choose clothing which suits the situation.
8. Show respect for order in his surroundings or milieu.

1.0 Physical

1.2

Age 7 Years

Enable the child to discover his level of growth.

42

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Recognize the principal signs of growth.

Self-esteem and self-respect:

1. Take his physical limitations into account when choosing among various activities.

Acceptance of others as equals:

2. Accept the fact that physical differences affect performance.

2.0 Affective and social

2.1

Enable the child to become conscious of his own feelings.

43

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Notice that specific behaviour is related to specific feelings.

Judgment on moral plane:

1. Develop moral judgment with respect to affective and social dimension.

Decide and act on moral plane:

2. Act in accordance with his feelings.

Enable the child to discover his need to belong.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Become acquainted with all the members of a new group.
2. Identify the new groups to which he belongs and the place he occupies in each of them.

Self-esteem and self-respect:

1. Share in drawing up and carrying out group projects.

Acceptance of others as equals:

2. Promote the creation of a positive atmosphere in a new group.
3. Become aware of the fact that he needs others and that others need him.
4. Develop a conciliating attitude towards others.

Decision and action on moral plane:

5. Accept the fact that some will be outstanding in certain domains.
6. Be ready to accept newcomers to the group for short or extended periods.

Enable the child to develop his need to communicate.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Discover that he must communicate with others to provide for his needs.
2. Recognize that there are different ways of expressing love and affection.
3. Discover what we find attractive in our friends.

Self-esteem and self-respect:

1. Learn to control his emotions so as to be able to express himself.

Acceptance of others as equals:

2. Understand the need expressed by others.

Decision and action on moral plane:

3. Respect those who are not our friends.
4. Be able to accept certain compromises to become part of a group.

Enable the child to develop his need to know.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Discover what helps us to know.

Self-esteem and self-respect:

1. Make use of all his senses to become better informed.

Judgment on moral plane:

2. Develop moral judgment with respect to the intellectual dimension.

Decision and action on moral plane:

3. Protect his senses by avoiding dangerous behaviour.

4. Make use of what means he has to acquire knowledge.

3.0 Intellectual

3.2

47

Enable the child to develop his need to produce.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Discover that man uses what nature produces.

Self-esteem and self-respect:

1. Be aware of the satisfaction to be found in work well done.
2. Accept the fact that a particular task may require effort.

Acceptance of others as equals:

3. Respect the work of others.

Decision and action on moral plane:

4. Realize that there is work to be done in his surroundings.

Enable the child to discover the values of his environment.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

1. Know folk legends, tales and celebrations.
2. Recognize people who have a special role to play in churches.
3. Discover that there is more than one way of celebrating.
4. Recognize people who have a special role to play in public life.

B. Acquisition of moral attitudes and skills.

Acceptance of others as equals:

1. Respect people who have a role to play in churches.

Judgment on moral plane:

2. Discover the message in tales and legends.
3. Develop moral judgment with respect to the cultural dimension.
4. Judge the importance of helping others.

Enable the child to become aware of his personal moral dimension.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Recognize that pleasing others brings personal satisfaction.

Self-esteem and self-respect:

1. Analyze the effects of his actions.
2. Foster the desire for improvement.

Acceptance of others as equals:

3. Be able to get along with those he likes less.

Judgment on moral plane:

4. Develop judgment on moral plane.

5.0 Moral

5.2

50

Enable the child to become aware of the moral dimension involved in group action.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Discover what type of justice is evident in his actions.
2. Discover what mutual concessions are needed for group life.
3. Recognize the importance of laws in group life.

Acceptance of others as equals:

1. Be aware that the same result is not achieved by all who strive towards an objective.

Decision and action on moral plane:

2. Find ways and means of improving the lot of his little group.
3. Act in the same way whether alone, in a group or with adults.
4. Be willing to strive without always being sure of a reward.

1.0 Physical

1.1

Enable the child to become more conscious of his biological needs.

51

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Discover that each one has a personal biological rhythm.
2. Recognize the role played by nature in maintaining his physical well-being.
3. Discover the existence and usefulness of public property: buildings...

Acceptance of others as equals:

1. Be able to adapt his activities to the limitations of the people around him.
2. Notice that what he breaks has to be repaired by someone.

Judgment on moral plane:

3. Develop moral judgment with respect to the physical dimension.

Decision and action on moral plane:

4. Choose behaviour which helps him maintain a favorable biological balance.
5. Be reasonable in the use he makes of whatever is made available to him.
6. Respect for his own laws serving to protect him.
7. Help improve the appearance of his surroundings.
8. Learn to respect public property.

1.0 Physical

1.2

Age 8 Years

Enable the child to discover his level of growth.

52

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Recognize the characteristics of a growing organism

Acceptance of others as equals:

1. Adapt behaviour to physical limitations of teammates.

2.0 Affective and social

2.1

Age 8 Years

Enable the child to become conscious of his own feelings.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Discover what affects his feelings.
2. Recognize behaviour which gives rise to love, antipathy, anger...

Self-esteem and self-respect:

1. Profit from his negative emotional experiences (sadness, fear...)
2. Realize that he is responsible at least in part for his own happiness or unhappiness.

Judgment on moral plane:

3. Develop moral judgment with respect to the affective and social dimension.

2.0 Affective and social

2.2

Enable the child to discover his need to belong.

54

SPECIFIC OBJECTIVES	
A. Acquisition of knowledge about people.	B. Acquisition of moral attitudes and skills.
1. Recognize the groups to which he belongs and the reasons why he is member.	<p><u>Self-esteem and self-respect:</u></p> <ol style="list-style-type: none"> 1. Acquire greater control over his impulses. <p><u>Acceptance of others as equals:</u></p> <ol style="list-style-type: none"> 2. Accept personal or team defeat. 3. Share the interests of others in a new group. <p><u>Decision and action on moral plane:</u></p> <ol style="list-style-type: none"> 4. Allow each one to take his share of responsibility. 5. Show responsibility by taking an active role in the group. 6. Work at making those around him happy.

2.0 Affective and social

2.3

Enable the child to develop his need to communicate.

55

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Discover that communication is needed for the development of social life.
2. Recognize his need to love and be loved.

Self-esteem and self-respect:

1. Learn to control his emotions so as to be able to express himself.

Acceptance of others as equals:

2. Be able to recognize the feelings his behaviour arouses in others.
3. Be able to describe a positive personality trait for each person.
4. Be able to find the reasons behind his feelings of attraction or indifference towards others.
5. Pay attention to the influences at work in a group.
6. Accept on his team those who may be in some way handicapped.

Decision and action on moral plane:

7. Be able to show team spirit.
8. Choose friends with prudence

3.0 Intellectual

3.1

56

Enable the child to discover his need to know.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Notice how curiosity goads him on in the search for new knowledge.

Acceptance of others as equals:

1. Respect differences in learning speed.
2. Show interest in what others experience.

Judgment on moral plane:

3. Develop moral judgment with respect to the intellectual dimension.

Decision and action on moral plane:

4. Be able to reach a consensus when describing a common experience.
5. Make use of experimentation to improve knowledge.

3.0 Intellectual

3.2

Enable the child to develop his need to produce.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Discover that all trades are useful
2. Recognize that his life depends on his ability to act.

Self-respect and self-esteem:

1. Develop work habits of courage perseverance and enthusiasm.

Acceptance of others as equals:

2. Accept the fact that there are things he cannot do.
3. Congratulate another for work well done.
4. Show gratitude towards anyone who has worked for him.

Enable the child to discover the values of his environment.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Discover the messages and symbols connected with traditions, celebrations, famous personages.
2. Recognize the principal rites and events taking place in church.

Acceptance of others as equals:

1. Find out why he is influenced by certain persons.
2. Respect persons taking part in religious celebrations.

Judgment on moral plane:

3. Develop moral judgment with respect to the cultural dimension.

Decision and action on moral plane:

4. Choose television programs which will not be prejudicial towards other activities needed for a well balanced life.

Enable the child to become aware of his personal moral dimension.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Recognize the fact that he passes judgment on his own acts.
2. Know the different stages of a moral act.

Self-esteem and self-respect:

1. Accept the consequences of his acts.
2. Observe how others act and how this affects him.

Judgment on moral plane:

3. Develop judgment on moral plane.

Decision and action on moral plane:

4. Adjust his behaviour to his judgments.

Enable the child to discover the moral dimension involved in group action.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Discover means to help promote moral group action.
2. Discover what type of justice is evident in his actions.
3. Discover that his group can make laws for itself.

Self-esteem and self-respect:

1. Respect the law on his own.

Acceptance of others as equals:

2. Respect the law as a way of respecting others.
3. Accept the fact that another may justifiably claim certain rights for reasons which may differ from his own.
4. Respect the moral equality of people while taking into account their differing needs.

Decision and action on moral plane:

5. Establish laws governing group life in his group.
6. Change a law which no longer serves the best interest of the group.

Enable the child to become more conscious of his biological needs.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Discover ways of adequately meeting physical needs.
2. Discover how he may be seeing to his needs in an exaggerated and wasteful way.

Self-respect and self-esteem:

1. Develop respect for his body while meeting physical needs.

Acceptance of others as equals:

2. Recognize that respect for others involves self-control in seeing to his needs.
3. Form human relationships taking due account of growth potential leading to comparable physical development.
4. Place greater value on human relationships than on passing interests.

Judgment on moral plane:

5. Develop judgment on moral plane with respect to the physical dimension.

Decision and action on moral plane:

6. Subject his needs to a personal code of control.

1.0 Physical

1.2

Age 9 Years

62

Enable the child to discover his level of growth.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Discover the practical consequences of growth.

Self-esteem and self-respect:

1. Accept his own personal physical traits.

Acceptance of others as equals:

2. Accept the personal physical traits of others.

Decision and action on moral plane:

3. Respect the preferences of others.

2.0 Affective and social

2.1

Enable the child to become aware of his feelings.

63

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Discover that each has a need to express his feelings.

Self-esteem and self-respect:

1. Be able to share his thoughts, projects, feelings with congenial persons.

Acceptance of others as equals:

2. Pay attention to what others have to say.

Judgment on moral plane:

3. Develop moral judgment with respect to the affective and social dimension.

2.0 Affective and social

2.2

Enable the child to discover his need to belong.

64

SPECIFIC OBJECTIVES	
A. Acquisition of knowledge about people.	B. Acquisition of moral attitudes and skills.
1. Know what it is to assert oneself in a new group.	<p><u>Acceptance of others as equals:</u></p> <ol style="list-style-type: none"> 1. Do teamwork for other people. 2. Recognize the value of each member of his team. <p><u>Decide and act on moral plane:</u></p> <ol style="list-style-type: none"> 3. Be able to work with others at becoming an integral part of a new group.

Enable the child to develop his need to communicate.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Recognize that each one needs to communicate with others.

Self-esteem and self-respect:

1. Learn to appreciate the pleasure of being listened to by others.

Judgment on moral plane:

2. Be critical of prejudice expressed by those around him.

Decision and action on moral plane:

3. Take the initiative in establishing relationships in a new group.

3.0 Intellectual

3.1

Enable the child to discover his need to know.

66

SPECIFIC OBJECTIVES	
A. Acquisition of knowledge about people.	B. Acquisition of moral attitudes and skills.
1. Recognize the importance of the search for truth.	<p><u>Judgment on moral plane:</u></p> <ol style="list-style-type: none"> 1. Evaluate answers to his questions. 2. Base his judgments on the largest possible number of factors. <p><u>Decision and action on moral plane:</u></p> <ol style="list-style-type: none"> 3. Be able to describe things as they are. 4. Give something a fair trial before rejecting it.

3.0 Intellectual

3.2

Enable the child to develop his need to produce.

67

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Discover that he finds fulfillment in what he produces.
2. Find out what happens when work is done with negligence.

Self-esteem and self-respect:

1. Improve the quality of what he produces.
2. Give more time to activities which develop his talents.

Decision and action on moral plane:

3. Be willing to share production with others.

Enable the child to discover the values of his milieu.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Identify certain actions or objects which are representative of the current values held in his environment.
2. Recognize what his environment forbids.
3. Discover that his judgments are at times too hasty.
4. Be able to distinguish between defending himself and being vengeful or aggressive.

Self-esteem and self-respect:

1. Evaluate his way of meeting the restrictions set by his environment.

Acceptance of others as equals:

2. Discover the reasons behind the limitations imposed on him.
3. Respect religious and other minorities.

Judgment on moral plane:

4. Be able to distinguish between limitations which allow for experimentation and those which do not.
5. Find reasons to back up his judgments.
6. Consider the reasons backing up the judgments of others.

Decision and action on moral plane:

7. Be able to be a peacemaker.

Enable the child to discover the social manifestations with which he is beginning to identify.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Know popular family traditions.

Self-esteem and self-respect:

1. Appreciate the fact that ancestral souvenirs bear witness to our roots.

Judgment on moral plane:

2. Evaluate his role in family celebrations.

3. Recognize that holidays and celebrations are commercially exploited.

Enable the child to become aware of his personal moral dimension.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Obtain a clearer notion of his personal value system by reflecting on the relative frequency of his various acts.
2. Discover certain moral virtues: prudence, justice, temperance, helpfulness.

Self-esteem and self-respect:

1. Identify the motives behind his acts.
2. Foresee the consequences of distorting facts.

Judgment on moral plane:

3. Develop judgment on moral plane.

Decision and action on moral plane:

4. Find fulfillment in the practice of virtue.

Enable the child to become aware of the moral dimension involved in group action.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Discover by which models he is influenced.
2. Discover the difference between the common good and personal good.
3. Discover the role of school rules and regulations.
4. Discover the proverbs current in his milieu.

Self-esteem and self-respect:

1. Be able to say why he admires certain persons and certain groups.
2. Develop the ability to find life experiences of his own illustrating certain proverbs.

Acceptance of others as equals:

3. Develop the habit of using public facilities meant for everyone to meet real needs.

Decision and action on moral plane:

4. Form the habit of looking for the owner of a lost object he happens to find.
5. Accept the fact that a group needs rules and regulations to function properly.

Enable the child to become more conscious of his biological needs.

SPECIFIC OBJECTIVES	
A. Acquisition of knowledge about people.	B. Acquisition of moral attitudes and skills.
1. Discover adequate ways of meeting his physical needs. 2. Discover how there can be exaggeration, waste and prejudice in meeting needs.	<u>Self-esteem and self-respect</u> 1. Develop respect for his body. <u>Acceptance of others as equals:</u> 2. Accept the fact that others may act differently. 3. Share his personal resources with others. 4. Find out what others need. <u>Judgment on moral plane:</u> 5. Be aware that one may have imaginary needs. 6. Develop judgment on the moral plane with respect to the physical dimension.

1.0 Physical

1.2

Enable the child to discover his level of growth.

73

SPECIFIC OBJECTIVES	
A. Acquisition of knowledge about people.	B. Acquisition of moral attitudes and skills.
1. Discover the weak points of a growing organism.	<p><u>Self-esteem and self-respect:</u></p> <ol style="list-style-type: none"> 1. Notice how his own actions affect him. 2. Be realistic in assuming responsibilities. <p><u>Acceptance of others as equals:</u></p> <ol style="list-style-type: none"> 3. Respect others and their weaknesses (without taking advantage of them). <p><u>Decision and action on moral plane:</u></p> <ol style="list-style-type: none"> 4. Consult competent persons to check on his development.

2.0 Affective and social

2.1

Enable the child to become conscious of his own feelings.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Discover how a person may feel about his work.
2. Discover the humanitarian goals of certain organizations.

Self-esteem and self-respect:

1. Take notice of the feelings and emotions aroused by the presence of a group.
2. Respect his own moods.

Acceptance of others as equals:

3. Respect the work of others.

Judgment on moral plane:

4. Develop judgment on moral plane with respect to the affective and social dimension.

Enable the child to discover his need to belong.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Recognize one's need of others.
2. Recognize the various roles found in a group; (tasks, respect for various functions, consultation, leadership).

Acceptance of others as equals:

1. Help reintegrate within the group someone who has been rejected by it.
2. Develop team spirit.

Decision and action on moral plane:

3. Leave a group that wants to do something reprehensible.
4. Accept the fact that other groups may use different means to attain the same objective.

Judgment on moral plane:

5. Evaluate his contribution to a group.

2.0 Affective and moral

2.3

Age 10 Years

Enable the child to develop his need to communicate.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Define certain rules of procedure to improve communication within a group.

Acceptance of others as equals:

1. Express his point of view concerning others in the group in an acceptable way.
2. Stand ready to appreciate and meet the needs of others.

Decision and action on moral plane:

3. Take part in group discussions.
4. Be able to share in the group decision-making process.
5. Share in organizing a festive celebration.

Enable the child to discover his need to know.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Discover that he can learn by exchanging information with others.

Consider others as equals:

1. Show respect for others by providing accurate information.
2. Be able to sum up someone else's point of view even though he may disagree with it.

Judgment on moral plane:

3. Develop moral judgment with respect to the intellectual dimension.

Decision and action on moral plane:

4. Adjust his behaviour according to what he considers best.
5. Encourage others in their endeavours.

3.0 Intellectual

3.2

78

Enable the child to develop his need to belong.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Know what work requires.
2. Know what may cause one to become negligent at work.

Self-esteem and self-respect:

1. Foresee what effects may follow from negligence at work.
2. Face up to what his work requires.

4.0 Cultural

4.1

Enable the child to discover the values of his environment.

79

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Discover objects or actions symbolizing values of society.
2. Discover reasons behind restrictions imposed on him.
3. Recognize certain current prejudices.
4. Distinguish between making peace and admitting defeat.
5. Recognize the different forms religious behaviour may take.

Self-esteem and self-respect:

1. Note how his behaviour is influenced by certain social values.

Acceptance of others as equals:

2. Note how the behaviour of certain persons is influenced by religion.

Judgment on moral plane:

3. Evaluate restrictions according to their social role.
4. Develop the habit of basing judgments on experience.
5. Note how certain social values are transmitted.

Decision and action on moral plane:

6. Show consistency and responsibility by acting in accordance with his social values.
7. Settle conflicts with peers by himself.

Enable the child to discover social manifestations with which he is beginning to identify.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Know the origin and evolution of family traditions.
2. Recognize the values which these traditions are meant to preserve.

Acceptance of others as equals:

1. Develop the ability to consider attentively options which may differ from his.

Decision and action on moral plane:

2. Share in a gathering's feeling of joy.
3. Be able to adjust or react to what a celebration is meant to evoke.

5.0 Moral

5.1

81

Enable the child to become aware of his personal moral dimension.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Become aware of his own personal values.
2. Discover certain moral virtues such as justice, prudence, moderation, moral strength.

Self-esteem and self-respect:

1. Discover which values he prefers.

Acceptance of others as equals:

2. Respect what another likes to do.

Judgment on moral plane:

3. Consider what alternatives there are to a given action.
4. Develop judgment on moral plane.

Decision and action on moral plane:

5. Accept restrictions occasioned by a choice of action.
6. Learn to be responsible for what he says.
7. Find fulfillment in the practice of virtue.

Enable the child to become aware of the moral dimension involved in group action.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Discover the relative primacy of the common good over personal good.
2. Discover criteria for drawing up a regulation.
3. Discover that proverbs are an expression of folk wisdom.

Self-esteem and self-respect:

1. Use proverbs as a form of expression for his own words of wisdom.

Acceptance of others as equals:

2. Accept the limitations of personal good resulting from the primacy accorded the common good.

Judgment on moral plane:

3. Develop critical judgment with respect to regulations.

Decision and action on moral plane:

4. Develop some type of social involvement within one's immediate surroundings.

1.0 Physical

1.1

83

Enable the child to become more conscious of his biological needs.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Discover the difference between a real and an imaginary need.
2. Discover that catering to artificial needs can lead to harmful dependency.
3. Recognize the social dimension of response to needs.

Self-esteem and self-respect:

1. Choose what best corresponds to his needs.
2. Become aware of the stand he takes with respect to fads and fashions.

Acceptance of others as equals:

3. Become aware that it takes many persons to care for his needs.
4. Share in some activity which meets the needs of others.
5. Consider the viewpoint of the person who is being helped.

Judgment on moral plane:

6. Develop judgment on moral plane with respect to the physical dimension.

Decision and action on moral plane:

7. Get rid of a bad habit by substituting a good habit better suited to his needs.
8. Know how to give and to receive. (behaviour and attitudes).
9. Act in answer to real needs.

Enable the child to discover his level of growth.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Discover new emotions related to his growth and development.

Self-esteem and self-respect:

1. Be able to made new situations related to his growth an integral part of his experience.
2. Become aware of new responsibilities occasioned by his growth.

Acceptance of others as equals:

3. Help others acquire self-control.
4. Express emotions without offending others.

Decision and action on moral plane:

5. Maintain self-control in spite of group influence.

Enable the child to become conscious of his own feelings.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Identify feelings occasioned by approaching adolescence.
2. Identify new feelings occasioned by the presence of someone of the opposite sex.

Self-esteem and self-respect:

1. Respect his own moods.

Acceptance of others as equals:

2. Recognize and respect the moods of others.

Judgments on moral plane:

3. Develop moral judgment with respect to the affective and social dimension.

Enable the child to discover his need to belong.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Be aware of his responsibilities as a member of various groups.
2. Discover his group ties.
3. Discover his first experience of identifying with a particular collective consciousness, that of the world of the young.

Self-esteem and self-respect:

1. Assume responsibility for his share of group work.

Acceptance of others as equals:

2. Show respect for minorities, individual members and divergences within the group.
3. Develop better group ties.

Decision and action on moral plane:

4. Share in group decisions and activities.

Enable the child to develop his need to communicate.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Be aware of the difficulties of communication with others.
2. Discover the need for self-affirmation within a group and the means to achieve it.

Self-esteem and self-respect:

1. Discover the qualities needed for communication.

Acceptance of others as equals:

2. Develop an attitude of reciprocity in relations with others.
3. Develop the ability to offer and receive constructive criticism.

Decision and action on moral plane:

4. Discover positive ways of asserting himself within a group.
5. Share in group discussions.

3.0 Intellectual

3.1

Enable the child to discover his need to know.

88

SPECIFIC OBJECTIVES	
A. Acquisition of knowledge about people.	B. Acquisition of moral attitudes and skills.
1. Assume responsibility for the extent of his knowledge.	<u>Self-esteem and self-respect:</u> 1. Always practise intellectual honesty. 2. Be able to distinguish between a personal and a borrowed judgment. <u>Judgment on moral plane:</u> 3. Base judgments on good reasons. 4. Develop moral judgment with respect to the intellectual dimension. <u>Decision and action on moral plane:</u> 5. Be persevering in the search for objectivity.

3.0 Intellectual

3.2

Enable the child to develop his need to produce.

89

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Discover the social importance of work.
2. Discover the difference in consequences resulting from different attitudes towards work.

Self-esteem and self-respect:

1. Strive towards an ideal which is personal and social.

Accept others as equals:

2. Respect people practising various trades.

Decision and action on moral plane:

3. Choose activities corresponding with his ideals.

Enable the child to discover the values of his environment.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Discover certain social values.
2. Know the principal beliefs of various religions.
3. Learn that self-discipline lessens the need for restrictions.
4. Discover the origin of prejudices.
5. Recognize incitements leading to violence.

Self-esteem and self-respect:

1. Find out what incites him to violence in any given situation.

Acceptance of others as equals:

2. Respect diversity of choice among various social groups.
3. Establish a certain hierarchy of values concerning human development.
4. Resolve conflicts with peers on his own.

Judgment on moral plane:

5. Criticize restrictions constructively.
6. Subject prejudices to critical judgment.
7. Base value judgments on certain criteria: common good, self-respect, respect for others, for the environment, progress.

Enable the child to discover the values of his environment.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

Decision and action on moral plane:

8. Be able to maintain emotional self-control while discussing the imposition of certain restrictions.
9. Behave with self-discipline to ensure proper group functioning.
10. Become involved in a group in a responsible and consistent way.
11. Imagine possible changes which might serve to improve his environment.

4.0 Cultural

4.2

92

Enable the child to discover social manifestations with which he is beginning to identify.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Discover the role of popular holidays and celebrations
2. Become aware of the division of labour according to sex in different times, cultures and societies.

Acceptance of others as equals:

1. Respect traditions insofar as they are values to certain people.
2. Consider a task in itself without attributing it to either sex.

Decision and action on moral plane:

3. Be able to identify with and share in festal rejoicing.

5.0 Moral

5.1

Enable the child to become aware of his personal moral dimension.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

B. Acquisition of moral attitudes and skills.

1. Clarify his scale of values.

2. Discover his progress in moral education.

Self-esteem and self-respect:

1. Choose an order of priorities among his values.

Acceptance of others as equals:

2. Develop respect for his own deepest values and those of others.

3. Distinguish between a judgmental decision favoring private interests and one favoring group interests.

Judgment on moral plane:

4. Develop prudence in judging.

Decision and action on moral plane:

5. Practise virtue as a means of self-fulfillment.

6. Evaluate living experiences with the help of moral methodology.

Enable the child to become conscious of the moral dimension involved in group action.

SPECIFIC OBJECTIVES

A. Acquisition of knowledge about people.

1. Discover the interest pursued by people trying to influence him.
2. Discover that the common good should take precedence over personal good.
3. Discover a democratic process for drawing up regulations.
4. Discover the wisdom of other nations through their proverbs.

B. Acquisition of moral attitudes and skills.

Self-esteem and self-respect:

1. Learn to be responsible in exercising influence on others.
2. Be conscious of an added obligation to serve others because of greater personal talent.

Judgment on moral plane:

3. Through case studies discover under what conditions the common good should take precedence over personal good.
4. Share in the process of drawing up group regulations.
5. Be able to discern the true from the false in two contradictory proverbs.

Decision and action on moral plane:

6. Develop the ability to resist influences which he judges to be negative.

**Achévé d'imprimer à
Québec en avril 1980, sur
les presses du Service des Impressions en régie
du Bureau de l'Éditeur officiel
du Québec**



Éditeur officiel
du Québec
Service des
impressions
en régie

Mars 1980

