Introducing FEARRR

Why do I like FEARRR?

A vast array of models exists for values clarification. Most of these I regarded as either too complex, inappropriate for the teaching context or lacking applicability to the curriculum framework/Studies of Asia context. I needed an approach that students could follow, instead of the teacher driving. FEARRR enables students to do this. It is simple, transferable between issues and can be continually developed. For example, in the last section opportunities exist for teachers to develop their own self reflection strategies.

In essence this model can move kids along in a manner that they understand.

A brief overview of FEARRR and it’s intentions:

| F | Familiarise | Develop awareness, knowledge and understanding of the Issue.  
  |   |   |  - Exploration of the background and context of the issue.  
  |   |   |  - In Society and Environment, engaging the research process ICP (See WA Curriculum Framework) including learning to look at data critically and enacting the research process, preparing a research plan, conducting, processing data and applying conclusions and findings (which would nominally happen during the FEARRR process - not just this stage). |
| E | Empathise | Develop and clarify personal values.  
  |   |   |  - In West Australia we have the core values in the Curriculum Framework. I would use the development of these to identify which core values would be addressed.  
  |   |   |  - This would be implicit and explicit and may happen by plan or may come up in values clarification activities.  
  |   |   |  - Values would be developed through the rest of the program.  
  |   |   |  - Students would explore and develop their appreciation of values particularly in the next segment when they start planning action. |
| A | Act | Respond to situations by initiating actions.  
  |   |   |  - Students engage in the active citizenship outcome of the WA curriculum framework to develop and implement actions. |
| RRR | Review, Revise, Reflect | Critical evaluation of the learning outcomes and future directions. In this last stage students:  
  |   |   |  - Review the material and area that they have
been dealing with. Review their knowledge and understandings.

- Revise their actions and their consequences.
- Reflect upon their values and the values of others and the extent to which they may be aware of, comfortable with, worried by these, and, whether more work need to be done.

Within the WA curriculum I would align the next FEARRR in the appropriate learning areas addressing Outcomes and Aspects that are relevant. This should be in the Society and Environment Learning Area, depending upon which slant you are taking. One of this model’s main purposes is to stimulate some discussion in class.