SCENE 1

**Narrator:** Our group is going to perform a skit for you to teach you about the Ideology of Care. Watch the interactions between a teacher. And then I’ll summarize what you saw at the end.

[Teacher at the front of the room behind desk. Students sitting in their desks. Wuping is sitting near the back wearing basketball jersey looking bored.]

**Teacher:** Okay, class. Today we are working on our projects. I want to remind you that projects are due Friday. Everyone must complete the project. Also remember we have a quiz Friday.

[Teacher notices Wuping walking around the class bothering people, chatting and flirting with the girls. She stands, puts her glasses to the bridge of her nose and glares.]

**Teacher:** Wuping, you are not on task! What are you doing? You should be working quietly like everyone else. Why aren’t you working?

**Wuping:** I don’t care

**Teacher:** We have a quiz coming up that you have to pass. Don’t make me send you to the principals office again.

**Wuping:** I am not interested in it. I do not think I have the capacity to do it. It’s not going to help me in real life.

**Teacher:** <speaking to self> What am I going to do with this kid? Let me try something different. Let’s see what Noddings has to say.

[Teacher sits and opens up a book and begins reading.]

**Narrator:** Pause.

SCENE 2

**Narrator:** Confused and bewildered with her unhappy and unhelpful student, the teacher turns to Noddings in search of alternative approaches to the present situation.

**Noddings:** Background introduction

[Wearing an apron. I used to be a professor of education. I believe. I believe in care. Holding a plant.]

**Teacher:** Well maybe has useful for me.

**Narrator:** The ideology of care recognizes the individual capacities of each student and seeks to develop those capacities through individualized curriculum playing off of their interests and talents. It’s important that teachers show attentive love and relate materials to student’s real world interests and other domains of care.
Teacher: But can this work?

Devil: Why waste your time on one student. You need focus on every. You can’t focus on him. Individual curriculum. He is not interested in what you are teaching you have to know what the standards are you have to meet the standards. You need to send him to the principles office. Discipline at home.

Noddings: “I question the morality of forcing material on people. I would first have to be convinced that there is something wrong with their own interests or that the material under consideration is so vital that everyone must know it” (61). School should really be a holistic place integrating mind, body and spirit. Just ask your yourself what you do?

Teachers: Now I’m going to try it.

SCENE 3

[ Teacher puts down book. Angel (Noddings) and Devil (Inner Critic) Recede to the back. Watching and show their approval or disgust. ]

Teacher: I’m going to try some of this stuff. Wuping, come here.

[ Sit. The teacher stands and motions for him to sit. She sits near him so they are eye level. She removes glasses and speaks in a caring tone. ]

Teacher: I know you are interested in this stuff. But I know you can do it and you’ll see it will be valuable to you. Tell me what are you interested in?

Wuping: Music and how to talk with girls>

Teacher: Ah music. Well so you have a musical capacity. We can integrate your interest into this project. The class is working on a video game to teach physics. You can be our audio engineer responsible for editing our music clips. You will have to work with other students to get their requests. That will give you an opportunity to work with instruments, associates and their ideas. In other words you can play music and talk to girls. Sound cool?

Wuping: Yes, it sounds good to me

Teacher: Great. While the others are working. Let me get you started.

[ Teacher and Wuping move over to the laptop and she explains. The Angel gives thumbs up in approval. And the Devil gets the hand. ]

SCENE 4

[ Narrator sums up the skit. ]
What: There are centers of care that all people share and in which all capacities of children be developed. These develop beyond the traditional disciplines and covers what parents would want their children to know—how to relate with others, how to take care of oneself, to relate to the environment, animals and non-human things—all things important and relevant to everyday life.

Why: Each student has differences in learning in interests, and if you were a parent you would want to give that kind of Attentive love in the classroom. Attentive love from the teacher shows that she cares about his learning and takes the time to find out what his interests and capacities are.

How: The process you just saw. Through attentive love the teacher cared about his personal interests and adapted the project to those interests, and developed those capacities in other centers of care: such as self, other, instruments and ideas.

**Props:**
- Wardrobe: Teacher, students, Noddings, devil
- Laptop
- Notebook
- Domains of care chart
- Capacities chart
- Care summary with our main points