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ABSTRACT

The activities in the publication were developed for use in the exemplary project entitled Models for Career Education in Iowa. Included in the document are an overview of the project's concepts, a diagram of the model for career development being implemented in the project, and an explanation of the model and the self-awareness classroom activities. The remaining three-fourths of the document is divided into three units of self-awareness activities: primary (K-2), intermediate 1 (3-4), and intermediate 2 (5-6). Each of the units deals with the child's physical, social, and emotional awareness in relationship to his awareness of himself, his family, his school and community, and his world. The document concludes with a list of resource materials dealing with mental health and self-awareness for the elementary schools. (BP)

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# Models for Career Education in Iowa



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## SELF-AWARENESS CLASSROOM ACTIVITIES

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Department of Public Instruction

04079

# Models for Career Education in Iowa



## SELF-AWARENESS CLASSROOM ACTIVITIES

Conducted Under Research and Exemplary Grants  
from Career Education Division  
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Grimes State Office Building  
Des Moines, Iowa 50319

Under Supervision of

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## PREFACE

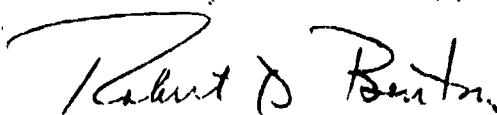
Career Education - Is it good for kids? -- That's a question that has prompted many of us to search for a greater understanding of the concept and to reassess the types of experiences our educational programs provide. This search is resulting in a growing commitment to assure curriculum objectives and activities that provide career education experiences for all students.

An exemplary project, Models for Career Education in Iowa, was initiated in 1971 thru the Iowa Department of Public Instruction. The purpose of the effort was to research, define and describe an emerging concept of career education and to suggest possible approaches for implementation in grades K-8. In 1972 the project was expanded to include the curriculum of high school students.

The project is sponsored by the Iowa Department of Public Instruction in cooperation with Iowa State University and nine local school districts. The project staff under the direction of Dr. Alan Kahler, Iowa State University, is working with the following local schools: Shenandoah, Humboldt, Davenport, Marshalltown, Carroll, Sheldon, Osceola, South Winneshiek and Springville Community School Districts. The third party evaluation is being provided by the Iowa Center for Research in School Administration under the leadership of Dr. Ralph Van Dusseldorp and Dr. Walter Foley.

A series of workshops were conducted involving participating school staff and outside resource persons with various backgrounds and expertise. These workshops have provided a multi-discipline approach in establishing understanding and agreement of a set of basic objectives of career education. During the summer of 1973, staff from each of the nine districts participated in workshops to prepare first draft curriculum materials for use in the respective school settings during the 1973-74 school year.

The publications which follow were developed as part of the responsibility of project participants and staff to provide visibility to the findings and accomplishments of the project. These guidelines and instructional materials are provided at this time to assist local school personnel interested in initiating programs, services, and activities for their students.



Robert D. Benton, Ed.D.  
State Superintendent of  
Public Instruction

## FOREWORD

The activities in this publication were developed for use in the exemplary project entitled "Models for Career Education in Iowa." The publication was compiled by JoAnn Mayer, assisted by Dr. Dominick Pellegreno of Iowa State University.

Included in the publication is the model for career development being implemented in the project, an explanation of the model and self-awareness classroom activities. The self-awareness activities were developed for use in the kindergarten through sixth grades in implementing the self concept of the model. It is important that teachers at the various levels work together in selecting activities to use in their teaching thus providing scope and sequence in developing the self concept of each child.

## TABLE OF CONTENTS

<u>TITLE</u>	<u>SECTION</u>
Introduction	I
Primary Activities	II
Intermediate Activities	III
Sources	IV

## INTRODUCTION

The development of our children physically, intellectually, and emotionally is one of the primary tasks of education. This task is not only the concern of schools, but a task which involves our whole society. However, society has given our schools a major role to play in the development of all children. Schools are one of the major institutions having such a responsibility and the resources to accomplish the task.

Historically, schools have accepted this responsibility and have attempted to respond to both the needs of society and the needs of the individual child. Sometimes the balance between these two forces has not remained equal. Such, many say, is the situation at present. Individuals and groups from divergent parts of our society are banding together and criticizing the schools in terms of the schools' swing too far to one extreme. They view our schools as still over-reacting to Russia's launching of Sputnik.

The launching of Sputnik caused our society to ask the schools to re-examine and update the intellectual emphasis. In many cases, the schools wanted to do so, but were limited by funds and society's lack of concern. When the funds became available and society became more concerned, our schools did an excellent job of updating and improving intellectual offerings. However, in the process of doing so, it appears that the necessary balance between the needs of society and of the individual has been lost. For the past ten years or so we have been most concerned with society's needs to produce individuals capable of closing the scientific gap between our society and other societies in the scientific realm.

Today it appears we are starting to take steps to remove this imbalance by re-emphasizing the needs of the individual: the need for the individual to examine and select from a large number of possible career opportunities in our society. Hence, once again influence and money are being channelled into our schools to reaffirm individual needs and individual choice. This is exemplified by the present emphasis on the career development process in education.

Perhaps, more importantly, this reaffirming of individual needs is not being viewed as the domain of any one group of individuals, but the domain of all involved in the educative process at all levels.

### The Classroom Teacher and Career Education

Most elementary school teachers believe they have enough to do. There are only so many hours in the day to perform all that is asked of them. In many school systems not only must the teachers be involved with the traditional subject matter, but they must also



function in a sense as chief-cook-and-bottle-washer, dealing with the children from their arrival at school until they leave. Thus, many teachers are asking "When, where, and how are they to find time to deal with the career development concept?"

However, the career development concept is not asking the teachers to do something they are not already doing. On a limited scale, elementary school teachers are dealing with the world of work. They are taking time to talk about the mailmen, firemen, etc. The career development concept is asking elementary school teachers to assess what they are doing to identify ways of expanding their efforts, to be more aware that they are helping in the forming of students' ideas about careers and to realize that as the child's world of experience expands, so must the experience with various careers. In this light the career development concept is asking for teacher time and involvement. Career development education, like all education, must build upon what happened in an earlier grade and relate to what will happen in a later grade. Thus, what is being asked of elementary school teachers is not to find time to deal with career education in the classroom, but to think and talk with other teachers about career education as they plan their math, English, and other school subjects.

Also, the purpose of the career development concept in the elementary school is not to ask or force children to make decisions concerning future career choice. Many children, when adults, will have to choose from careers that do not exist today. Thus, it is imperative that we do not ask children to make premature choices, but we must provide children an opportunity over a long period of time to accumulate a reservoir of experiences which will serve as a base upon which later career decisions will be made. This can occur only if teachers assist children in becoming aware of self and the world of work.

#### Awareness

One does not become aware unless the object one is becoming aware of exists in relationship to another object. For example, the child does not become aware of his mother until the presence of another person is contrasted with the mother not being present. One does not become aware of animals until they are contrasted with other objects. One does not become aware of a dog being a dog until it is contrasted with other four-legged animals or other objects. Thus, one can safely state that "awareness is relative." A second important factor concerning awareness is its dependence upon experience. If one cannot experience a contrast between two objects by some method, it is impossible to be aware they are different. Thus, awareness is dependent upon some type of experiential situation.

If one watches a little girl playing with dolls, the interplay of these two factors become quite evident. The girl has already experienced a contrast between what she is doing and what little boys do.

When she is playing with the dolls, she is further experiencing the contrast between this activity and other activities. Thus one can state that she is becoming aware of the "typical" female role in our culture.

A second example that one can readily observe in school is learning to deal with numbers. When you place five objects in front of a child and take away two of these objects you are letting the child experience the contrast between five objects, three and two objects. It is only after the children experience this contrast that one can conclude that they are aware of the difference between two, three, and five. The child does not develop an awareness of two, three or five unless they are contrasted and experienced.

Of all the awareness situations teachers attend to in the school setting, they usually perform best when dealing with reading, writing, and arithmetic, i.e., the cognitive aspects of helping a child become aware. In these areas they are very systematic and thorough. However, it appears they are much less systematic and thorough in helping the children become aware of themselves and the world of work. For example, most teachers provide experience for children enabling them to contrast themselves with others. Yet a closer analysis usually reveals that this contrasting of self with others only deals with cognitive situations. "Johnny spells better than me, but I'm better with math." Experiences that enable the children to contrast themselves with other children in areas different from "school subjects" are usually of a hit and miss variety and seldom planned. The intent of this guide is to assist teachers with this difficult area.

The self-awareness ideas presented in this guide are only a few of the creative and innovative ideas available to teachers. The ideas have been compiled from various sources. It is hoped that this will serve as a guide while teachers plan for classroom activities dealing with self-awareness and awareness of the world of work of their students.

When doing so teachers should consider the following:

1. The activities are intended to serve as a catalyst to stimulate teachers' creativity and flexibility in helping students develop self-awareness.
2. It may be beneficial for a group of teachers to discuss and plan a program for a particular locale rather than have each do their own thing.
3. A number of well-written published programs are available commercially.

## Format

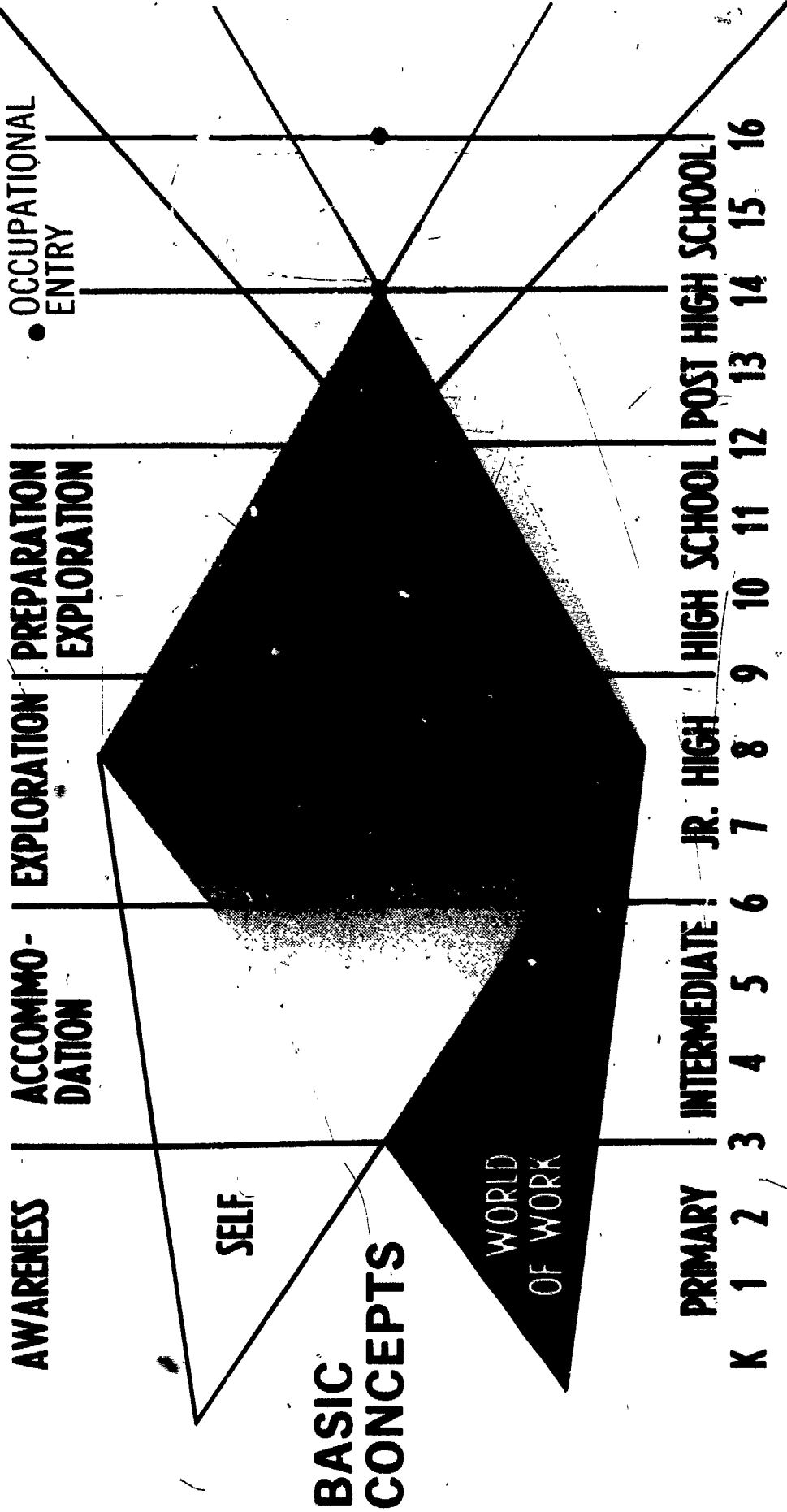
This guide is divided into three grade levels:

1. Primary: Kindergarten through second
2. Intermediate I: Third through fourth
3. Intermediate II: Fifth and sixth

Each of these grade levels deals with the child's self awareness in the Physical, Social, and Emotional areas and his world of school, family, community, and self. Awareness activities in the intellectual or cognitive area are excluded because the needs of children in this area are usually dealt with by teachers.

# MODEL FOR CAREER DEVELOPMENT

## CAREER DEVELOPMENT PHASES



Developed as part of Career Education Project, Iowa State University

## Model for Career Development--An Explanation

The model presented on the preceding page was developed by project staff members and local teachers as a part of the Iowa exemplary career education project, "Models for Career Education in Iowa." It presents a concept of career development with specific tasks to be satisfied at specific grade levels. It is important to realize that it represents a thought, revealing the flow of this thought throughout a learner's educational experiences. In no way should the lines in the model be interpreted as being rigid in determining the functions to be carried out at a specific grade level nor as limiting the function of the phase of career development at that grade level. It is understood that career awareness, accommodation, exploration, and preparation of self and the world of work can and will most likely take place at all grade levels. The abilities, interests, desires, and backgrounds of the learner will dictate what will be emphasized at a specific grade level. The model, then, should be viewed as being very flexible with the rigidity in the concept concealed within the individual student and the model structured to the individual student and his needs.

The model depicts a concept of career development beginning in kindergarten and continuing throughout life. It evolves around two basic concepts--the concept of self and the concept of the world of work. The self-concept focuses on the learner's understanding of himself physically, mentally, socially, and emotionally. The world of work concept focuses on the learner's understanding of and preparation for entry into the world of work. The purpose of these two concepts remain the same throughout the model, but function differently during each phase of career development.

During the Awareness Phase of career development, the self-concept places emphasis on the learner becoming aware of himself and others in a physical sense, his personal feelings, and about living with others. For the world of work concept, emphasis is placed on developing understandings of and appreciations for work, the value of the worker, and the role of work and the worker in our society. During this phase, no attempt is made to relate the points of emphasis stressed in each of the concepts.

The Accommodation Phase has two purposes. The learner continues developing his self-awareness and his awareness of the world of work. In addition, he begins to relate or fuse (accommodate) his understanding of self with his understanding of the world of work. The fusion of these two concepts continues throughout the career development process leading eventually to entry into a life style and occupation suited to his interests, abilities, and desires.

In the Exploration Phase, the learner explores, in depth, his real aptitudes and interests and the occupational clusters that comprise the world of work. Emphasis is placed on people, the kinds of occupations

they are engaged in, and the tasks that they perform in their occupations. The learner compares his personal traits and desires with what he learns from his exploratory experiences and begins to identify those occupational areas that most nearly align with his self-percept. As a result of these experiences, he begins the process of selecting an occupational area of which to prepare for job entry.

The final phase of career development, the Preparation and Exploration Phase, has a two-fold purpose. During this phase the learner continues his exploratory experiences in those few occupational areas that seem to most nearly satisfy his interests and desires. After selecting an occupational area, he prepares for occupational entry at the time of high school graduation. For those learners who do not plan on occupational entry at the time of graduation, continued exploratory experiences are provided. These learners will make decisions concerning specific occupational choices and prepare for occupational entry sometime during their post-high school education.

## Section II.

## Child's Awareness of:

Physical Awareness

HIMSELF	HIS FAMILY	HIS SCHOOL AND COMMUNITY	HIS WORLD
<p>Being aware of himself and others in a physical sense is a foundation for further awareness of emotions, social interactions and mental growth.</p> <p><u>Activities</u></p> <p>I. <u>Scale and Yardstick</u> Weigh each child and write information on "growth card" during first week of school. Leave scale in room at all times for children to weigh themselves.</p> <p>Measure child--a permanent yardstick could be painted on school-room wall--place child's name beside correct inches; masking tape could be used for names.</p> <p>Periodically check upon growth.</p> <p>II. <u>Have a full-length mirror in room:</u> "See yourself with a smiling face and with a sad face..."</p> <p>III. <u>Make plaster of Paris prints of feet or hands;</u> compare sizes.</p>	<p><u>Activities</u></p> <p>I. <u>Labeling:</u> verbally describe family--size of (number), older or younger siblings, tell how brothers and sisters are alike and different....</p> <p>II. <u>Book:</u> Five Chinese Brothers, Jerrold Beim. (.....a tale of five brothers who look exactly alike, but are different in many ways.)</p> <p>III. <u>Artwork</u> Show your family to us; who is the biggest, the smallest.....</p> <p>IV. <u>Physical Needs:</u> Hunger Rest Warmth--home Warmth--clothes Warmth--love Individually--or as a group, discuss these needs for which the family provides.</p> <p>V. <u>Dramatize</u> A. <u>Mother-child:</u> purchasing new school clothes (physical change); purchasing groceries.</p>	<p><u>Activities</u></p> <p>I. <u>School Orientation</u> Teacher should take all new children on tour of the school; children can SEE physical plant, HEAR the sounds of activities in various rooms, SMELL unusual odors---kitchen or lunchroom, the furnace room, and TOUCH the walls, chrome faucets, wooden doors, FEEL that he is a part of this school community.</p> <p>II. <u>Community Orientation</u> School IS the community and the community IS the school.</p> <p>Visit neighborhoods, commercial businesses, leisure time activities (zoo, museum, park) whenever possible. Being aware of the community physically is groundwork for studying social interactions of the community. Utilize the SENSES fully in such visits.</p>	<p>Television has introduced most children to the existence of a world outside their immediate community.</p> <p><u>Activities</u></p> <p>I. <u>Use of Globe:</u> Mark child's town and state.....</p> <p>II. <u>Other Countries:</u> Utilize objects from other countries to touch, see, hear or taste; coconut, pieces of ivory, jute, rubber, silk and a silk cocoon from Asia, pieces of coral or starfish from the sea, bamboo flute or other instruments.</p> <p>III. <u>Environmental Activities</u> A. <u>Seeing:</u> Be aware of seeing things on the play-ground, in yards. Try to notice/see ONE new thing when walking to and from school. B. <u>Hearing:</u> Try to hear one new sound when walking to and from school. C. <u>Touch-Smell:</u> Feel and smell grass, rocks, dirt, animals, books, crayons,</p>

Physical Awareness

Child's Awareness of:	HIS FAMILY	HIS SCHOOL AND COMMUNITY	HIS WORLD
<p align="center"><b>HIMSELF</b></p> <p>IV. <u>Coordination:</u> Balanced board--a board, e.g., railroad tie, to walk on for balancing, have this in school year and play follow-the-leader, going on the balancing board...</p> <p>V. <u>Game:</u> Pantomiming animals while classmates guess the animal.....stress physical movements.</p> <p>VI. <u>Creative Tool:</u> Have a stethoscope and encourage child to listen to the heart beat--his own and/or others.</p> <p>VII. <u>Creative Tool:</u> Construct a simple frame for weaving: 4 boards nailed together with nails placed on top of board for weaving yarns patterns--assists eye/hand coordination.</p>	<p align="center"><b>HIS FAMILY</b></p> <p>(hunger needs); baking together. B. <u>Father-Child:</u> Repairing something together in the house; cleaning the yard together; playing ball. C. <u>Family--going to a movie together; bicycling together; hiking or picnicing.</u> D. <u>Holiday celebration with other family members.</u></p>	<p align="center"><b>HIS SCHOOL AND COMMUNITY</b></p> <p>III. <u>Mapwork:</u> Construct a model of the neighborhood, the school area, or possibly a part of the shopping area.....</p> <p>IV. <u>Career Education:</u> Utilizing the talents of people in the community via their coming into the classroom develops an awareness of their contributions. A. <u>Electrician--remove and reveal what is behind the wall socket.</u> B. <u>Plumber--Help class with a clogged pipe.</u> C. <u>Sanitation Dept.--see how much trash the school throws away daily--where it is stored--what happens to it when it's hauled away.</u> D. <u>School Lunch Program</u> Where is school food purchased? quantities? storage? preparations? serving? what happens to waste?</p>	<p align="center"><b>HIS WORLD</b></p> <p>paint, paper, pencils, sponge.....</p> <p>IV. <u>Game:</u> Classroom items or articles found during the walk to school can be assembled. Have children identify these while blindfolded..... stress use of senses.</p> <p>V. Have a "touch it" display in classroom.</p>



Emotional Awareness

Child's Awareness of:  HIMSELF	HIS FAMILY	HIS SCHOOL AND COMMUNITY	HIS WORLD
<p>Awareness of Feelings--</p> <p>I. Happiness II. Sadness III. Fear IV. Anger</p> <p>Show each feeling via circle face--</p> <p>I. <u>Happiness Activities:</u> A. <u>Facial Expressions</u>-- Look at each other. Study himself at the mirror.</p> <p>B. Pictures-- Cut out and display people with happy expressions. Draw a picture of himself with a happy expression, showing <u>why</u> he's happy.</p> <p>C. Puppets---(may help the shy child express himself) Use puppets to tell the class a story: " (puppet) <u>Is happy today. It's a holiday and he's going to play with his friends all day long.</u>....." Felt hand puppets for each child could</p>	<p>Family members also have feelings of happiness, sadness, fear and anger.</p> <p>I. <u>Happiness</u> A. <u>Pictures and Discussion</u>-- "Mother is happy when I....." "Dad is happy when I...." "Mother and I have fun together when....." "Dad and I have fun together when....." "I like my family when.." B. Have family pictures on bulletin board showing happy---as well as sad, angry or frightened feelings. C. Role play via puppets Relationships of siblings---feelings of happiness..... Helping other brothers/sisters..... Family relationships of aunt, uncle, cousins, grandparents.....</p> <p>II. <u>Sadness</u> A. <u>Pictures</u>---draw family members feeling sad-- tell why.</p>	<p>People in my school and in my community have feelings, too.</p> <p>I. <u>Happiness at school:</u> A. <u>Pictures</u>---illustrate someone making another person happy or doing a kind deed. B. <u>Bulletin Board</u>--clip pictures from newspapers showing acts of kindness. C. <u>Dramatize</u> ways of being friendly, of making others happy. 1. To a new pupil. 2. To a person who has been teased about being fat, skinny, wearing glasses, having red hair and many freckles. D. <u>Unfinished Sentences</u>-- "One thing that makes me happy in this class....." "The most exciting thing in this class is....."</p>	<p>Sometimes the environment affects people's feelings.</p> <p>I. <u>Environmental Things</u> that make happy days: Sunshine Warm, pleasant temperature A walk on a nice day Music People with smiles make us smile, too. Getting up on the "right side of bed.." An older boy/girl says "hi" to smaller person Someone whistling Discuss ideas as related to peoples of the world. People in other countries have happy, sad, fearful, and angry feelings.</p> <p>II. <u>Global Tool</u> <u>Tape pictures</u> of people from other parts of the world on their country. Strive for pictures showing feelings. (National Geographic is one good source.) Topics may range from boy/girl living in a restored windmill in Holland-- their joys and fears--to the Korean family with their special joys, and fears.</p>

Emotional Awareness

Child's Awareness of:	HIMSELF	HIS FAMILY	HIS SCHOOL AND COMMUNITY	HIS WORLD
benefit the awareness of feelings and discussing them.	<p>D. Unfinished sentences: "I am happy when..." "These things make me happy:"</p>	<p>B. Dramatize unhappy situations-- sick child--sad parents sick parents--sad child loss of a relative loss of a pet best friends move away Dad is out of work If the situation evokes too much pressure for a child, utilize puppets in this role playing.</p>	<p>(Teacher should respond with something that makes her happy in class.)</p> <p>II. Sadness A. Unfinished Sentences "One thing that makes me sad in school " "One thing that makes me unhappy in this room " (Teacher should respond with something that makes her unhappy/sad in class.) B. Dramatize Have a group role-play their leaving out a child from their group.. discuss feelings of the one left out of the group.... C. Puppets Dramatize a new pupil without any friends; a child who is wearing glasses for the first time and thinks people will laugh at him or not let him play rough games; a girl may feel "ugly" in glasses;</p>	<p>Awareness of likenesses and differences should transcend physical characteristics.</p> <p>III. Library These are just a few of the books found in many school/public libraries which concern feelings of other peoples and how they solve anger, fear and sad emotions: <u>Rosa--Leo Politi (Mexico)</u> <u>Youngest One--Taro Yashima (Japan)</u> <u>Inatuk's Friend--Suzanne S. Morrow (Eskimo)</u> <u>Likki Tikki Tambo--Arlene Mosel (China)</u> <u>Candido--Alberta Eisemoin (Peru)</u> <u>Juma, The Little African--John Mansfield (Africa)</u></p>
II. Sadness A. Facial Expressions Look at each other with sad faces. Study one's sad face in the mirror.	<p>III. Fear Family member may be afraid of something because of a past experience and may pass fear on to child. Attempt to gain elementary understanding of why one may be afraid in discussion.</p>	<p>A. Situations: Role-play or discuss 1. "Mother doesn't want me to ride my bike on the street because....." 2. "Mother doesn't want me to go swimming by myself because....." 3. "Dad won't let me ride the cycle with my brother yet...."</p>		
B. Pictures Cut out and display people with sad faces. Draw oneself with a sad face and tell why he's sad.	<p>C. Puppets " is sad today. It's raining outside and he cannot go out to play." Unfinished Sentences "I am sad when " "These things make me sad:"</p>			

Emotional Awareness

Child's Awareness of:	HIMSELF	HIS FAMILY	HIS SCHOOL AND COMMUNITY	HIS WORLD
	<p>III. Fear</p> <p>A. Facial Expressions-- Show each other fearful faces.</p> <p>B. Pictures-- Draw pictures of self showing what makes him afraid..</p> <p>C. Puppets "<u>        </u>" is afraid. He heard a strange noise and wonders what it is." Other fears may include: darkness, storms with thunder and lightning, getting lost from parent, the dentist, large animals, dogs.....</p> <p>D. Unfinished Sentences "I am afraid when "<u>        </u>" "These things make me afraid: "<u>        </u>" "I used to be afraid of "<u>        </u>"</p> <p>IV. Anger A. We all feel angry sometimes.....our faces look angry, faces may become red....we may shout</p>	<p>4. "I have to be home right after school--or else." 5. Moving---"Dad has a new job in another town. The family will move when school is completed." B. Explore feelings of happiness (excitement of a new experience), sadness (at leaving friends) FEAR of the unknown---new home, new friends, new school.....</p> <p>1. Unfinished sentences: "My <u>        </u> (mother, father, sibling) is afraid when "<u>        </u>" "These things are scary for my family "<u>        </u>" "<u>        </u> used to be "<u>        </u>" afraid of "<u>        </u>"</p> <p>IV. Anger A. Puppets "<u>        </u>" is angry because her sister tore her favorite coloring book."</p>	<p>a child with new braces.....</p> <p>III. Fear A. Unfinished Sentences: "Something that makes me afraid at school "<u>        </u>" is "<u>        </u>" "Someone that makes me afraid at school "<u>        </u>" is "<u>        </u>" "I really don't like these things in my neighborhood (or town) "<u>        </u>"</p> <p>B. Have an "Afraid-of-Box" Children can put the thing(s) on paper that "tother" them. Have an appointed time to discuss fears as a class. (No names need to be on the paper.) Try to solve these fears via finding the cause. C. Community fears..... Discuss: 1. Prejudice----- (Librarians have a wealth of books to help initiate such a topic.) 2. Visit to doctor or</p>	

Emotional Awareness

Child's Awareness of:	HIS FAMILY	HIS SCHOOL AND COMMUNITY	HIS WORLD
<p align="center"><b>HIMSELF</b></p> <p>loudly at the thing that made us angry.</p> <p>3. Pictures Show in a picture something that makes you very angry.....</p> <p>C. Make an ugly picture to show anger.</p> <p>D. Puppets " feels very angry. He was waiting to get a drink and (another puppet) shoved in front of him."</p> <p>E. Dramatize Someone breaking a toy (feelings of both people involved), an older child teasing a younger child, crowding in front of a child waiting to board a bus or waiting for a movie, a person taking a pencil that belongs to another.....</p> <p>(That we all have feelings and that we learn to deal with feelings in socially acceptable ways are key concepts in emotional self-awareness at the primary level).</p>	<p>" is angry because Mother is always with his new baby brother.</p> <p>Explore feelings of jealousy and sibling rivalry which may lead to anger.</p> <p>B. Role-playing Dramatize argument between two children: Older child wants to be first to take his bath and younger child insists it is his turn to be first; or arguing over first to brush teeth.....</p> <p>Angry parents--discuss or dramatize via puppets parents' anger toward each other; such anger is NOT the child's fault--he is not loved less--parents have angry feelings, too. There is a reason or cause for angry feelings.</p>	<p>dentist----- (fear of pain)</p> <p>3. Have a doctor come to class with kit; he can explain his tools and let children touch/explore the articles.</p> <p>4. Have a dentist visit the class--tell the children WHY certain techniques are utilized and let them explore his instruments.</p> <p>D. Puppets-----Role-play Situation: 1. A boy/girl wandered away from parents in large department store. He called and called, but no one answered.... 2. A boy was walking home alone from school. an older boy stopped him and began to tease him.....</p> <p>IV. Anger A. Dramatize school situations which could lead to anger----- 1. Someone crowding in front of you at the drinking fountain.</p>	

Emotional Awareness

Child's Awareness of:

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		<p>2. Someone purposefully knocking your coat down and hanging his coat on your hook.</p> <p>B. Community situations in which angry feelings are shown-----</p> <p>Dramatize:</p> <ol style="list-style-type: none"> <li>1. Paper boy collecting from person who might have been resting or one who was sure he'd paid the boy earlier.</li> <li>2. Finding one's garbage can upset and the neighbor's dog rummaging through the contents.</li> <li>3. A bus that's very late and makes one late for work or school.</li> </ol>	

Social Awareness

Child's Awareness of:

HIMSELF	HIS FAMILY	HIS SCHOOL AND COMMUNITY	HIS WORLD
<p>Awareness of:</p> <p>I. Living with others positively--friendship</p> <p>II. Living with others negatively--lack of friends</p> <p>III. Times when one needs to be alone</p> <p>I. <u>Friendship</u></p> <p>A. <u>Pictures</u> Have pictures of children/people with happy, friendly faces. Also, show pictures of people doing kind acts for/toward others. List some of the positive ways people are helping others.</p> <p>B. <u>Artwork</u> Show a way that you were friendly to someone today.</p> <p>C. <u>Mirror</u> Above the full-length mirror, post ideas which assist child to reach out toward others:</p>	<p>There are helpful, friendly ways (positive behaviors) to be a part of the family. There are also unhelpful, unfriendly ways (negative behaviors) to be a part of the family.</p> <p>I. <u>Positive Family Behaviors</u></p> <p>A. <u>Family environment</u> Give each child an opportunity to tell about his family: the persons with whom he lives, names and ages of brothers and sisters, any family pets, thing(s) he likes to do with the family.</p> <p>B. <u>Artwork</u> Show himself helping in his family or the siblings helping with a family task.</p> <p>C. <u>Sharing/Cooperation</u> Dramatize family situations in which sharing/cooperation add to harmony: sharing bathroom</p>	<p>People in school and in my community learn to live with each other.</p> <p>I. <u>Positive School</u> (The teacher is a key, a model for the classroom learning and social behaviors. Her feelings "rub off", into students' actions and behaviors.)</p> <p>A. <u>Activity</u> Pupils share a summer experience ("What did you do during summer vacation?"); the teacher should also share something with the class concerning her summer..</p> <p>B. <u>Role-play</u></p> <p>1. "School"--Let one child be the teacher and 4-5 peers portray the students: (this may assist both teacher and students in seeing themselves in the classroom.)</p> <p>2. <u>Cooperation--</u> Have 4-5 children portray ways of</p>	<p>People in other parts of the world are both like us and different from us.</p> <p>I. <u>Where we live is important to the way we work and play.</u></p> <p>A. <u>Dramatize</u></p> <p>1. A boy/girl living on a farm (bussed to school.)</p> <p>2. A boy/girl living in a small town (walks to school)</p> <p>3. A boy/girl living in a large city in an apartment house. How would these children be alike? How would these children be different?</p> <p>B. <u>Artwork</u> If I could live in a different place, I would live here _____ (picture).</p> <p>II. <u>People in other countries in our world....</u> Library resources promote understandings of social needs in these</p>

Social Awareness

Child's Awareness of:

HIMSELF	HIS FAMILY	HIS SCHOOL AND COMMUNITY	HIS WORLD
<p>"Have you made anybody happy today?"</p> <p>"Everyone smiles at school."</p> <p>"To have a friend, be friendly."</p> <p>"Helping someone else is the secret of happiness."</p> <p>D. Unfinished Sentences</p> <p>"Being friendly is _____"</p> <p>"Five good deeds I did today: _____"</p> <p>"Sharing is _____"</p> <p>"Politeness is _____"</p> <p>E. Dramatize</p> <p>A new family moved into your neighborhood. The new boy/girl is sitting on his front porch, looking lonely and needing a friend. What would you do?</p> <p>A large dog just jumped at a younger child, causing him to drop his ice cream cone. How would you help?</p> <p>II. <u>Negative social actions--and lack of friends</u></p>	<p>sharing bedroom--cleaning</p> <p>sharing toys</p> <p>respecting privacy of sibling</p> <p>D. Parent-child--Role play with puppets regarding:</p> <p>I. Siblings' sharing parents as well as their need to have special time with mother and father.</p> <p>2. Working mother and father-- need to assist with younger siblings.</p> <p>3. Unfinished Sentences</p> <p>"The thing I like best about my family "</p> <p>"My mother and I enjoy _____"</p> <p>"My father and I enjoy _____"</p> <p>"My brother and I _____"</p> <p>"My sister and I _____"</p> <p>4. Dramatize</p>	<p>cooperating in the classroom (Listening carefully, following directions, sticking to his task or completing school studies, helping a new student find the restrooms, drinking fountains, etc., taking articles to the "lost and found" depot.)</p> <p>3. Responsibility</p> <p>Discuss the meaning; have 4-5 children show how they're responsible in the classroom (being responsible for a special job in the class, hanging up one's coat), (responsible for personal property), (returning school work), (responsible for school-learning-tasks) returning library</p>	<p>stories. The teacher's reading the story and the class' role-playing the characters from another country foster social awareness.</p> <p>Books:</p> <p>Moy Moy--Leo Politi (China-town)</p> <p>Red Bantam--Louise Fatio (France)</p> <p>Amigo--Byrd B. Schweitzer (Mexico)</p> <p>Yasu and the Strangers--Louis Slobodkin (Japan)</p> <p>Sumi's Prize--Yoshiko Uchiola (Japan)</p> <p>A Bell for Ursli--Selina Chonz (Switzerland)</p> <p>Snipp, Snapp, Snurr and the Reindeer--Maj. Jan Lindmann (Sweden)</p> <p>III. <u>Environment</u></p> <p>Discuss the need to keep our world clean via picking up litter, re-using containers and papers when possible.</p> <p>A. Litter pick-up walk-- an activity to stress the problem.</p> <p>B. Activity--making something pretty</p>

Social Awareness

Child's Awareness of:	HIMSELF	HIS FAMILY	HIS SCHOOL AND COMMUNITY	HIS WORLD
	<p>A. Pictures Discuss pictures of people with unhappy faces and people being unkind or rude. Seek the <u>causes</u> for these negative behaviors in the discussion.</p> <p>B. Artwork Show a way that you were unkind or unfriendly. How did you feel when this happened?</p> <p>C. Puppets Dramatize a lonely puppet--had no friends because he was so ("bossy", made unkind comments to his friends, wouldn't share, was loud and noisy or "showing off" . . . . . Perhaps a "friendly puppet" can help him find out what's wrong or can help him change the way he acts toward others. Dramatize a "bully"</p>	<p>The family at a meal When grandparents come to visit. The family on a special holiday Having company (or entertaining a friend/s. One parent family. Older vs. younger siblings --responsibilities and privileges.</p> <p>II: <u>Negative Family Behaviors</u> A. Dramatize Feeling jealous of the new baby and all the time mother spends with him. . . . .</p> <p>B. Arguing 1. With sibling about whose turn it is to take out the trash, clean the room, helping with a special household task 2. With parent about going to</p>	<p>books), (responsibility of others) C. Unfinished Sentences "The thing I like best in the classroom is _____." "Happiness in school is _____." "I like to be in _____ class when _____." "The first happy thing I saw in class today was _____." "People in my room are _____." D. Dramatize Social relationships are vividly portrayed in many library books through the eyes of animals. Reading and then dramatizing the roles in these stories may assist hesitant children to express themselves. Books: <u>The Story About Ping--</u> <u>Marjorie Flack &amp; Kurt Wiese</u> <u>Inch by Inch--Leo Lionni</u> <u>A Birthday for Frances--</u> <u>Russell Hoban</u> <u>A Baby Sister for Frances--</u> <u>Russell Hoban</u></p>	<p>interesting from old cans and containers. Responsibility of picking up our own litter when picnicking, camping, vacationing or visiting others--show via posters.</p>





Social Awareness

Child's Awareness of:

HIMSELF	HIS FAMILY	HIS SCHOOL AND COMMUNITY	HIS WORLD
<p>teasing another puppet.... (remember that the "bully" is also unhappy and needs friends)</p> <p>III. <u>Times when one needs to be alone</u></p> <p>A. <u>Pictures</u> Show and discuss pictures of children/people doing something alone and enjoying it.</p> <p>B. <u>Discussion</u> List some activities we like to do alone:</p> <ol style="list-style-type: none"> <li>1. Time to think about something important</li> <li>2. Daydreaming</li> <li>3. Making a special surprise for someone.</li> <li>4. When feelings are hurt</li> <li>5. Loss of a pet</li> </ol> <p>Unfinished Sentences "I like to be alone when _____" "I am not lonely when _____"</p>	<p>C. <u>Artwork</u> bed, to a movie Show one thing he'd like to change in his family.</p> <p>D. <u>Unfinished Sentences</u> "I'd like to change this in my family" "I didn't share when _____" "These are ways I did not cooperate" "I wish my mother/father would _____" "I wish my brother/sister would _____"</p> <p>E. <u>Pictures</u> Show pictures of families who may not look happy. Seek reasons for unhappiness.</p>	<p><u>Thidwick, the Big-Hearted Moose--Dr. Seuss</u> <u>Flip and the Cows--Wesley Dennis</u> <u>Chaga--Will and Nicolaus Puppets--"Listening"-dramatize good listening via:</u></p> <ol style="list-style-type: none"> <li>1. Sitting quietly</li> <li>2. One person talking at a time</li> <li>3. Listening attentively to others to learn more.</li> </ol> <p>F. <u>Activity: Read Stone Soup--</u> <u>With the class--go to a local grocer; purchase the ingredients; discuss social interactions and dependency/responsibility. Prepare and serve the soup as a class.</u></p> <p><u>Recipe:</u> Put a clean stone into 5 cups boiling water Add 6 carrots, peeled and sliced 5 potatoes, peeled and sliced 1 pound ground beef, browned and drained</p>	

Social Awareness

Child's Awareness of:

HIMSELF	HIS FAMILY	HIS SCHOOL AND COMMUNITY	HIS WORLD
<p>"I like to be with people when _____"                      "I don't like to be with people when _____"</p>	<p>*</p>	<p>1/4 cup rice                      1 can condensed tomato                      1 teaspoon salt                      2 medium onions, chopped                      Simmer for 1 hour;                      stir sometimes                      Serve it with a smile.                      Makes 10-12</p> <p><u>Negative School Behaviors</u></p> <p>A. <u>Puppets</u></p> <ol style="list-style-type: none"> <li>1. Role-play two angry puppets, fighting about whose turn it is to get the ball-- be at bat--play tether ball</li> <li>2. Role-play name-calling:                      "_____ is a fatty."                      "_____ is a tattletale."</li> <li>3. Role-play stealing, temptations to take others' possessions, etc.                      "_____ (puppet's name) really liked the new green pencil in _____ (puppet's _____)"</li> </ol>	<p style="text-align: right;">2</p>



Social Awareness

Child's Awareness-of:

HIMSELF	HIS FAMILY	HIS SCHOOL AND COMMUNITY	HIS WORLD
		<p>name) desk: In fact, he liked it so much that when _____ left the room _____ took it from _____ his desk.</p> <p>What do you think? Discuss, in the puppet role-playing, that stealing</p> <p>a) makes another puppet feel badly--he won't be able to use his new pencil now.</p> <p>b) there must be a better way to have a new pencil than to take someone else's and hurt his feelings</p> <p>c) seek possible solutions that won't hurt another puppet/ or person</p> <p>B. Have a <u>large</u> box in</p>	

Social Awareness

Child's Awareness of:

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		<p>an out-of-the-way place in the room--"the grump box" or the "time-out box"; children should be able to go there to "cool off" or to think about their strong negative behaviors.</p> <p>III. <u>Community</u>            People in my community show negative and positive social behaviors..</p> <p>A. <u>Artwork</u>            Show one of your favorite people in the community and why you enjoy being with that person.</p> <p>Show a community person that you don't enjoy and show/tell why.</p> <p>B. <u>Role-play Community People</u></p> <ol style="list-style-type: none"> <li>1. Policemen helping another</li> <li>2. Storekeeper helping a child find something</li> <li>3. Filling station attendant giving directions to motorist</li> <li>4. Two neighbors arguing about a dog's ruining one</li> </ol>	

Social Awareness

Child's Awareness of:

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		person's flower-bed 5. A baseball went through the window of the "neighborhood "grouch"	

INTERMEDIATE

Section III.

Physical Awareness

Child's Awareness of:

HIMSELF	HIS FAMILY	HIS SCHOOL AND COMMUNITY	HIS WORLD
<p>Different sizes are the noticeable physical trait in third and fourth grades.</p> <p>I. <u>Activity</u> Outline each child on suitable paper--newsprint or brown wrapping. (Keep the paper outline as child completes social, emotional and mental characteristics of himself.) Physical attributes to complete: I am _____ inches tall. I weigh _____ pounds today. I have _____ eyes and _____ hair. My shoe size is _____. I wear glasses, braces or other unusual data. Some of my favorite foods to eat are _____. My name is _____. (These large paper replicas can be stored on top of storage cabinets.)</p>	<p>My family may also be growing--new brother/sister. (Am I as tall as my brother--mother-grandparent? Has our home changed as our family? Now that I'm bigger do I have different responsibilities and privileges?)</p> <p>I. <u>Activity</u> Show in a picture the different sizes of your family. Use a new media, e.g., colored chalk or outlining with a magic marker and filling in/not filling in colors. (Include this picture in his scrapbook of himself.)</p> <p>II. <u>Dramatize</u> Discuss what it means to be older like grandparents. Have children portray: A. Grandpa and Grandma coming to our house B. Going to grandparents' house--what I do there. C. My favorite activity with grandparents.</p>	<p>I. <u>Orientation</u> Any new third/fourth grade pupils should be introduced to the school plant--restrooms, library, IMC, nurse's office, principal's office, lunchroom, boiler room, utilizing the senses fully on such a tour is emphasized, e.g., "What can you see, hear, touch and smell in your new school building?"</p> <p>II. <u>School Room Activity</u> Measure the classroom with a tape measure. Also measure the room's height. Measure a child's desk, measure the teacher's desk. Discuss sizes of things.</p> <p>III. <u>What's NEW? (Unfinished Sentences)</u> A. Something new or different in my classroom is _____ B. Something "new" inside the school building is _____ C. Something new outside the school building is _____</p>	<p>I. <u>Activity</u> Have binoculars in the room; encourage their use...let children explore how to adjust the lens; learning how to use them is as much of a learning experience as is actually viewing sights through binoculars.</p> <p>II. <u>Seasons</u> Dramatize the movement of the earth--sun and the relationship of the seasons. Artwork: show yourself on a fall--winter--spring--summer day.</p> <p>III. <u>Environment</u> Role-play the ways we can improve our world via tackling pollution even in "small ways" which benefit others. A. Genuine effort to keep litter picked up. B. Helping others be aware of litter. C. Writing letters to officials when pollution occurs in rivers, refuse</p>

Physical Awareness

Child's Awareness of:

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<p>II. Activity: an autograph board-"People in Room" Use a bulletin board space (covered with construction paper) for each child to "autograph."</p> <p>III. Role-play with puppets A. Physical differences (We grow at different rates--some will grow more slowly or faster than others; but we are alike in other ways--we have feelings, like to have friends, like to learn about new ideas.....) A simple felt hand-puppet can be beneficial for role-playing "touchy" topics.....</p> <p>IV. Activities A. Learn to take pulse rates; compare boys/girls. B. Use a stethoscope to listen to the heart beat--before and after strenuous activity.</p>	<p>III. Role-play/dramatize A. Our family having a meal together at home. B. Our family "eating out" at a restaurant. C. Our family trying out a new food Mother has prepared. D. One of my favorite activities our family does together. E. Purchasing new shoes--relate that one reason we have to buy shoes so often when we are growing is that feet and hands grow faster than other parts of the body..... F. A favorite game I play with my cousin.</p> <p>IV. Creative writing: "The giant who wouldn't stop growing....." "The family that lived in a teacup....."</p>	<p>D. I like to hear these sounds in school: E. I like to touch these things in school: F. I like to smell these things in school: G. I like to see these things at school:</p> <p>IV. Community Discuss different kinds of communities. A. Role-play 1. A person living on the farm (physical differences---primarily) 2. A person living in a large city--how he travels to school... nearness of 3. A person living in a mountainous region (may require prior study) 4. A person living near a large body of water B. In groups of 3-5 construct models of different types of communities in our country 1. Seacoast community 2. Metropolitan 3. Industrial city 4. Small town near mountainous area 5. Farming community</p>	<p>dumps...Pet pollution.....</p> <p>IV. Posters Make and display environmental posters---display in hallways of schools or in merchants' display windows in shopping areas.....</p> <p>V. Food Fair To acquaint each child with foods from other countries, divide into groups of 4-5. Select a country and prepare one dish characteristic of the country. Utilize school kitchen in process. Prepare and sample the foods as a class. This activity affects the physical senses: taste, smell, sight, touch and even hearing (foods sizzling, people munching) as well as social, emotional, and mental domains of children.</p>

Physical Awareness

Child's Awareness of:

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<p>C. Microscope--study matter from under fingernails through microscope. (Personal hygiene can be coordinated with activities b and c.)</p> <p>D. Stimulate awareness of good food habits via what we put inside the body affects its growth rate and general health--could also utilize experiments with white mice</p> <p>E. Scrapbook</p> <ol style="list-style-type: none"> <li>1. Picture of me as a young child.</li> <li>2. Picture of me today.</li> </ol> <p>(Picture at the end of the school year--teacher could request use of a polaroid camera from instructional media center..)</p> <ol style="list-style-type: none"> <li>3. My thumb or fingerprint----it is unique and so AM I.....</li> </ol> <p>Make thumbprint with ink in an ink pad.</p> <p>(Not even identical twins have thumbprints alike!)</p>		<p>6. Ranching community, e.g., Wyoming, Montana</p> <p>7. Logging community</p> <p>C. My Community</p> <p>"One new building in our town is _____"</p> <p>"One thing new in our neighborhood is _____"</p> <p>"Something different in our town is _____"</p>	



Emotional Awareness

Child's Awareness of:	HIMSELF	HIS FAMILY	HIS SCHOOL AND COMMUNITY	HIS WORLD
<p>The intermediate level child is seeking an answer to Who Am I? He is aware of very strong feelings and of sometimes feeling one way but doing the opposite. The cause-effect scheme of behavior can play an increasing role in understanding oneself.</p>	<p>I am special in my family; I'm the only one like me in the family. My family is also special to me!</p> <p>I. <u>Activity</u>            A. Close your eyes and think to yourself: "Suppose I had never been born. How would my family be different? What would be missing from their lives?"            B. Creative writing-- Tell in your own words what would be different in your family without you.            C. Tell in your own words (A different day) why your family is glad to have you.</p> <p>II. <u>Siblings</u>            Why brothers and sisters may be treated differently.....</p> <p>III. <u>Role-play</u>            Older brother/sister vs. middle brother/sister.            Older vs. younger brother/sister; only child.            Do parents treat older</p>	<p>The intermediate level child is increasingly aware of his peers and of whether or not he is liked.</p> <p>I. <u>Activity</u>--Friendship Listening game            A. Have each child tell one way in which he is different from others in his class--hobby, physical characteristics, the way he feels about a special activity. Then the person can write that special difference on paper; place it in a box.            B. Take turns drawing the papers from the box and identify the person by his special quality. How well did we listen? A friend is someone who really listens to you...How do you feel when a person listens carefully to what you say?</p> <p>II. <u>Activity</u>--making others feel sad or happy--Role-play            A. "What if" you were very hungry and I have lots of food..What shall I do?</p>	<p><u>Activities</u>            I. <u>Tape Recorder</u>            Think carefully of your walk to school this morning. Tell us--one at a time--what you saw that made you:            A. Feel happy            B. Feel sad            (Listen to the voices after recording.) What does your own voice sound like to you?)</p> <p>II. <u>Sounds</u>            Go outside. Tape the sounds that you hear near the school, in the neighborhoods, perhaps nearer a commercial area. Bring your results to share in classroom. (this could be done in pairs or in small groups.)</p> <p>III. <u>Environmental</u>            What if:            A. I had no nose            B. I could not feel things when I touched them            C. I could not see            D. I could not hear            E. I could not taste</p>	<p>The intermediate level child is seeking an answer to Who Am I? He is aware of very strong feelings and of sometimes feeling one way but doing the opposite. The cause-effect scheme of behavior can play an increasing role in understanding oneself.</p> <p>I. <u>Activity</u>--uniqueness of me;            Discuss the fact that no other person in the world is exactly like "you"; no other person feels, thinks, looks or acts exactly as you do. You are special--- not because you wish to be treated specially--but because you are you. Other people are special too; our many differences make us interesting to other people and other people interesting to us.            ART--make your own special name tag to wear today!</p> <p>II. <u>Activity</u>            Return to the outline form (refer to physi-</p>

Emotional Awareness

Child's Awareness of:

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<p>cal awareness of self): Complete these sentences on the paper form: "Something that makes me feel happy is _____." "Things that make me feel sad are _____." "Things that make me feel angry are _____." "I'm afraid of _____." III. Scrapbook---uniqueness concept of change: complete these for the scrapbook begun under physical awareness: "When I was little, one of my favorite toys was _____." "Now one of my favorite toys is _____." "I used to hate eating _____." "Now my favorite food is _____." "The town where I was born is _____." "The best present I can remember is _____." "When I was little I _____." "Now I _____." IV. Pantomime A. Doing a favorite activity</p>	<p>children differently from younger children? Why? IV. Unfinished sentences "Being the oldest is _____." "The oldest child can _____." "Being the youngest is _____." "The youngest child _____." "Being in the middle is _____." "The middle child can _____." "My parents like me when _____." "My parents are disappointed when I _____." "I like my parents when _____." "I am disappointed with my parents when _____." "One thing my parents told me that really made me unhappy is _____." V. Dramatize A. Doing something that my family like to have me do B. Doing something my family does not like to have me do..how do I feel; how do THEY feel when this happens</p>	<p>1. I'll be unkind and not give you any (How would you feel?) 2. I'll be kind and share with you (How do you feel?) B. "What if" you could not find your cap, and I knew where it was..... 1. Be mean--do not tell the person where the cap is 2. Be kind--tell him where it is The way we act or behave can make other people feel happy/sad; we can change unkind, mean behaviors. III. Mean feelings--activity Teacher should bring individually wrapped candy for each child. Have children put heads down upon desks, distribute candy to only 3-4 children. Tell the class to look up. Reactions of anger should swell; ask them to tell you whom they feel angry toward. If anger's expressed toward the child with candy, teacher relates that it was not the child's fault he received candy; state that the person probably feels angry</p>	<p>IV. Art Construction From trash-to-treasure project; show how something which was thrown away can be made into something lovely or useful. How do you feel about your idea? V. Other parts of the world We cannot understand people unless we know something about them and their environment. Try to learn about a custom people in another country observe. Why did that custom begin? How do the people in that country feel about their custom? How do I feel about those people and their custom? VI. Music Music is happy, sad, frightening and angry in its sounds. (Get ideas from the music teacher regarding these moods and music which conveys the feelings.) Also, devote a period to sounds of music which the class enjoys....records can be brought from home to share at school. The teacher should share a record she enjoys telling why.</p>

Emotional Awareness

Child's Awareness of:	HIMSELF	HIS FAMILY	HIS SCHOOL AND COMMUNITY	HIS WORLD
<p>B. Something that makes me sad</p> <p>C. Something that makes me afraid</p> <p>D. Something that makes me really angry</p> <p>V. Fear</p> <p>A. Show 2-3 pictures of people who have been afraid (a mother, a policeman, a child).</p> <p>B. Discuss how/why/what might have caused these people to be afraid. (role-play each person pictured)</p> <p>C. What does fear feel like? (uncomfortable, body may shake, run away)</p> <p>D. Is fear ever helpful? (fear of cars, fear of harmful animals--- bulls, rattlesnakes, cross dogs)</p> <p>VI. Puppets--Fear</p> <p>How do we face fear? Dramatize:</p> <p>A. A "bully" frightening another puppet; the puppet may (1) run</p>	<p>HIS FAMILY</p> <p>VI. Mad feelings---taking them out on parents or brother/sister. Discuss the role-play:</p> <p>A. Situation---</p> <p>Boy making model plane; the glue is not holding well, and the plane crumbles for the third time</p> <p>Methods of handling:</p> <ol style="list-style-type: none"> <li>1. Call self a name</li> <li>2. Holler loudly at mother/father about "stupid plane".....</li> <li>3. Pulling dog's tail even though child's mad at himself</li> <li>4. Clean up the mess and try another day</li> <li>5. Get help from brother/father</li> </ol> <p>B. Situation---</p> <p>Girl did not do very well at piano lesson; she does not talk back to piano teacher but is grumpy at home with her parents..... What can she do?</p> <ol style="list-style-type: none"> <li>1. Call herself a name</li> <li>2. Yell at her sister or make her sister get</li> </ol>	<p>HIS SCHOOL AND COMMUNITY</p> <p>toward the teacher but is afraid to say that and risk getting into trouble.</p> <p>Sometimes children become angry with younger brother/sister or with someone who was not to blame for our feeling angry. The best thing to do is admit to yourself that you are angry with a person and why you're angry. (All people feel angry sometimes, and that does not mean people are bad.)</p> <p>After you've admitted your anger, go do something harmless, e.g., run races, ride your bike, punch a pillow, draw mean pictures.</p> <p>----from *What About Me by Carl Fisher Pflaum, Standard</p> <p>IV. Time-away box or Mean Feelings Box</p> <p>Have a large refrigerator box placed in an out-of-the-way place in the room, utilize when one is feeling angry in the classroom.</p> <p>V. Community</p> <p>A. Make two columns on</p>	<p>HIS WORLD</p>	

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<p>away; (2) fight the bully; (3) talk to the bully and tell him it would be more fun to be friends.....</p> <p>B. A puppet who is afraid of sirens (Other fears may be substituted); his friend puppet takes him to the fire station to help him "see" his cause of fearing the siren.</p>	<p>into trouble</p> <p>3. Kick the piano</p> <p>4. Practice better on the next lesson</p> <p>Help children realize that it's not fair to "take out" mad feelings on someone else. Try to find a better way to get rid of the mad feelings.</p>	<p>"Things I Like in My Town" and "Things I'd Change in My Town".....</p> <p>B. Make two columns on paper: "People Whom I Like in My Community" and "People Whom I Do Not Like in My Community;" tell WHY.....</p> <p>VI. Dramatize; (causes of behavior.... what can I do about it)</p> <p>A. The man at the grocery is always a bit grumpy with kids-WHY?</p> <p>B. The neighbor doesn't even want people to walk across a corner of her lawn-WHY?</p>	

Social Awareness

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<p>The child is beginning to form gangs; he may have a best friend as well as be a part of a group/gang.</p> <p>I. Activity</p> <p>On the paper form of himself (activity begun under physical awareness) the child can complete:</p> <p>a) One thing I can tell you about myself is.</p> <p>b) One way I am like everyone else is</p> <p>c) One way I am different from everyone else is</p> <p>d) One of the best things about me is</p> <p>e) Something I need to improve is</p> <p>f) One thing I like to do alone is</p> <p>g) One thing I like to do with a group is</p> <p>II. *Boy-Girl Interactions</p> <p>Boys and girls are interested in both knowing and interacting with each other. A legitimate approach is to discuss these interests as a group.</p> <p>A. How are boys and girls different?</p> <p>B. How are boys and girls the same?</p> <p>1. Each plays a "cool"</p>	<p>The child recognizes that he is a member of another group in his family. In it he has responsibilities and privileges.</p> <p>I. Activity</p> <p>To understand sibling social interactions tell about any of these topics on paper</p> <p>A. What I like most about my brother/sister</p> <p>B. Why I am proud of my brother/sister</p> <p>C. I wish my sister/brother would</p> <p>II. Questionnaire</p> <p>To think about; responsibility at home; responsibility</p> <p>Answer "yes", "no" or "sometimes"</p> <p>Do I do special jobs at home without complaining?</p> <p>Do I keep my clothes and possessions picked up?</p> <p>Do I do my part when other members of the family are entertaining guests?</p> <p>Do I make an effort to get to meals on time?</p> <p>Do I keep my promises to my parents?</p> <p>Do I keep my promises to members of my family?</p>	<p>Group activities become a part of classroom activities. The child is aware of the give-and take in a group.</p> <p>I. Activity</p> <p>Bring pictures clipped from magazines of people working together in a group and having fun. Discuss the fun of exchanging ideas, of learning from each other and of listening to each other.</p> <p>II. Dramatize: Groups</p> <p>Let 4-5 people discuss and then show how their group might work together to:</p> <p>A. Plan a picnic</p> <p>B. Plan a bulletin board display</p> <p>Sometimes a group does not work together well. Dramatize a group unable to agree upon plans for a class indoor game. What happened? What does cooperation mean? How do the people feel toward each other?</p> <p>III. Activity</p> <p>Getting to know my group in this room.....</p> <p>smiles a lot.</p> <p>frowns a lot.</p> <p>is good at</p> <p>is someone you cannot joke with.</p> <p>is someone you can joke with.</p>	<p>Group activities become a part of classroom activities. The child is aware of the give-and take in a group.</p> <p>I. Activities</p> <p>People in our world.....</p> <p>To correspond with the study of customs, explore music and dances (folkdance forms) special for social groups and for that country's national holidays. Costumes, customs and music from other countries could assist the pupils' awareness of people in our world</p> <p>.....Utilize community resource</p> <p>II. Environment</p> <p>As a class, collect cans and glass used only by your family for one month--six weeks. Plan your taking it to a recycling center: who has a truck, how do we load it onto truck, how did you feel about the whole project? Is this a good way to show that we care for the future generations? Have other people helped in other ways? Does pollution control need more than one person doing something?</p> <p>III. Environmental Activity</p> <p>Contract with Myself-</p> <p>Three ways I will try to avoid polluting our earth....Write these on paper; sign name. Put paper in "contract box" in classroom; check on yourself periodically.</p>	

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<p>game trying to gain a favorable response from the boy/girl while also being careful not to expose himself to a full-blast rejection.</p> <p>2. Wise to be cautious-- because feelings can be badly bruised when interest is not mutual.</p> <p>3. Not easy to find boys/girls liking each other equally. Usually people go through episodes of sometimes painful trial and error before a mutual relationship is found.</p> <p>C. How boys/girls hide their feelings about each other. People want and need a close personal relationship with another human being. Each needs to be loved, to be wanted, to be appreciated.</p> <p>By taking only small risks, people avoid being teased, rejected. If boys/girls "coolly" find out if the interest is mutual, while taking only small risks, they will be helping each other a great deal. The teacher should listen neutrally and encourage cross-comments..</p>	<p>When my parents are away from home, am I able to take care of most situations that arise?</p> <p>III. Artwork Show one thing your family does as a group. (Show whether or not your family enjoys this activity.)</p> <p>IV. Role-play A. Someone tells your mother you did something you didn't do.. B. You borrowed Dad's baseball glove for the group practice; you forgot to get it after practice and can't remember who has it.. C. Someone tells your sister/brother you said something you know you shouldn't have.....</p>	<p>seems to worry a lot. doesn't have many friends argues too much. always wants attention. plays fairly.</p> <p>This should probably be a confidential questionnaire. It might guide the teacher to identify children with special needs. Talking about these needs with each individual-- trying to see the way the behavior could be changed--would be a follow-up goal. More than one name may be used in each blank, as can "myself".</p> <p>IV. Social fear loneliness or being left out of a group Use puppets: A. was not included in the soccer ball game because he could not kick the ball very well..... B. was not invited to the birthday party because she always tried to "boss" everyone... C. was not chosen for the ball team because he/she always wanted to win-- even if he/she had to take unfair advantage (or cheat).</p> <p>Try to seek ways the puppets and the players as a group can change their own behaviors to</p>	

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<p>from *Methods in Human Development, Theory Manual, 1970 Revision, Harold Bessell.</p> <p>III. Activity</p> <p>Feelings of Embarrassment—use puppets to role-play these possibly embarrassing situations:</p> <p>A. The teacher asks you a question and you don't know the answer.</p> <p>B. You just hit a home-run in the baseball game and ran past all the bases--But you forgot to touch third base--the run does not count as a score.</p> <p>C. You forgot your lines in the school program.</p> <p>IV. Scrapbook</p> <p>about himself—find some pictures of what I might be in the future. What will my job be? Will this be ME?</p>		<p>effect group rapport/happiness.</p> <p>V. Community groups</p> <p>Creative writing--think about a group to which you belong in this town. What do you like about the group? What do you think needs to be changed? Share your ideas with the class; read your ideas and record them on tape. (A few months later, listen to yourself again. Have you helped the group change unpleasant behaviors?)</p>	

Physical Awareness

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<p>Boys and girls reveal a variety of physical growth patterns.</p> <p>The NEA sex education series presents sound material for parent, teachers, "other adults who may have responsibility and concern in assisting children to form sound ideas and attitudes about family living."</p> <p><u>Parents' Responsibility</u></p> <p>Sex Education Series NEA and AMA</p> <p>(The pamphlet, "A Story About You" (4,5,6 grades), explains the physical growth changes as well as the aspect that feelings also change.)</p> <p>I. Activity Creative writing--What If I Were Blind--how would my world be limited--what would I do to enjoy other people? Possibly having a blind person come to speak to or be with the class for a part of the day could be educational.</p> <p>II. Activity Creative expression--What If I Were Deaf--how would my world be</p>	<p><u>Activities</u></p> <p><u>Pictures</u> Look at a picture of your family when you were in first grade. Look at a picture of your family group now. How has each person changed? Who has changed the most? Who changed the least? Why? (Share the photos as a then-now experience.)</p> <p><u>Dramatize: Role-play</u></p> <p>A. Meal-time Grandma is visiting and she doesn't hear well (Discuss why hearing may change after the role-playing.)</p> <p>B. A ballgame--Your grandfather and you are going to the ball game; Grandpa doesn't walk as fast as you. (Discuss why the slower gait after the role-playing.) Having a hat/s in the room may add to the por-traying of an older person.</p> <p>C. Physical limitations One brother chinning himself while another brother can't.</p>	<p><u>Activities</u></p> <p><u>Orientation</u> All new students should be privileged to tour the school plant, from the classroom to the boiler room. This is a basic welcoming step to new students.</p> <p>II. Classroom Instead of a teacher having an aquarium, plant, and tidy bulletin boards for the first day of school, let students suggest physical appointments for the room. Let a classroom really become "Our Room".</p> <p>III. What's New? (use senses)</p> <p>A. One new thing at school is _____</p> <p>B. One new thing in this classroom is _____</p> <p>C. One new thing about me this year is _____</p> <p>D. One person in my class who has grown taller is _____</p> <p>E. One person who still _____</p>	<p><u>Activities</u></p> <p><u>Environment and People</u> The physical elements of the world affect people's living. Show how these things cause people to live differently:</p> <ol style="list-style-type: none"> <li>1) temperature</li> <li>2) rainfall</li> <li>3) flat land</li> <li>4) mountainous</li> <li>5) bodies of water nearby</li> </ol> <p>Either illustrate the differences pictorially with colored chalk or construct a model/s of a community affected by temperature (desert nomads, Eskimos, tropical; by rainfall (rain forest vs. temperature zones); by mountains (Swiss Alps, Appalachia, Rocky Mountain areas); by water (communities near the Great Lakes, Port City in Spain, the country of Japan)</p> <p>Pollution</p> <p>Social conscience is becoming more acute in these grades.</p> <p>Try to have a year long</p>



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<p><u>HIMSELF</u></p> <p>different from what it is now. Having a deaf young person visit the classroom could be beneficial.</p> <p>III. <u>Bulletin Board</u> Each person in the room should be given an opportunity to be featured on a bulletin board: "Room # <u>      </u> Week." The child can bring items about himself for his display.</p> <p>IV. <u>Unfinished Sentences</u> A. One activity that needs big muscles is <u>      </u>. B. An activity that needs little muscles is <u>      </u>. C. One way that I have grown is <u>      </u>. D. People are <u>      </u>. E. Boys like <u>      </u>. F. Girls like <u>      </u>. G. If I could change one thing about my appearance I <u>      </u>.</p>	<p>D. <u>Physical likenesses</u> One sister wearing another sister's clothes; role-play pros and cons.</p> <p>III. <u>Discussion: Age and Changes</u> A. What is one thing good about growing older? B. What is sometimes disappointing about growing older? C. Does an older person have to go to a retirement home?</p> <p>IV. <u>Unfinished Sentences</u> A. One neat thing about my parents is <u>      </u>. B. One neat thing about my grandparents is <u>      </u>. C. Brothers are <u>      </u>. D. Sisters are <u>      </u>. V. <u>Hands - Artwork</u> Study each family member via his hand. Draw around his hand for size awareness. Study the wrinkles, lines, softness or callousness. Tell the class about your family via their hands.</p>	<p>looks the same to me is <u>      </u>.</p> <p>F. One new thing that would make our room look better is <u>      </u>.</p> <p>IV. <u>Community</u> A. Discuss what kind of a community we live in--rural, small town, industrial metropolitan. B. Interrelationships of communities: Select one item in the classroom--desk, lights, pencil, coat, eraser, windows--and try to show the main steps involved before it reached us. (Utilize encyclopedia; be aware of physical process as well as production and people involved.) Illustrate the steps pictorially.</p> <p>V. <u>Unfinished Thoughts:</u> A. One way to make our community more attractive <u>      </u>. B. A neat thing about our neighborhood is <u>      </u>.</p>	<p>project at a class collecting papers from each child/family, glass or cane for recycling--to show that pollution involves many people and prolonged effort.</p> <p>III. As a class, contribute time/effort to plant trees in shopping areas, flowers in downtown areas--could be a cooperative venture with business community</p>

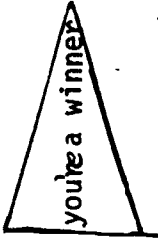
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		<p>C. Communities _____.</p> <p>D. The people in my _____ town _____.</p> <p>E. One person who plays _____ alone is _____.</p> <p>F. One person who shows _____ off is _____.</p> <p>G. Schoolwork is easy _____ for _____.</p> <p>H. Schoolwork is diffi- _____ cult for _____.</p> <p>I. _____ best thing about _____ my teacher _____.</p> <p>J. One worst thing _____ about my teacher _____.</p> <p>K. One person who is _____ always _____ courteous is _____.</p> <p>L. One problem we need _____ to discuss in this _____ room is _____.</p> <p>Prior to a visit to Junior High, discuss questions each person may want answered. Talk about their fears as well as excitement of being in Junior High.</p>	

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<p>The intermediate child is aware of his feelings, that there are things he likes and dislikes in himself, and that change is always possible.</p> <p><u>Activities</u> I. Needing to be alone vs. being with a group: Role-play-- A. Jane had finished other tasks early that morning so that she could be alone to finish her drawing for science class. Su calls and asks her to go shopping. B. Tim's father had promised to bring him a new bike that afternoon. While Tim was waiting, two friends came to ask him to play ball. Tim told them he couldn't leave the yard today, so they should go on to play with other friends. Tim lied because he wanted to enjoy the new bike alone. (It often takes courage to do</p>	<p>By this time children know two families: their own and the type of family on television.</p> <p><u>Activities</u> I. TV families--questionnaire Teacher should list 3-4 situation comedies on board. Let students select two programs they watch and complete the following questions: "The Folks on the Tube" 1) Number of adults in the family. 2) Occupation of breadwinner. 3) Is their home large or small? 4) Is the family well off or poor? 5) Does the family practice a religion? 6) Do the grown-ups speak as if they're well or poorly educated? 7) What is the problem of the family this week? 8) Has your family ever had a similar</p>	<p><u>Activities</u> I. On the full-length mirror in the classroom, have this pennant at the top:  II. To encourage reaching out to others, post friendly messages on either/both sides of the mirror: "I made someone happy!" "Smile!" "Being friendly rubs off to other people!" "Politeness is to do and say the kindest things in the kindest way!" III. Five Good Deeds (How emotions affect us and our relationships) Make a questionnaire to be completed:</p> <table border="1" data-bbox="1254 592 1450 1054"> <thead> <tr> <th>Good Deed</th> <th>Other Person's Reaction</th> <th>My Feelings</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td></td> <td></td> </tr> <tr> <td>2.</td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> </tr> </tbody> </table>	Good Deed	Other Person's Reaction	My Feelings	1.			2.			3.			<p><u>Activities</u> I. Tape recorder Each child can write his feelings and then record his thoughts: "These things in the world give me pleasant thoughts." "These things in the world give me unpleasant feelings." <u>Group Mural</u> Try to utilize taped comments in #1; have all children contribute to both pleasant/unpleasant things in the world. When the mural is done, play the recorded message with the pictorial expression. III. Imagination You are from the planet "Zonk"; you've never seen such strange creatures or things as are on this planet, Earth. What do you think about these strange Earth creatures? How do they treat each other? How do you feel about Earthlings? IV. People from other</p>
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<p>something alone which we want to do in spite of group pressure to do other activities. This is a decision that people face--duties to themselves and duties to groups.) What do you think? A. Sometimes I need to be alone B. Sometimes I do not want to do the same thing as others C. I can work best when D. If I could only E. Most of the time I'm a pretty good person F. I'm a good person who sometimes does something bad G. Most people have felt happy, sad, angry, afraid, jealous and embarrassed Different ME's Role-play with puppets the two feelings of wanting to be kind or unkind in these instances: A. One puppet is rocking in the rocker and the other puppet sees the</p>	<p>problem? 9) Do the grown-ups ever loose their tempers and scream at the children? 10) Do the children ever seem to dislike their parents? *by Walter J. Lumbacher "I'm Not Alone", Dimensions of Personality (Pflaum series) Discuss these questionnaires as a class. (Teacher should see the programs herself.) Assist students in realizing that TV families do not represent the average family. Family members do argue; they may also deeply hurt each others' feelings. Yet most families have reasonably happy children. II. Responsibility- Role-Play A. You are having a birthday party--you want to choose the invitations and guests yourself. Mother has always done this for you. B. You've always had your school clothes laid out for you;</p>	<table border="1" data-bbox="352 577 572 1039"> <tr><td>4.</td><td></td></tr> <tr><td>5.</td><td></td></tr> <tr><td>6.</td><td></td></tr> <tr><td>7.</td><td></td></tr> <tr><td>8.</td><td></td></tr> <tr><td>9.</td><td></td></tr> <tr><td>10.</td><td></td></tr> </table> <p>IV. Spelling Use words about feelings for a unit. V. Unfinished Sentences A. The first thing I saw in this classroom today B. The thing I like to see least in this room C. A person who has been a "crab" today D. I tried to help that person be happier by E. The teacher School Rules A. Discussion 1. What would happen if we had no rules in this classroom? 2. One good rule in our room 3. A rule I don't like in this room</p> <p>VI.</p>	4.		5.		6.		7.		8.		9.		10.		<p>countries: showing feelings thru MASKS. Try to gather material on the use of/meaning of masks which people may use for various customs. Each student can make his mask (coordinate this activity with art teacher) and tell its purpose at the projects conclusion. (Do we sometimes hide our real feelings behind make-believe masks?)</p>
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<p>cat's tail flip under the rocker</p> <ol style="list-style-type: none"> <li>The kind puppet would</li> <li>The unkind puppet would</li> </ol> <p>B. A new family has moved into the neighborhood. The new boy does not have a playmate.</p> <ol style="list-style-type: none"> <li>The shy puppet would</li> <li>The I'll-be-a-friend puppet would</li> </ol> <p>C. Last week my friend helped me with my paper route and I said I'd help him this day. But it's pouring rain today and the weather was nice when he helped me.</p> <ol style="list-style-type: none"> <li>The kind me</li> <li>The unkind me</li> </ol>	<p>now you have decided to show Mother you can be responsible for that task.</p> <p>C. You'd like to have a task around the house to earn an allowance. You talk to your parents about some new responsibility in the family.</p> <p>III. Communication with parents</p> <p>A. Sometimes a child may do something which he knows he should not do. If it's too hard to tell the parents face-to-face, he could write a letter explaining what was done and how he can alleviate the misdeed. (taking money, taking something from a store, lying about something.) Talking about the problem may help you solve it. Parents have problems. Sometimes they're tired and may say something they do not mean. Mothers who work away from home may be</p>	<p>4. Think of a new rule for our class which won't help anyone. Would it be easy to keep this rule?</p> <p>B. Activity: Have a graffiti board in classroom or hallway for students to express frustrations. As a group, work out minimum rules. (It might be possible to use one hallway wall for several classes. Unfinished stories</p> <p>VII. The NEA and Ojiman unfinished stories assist a child's problem-solving capabilities while also being a creative outlet for feelings. Community</p> <p>VIII. Creative expression-- "What if----"</p> <p>A. There were no rules in our community</p> <p>B. Grown-ups never spoke to children</p>	

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	<p>tired when evening comes. Talk over how children/parents may help each other.</p> <p>IV. <u>Role-play-family situations</u></p> <p>A. <u>Teasing</u> Mother to stay up late vs. a real need to stay up to finish homework.</p> <p>B. Rules--every group has rules--the family, school, the group you're playing with in a game.</p> <ol style="list-style-type: none"> <li>Homework vs. television: - how did you decide which to do first.</li> <li>Bedtime: The children in this family have been sleepy several mornings; they'd watch TV first and had done homework later. Finally Father says "Our bedtime is 8:30 p.m. whether or not your homework is done. You may decide when you want to do your homework, but</li> </ol>	<p>C. No one went to school and kids started to work on a job at 12 years of age</p> <p>D. The <u>school janitor</u> smiled at us students for a change</p> <p>E. I smiled at the grumpy grocery clerk next time</p>	

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	bedtime is 8:30 p.m." What now?		

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<p>The intermediate level child is beginning to understand problem-solving situations in a group and as an individual. He is also beginning to form goals for himself.</p> <p><u>Activities</u></p> <p>I. <u>Self-evaluation questionnaire time capsule:</u> To think and plan for the future, have the following questions printed with adequate space for answers:</p> <p>A. What kind of life do I want?</p> <p>B. What can I do NOW to help me attain it?</p> <p>C. What can I do to get along better with other people of all ages?</p> <p>D. What are my special skills and abilities?</p> <p>E. What can I do to develop them?</p> <p>F. What are my weak points?</p> <p>G. How can I overcome them?</p> <p>(It could be helpful to give this questionnaire early in the school year and then recheck the responses toward the end</p>	<p>The child is still very dependent upon his family; he is also aware of his loyalty to friends. A necessary but uncomfortable part of growing up is the realization that groups may not have the same values or opinions.</p> <p><u>Activities</u></p> <p>I. <u>Divided loyalties:</u> Role-play</p> <p>A. Family vs. peers: The school fad of writing slogans or names on tennis shoes vs. the parents' emphasis of caring for personal belongings. The school fad of belching after a good lunch in the lunch-room vs. politeness at the meal table at home.</p> <p>B. Peer groups vs. peers To belong to a clique a person has to do something he feels is wrong and knows his family would also disapprove. (Stealing, upsetting neighbors garbage to belong</p>	<p>Two ways exist in looking at a person's behavior:</p> <p>1. Look only at what a person does</p> <p>2. Look beneath the surface to find the cause.</p> <p>Intermediate II students can begin to look at the cause-effect scheme of behavior.</p> <p><u>Activity</u></p> <p>I. <u>Complete honesty vs. social courtesy</u> There is a certain amount of social courtesy necessary in relationships with others. Role-play the following situations:</p> <p>A. Your friend wears a bright plaid skirt which makes her look "chubby" to you. What do you say when she tells you it's her new skirt?</p> <p>B. Your neighbor knitted you a new sweater to thank you for helping her with yardwork during the fall. The sleeves are about 4 inches too long, and you wished she'd paid</p>	<p><u>Activities</u></p> <p>I. <u>Pen pals from other countries</u> <u>Providing class time</u> once per month to write to a child in another country stimulates awareness of other cultures. Students should be encouraged to share unusual, interesting experiences.</p> <p><u>Group Mural</u> Show the flag and any other special activities of the country in which your pen pal lives: Painted rocks</p> <p>III. <u>Plan a walk to look for rocks which may have a "special look" or could be a creative outlet or hobby for children; use of leisure time, as well as seeing the beauty of the world are the joint objectives.</u> <u>Environment</u> To have the entire class share in weaving a rug with scraps of material assist the feeling of belonging, plus the learning of a use for</p> <p>IV.</p>



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<p>of the school term. The paper could be rolled and taped-sealed as a time capsule to be rechecked in May.)</p> <p>II. <u>Role-play with puppets:</u> <u>Homework</u> A. First puppet: Gathers books, paper, pencil, pen together; retires to his room or a quiet place in house; stays with his task until completed (despite a friend's coming to ask him to play basketball after dinner.) B. Second puppet: Starts to do homework after dinner; finally finds his book but without the assignment; phoning a friend helps him know the task; goes to his room to start to read--after looking at the model planes (or stamp collection or horse collection awhile); after reading, he must find paper and pencil before answering questions</p>	<p>to special group.) What should a person do?</p> <p>II. <u>Unfinished sentences</u> A. I have to get away from my family when _____ B. I make my family happy when _____ C. I make my family unhappy when _____ D. Home is _____ E. Family rules _____ F. Mother _____ G. Dad _____ <u>Dramatize</u> A. You and a friend are walking home from school. Your brother's sister are coming toward you, walking the dog. What do you do? B. The school is sponsoring a dinner for the school gymnastics team and the team members' dads. You don't have a dad. What do you do? <u>Guilt feelings--role play these situations:</u> A. Your little brother is blamed for breaking the lamp which</p>	<p>you instead of knitting a sweater. What do you say? C. The teacher blames you for doing something that was not your fault. What do you say? D. The school janitor is very bossy. He's always grumpy on rainy days, and he scolds you for not wearing boots to keep your shoes dry on rainy days. What do you say to him after such a scolding? E. Your best friend is wearing a red sweater--even with his bright red hair and freckles. You think that's a poor color for him to wear. What do you say? II. <u>Parties</u> Intermediate II students are capable of planning their holiday parties (Halloween, Christmas, Valentine's Day, last day picnic). Parents can assist via allotting</p>	<p>waste materials. A clothing factory and sources of waste scraps; business men/women should encourage the joint effort in alleviating pollution. <u>International Market</u> V. <u>Utilize materials</u> learned from pen pals as well as encyclopedia. Try to find an item from another country for which our country trades (spices, rubber, silk cloth, caviar.) Utilize small groups working together to set up stalls as in an Open Market setting; try to be as representative of other countries as possible. Show the interdependency, the necessary cooperation of countries in this world. (Barter for or purchase an item from another country; send any profits to UNICEF.)</p>	

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<p>but a friend asks him to play outside; they visit awhile and then returns to do the written work.</p> <p>It took the first puppet 30 minutes to complete his school work; it took second puppet until bedtime to finish. Why? How could he help himself? Do we have to have homework? Why? Why not?</p> <p>III. Fears Teacher can relate something(s) she's afraid of; then have students write two things of which they're afraid (no NAMES) and hand papers to teacher.</p> <p>Tabulate fears on board. Expressing these anonymously while seeing that others also have fears may help students realize they were not alone; expressing fears openly to peers at this age is not usually possible-- emotions are too sensitive.</p> <p>IV. Self-concept Self-image is the way you feel about yourself. If</p>	<p>you had accidentally knocked over. The more you think about it the worse you feel. In fact, you don't even care to eat dinner with the family.</p> <p>B. Being very angry with parents when you have been taught to love them:</p> <p>Boy/girl wanted to go to special program with his friends, parents said he could not go. Boy/girl is so angry he shouts that he hates his "crummy" parents and runs to his room. He later feels even worse for what he said to his parents than he does about not going with friends. (Guilt feeling in situation A is useful because you will probably do something to amend the hurt inflicted upon brother. Situation B. Recognize that we can be angry with those we care about. Guilt feeling does not help as much here, except one could tell his parents he was really angry with their not letting him be with his friends. Worrying about how</p>	<p>a certain amount of money for each party but these students can plan foods desired, quantities needed, transporting the items to school via group committee. It is THEIR celebration and responsibility.</p> <p>Group pressure Reveal group pressure via sending three well-liked student's out of the room. Divide the class into three groups, with a leader for each group. Have a different problem for each group-- a math problem, feeling a sponge vs. a rock, smelling vinegar vs. vegetable oil and instruct the group to give the wrong answer to the question about each problem. When the group leader finally asks the student who left the room what he thinks the answer is, the power of group persuasion is emphasized. Having the</p>	

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<p style="text-align: center;"><u>HIMSELF</u></p> <p>most people seem to like and accept you, you will probably have a good self-image. If people seem to avoid you or not like you, you probably do not have good feelings about yourself or a negative self-image.</p> <p><u>Activity (4 parts)</u></p> <p><u>The Me That I See:</u></p> <p>1) Think carefully for a few minutes about yourself. How do you feel about yourself? Express your feelings; fold your paper and hand it to the teacher to be Private Thoughts.</p> <p>2) <u>The Me That Others See:</u> For 2-3 days try to observe how others feel/respond to you. (Write their reactions whenever possible). In class, write about the me that others see. Include family, friends via name: Dad: _____ Mother: _____ Sister: _____ Friend _____ Teacher: _____ Fold paper and give to teacher to file as Private Thoughts.</p> <p>3) <u>The Me That I'd Like to Be:</u> Think about yourself again.</p>	<p>his parents would punish him is a bit useless. Sometimes if one person really admits his angry, hate-filled feelings to the person(s) involved, discussing the situation may help both feel less guilty.</p>	<p>three groups working simultaneously will assist the activity's effectiveness. Discuss how the group/experimental subject felt. Group pressure is a force of which to be aware.</p> <p>IV. <u>Unfinished stories</u> <u>NEA and Ojiman series</u> have unfinished stories which may assist problem solving in the social domain.</p> <p>V. <u>Unfinished thoughts</u></p> <p>A. When the teacher leaves our room _____.</p> <p>B. When a substitute is here _____.</p> <p>C. One person in this room who gets along well is _____.</p> <p>D. One person who plays alone is _____.</p> <p>E. One person who shows off is _____.</p> <p>F. School work is easy for _____.</p> <p>G. School work is difficult for _____.</p> <p>H. The best thing about my teacher _____.</p> <p>I. The worst thing about my teacher _____.</p> <p>J. One person who is _____.</p>	

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<p>Think about some of the reactions you've noticed. Tell about the me I'd like to be: hand paper to teacher to file as Private Thoughts.</p> <p>4) Review your three private papers about self-image. Are there similarities? Are there differences? How do people help/hurt others' self-images? Can a person's self-image change?</p>		<p>always courteous is</p> <p>K. <u>One problem we need to discuss in this room is</u></p> <p>VI. Prior to a visit to Junior High, discuss questions each person may want answered. Talk about their fears as well as excitement of being in Junior High.</p>	

#### IV.

#### SOURCES

There are a number of excellent commercially prepared books and kits dealing with Mental Health and Self-Awareness in the elementary schools. Most of these materials have appeared within the last three to four years. They can be used in total by counselors and/or teachers. You may also wish to just use them as models in the development of your own program. While not directly related to programs of self-awareness, Fantini's and Weinstein's book, Toward Humanistic Education; A Curriculum of Affect, can provide one with many excellent ideas.

- I. A Teaching Program in Human Behavior and Mental Health
  - A. Manual: Ojemann, R. H., Developing a Program of Education in Human Behavior. Educational Research Council of America, Rockefeller Building, 4th floor, Cleveland, Ohio, 44113.
  - B. Handbook for Kindergarten and First Grade Teachers
  - C. Handbook for Second Grade Teachers
  - D. Handbook for Third Grade Teachers
  - E. Handbook for Fifth Grade Teachers
  - F. Handbook for Sixth Grade Teachers
  
- II. Focus on Self-Development, Publisher: SRA, Chicago, IL.
  - A. Stage One: Awareness      Grades K-2
  - B. Stage Two: Responding      Grades 2-3
  
- III. Developing Understanding of Self and Others, Publishers: American Guidance Services
  - A. DUSO: Social-Self Ages 5-7
  - B. DUSO: Social Self Ages 6-8 (in press)
  
- IV. Program for Elementary Guidance, Publisher: Random House
  
- V. Human Development Program
  - Level B: Kindergarten
  - Level I: First
  - Level II: Second
  - Level III: Third
  - Level IV: Fourth
  
- VI. Dimensions of Personality, Publisher: George A. Pfeum, Dayton, Ohio
  - A. Now I'm Ready: Grade 1
  - B. I Can Do It: Grade 2
  - C. What About Me: Grade 3
  - D. Here I Am: Grade 4
  - E. I'm Not Alone: Grade 5
  - F. Becoming Myself: Grade 6

VII. Human Value Series, Publisher: Steck-Vaughn

- A. Myself: Grade 1
- B. Myself and Others: Grade 2
- C. Our Values: Grade 3
- D. Values to Learn: Grade 4
- E. Values to Share: Grade 5
- F. Values to Live By: Grade 6

VIII. National Form Development Guidance Series, Publishers: American Guidance Services

- A. The People Around Us: Grade 5
- B. Seeing Ourselves: Grade 6
- C. About Growing Up: Grade 7