THE KINDER, THE BETTER: TEACHING VALUES THAT WILL NOT LET ANYONE LEFT BEHIND

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“No one gossips about other people's secret virtues.”
Bertrand Russell (1872 - 1970)

Teachers are trained in various aspects of, not just teaching strategies, but in other ways necessary for the learners to keep up a character with value, of values itself, good manners and right conduct.

Teaching something that does not happen personally or occur on them deemed a less powerful effect. How can one teach about love when hate exists on his or her heart? Will there be a right example for the learners at this point. Will this ideology be injurious to the consciousness of the learners when they grow up? How can one teach about hope when the person is desponded in his or her own life? Then, add to this the psychomotor activities that helps the learners coordinate their bodies to their mind, and their mind to various aspects of their classroom activities.

In this period, the students are taught to master specific values and discipline appropriate when they grow up. Every school have their core values – patience, love, understanding, service, trustworthiness, Godliness, purity, and knowledge among other virtues. These virtues are recreated through the various programs the school had in a whole school year. The school head manages the virtues and their core values where and when these would be integrated in the regular academic cycle.

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An example is how Hypatia, the woman sage, has sacrificed her own life just to protect the library of Alexandria from ransacking invaders. The teacher who has not taught nothing will never create a hero, a heroine, a sage or a saint among the students; but try values, consider values, the effect is lasting.

References:

