



**Cap sur l'Ecole
Inclusive en Europe**



Pedagogical sheet

Introduction to the ethical reflection

Section of the module /E

Contact: Catherine Hochstenbach

Institution: Belgium Collège Saint-Guibert de Gembloux.

Website www.collegedegembloux.be



General definition:

The objectives for this learning sequence are:

- that every pupil, especially in sections where abstract reflection is sometimes less accessible, could appropriate a beginning of comprehension about what ethic is.,
- that every pupil could be aware that in front of the unknown, unlikely, everybody has his/her way to react that is his/her own et that are governed by his/her « internal » value scale
- that every pupil could realize that there is not only our personal value scales, that there are also collective values, societal moral rules but also rules to respect in every professional fields for example.
- to increase empathy, the respect for the Other thanks to a better comprehension about who he/she is, this Other.

Principles and theoretical foundations at the theoretical basis

Usage/ Field of application

➤ For whom?

- For pupils of 16-17 years in a technical section “ educational agents”
- For pupils of 16-17 years in a professional section “ family assistance”
- For everyone but especially for young people who wants to work in the social field; this learning sequence can certainly be transposed, adapted for other publics, for a group of maximum 10 pupils (to allow discussions, expression of everybody) with whom we want to talk about the ethical question (personal, professional, deontology), the question of attitude of everybody in front of the difference, in front of the unknown, in front of life events.

➤ Why?

- To generate a reflection about the origin of our reactions, to learn to have a critical view about our behavior, be able to push forward those behaviors and attempt to develop the capacity of self-respect (with who we are) and the others and their differences.

➤ **When?**

- After a few months of training (if possible after a first traineeship experience).

➤ **How?**

- A framework is established for the whole time of the sequence (and displayed) :
- The one who speaks:
 - Begin every sentence by “ I”
 - Can’t be interrupted
 - Can’t be contested about what he says

Presentation of the methodology

➤ **Introduction**

An imaginary story: the teacher presents to the group a closed box in which one would be an egg. This egg would be from unknown origin. Researches from all over the world would be incapable of identify if it's form a living being on the planet or from another planet etc. The egg is absolutely impermeable to every kind of exams (echography, radiography...) that would give us indications about what it is inside. No assumption could be verified about its origin, so it is impossible to know what's going to come out of this egg.

➤ **Instructions given to pupils**

Think for a moment individually about what they would do with that box; would they destroy it? or not? If yes, why? If not, what would they do?

➤ **Pooling**

Every pupil express the choice he/she would make. On the blackboard, the teacher write every argument for / against the safeguard of this egg. (2 columns)

➤ **Highlighting of everybody's value:**

The teacher rephrase, on the base of the 2 columns, “life before everything” “ fear of the unknown, risk of danger for the others = priority”, “bring forward science, intellectual curiosity”,...

➤ **« Theorization »**

The teacher tries to let appear the notion of individual conduct rules, this moral conception of everybody is built during his/her life to be able to take a position in the different events he/she meets. He gives some additional theoretical explanations about what ethic is. (+ Practical examples) and than introduce the notion of **professional ethic**.

➤ **Question asked to the whole group**

Has one of you already be confronted to a situation during your traineeship where an ethical question would be asked?

If yes> the pupil explains the situation et this one is discussed in group / commented by the teacher.

If no> directly work in subgroup.

➤ **Work in subgroup (2-3 pupils per group)**

The teacher give to every group a sheet with an example of situation where an ethical question could be asked in the family assistance job/ educator (for example: a woman with a moderate mental handicap and living in an institution express her need to live her sexuality.) Instructions: think about it and answer in an argued way to the following question: How a family carer / educator could react in this type of situation?

➤ **Pooling**

A representative of every subgroup read to the class the worked situation and the proposal of reaction from the family carer/ educator, discussion in group. Respect of everybody's ideas.

The teacher sum up, in every situation, everybody will take position in function of:

- ° Respect of the person's rights
 - ° Own convictions, knowledge, competences, deontological rules...
- ° Practical constraints

➤ **Theoretical contributions:**

- ° How to react in a situation that asked question (internal conflict between "What do I want to do?" "What can I do?" "What do I have to do?")
 - 1) Recognize that we are in front of a problem, that we are in difficulty
 - 2) Don't take a situation that exceeds us alone; don't take all the responsibilities that aren't ours.
 - 3) Talk about it (examples: contact on social carer, a team meeting...) look for help to the other professionals, in scientific studies...
- ° Signposts for the profession as family carer/ educator: the "duty of secrecy"? Different documents of reference:
 - Universal Declaration of Human Rights
 - Bill of Rights of dependent elderly persons
 - International Convention of the Rights of the Child
 - Convention of the Rights of Persons with Disabilities
 - ...