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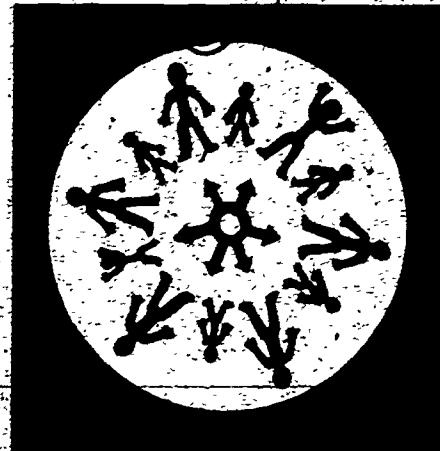
ABSTRACT
        The document discusses the significance of
psychological curricula, presents outlines of several specific
curricula which can be purchased, and raises and answers questions
about why it is important for children to participate in classes in
which they can examine their feelings and their images of themselves
and others. It is stated that the modern trends is away from an
education which only provides cognitive knowledge and toward
education which develops the child's self-knowledge and capacity to
think creativity and analytically and encourages the child to feel
self-esteem. A bibliography provides information on where to write
for specific curriculum packages, what materials are included, what
specific kinds of activities are used, and advantages and
disadvantaged of different, widely-used programs. The document's
title, "Feeling Around in the Dark," is meant to imply that the
affective areas of education are still only vaguely understood, but
that it is important to make an effort at finding out how a
humanistic education can best relate to the psychological needs of
learners. (CD)

FEELING AROUND IN THE DARK

A Guide to Psychological Curricula

Prepared by:

Sara Massey
Jeanie Crosby

for
New England Program in Teacher Education
Pettee Brook Offices, Durham, N. H.

March, 1975

FEELING AROUND IN THE DARK

A Guide To Psychological Curricula

Sara Massey and Jeanie Crosby

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(Draft)

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PREFACE

Now is the "feeling around in the dark" phase of
psychological curricula. We know the room is full of stuff,
but only the pieces nearest the door and windows are clearly
outlined. We grope in the dark with our hands out in hopes of
touching something and knowing what it is. Our steps are short
and slow, but now and then someone grabs onto something he
thinks is important and gives a yell. He may have stumbled
into a comfortable couch or stubbed his toe on grandfather's
rocking chair, but this guide indicates that some people's eyes
are adjusting to the dark and are beginning to give directions
to help the rest of us as we seek to understand the recent de-
velopment of psychological curricula for learning about self
in the classroom.

KNOW THYSELF

Socrates

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FOREWORD

This guide and the psychological curricula it describes are based on the beliefs that:

1. Students who know and understand themselves are most able to work and play in their world.

2. Teachers who know and understand most about themselves AND who have sharp interpersonal skills are most able to help students know and understand themselves.

CHAPTER ONE

DEFINITION AND DESCRIPTION OF PSYCHOLOGICAL CURRICULA

Belief in the importance of self-knowledge is not new. Sophocles, Shakespeare, and Henry James show us the tragedy that lack of self-knowledge can bring. The individual's exploration of himself is the basis for much of 20th century painting, writing, science, and history, but that exploration rarely reached into public schools. Professors and psychologists have long known that the "search for self" was part of what might be expected to happen during a student's collegiate career. However, no one taught "Seminar in Self." Understanding oneself was just going to occur.

Now note these titles from the educational component of a 1974 national convention.

> Personalized Education from Kindergarten to Ph.D
> Project CARE-Humanistic Education in a Massachusetts
>   School System
> The Person of the Teacher in Process
> Confluent Education and Ability to Respond
> Relate: An Interpersonal Skills Instructional
>   Program for 4th Graders
> The Many Faces of Humanistic Education: Report
>   of a Ford Foundation Study
> Development of Self-Knowledge[1]

Something is happening in education. A change is occurring. Such program offerings were not available even five years

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[1]Association of Humanistic Psychology, Convention Program, August 1974, New Orleans, LA.

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ago. Now teachers and principals, in addition to psychologists, philosophers, and professors, are saying that children learn best in a supportive, encouraging environment which addresses the whole child in the ongoing process of growth.

One new result of the second half of the 20th century's intensified exploration of the "personalized," "humanistic," "interpersonal," and "confluent" is the deliberate inclusion of learning about self in the schools. Learning about self is of interest to all of us, regardless of age. Developmentally, our egocentrism decreases with age, but it never ceases to exist. Students are now learning about themselves as schools seriously adopt psychological goals. Even though many schools have always stated psychological goals for their students, they had no systematic or conscious process to reach those goals. Once again it was just suppose to happen for students. Now something is being done about that. The use of psychological curricula, a conscious, systematic way of including psychological goals in the classroom.

Psychological curricula are sometimes called "affective" curricula because of the emphasis on the emotion dimension of students' learnings about themselves. We prefer the more inclusive term, psychological curricula, in which emotions are one of the dimensions of students' self-learnings. "Humanistic" is another term frequently used in referring to these curricula. This work is used variously to refer to a set of beliefs, an environment, a series of behaviors, attitudes or values, or a philosophy of learning; it does not provide clarity for describing these curricula.

Each curriculum described here is a set of learning experiences, activities, and materials developed by an author(s) around a particular theory or rationale leading toward a set of expected outcomes or psychological goals. Although these curricula differ widely in tightness of design, explicitness of goals, and overall sophistication, they have these characteristics in common:

1. They include psychological goals. (Goals which include learning about motivation, behavior, perception, self-concept)

2. They focus on the student learning about himself. (Learning about group and social behavior may be included, but generally as relates to the feelings and behavior of the person)

3. They elicit information from students about themselves. (They rely on the immediate first hand experience rather than third hand experience or information from books)

4. They emphasize the emotional aspect of students. (The student's feelings about himself and his world are priorities)

5. They encourage the use of specific interaction skills by the teacher. (Some of the skills are active listening, eliciting responses, reflecting)

One way to clarify a psychological curriculum, a new experience for most of us, is to compare it with a "psychology course," an old experience for most of us. A course in psychology is the study of human behavior. The students read textbooks which present the theories, the research, and the findings of experts in the study of behavior. But the goals and approaches utilized in the curricula surveyed in the following section, though they may eventually lead to an understanding of human

behavior, do not have that as their primary focus. Rather, the
focus is the students' learning about and understanding them-
selves, with a clear and distinct emphasis on learning about
their emotions. The study of self may correlate with the psycho-
logical concepts presented in any standard psychology course; but
these psychological curricula use each student's experiences and
knowledge, not the teacher's or the author's, as the beginning
point for learning. The approach is inductive rather than deduc-
tive. The inductive process begins with the specifics of each
person's life rather than talking about the universal concepts
of behavior that apply to all men. A student may learn about his
problems with a brother or sister by role playing and discussing
a situation from his own family rather than reading the chapter
on sibling rivalry which brings, "Most people...."

The emphasis on feelings or the emotional dimension of
student growth is important in psychological curricula. Feelings
in the classroom exist on at least two levels: 1. The feelings
of students as content to learn about, i.e., "When I am angry,
I sweat, get red in the face, and say whatever pops into my head."
and, 2. The feelings of students as they naturally occur in the
classroom throughout the day, i.e., "I'm mad. Sammy tripped
me. So I hit him." In the first example, students are involved
in a cognitive process of learning about affective content which
may be done in a variety of exciting ways actively engaging the
student's attention. In the second example, the student is at
the moment experiencing an affective process; he is angry and
needs help first in airing and expressing his emotions and then

later reflecting on what happened and trying to understand the situation. The difference between the two situations is like the difference between reading a driver's manual and driving the car. The curricula clearly include students learning about their own feelings; but the second example rests more on the teacher's ability to transfer skills and knowledge utilized in the curricula to situations as they emerge. Both are important and necessary for a person to function successfully.

While any teacher can use the curricula, there are skills that can help you maximize the effect of the curriculum. These skills include active listening (an awareness of not only what a person says, but how it is said) and eliciting responses which encourage the person's thinking and reflecting. Previously the acquisition of these skills has been readily available only to counselors and psychologists. However, the teacher in a daily relationship with twenty-five or one hundred twenty-five students can benefit as well from learning these skills now being taught in teacher education classes, communication workshops, and professional conferences.

There are of course postures which can work in a negative relationship to the goals of psychological curricula. The teacher who is on his "own trip" will soon be found out by students. The teacher who sees "rapping with students about feelings" as a way to get his own "warm fuzzies" is exploiting students and probably using their experiences to enrich his own meager emotional life. A discussion about values can be the perfect place for the teacher to promote his own values. These flaws can and do exist. There

is no magic to insure perfection. As with any other curriculum, you can stick to the guide and probably do, "okay." Or you can master the basics and gradually add to your own skills that allow you to improvise within the curriculum. Or you can exploit the goals and structures of the curriculum and the students' trust and enthusiasm to fulfill your own needs.

Of course, there are routes other than psychological curricula for the deliberate inclusion of psychological goals in the classroom. For example, the teacher could use a variety of activities unrelated in rationale or in expected outcomes. Or a teacher can acquire attitudes and behaviors which make psychological goals an integral part of each activity in the day. We have chosen to discuss the route of psychological curricula because they are readily available to every teacher, generally require little additional training, often lead to change in teacher attitudes and behavior -- and because students enjoy them.

There are now several psychological curricula for every developmental level of students and any style of teaching. Few teachers, counselors, or administrators have the time to review or to try out all these materials to arrive at fully informed decisions about what is best for their particular students and situation, whether it be buying a curriculum package or creating their own.

In this guide you will find descriptions of curriculum units, activities, and books that are available. The listings are not all inclusive, but do include those that have been most

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useful to a broad range of students, teachers, and administrators.
Another section provides information about how you might fit some
of these ideas and activities into your own school. Often we read
about what someone else has done and say "well, my school's not
like that" or "to use that would mean changing my whole style."
Here are some clues for making your own choices among the pieces.
After review and experience with these pieces, you may, like many
school people, decide that you want to try your hand at the cre-
ation of a psychological curriculum to fit the needs of students
and teachers of your community. We have outlined one possible
process for this design and listed some pieces you might want to
include in your curriculum.

But first is a list of books and materials for your use
and learning. There are no assigned texts. Check the ones you've
read or are familiar with. Star (*) the ones you'd like to locate
and scribble out those you're sure can't help you. Yes, this is
a bibliography. This listing will enable you to see quickly the
pieces, the parts, the components of this rapidly expanding di-
mension of education.

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    value dilemmas for viewers to use to clarify their own
    values. Available for rental.

CHAPTER TWO

SUMMARIES OF TEN PSYCHOLOGICAL CURRICULA

The books you have read or may read from the bibliography present some of the parts of psychological education: theory, history, activities, materials, processes, attitudes. A curriculum attempts to integrate and bring together all these parts into a meaningful and useful total. The curricula discussed here are:

> DUSO -- Developing Understanding of Self and
>   Others
> Inside/Out
> Focus on Self-Development
> Human Development Program (Magic Circle)
> Achievement Motivation
> Values Clarification
> Dimensions of Personality
> Education for Student Concerns
> Becoming: A Course in Human Relations
> Exploring Childhood

We have selected several descriptive categories to provide you a systematic route to learning about these curricula. The descriptions are not designed to be evaluative, but to provide information to help teachers, counselors, administrators select curricula appropriate for their needs. The categories utilized with each curricula are:

TITLE: If the curricula has an official name and another name by which it is generally known, both are included.

DEVELOPER: We're sure more people are important to the development of a curriculum that are named, but the primary author(s) is included to identify further the curriculum and to provide an additional reference for you.

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AGE/GRADE: Many curricula are developed around experiences and topics that commonly occur within a specific age range. You may want to look only at those curricula created for the students whom you teach or you may want to look at all curricula getting ideas for your own curriculum or teaching unit.

GOALS: The goal statements are generally quoted from a book introduction or teacher's guide. Some curricula have goals in addition to psychological goals.

SAMPLE TOPICS: A sampling of the focus of the self-content.

SAMPLE OBJECTIVES: Examples of objectives or expectations of student learnings are included. Some objectives are obviously more "behavioral" than others.

WHAT: What do you get when you buy the curriculum: a listing of the materials, books, discussion guidelines, directions, films, etc.

USE: Some curricula come with directions on time sequence, organization. These are included if available. When responsibility is left to the teacher, we have included our own suggestions, which are denoted with an asterisk*.

ASSESSMENT: If the curriculum comes with suggested procedures for gathering information about the learning of students, they are stated.

PREPARATION: Our suggestions for how to get ready to use the curriculum.

STRENGTHS: Our opinion about what seems to be the most outstanding features of the curriculum.

CAUTIONS: Our opinion about things to watch out for or to avoid with each curriculum.

AVAILABILITY: Where you can get it.

COST: How much it is.

VIGNETTES: An example of use of the curriculum.

There is no one best curricula or the perfect solution. You may decide you want to do something different in your classroom. You may be bored, or you know the content's not relevant, or the kinds aren't motivated, or you're not reaching them. You know

feelings have a lot to do with how people learn and that students might even want to learn about themselves and their feelings. Last summer you may have taken a class in which the professor kept talking about the "affective domain," or the principal sent you to a district-wide "Magic Circle" workshop or you've just returned from a conference where there was a lot of talk about "personal growth." You read a book, two books, that talked about turning kids on to learning about themselves. Regardless where you began, what you know, or where you are; there are curricula now that can help you help students gain more understanding of their life and world and improve your skills in relating to students.

At workshops on psychological curricula, people ask:

"Will it work with third graders?"
"What do I have to do?"
"What will the kids get out of it?"
"Can I buy just one curriculum and use it in every
     grade of my school?"
"What's so different about it?"

Questions like these and many more are answered in the descriptions that follow.

TITLE: DUSO (Developing Understanding of Self and
                    Others), Don Dinkmeyer

AGE/GRADE: 1 kit for grades K-3; 1 kit for grades 4-6

GOAL: "To help children better understand social and
                    emotional behavior."

SAMPLE TOPICS: Understanding and Accepting Self
                    Understanding Feelings
                    Understanding Others
                    Toward Self Identity
                    Toward Friendship
                    Toward Responsible Interdependence

SAMPLE   1. Learning to share and to understand that
   OBJECTIVES: giving does not require receiving.
                    2. Assisting the child to discover his
                        strengths, but at the same time accept
                        some lack of success in his endeavors.

WHAT: A large metal case which includes puppets,
                    puppet activities, records or cassette tapes,
                    role playing cards, group discussion cards,
                    posters and detailed teacher's manual.

USE: Units designed for daily use
                    Total class or smaller groups
                    More than enough material for a year
                    May be used with children each year as they
                        move through grades if teachers together
                        plan what activities they will use.

ASSESSMENT: Continuation of field testing by developers.

PREPARATION: Study the guide. Decide which techniques to do.

STRENGTHS: Kids love it. The variety of activities keeps
                    children interested.

CAUTIONS: Student involvement high -- sometimes noisy.
                    If one technique doesn't work for you with your
                        class, try another. Some have more success
                        with puppets, some with role play, etc.

AVAILABILITY: American Guidance Services, Inc.
                    Publishers' Building
                    Circle Pines, Minnesota 95014

COST: $98.50 per kit

VIGNETTE:

Kathy is doing her student teaching in first and second grades. At a conference with Mrs. Monroe, her university supervisor, Kathy asked for ideas that would help students to get along better with each other and work on self-concept. Mrs. Monroe arrived for the next conference with Kathy and the first and second grade teachers with a heavy, blue metal case; a DUSO kit. They all spent the next hour playing with the puppets, listening to the songs, studying the teacher's manual and going over the activities. Kathy and the teachers decided to try the unit "There's No One Just Like Me" to see how it went with the students.

DUSO, a blue dolphin puppet, was a huge success. Student involvement in the activities was high. Using puppets, students could talk about their feelings, knowing DUSO would understand. Kathy also used the theme related role play cards. They could provide opportunities for physical movement by the total class which Kathy believed was important. The "DUSO" song was soon heard on the playground and in the halls, as well as during "DUSO" time. When the kit went back to the university for someone else to try, the teachers requested that the school buy one of each of the two kits.

TITLE: Inside/Out
           National Instructional Television Center

AGE/GRADE: 8 to 10-year-olds

GOALS: "To promote the well-being of children"
            "Emphasizes communication skills, involvement
               of the learner, and interacting with others"
            "Relies on student listening, valuing, and
               decision-making"

SAMPLE TOPICS: Dares, divorce, crushes, death, fear of failures,
                strong feelings.

SAMPLE   "To help children develop an awareness and under-
OBJECTIVES: standing of the effects of strong emotions on the
            body, and to lessen their fear of these reactions."

WHAT: Thirty 15-minute films.
            Teacher's guide with synopsis of film stories,
                discussion questions, and follow-up activities.

USE: Most ETV channels show one film a week, at two
                different times during the class day.
            Teacher previews the film and plans for film use.
            Students view film with follow-up discussion.
            Theme related activities on following days.

ASSESSMENT: None

PREPARATION: Read the Guide.
            A 30-minute film for teachers "About Inside/Out"
                is sometimes shown at beginning of series.
            Workshops have been held in many states to assist
                teachers in developing communication skills
                for the successful utilization of Inside/Out.

STRENGTHS: The films are very high interest for students.
            There is emotional identification with the
                situations and characters.

CAUTIONS: Some film content is not perceived by older 5th
                graders as relevant to them -- "that's kid
                stuff."
            Some teachers find several of the topics disturbing
                to themselves and question the legitimacy of the
                content, e.g., death, divorce, for the class-
                room. Do not expect your reaction to the film
                to be the same as the students'. The films have
                been used successfully with many students, but if
                you are not enthusiastic or comfortable with a
                certain film, don't use it. One purpose of
                these films is to allow students to express

freely their concerns and experiences. You won't be helpful to them if you "can't talk about it," so skip it.

AVAILABILITY: National Instructional Television Center
Box A
Bloomington, Indiana   47401
Individual 16mm films or video cassettes available for preview and purchase.
Teacher's Guides available from NIT or your State ETV office.

COST: Shown on ETV

VIGNETTE:

Bill is a first-year teacher in the third grade. He's swamped with all the daily plans and preparation needed to teach math, reading, social studies, science, language arts, and music to twenty-seven students. He stays at school till five every afternoon and even then has to take work home with him.

In the teachers' room he heard talk about "Inside/Out" and how glad people were that it would be shown again this year. Knowing that the third graders hadn't had access to it before, Bill got a viewing schedule and a teacher's guide from the state ETV office. On Monday afternoon after school, he previewed the week's show and chose follow-up activities from the guide.

Bill feels good about the series. He's doing something new and important with kids. His preparation is minimal, he uses the program at no cost to the school, and he knows that it is a professional series with national and state endorsement.

P.S. He too enjoys the films.

TITLE: Focus on Self-Development: Awareness
                                               Responding
                                               Involvement

AGE/GRADE: K-6

GOAL: "To develop the child's understanding of self,
                     others, and environment."

SAMPLE TOPICS: Feelings involved in sharing, siblings.
                  Causes of problems.
                  Seeing both sides.

SAMPLE   From Stage One: Awareness
   OBJECTIVES: To promote understanding of the needs, attitudes,
                     and behaviors of older children.
                  To develop the child's awareness of his feelings.

WHAT: Three kits with filmstrips, pupil activity book,
                     photo boards, and teachers' guide.
                  Stage One: Awareness K-2
                  Stage Two: Responding 2-4
                  Stage Three: Involvement 4-6

USE: Twenty units to be incorporated as part of the
                     school day in each kit.
                  Can be used by several teachers.

ASSESSMENTS: Field tested for revision of materials.
                  A list of changes that the teacher might observe
                     in pupils after using.

STRENGTHS: Several different techniques and activities in
                     each unit from which to choose.
                  Outstanding filmstrips.

CAUTIONS: In creating discussions that "work" the teacher
                     must follow the suggested techniques of
                     reflecting, paraphrasing, listening, mirroring.
                     This takes practice and conscious effort for
                     most of us.

AVAILABILITY: Science Research Associates
                  259 East Eric Street
                  Chicago, Illinois 60611

COST: Stage One $108.00
                  Stage Two $154.00
                  Stage Three $121.00

VIGNETTE:

Sam Dugas is an elementary school guidance counselor. In September Sam arranged to do an inservice workshop with all the elementary school teachers. He designed the workshop to introduce teachers to the Focus on Self-Development Curriculum and to schedule times when he could be in the classroom with each teacher team teaching various lessons from the curriculum. In this way Sam had contact with each student and teacher which was important for his work as a counselor. Through his teaming with each teacher, he was able to assist teachers individually with the techniques of perceiving and responding that were crucial for the successful utilization of the curricula.

Once the year got underway and teachers were using the curriculum, three monthly meetings were arranged so that Sam and the teachers could work on the common concerns they had in teaching this new content area.

TITLE: Human Development Program (Magic Circle)
                Harold Bessell and Uvaldo Palmares

AGE/GRADE: Preschool through 6th grade.

GOALS: "To improve communication between the teacher
           and the child."
        "To give children the opportunity to become
           constructively involved in developing their
           own personal effectiveness, self-confidence,
           and an understanding of the causes and effects
           in interpersonal relationships."

SAMPLE TOPICS: Helping children to achieve "awareness: knowing
           what your thoughts, feelings, and actions really
           are; mastery: knowing what your abilities are
           and how to use them; and social interaction:
           knowing other prople."

SAMPLE
OBJECTIVES: "Improve self-control and ability to listen and
           express."
        "Ability to distinguish between reality and
           fantasy."
        "Begin coping with mixed feelings."

WHAT: With daily topics for circle discussions with
        - groups of students. Manuals include guide-
           lines for structure of discussion.
        Theory manual and book guides.

USE: 20 minutes daily.
        Keep participants consistent -- start new circles
           for new participants.
        Follow the teacher's guide for dealing with
           problem situations and improving your
           facilitation skills.
        Gradually transfer group leadership to the
           children.

ASSESSMENT: None

PREPARATION: Participation in a "Magic Circle" workshop,
           preferably one in which you lead circles with
           children.
        Read the manuals.

STRENGTHS: The circle structure provides an open and secure
           environment where children can freely talk
           about their feelings and concerns.
        Students are listened to.

CAUTIONS: Have another teacher who is using Magic Circle
              observe you to provide feedback on your
              techniques in leading the circle.
              If you're talking more than 10% of the time,
              you're talking too much!
              Don't fall into the trap of "saving feelings"
              until circle time.

AVAILABILITY: Human Development Training Institute
              7574 University
              La Mesa, California 92011

COST: One book for each level at $9.50.

VIGNETTE:

        Last summer Julie and Louise attended a two-week workshop

for teachers in their district on the Human Development Program.

After the leader described the set of sequential topics to be

discussed, time was spent in acquiring the skills necessary for

effectively leading circles with children. It was hard to listen

to all the participants and hear the feelings along with the words

and then be able to recall all the information shared in the circle

on a topic. Accepting others' statements without asking more ques-

tions was hard for teachers used to questioning. The skills had

sounded so simple to Julie when she first heard them, but trying

to use them in leading a circle was a very different matter.

        Individually, both Julie and Louise might have decided

not to use the program; but with each other's support, they de-

cided to go ahead. They made arrangements to combine their sec-

ond and third grade classes for forty-five minutes each day so

one could do circles in the one room while the other worked with

the rest of the students.

        The students in the circle got to know each other in new

ways. They shared good and bad feelings, things they'd done to

make their parents proud, something they'd done that was hard for them. Through recalling achievements and good times, they began to gain a greater sense of their own power and self-confidence.

Soon more students wanted to do "Magic Circles" than Julie and Louise had time to do, so Louise talked to the principal about having a workshop to train other school staff, teachers, parent volunteers, and classroom aides. With additional staff trained, circles could be done by more students on a more consistent basis.

TITLE: Acnievement Motivation
                 Alfred Alschuler, Diane Tabor, and James McIntyre

AGE/GRADE: 6-10 grades

GOALS: "To increase students' need to achieve, that is,
                     their desire to strive for their own kind of
                     excellence.".
                 "To offer the student maximum opportunity to
                     examine the potential importance of the need
                     to achieve to the development of his self-concept."

SAMPLE.   To help you develop a clearer image of who you
   OBJECTIVES: are..
                 To help you discover what you want.

WHAT: Student booklets - Ten Thoughts, Who Am I?, Aiming
                 Teacher booklets - Text, Ring Toss Game, Origami
                     Game

USE: Semester course
                 One hour a day
                 Classroom group

ASSESSMENT: None

PREPARATION: A 10 session, self-organized workshop in which you
                     go through the course as a student using the
                     TEACHING ACHIEVEMENT MOTIVATION manual.
                 Independent study of materials.

STRENGTHS: Students are interested in the readings.
                 Self-focus of learning is perceived as relevant
                     by students.

CAUTIONS: The complexity of the process and terminology
                     is often confusing for both students and
                     teachers.
                 Organizing the materials into 50-minute periods
                     is difficult. Find another teacher who is
                     also interested in teaching a class so that
                     you can plan together.

AVAILABILITY: Educational Ventures, Inc.
                 209 Court Street
                 Middletown, Connecticut 06457

COST: Introductory mini-packet $10.95
                 Approximate cost classroom set $65.00

VIGNETTE:

Last spring, the social studies department of Eva Pitts Junior High School decided to offer several elective courses for ninth graders that went beyond the regular geography, American history, and economics courses. Claude, a teacher concerned about the lack of interest and motivation among students had heard about the Achievement Motivation course and decided to try it. He ordered materials in the spring budget and then worked through the manuals, tried out some of the games, computed his own achievement need, and made a tentative lesson schedule for the classes.

The year began with the "Who Am I?" booklet. The students read their palms and discussed their beliefs about fate and chance. They began to learn more about self-responsibility, how they set their own goals, their chance of success, and obstacles or barriers to achieving their goals. Through an origami game, they looked at their goal-setting under pressure, the rewards and punishments for goals, and shared responsibility. They talked a lot about their goals in school, their chance of success, and the things in their way.

At first, Claude was a little overwhelmed by all the materials, games and preparation, but as the class got into the booklets, his concerns disappeared. Students were interested in what they were learning about themselves.

TITLE: Values Clarification
          Sidney Simon, Leland W. Howe, Howard Kirschenbaum

AGE/GRADE: Grades 7-12; teachers can adapt activities for
              younger children.

GOAL: "To help young people....build their own value
         system."

SAMPLE TOPICS: Areas of personal values -- death, marriage,
                  love, ecology, smoking, friends.

SAMPLE
  OBJECTIVES: None

WHAT: Series of books with activities for classroom
         use which may make up a separate course or be
         included in regular subject area courses.

USE: Explanation of the valuing process and then,
        valuing activities on a consistent basis as
        part of the regular subject area courses.

ASSESSMENT: None

PREPARATION: Read the books.
                Attend a values clarification workshop.

STRENGTHS: Can be incorporated into existing discipline with
                 ease. Little planning is necessary.
              Abundance of materials available.

CAUTIONS: There are no "right" answers in these activities.
             If you think you have the "right" answer, don't
             use these activities.

AVAILABILITY: For a complete list of books, articles, and
                 materials utilizing this approach write:
                   Values Associates
                   c/o Adirondack Mountain Humanistic Education
                       Center
                   Upper Jay, New York 12987
                            or
                   c/o Box 846
                   Amherst, Massachusetts 01002

COST: Materials vary from $4.00 to $60.00.

VIGNETTE:

      Beth, a teacher at the junior high school, was planning an

ecology unit. The science coordinator suggested she include some

value clarification activities which would give an added per-
sonal dimension to the complex goals involved in ecological
questions. Beth found the books in the professional library,
but then bought her own copies in the local bookstore. After
looking at the materials, Beth found the activities would not
only make the unit more relevant to students, but would also add
new learning experiences valuable for students' development.

Her unit began with a study of the seven-step valuing
process outlined in the books she had. Then the students began
the ecological study of the playground area -- where they discov-
ered an inhabited prairie dog village! The students' early intro-
duction to the valuing process was put to use immediately as the
community, school board, and students wrestled with the issues of
how a prairie dog village could survive in a suburban area ear-
marked for a school playground. The value dilemma of "ecology or
progress" provided a real life experience for students' clarifica-
tion of their own value system.

TITLE: Dimensions of Personality
    Carl Fischer, Walter J. Limbacher, et. al.

AGE/GRADE: K-12

GOALS: "To give the student a greater understanding
    of his own behavior and that of the people
    around him."
    "To give the child enough understanding of his
    emotional life and his relations with others
    that he can change his behavior if he wishes."

SAMPLE TOPICS: Development of Self-Image
    Emotional Development
    Intellectual Development
    Physical Development
    Social Development

SAMPLE
 OBJECTIVES: To introduce two basic human needs.
    To point out the necessity for having rules
    and abiding by them in any group.

WHAT: Teacher's manuals
    Student texts: K -- Let's Begin
           1 -- Now I'm Ready
           2 -- I Can Do It
           3 -- What About Me
           4 -- Here I Am
           5 -- I'm Not Alone
           6 -- Becoming Myself
           Jr. Hg. -- Search for Meaning
           Sr. Hg. -- Search for Values.

USE: Separate course with whole class
    Activities, reading, and discussion

ASSESSMENT: Informal observation of changes in child's
    behavior by parent and teacher.

PREPARATION: Read teacher's manual.

STRENGTHS: A scope and sequence of content areas which
    provide a clear total organizational structure
    for the series K-6.

CAUTIONS: The class activities are creative and exciting
    for students, but it is easy to rely on the
    written text and omit the class activities.
    Activities and objectives are only in teacher's
    manual.
    ·Spirit masters for activities also available.

AVAILABILITY: Pflaum/Standard
                 38 West Fifth Street
                 Dayton, Ohio   45402

COST: K -- $39.95
                 1-6 -- $7.56 per 4 students
                 Teacher's Manual -- $4.90
                 Jr. Hg. -- Search for Meaning -- $44.95
                 Sr. Hg. -- Search for Values -- $44.95

VIGNETTE:

At the end of the school year, the principal announced
at a teacher's meeting that the school system had decided the
"Dimensions of Personality" curriculum would be adapted for use
in grades K-6 next fall. Jim, who'd been looking around himself
for a program with psychological goals, felt that the school
administrators had chosen wisely. Parents were expected to be
involved. There was enough reading to reassure parents with a
concern for the academic education of their children, and the
activities provided for the total involvement of the students.

In September, Jim started by getting his students involved
in the activities, before doing any reading. Tom, who taught
across the hall from Jim, decided that the activities took up too
much time and were noisier than he liked. So he had the students
do the reading and write down the answers to the questions at the
end of the chapter. In November, Tom asked Jim, "How come you
spend all that time on that psych stuff?"

Jim said, "Remember how much you've forgotten of your
psychology courses in college? Without the activities, this
would be a watered-down psych course. They're learning about
themselves through their own concrete experience and that's the
only way it makes sense to fourth graders. I just think its really
important that kids get help in learning to live with each other."

TITLE: Education for Student Concerns
                  Affective Education Research Project,
                  The School District of Philadelphia

AGE/GRADE: Grades 9-12

GOAL: "To teach the processes through which students
                  can exert some control over their own growth."

SAMPLE   (Process)
   OBJECTIVES: Sensing through focusing
                  Transforming through analysis and symbolization
                  Choosing to understand when it is important to
                     make a choice, and what happens when people
                     don't.

WHAT: Complete daily lesson plans for 2 courses:
                     Communications and Urban Affairs
                  Teacher's guide includes description of the
                     "what, now what, so what," process used in
                     both courses.

USE: Semester long courses designed for 2 hour classes
                  Intended to be sequential
                  Classroom group

ASSESSMENT: Pre and post assessment for students: Philadelphia,
                  Self-survey

PREPARATION: Work through some of the activities yourself
                  Understand the "what, so what, now what" process

STRENGTHS: The provision of activities which include
                  physical movement is a real bonus.

CAUTIONS: The process emphasis is frequently lost from the
                  activity as most class situations are 1 hour long
                  rather than 2 hours in the design.

AVAILABILITY: Individual copies may be ordered from:
                     Philadelphia Public Schools
                     Affective Education Development Program
                     Board of Education, Room 323
                     21st and Parkway
                     Philadelphia, Pennsylvania 19103

COST: $2.00

VIGNETTE:

          Mary Sue was at her wits end. This year her teaching

schedule included three-tenth grade English lit classes, a twelfth

grade Shakespeare seminar and a twelfth grade basic English class for "the flunkies." Just as she had expected, the Shakespeare class was great, the lit classes were going okay, but the basic English was deadly. Nothing seemed to work. They came to class dragging and quickly dropped into daydreaming or note passing regardless what she tried.

Each weekend, she'd go through materials trying to locate something that would make sense to them. In a talk with the curriculum supervisor, he suggested she take the communication course plans from Education for Student Concerns and see if there were anything there that she could try. So she abandoned her lesson plans and told the students they were going to learn about themselves; personal and intrapersonal growth. They began with the process of sensing: getting information through their senses. The junk man lesson was a huge success; the students were <u>alert</u>. With this small encouragement, Mary Sue continued to develop and expand the lessons trying to stay with the students' interests rather than lose them to boredom again. She felt more at ease with the activities on symbolism because of her English background, but the focus of her attention was still on keeping the active involvement of the students.

TITLE: Becoming: A course in Human Relations
                Chester R. Cromwell, William Ohs, Albert E.
                Roark, and Gene Stanford

AGE/GRADE: Grades 7-12

GOALS: To increase students' understanding of themselves
                and enhance their ability to relate to others.

SAMPLE TOPICS: Three modules -- Relating
                                 Interaction
                                 Individuality

SAMPLE   From the "Perceptions" chapter: "Participants
OBJECTIVES: will discover how reversing roles in conflict
                situations can change the perceptions of the
                persons involved in the conflict."

WHAT: Three kits, one for each of three Modules. In
                each kit is a comprehensive Leader's Guide, 30
                copies of an 82-page Personal Log (for students),
                and pre-recorded cassettes, picture cards, game
                money, and other devices.

USE: Each "Investigation" is designed to be completed
                in a single class period. When used daily,
                Becoming can constitute an entire course in
                personal growth and human relations; or individual
                lessons can be used to enrich language arts or
                social studies courses once or twice a week. Each
                "Investigation" can be expanded to up to two hours.

PREPARATION: Study the materials.

STRENGTHS:

CAUTIONS:

AVAILABILITY: J. B. Lippincott Company
                Educational Publishing Division
                East Washington Square
                Philadelphia, PA 19105

COST:

VIGNETTE:

        Sandy Yates attended the recent national convention

for social studies teachers and spent a day browsing in the book

exhibits looking for new classroom materials. At the Lippincott
booth she saw the new Becoming series which looked interesting
so she filled out a card requesting more information. The
sample materials she received later in the mail clearly held
her interest because of the focus on interaction. She knew a
good discussion didn't just happen, but that it was a skill
students learn. She'd never seen any classroom materials that
consciously encouraged students to look at their own role and
behavior in the class as a member of a group.

At the next department meeting Sandy asked the chairman
to write a letter to get the total curriculum so that all the
department members could study the materials to see if there was
enough interest to purchase it for the next year. Sandy knew
building of interaction skills had always been a dimension of
the social studies curriculum, but she hadn't focused on it
before. This curriculum has the possibility of making communica-
tion and interaction skills a real part of the class content.

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TITLE: Exploring Childhood: Educational Development Center

AGE/GRADE: Junior and Senior High School Students

GOALS: To learn about child development.
To prepare for working with children as parents and teachers.
To learn about themselves.

SAMPLE TOPICS: Three modules:
Working with Children -- Getting Involved, Doing Things, What about discipline?
Seeing Development -- Looking at Development, Child's Play, Child's Eye View.
Family and Society -- Childhood Memories, Beyond the Front Door, Keeping Children Safe

SAMPLE
   OBJECTIVES: To help students become competent with children.
To help students understand how a child sees the world.
To help students gain a sense of the biological and social forces that influence the development of a child.
To help students explore their own identity.

WHAT: Student booklets
Films
Records
Charts
Teacher Guides
Inservice seminars for adults working with the students

USE: A year-long course (may be used in shorter segments). To be done in conjunction with field based site work in day care centers, nursery schools

ASSESSMENT: Self-evaluation materials are part of Evaluation Strategies Booklet

PREPARATION: Work through the teacher's guides
Attend the 5 inservice seminars offered through EDC

STRENGTHS: Field based experiences with children for students.
All theory is built on and derived from students' direct experience with children.

CAUTIONS: The materials are voluminous.
The booklets are not designed to be done wholly

or in a specific sequence. They are to be
used when they are relevant to the experiences
and questions of the students.

AVAILABILITY: Exploring Childhood
                  Educational Development Center, Inc.
                  15 Mifflin Place
                  Cambridge, MA 02138

COST: Total full year program without films $400.00.

VIGNETTE:

Rosemary, a high school home economics teacher, is
teaching a new "Parenthood" class, using the Exploring Childhood
materials. After reading about the materials in an EDC newsletter
and deciding that she wanted to be a part of this exciting new
program, she began the lengthy process of getting budget approval,
setting up the field sites, scheduling the seminars, etc.

The twelve boys and girls in grades 10, 11, and 12
spend four hours a week in a day care center and meet with Rosemary
twice a week to prepare for and share experiences. Rosemary is
convinced that the class is worth all the work it took to get it
going. The students are learning about themselves through their
work with children. Developmental theory and learning theory
become relevant as students explore their own modes of learning
and teaching. Feelings of both themselves and the children are
an integral part of the curriculum, beginning with Peter who is
sure that little kids don't like him.

Rosemary and the field-site teachers are attending
the five seminars by EDC offered in their area. The seminars
help them acquire the teaching skills and knowledge necessary to
use these materials. To help students arrive at their own ideas

of parenthood based on experiences beyond and including their
own upbringing, Rosemary must learn how to ask open-ended
questions, provide sequential group experiences, and establish
guidelines for experiences outside her classroom. It is hard
work, but exciting because the class is alive with talk based
on the field-site experiences. The students' learnings about
themselves can have long-range effect on how they raise their
own families.

GUIDELINES FOR CHOOSING PSYCHOLOGICAL CURRICULA

In the preceding pages you have looked at representative psychological curricula one at a time and piece by piece. Perhaps you read of several that sound as if they might fit your needs and you want to decide on a curriculum to try out. Remember that psychological curricula in schools is an emerging fuzzy field where there are few guidelines for decision-making. An accurate picture of the field can be found only through putting the pieces back together again. What do you see when you look again at the representative whole, these curricula?

The intended goal/s of each curricula is similar, even though the words may vary. The sameness and fuzziness of these goals, however, make them inadequate as a basis for choosing a particular curriculum. Rather, the goals are most useful for understanding what makes a psychological goal different from a cognitive goal. "To better understand his own feelings" is clearly different from "To create statistical analyses of responses to polling instruments." Psychological and cognitive goals are not necessarily mutually exclusive. They may or may not overlap, depending on the processes or activities used to explore the content. Students could explore their feelings of success and failure in working with statistics, or they could explore statistics through an analysis of a poll of Americans' feelings about their successes and failures in life. Both explorations would touch cognitive and psychological areas, but the primary focus of each goal stated would be either psychological or cognitive. Some

of the psychological curricula described include activities
which integrate psychological and cognitive, but we stated only
the psychological goals in the descriptions.

If the list of goals of various psychological curricula
does not help you decide which curricula you want to try out,
look at the objectives, specific steps leading toward the goals.
Several of the curricula do have separate objectives for each
activity, film, chapter; others do not. Although you may feel
more comfortable with a set of specific objectives, the lack of
such clear objectives is not an indication of the curriculum's
success with students. Rather, it is an indication of possible
work for the future.

Several curricula were developed by individuals or
small groups before "competency" and "accountability" became by-
words. These curricula were used locally, thought to be under-
stood by participants, and did not have to be explained by any-
one other than the developer. The greater specificity of later
curricula, including objectives and sequences, may be a result of
the need for clearer description to a national market, the present
interest in "accountability", or the increasing refinement and
sophistication of psychological education in general.

All ten of the curricula described have stated goals,
but very few offer any procedures for assessment of progress to-
ward those goals. Most curricula do not raise the question of
assessment. Others state that they rely on informal observations
of changes, and the teacher is asked to decide what to observe
and to determine what constitutes change. A few curricula now

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include the use of validated assessment instruments to measure student progress toward the goals, but in most cases assessment of student learning lies with the individual teacher. And it rarely gets done. (See pages 63-69 for some help.)

If, after reading the previous descriptions, you found the statements about goals, objectives, and methods of assessment insufficient in helping you decide on a curriculum, what else can help you? Central to these curricula are the activities that create learning experiences for students.

Look for the activities whose process and content are most likely to grab the students you are working with or that are most likely to excite you. Puppets, films, quietly sharing new information, pantomines, ring toss games, listening to music, role playing -- what will most quickly engage the attention of the students? Which topics most concern the age students you work with -- death, sex, fears, family, winning, losing, parents, being a parent? The greater the students' involvement and interest, the greater the likelihood of learning.

After using preview materials, books, and activities from the teacher's guides, you will have information about curricula and activities that students enjoy, ask to do more of, and seem to learn from. In making a decision among these, you might choose the curriculum that you enjoy the most, that costs the least, that encourages teachers to work together, or that the school board recommends. Or you may not choose a curriculum at all. If you do not wish to spend the time and energy necessary to convince teachers, the school board, or the superintendent to

buy a certain curriculum, or if the money simply isn't available,
or if you'd just rather do it yourself -- you may decide to buy
several books, gather materials, and spend the time and energy
putting together your own curriculum. (It's more fun if you have
friends to help.)

CHAPTER THREE

TEACHER DESIGNED PSYCHOLOGICAL CURRICULA

"Experience is the best teacher."

Recent research has revitalized the cliche and given us new evidence of its truth. Combs says it this way...information will affect an individual's behavior only in the degree to which he has discovered its personal meaning for him.[2] The discovery of personal meaning may occur in an experience where all the pieces fit together, an epiphany. The way to figure something out, to discover its pieces and their meaning for you, is to do it yourself -- be it a boat, a souffle, or a psychological curriculum. The process of doing coupled with reflection and articulation leads to learning.

Many schools have always been their own curriculum-makers for a variety of reasons: lack of money to buy "expert-designed" curricula, desire for a better "fit" between students and the curriculum, etc. Here is an outline of how one group of college students and staff members went about building a psychological curriculum. They decided to pool their resources and try building a curriculum as a step in learning more about themselves, in learning more about psychological curricula, and in becoming more effective teachers. All had previous experiences

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[2]Arthur W. Combs, The Professional Education of Teachers, Boston: Allyn and Bacon, 1965, 28.

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teaching in public schools. All had utilized several of the psychological curricula previously described. All had participated in classes, workshops, or conferences which dealt with counseling techniques, learning about themselves, group processes, or communication skills. None of the participants had previous experience in curriculum design, but all were willing to try and later to follow through with the implementation of any curriculum that grew out of their efforts.

The design project and the curriculum product are described using these categories: —

> Age/Grade
> Goal
> What
> Suggestion for Use
> Assessment
> Preparation
> Strengths
> Cost

AGE/GRADE: Ages 6-12, Grades 1-7

A curriculum for whom? Students in grades 1-7. Each participant worked with children in different grades, and they all wanted a curriculum each could use with minimal re-design. Obviously they were looking for a challenge. "Magic Circle" has a separate program for each level, "Inside/Out" works best with 8, 9, and 10's. Could they build a curriculum that could be utilized with all children 6-12 years old? Considering the developmental differences of children, this job was like trying to build one house in which members of four generations could all live happily ever after.

GOAL: To increase the depth of self-knowledge by students

The intent was to make "self" a part of the school curriculum, like reading or music. They wanted to have a time each day when the students' would be learning about themselves, but they needed to clarify what they meant by "self." What were the parts of "self?" What parts of "self" were most important for children to explore? Obviously a survey of student opinions would have been useful here, but not having immediate access to students, they started through the psychological curricula guides and their old psychology textbooks looking for answers. In this way, they arrived at a meaning of "self" that included physical, emotional, mental, and social parts. The goal of students learning more about these four parts of themselves, while focused, was sufficiently broad to allow creativity to flourish as the builders began to design their curriculum. An assessment instrument was

essential if they were to know if they had accomplished their goal of increasing self-knowledge. Thinking about assessment was simultaneous with deciding the goal.

WHAT: Activities based on wizards, astrology, wheels of fortune, the magic of the unknown.

The curriculum builders next went to work to find the grabby idea -- an idea that would provide a base for the designing of the activities. They didn't have the time, money, or skills to produce films like Inside/Out or music like DUSO; they needed an idea. The process went something like this:

> "What's something that kids like to do at all ages?"
> "Play card games."
> "Card games, card games..."
> "Yeah, games of chance, unknown."
> "Chance, fate..."
> "Yeah, like dice and wheels and guessing and riddles and...",
> "My son always reads his horoscope for the day."
> "Sense of mystery, unknown, fate..."
> "Hey -- wizards, crystal balls, magicians, monsters, horoscopes, palmistry, games, swamis, fortune tellers, fate, weird stuff, luck and --."
> "Hey, we've got it."

They had an involving theme which provided a consistent starting point for activities. A quick trip to the newstand, dime store, and bookstores reaped all the basic "literature" necessary for learning more about these mysteries that they were sure were of interest to students of all ages.

Now, how to create activities which could allow all children ages 6-12 to participate at their own level of development? The route seemed to be: have an activity that elicits information from the child and then use that information in the

rest of the activity. In this way, the different ranges of experiences, perceptions, and abilities could not only be accommodated, but built upon. .

To try out the hypothesis about chance or fate, they made wheels with dials and feeling words, from the wheel of fortune idea. The students would spin the dial and pantomine the various feeling words that came up. Younger children will use different actions from older children to illustrate the feeling words. (See appendix for complete activity.)

Convinced by their own pleasure and learning that this approach would work, the participants developed more activities. No, they did not decide on a list of objectives that would work toward their goal of increased self-knowledge and then create an activity for each objective. They played, pushed ideas around, talked through activities, rejected parts, did activities and then went back to the drawing board. As they created activities in the midst of the fun and confusion, the focusing thought was always "What can I learn from this?" As activities moved out of the first draft stage, the group began to clarify the objectives met by each activity. .

In the case of the missing kickball the process went like this:

> "This problem solving thing isn't going anywhere.
>   Why not begin with a mystery -- and do something
>   with the way we solve mysteries."
> "What's that got to do with me?"
> "Your behavior with others -- are you quiet, helpful
>   to the detectives, getting in the way, throwing
>   in silly clues?"
> "You could have a whole bunch of clues; each kid would
>   get one. Some would be silly, some extraneous,
>   some right to the point."

"They could observe, play with their own group
   problem-solving behaviors."
"My first graders don't know what you mean by
   behaviors."
"Try, 'What are some ways kids act when they have
   a problem to solve?'"
"So, what's the objective?"
"Learning about their own behaviors????"
"More....."
"Each student will be able to list his own behaviors
   in the group."

(Refer to the appendices for this complete activity.)

As individual activities were developed, patterns of

how participants were making decisions of what to include and

what not to include emerged. These patterns became the criteria

for making decisions about the curriculum parts. These criteria

were:

1. All participants thought the activity could
   be done with their class.
2. Students would be learning about themselves.
3. The activity interested the participants
   enough that they wanted to do it themselves.
4. Students actively did something other than
   read and write.
5. Another teacher could read the directions
   and be able to do it.

At this point groups selected activities to develop in

detail and write the second draft. Now there were some activities

with objectives. One activity had to come first and one last.

Not surprisingly, the first activity tried also became the initial

activity in their curriculum. The activity was conceived as an

introduction to the four parts of self and as a self-information

recording instrument for students. The activities were sequenced

by topics beginning with the most obvious information, physical

characteristics of self, and ending with the least obvious, the

unconscious dreams we have.

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The following is a sample sequence of objectives from their curriculum:

> The students will be able to state the dimensions of man's development and to identify characteristics of self in each dimension.

> The students will identify moods and know what can change them.

> The students will know that people value different characteristics of self.

> The students will know that the same feelings can be seen in different behavior.

This sequence seemed logical to them at the time, but they were aware that when they implemented the curriculum, the sequence would probably change based on the difference in the children's perception.

SUGGESTIONS FOR USE: .45 minutes a day for 20 consecutive days.

Previous teaching experience with the use of other programs on a weekly or intermittent basis convinced the group members that learning was more likely to occur for elementary and junior high students if they worked with the curriculum each day. The 45 minute time was decided on to accommodate the fact that many participants were in departmentalized schools with 50-55 minute periods. In reality, a 55 minute activity had to include several short parts so that students could change what they were doing several times to engage those with shorter attention spans.

A sample schedule for 55 minutes:

Elements of Life

10 min.   1.   Present astrological groupings based on the elements.

10 min.   2.   Draw the element of your birth-
               day on your silhouette.
 5 min.   3.   Form a group with all those born
               under the same element.
10 min.   4,   Create a list of the ways you
               are all alike.
 5 min.   5.   Tack lists to board.
15 min.   6.   Discussion of "Sames"

(Refer to appendices for complete activity.)

There was no magic in the decision to teach the curric-
ulum for twenty days. Four weeks represented the amount of time
most participants would be teaching at one grade level before
moving on to another school or group of students. They did feel
that this was sufficient time to determine if their curriculum
held interest for students and if it held the potential to in-
crease students' self-knowledge.

ASSESSMENT: Pre/post test; "Who Am I?"
              Daily reaction sheets for each day
              Informal observation by other participants and staff
              Student silhouettes

The curriculum builders wanted to know if their efforts
had been successful. They approached assessment by asking the
question, "What information do we want?"

The questions they wanted answered were:

1.   Did the curriculum increase students'
     knowledge about themselves?
2.   What was the information in students'
     "own words" that was elicited by the
     activities? What were they learning
     about themselves?
3.   What changes were made in the activi-
     ty to make it work for the level of
     students in a given class?
4.   Which activities were most enjoyable
     for the teacher?
5.   Which activities were most enjoyable
     for the students?
6.   Would the teacher use the curriculum
     again?

The participants needed mechanisms for collecting
information about these questions, especially one and two. The
creators assumed that students would learn and have fun doing
the activities, but they couldn't rely on their own perceptions
as a measure of what students would learn about themselves.
They knew they needed a basis other than each teacher's intuition,
especially if their intuitions differed about what students
learned. They selected the "Who Am I" test developed by Barbara
Ellis Long to be used as a pre and post test which measured qual-
ity of responses about self. (This test is included in the appen-
dices and further details regarding its use may be obtained by
writing to Dr. Long.) Additionally, they decided that each par-
ticipant would administer the "Who Am I?" test to a control class
in the same school at the same level. This would provide surety
that changes in self-knowledge which might have occurred in a
participating classroom during this time did not come from factors
other than the curriculum -- such as a changed environment in the
whole school.

Another way of getting information was to find a means
for students' recording of their self-learnings. A journal might
be difficult for the younger children, and the group wanted an
activity other than reading and writing. The initial student
silhouettes were used as a place to record what they were learning
about themselves. Problems arose because of limited space to hang
the silhouettes and limited time for recording. Fridays were then
designated as a time when students could reflect back on the week,

pull together the pieces of learning, and then record their information in a variety of creative ways on their silhouettes.

In lieu of a final "exam," pairs of students completed their own "Declaration of Me," which were then taped together to form a class scroll that could be saved. (See Appendix) This scroll provided more information for answering the participants' questions about what students were learning.

A daily reaction sheet for the participants was designed to obtain information about the effectiveness of each activity and to share the happenings among participants.

DAILY REACTION SHEET ON CURRICULUM

Name of Activity:_____

Date:_____ Name:_____

Time Spent:_____

1. Student involvement in activity   Low_____High

2. Degree of student confusion   Low_____High

3. Did it seem like activity worked toward our intended objective?

   Yes_____ No_____

4. Examples of information students came up with about self?

   a.

   b.

   c.

   d.

5. Does activity need ANY changing or refining from the original design?

   Yes_____ No_____

6. Your personal reaction to teaching activity   +_____ -_____

7. List changes indicated:

After the curriculum had been used for the first twenty days, these reaction sheets, along with the other information, were compiled in a report to be used in the modification plan: rewriting the curriculum with another group of teachers.

PREPARATION: For the creation of a psychological curriculum

All the participants in the design group had in common:

1. experiences with children of various ages.
2. teaching experiences with at least one of the previously described psychological curricula.
3. training in communication skills.
4. choosing to participate in this group task.

The primary characteristic of these participants is that they were not afraid of feelings, their own or other's. The realm of feelings was not a mystery to them; an emotional child was not automatically sent by them to the guidance counselor. Building on this interest in and knowledge of feelings, they utilized George Gazda's Human Relations Development: A Manual for Educators.[3] As a break from the intense creative work of building a curriculum, they strengthened their perceiving and responding skills. The reading and writing approach of Gazda's manual served well as a refresher course for techniques previously learned.

Other factors which are helpful in the success of a group design effort include:

1. Isolation from the normal day to day pressures.
2. A compressed, focused work period such as five days, 8-8, with no other demands.
3. A new and pleasing environment in which to work.

_____

[3]George Gazda, Human Relations Development: A Manual for Educators. Boston: Allyn and Bacon, 1973

It's difficult to come up with new ideas in the same old place when other demands keep imposing themselves. If teachers and administrators are serious about locally designed curricula, then the environment and resources most conducive to its successful development need to be provided. Each curriculum endeavor would have different factors working toward its success, but probably most important is that each participant wants to do that — regardless of why he wants to do it.

STRENGTHS: Expanded knowledge.
            Fun and a personal sense of achievement
            A product for students

This design experience may seem like a roundabout way to come to an understanding of psychological curricula, but the reasons for creating your own may be much the same as for building your own house. You may wish to:

1. get closer to what you want.
2. do it cheaply.
3. have pleasure in the process and the product.
4. have a sense of accomplishment.
5. learn.

Your curriculum may not be any better than those of professional builders, and in fact it is probably a little cruder and rough in spots, but the personal pride and satisfaction in a job well done cannot be denied.

There may be just as many gains for you in purchasing an "expert-designed" curriculum. The pleasure may lie in your personal modifications and additions. The decision is yours.

CAUTIONS: It may bomb.
           It's hard to measure self-learning.
           It's time consuming.
           You may become so involved with learning about
               yourself that you don't get to the students.
           You may become submerged in the parts and let
               the total go awry.

Summary:

The luxury of going off to the mountains for a week
with a group of school people to design what some perceive as a
frivolous or extraneous kind of curriculum may seem farfetched
and impossible with insufficient payoffs. We disagree. Learning
can be a pleasurable experience. It's just that most of us can't
recall many such experiences. It doesn't have to cost anyone
massive amounts of money. The cost of this curriculum project
(food, cabins, and books) was about $400.

Curricula designed by members of your own system can
have major spinoffs into other parts of their work. During the
work week individual hidden strengths which benefited the total
group kept surfacing. One woman was a wiz at converting ideas
to simple games, while for others making a game was a huge,
impossible task. We learned. Each person added to his reper-
toire the skills and information he perceived important for him.
Repeatedly though, it was necessary to force ourselves to stop.
We were so excited about doing the activities and learning about
ourselves that we were in danger of forgetting the transitions
and details that had to be worked through for student use of the
curriculum. It was necessary to be conscious of and to articulate
our own learning to get the clues and information needed for fur-
thering the task.

There is no happily ever after conclusion to this story, but we did drive off into the sunset with very full suit-cases, lots of dirt from playing in muddy waters, and a psycho-logical curriculum we'd done ourselves.

COST

Approximately $400 for ten people for five days to create a curriculum to be used with three hundred students for twenty days.

SELF-DESIGNED PSYCHOLOGICAL CURRICULA

Although the preceding narrative illustrates the complexity of curriculum design for psychological goals, making your own curriculum can seem simple. The geography teacher may have a file full of "manila folder units" labeled by country. The city curriculum guide says that geography teachers will cover the important concepts of Europe, China, Africa, etc. The important facts group themselves into recurring areas of topography, economics, history, culture, etc. As articles, activities, or games are found that relate to each area, new notes, plans or worksheets are added to the appropriate manila folder. Then subsequent changes are made in the weekly quizzes.

There is nothing this neat or predictable about students learning about themselves or about other peoples' feelings about students learning about themselves. There is no standard curriculum guide which outlines the concepts to be covered or facts to be learned. You may have noticed that the books in the initial bibliography are full of activities, but almost void of objectives or expected learnings beyond fuzzy goals.

When working on activities for your own psychological curriculum, remember that in most cases an inductive approach to learning about self begins with an experience of sense, body, or movement exploration that raises some information to a conscious level of awareness. These experiences usually begin alone with the self and move to the self in relation to others.

Once this experience has occurred, the next step in your activity design is a process for reflection or thinking about

that experience. This process must include time alone for each
person ultimately arrives at his own meaning or understanding
of an experience, although others can be significant in asking
open, nonthreatening questions, paraphrasing, or providing addi-
tional observations about that experience. Numerous curricula
have included processes which you can use as models for this
reflective phase of learning about self. The "trumpet approach"
developed by Gerald Weinstein and Mario Fantini is one useful
process for post-elementary school students.[4]

The final phase of self-learning which you may want to
plan for in your curriculum design is the synthesizing phase.
Observable behavior changes such as a new ease in talking and
clearly communicating the meaning of the experience to another
trusted person indicate that learning has occurred and has been
integrated and assimilated into the learner's total life experi-
ences. Of course, the assessment procedures must accommodate
the reality that different students will act on their new, differ-
ent learnings in different ways.

Given the complexity of these numerous dimensions of
learning about self, the absence of specific objectives for each
activity becomes readily understandable. You might even welcome
their absence.

To get you started on making your own psychological
curriculum, we have included a number of lists -- goals, objectives,
activities, and assessment processes. It's up to you to put these

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[4]Gerald Weinstein and Mario Fantini, eds. *Toward
Humanistic Education: A Curriculum of Affect.* New York: Praeger
Publishers, 1970

starters and your own pieces together in a way that makes sense for you and that insure experience, reflection and synthesis for the students with whom you work. You might want to draw lines connecting parts. Find an objective that relates to a goal. Then select several activities and something you can observe that shows whether the objective was met through those activities. Match up the parts and work toward a whole.

GOALS

Students will:

have increased knowledge about self.

show changes or growth related to learnings about
· self.

demonstrate increase in positive self-concept.

increase ability to share feelings with others.

increase understanding of feelings of others.

show acceptance of differences among people.

understand the consequences of alternative
behaviors in different situations.

OBJECTIVES

Students will:

have greater knowledge of self-strengths.

learn the various effects that fear has on behavior.

increase the number of "feeling" words they know.

understand probable causes of behavior of others.

know what they and the friends they choose have in
common.

learn that different people value different qualities
about themselves.

know how their likes and dislikes are based on their
own strengths and weaknesses.

understand how their actions influence other people's
perceptions of themselves.

have greater understanding of their own fears and
know that other people may fear the same thing.

learn more about the feelings of being unwanted
and being frustrated.

know different causes that result in certain feelings
for himself and others.

learn how negative behaviors can come from unmet needs.

understand that the things they dislike most about
other people are often those things they fight
against in themselves.

understand that people who appear to be different
often share the same feelings.

ACTIVITIES

Teach the class in a normal manner, except that half
the students are blindfolded.

Ask to pantomine feeling words after spinning the
"feeling wheel."

Divide the class into pairs. Give A a behavior to
try out. Ask B how he feels. Give B a behavior
to try out. Ask A how he feels.

Have students fill in: I am proud that _____.
I am pleased about myself because _____.

Show students a series of pictures. Ask what someone
could be afraid of in the picture.

Ask students to tell about something that they used
to be afraid of, but aren't afraid of now.

Divide students into 5 groups.
Have each group draw names of 5 students in the class.
Each group makes a list of 5 things they like about
each person whose name they drew.

Show a film or a picture that establishes an emotional
situation for students.

Discuss how they felt while watching and what they would do in that situation.

Using open-ended story situations, ask students how they think different people would react in the situation -- an older sister, a little child, a mother, a sailor.

Teach a lesson using a code which no one in the class understands.

Have an auction in which students give up character-istics they dislike about themselves to be auctioned off to other students who want them.

Ask students to read their horoscopes. Do they think the horoscope is true? What does determine what happens to them each day?

ASSESSMENT

The teacher can observe:

Children voluntarily aid handicapped classmates.

New people become involved in class activities.

Students work productively with a variety of groups.

Children can work out playground disagreements without teacher intervention.

Given a situation and a list of behaviors, the student can categorize the list into "helpful" and "not helpful" behaviors.

Students can make lists about themselves such as "things I do well" of increasing length.

New students are included with minimal disorientation.

The teacher can select and administer a pre/post measure-ment of goals.

Thomas Self-Concept Values Test
Interpersonal Effectiveness Diagnosis
Instructional Objectives Exchange
Measures of Self-Concept
Personal Orientation Inventory
Survey of Personal Values

(Descriptions follow)

TITLE: The Thomas Self-Concept Values Test

DESCRIPTION

Assesses personal self-concept values of pre-primary and primary age children. The test derives five self-concept scores and fourteen values scores. In the testing situation, the child is presented a picture of himself and asked a series of fourteen questions. Example: Is (child's name) happy or sad? Other questions deal with size, sociability, ability, sharing, male acceptance, fearful things, fearful people, strength, cleanliness, health, attractiveness, material, and independence. The child is then reasked the questions with the child's mother used as referent. Example: Does (child's name) mother think that (child's name) is happy or sad? The child is then reasked the same questions using teacher and peers (independently) as referents. This yields one score for the child self as subject, three scores for the child self as object, the composite score yields the fifth total self-concept score. The test is probably best described as an instrument to gain values scores through a series of self-perceptions.

RANGE

Ages 4 through 9.

NORMS

Normative data and standardized scores for the fourteen values measured, independently and the five self-concepts are available. In addition, test and retest coefficient are available. Concurrent validity analysis data is available having been derived from two populations of fifty children each. Scores can be profiled.

AVAILABILITY

> N. Clement and Jessie V. Stone Foundation
> Achievement Motivation Program
> 111 East Wacker Drive S#510
> Chicago, Illinois 60601
>
> Test is $24.00
>
> Answer for m and profile sheet (per student) 10¢ each

TITLE: Interpersonal Effectiveness Diagnosis

DESCRIPTION

Assesses the degree to which the classroom in which a child is placed meets his interpersonal needs. These needs are -- affection, inclusion, and control. The Interpersonal Effectiveness Diagnosis gives both individual scores for the compatibility of student with peers and teacher and diagnostic profiles. This instrument is based on the research evidence of relationship between compatibility and productivity. Interpersonal Effectiveness Diagnosis can be given in groups or individually. It is a paper/pencil instrument with accompanying cassette tapes in English and Spanish.

RANGE

Primary through high school.

NORMS

AVAILABILITY

Human Development Training Institute
7574 University Avenue
La Mesa, California 92041

TITLE: Instructional Objectives Exchange Measures of Self-Concept

DESCRIPTION

This is a collection of affective objectives and their subsequent measures. The measures consist of a series of three self-reporting tests; primary, intermediate and secondary, which attempts to measure self-esteem on four dimensions. The dimensions are 1) self-esteem gained from family relations 2) self-esteem as related to peers 3) self-esteem as related to scholastic success or failure 4) a general estimate of self-esteem. In addition to the self-reporting measure, several inferential measures relating to the four dimensions listed above are included at each level.

RANGE

K-12.

NORMS

This instrument is primarily used to measure growth or change in self-esteem when using an affective curriculum. As such, no normative scores exist for this instrument.

AVAILABILITY

Measures of Self-Concept, Grades K-12, revised edition 1972 is available from:

Instructional Objectives Exchange
Box 24095
Los Angeles, California 90024

Book is $3.00

TITLE: Personal Orientation Inventory

DESCRIPTION

An objective test consisting of 150 forced choice value items. The test attempts to measure the level of mental health as based on Maslow's theories of self-actualization as an indicator of mental health. The test renders ten sub scales and two scores of ratio. The scales are: time ratio, support ratio, self-actualizing of values, existentiality, feeling reactivity, spontaneity, self-regard, self-acceptance, nature of man, synergy, acceptance of aggression, capacity for intimate contact.

RANGE

High school through adult.

NORMS

Norms for college students, adults, and various select groups are presented by percentile scores. Profiles available. Means, standard deviations and sampling information available.

AVAILABILITY

Educational and Industrial Testing Service
Box 7234
San Diego, California 92107

Package 25 test booklets	$9.50
Answer sheets -- 50	3.75
IBM answer sheets -- 50	4.50
Profile sheets	3.75
Stencils for hand scoring -- 14	7.00

TITLE: Survey of Personal Values (SPV)

DESCRIPTION

A person's values may determine what he does or how well he performs. His personal satisfaction is dependent to a large extent upon the degree to which his value system finds expression in everyday life. One way to measure the individual's values is to determine the relative importance he ascribes to various activities. The SPV is designed to measure certain critical values that help determine the manner in which an individual copes with the problems of everyday living. The values measured by the SPV are practical mindedness, achievement, variety, decisiveness, orderliness, and goal orientation. A forced-choice format is used and takes about fifteen minutes to administer.

RANGE

High school up.

NORMS

Percentile norms for each scale are available for regional high school and national college students.

AVAILABILITY

Science Research Associates
259 East Eric Street
Chicago, Illinois 60611

CHAPTER FOUR

RATIONALE FOR USE OF PSYCHOLOGICAL CURRICULA

Now that you may be ready to use a psychological curriculum, you are probably thinking about why you are doing it. Most of us can be very quick with reasons: the quick brown fox jumped over the lazy blue dog. But why are some educators -- like you -- changing what they do and including psychological curricula in the classroom? Often the reasons sould like this:

> Scene 1: One day you have an experience with a student, a group of students, a total class, or, heaven forbid, a whole school that is so BAD that everything in you shuts down, and you ask "How come?" or "What can I do?"
>
> Scene 2: You will then either
> a) leave education and be a boat builder
> b) become an absolute dictator   --   --
> c) start looking for some different answers.
>
> Scene 3: If you choose c) above, you may try everything and anything including field trips, contracts, rap sessions, weaving, drawing in the dirt on the playground.
>
> Scene 4: The things that work, make the air better for both you and the students, probably include feelings -- their feelings about themselves, you, school; and your feelings about you, them, and school.
>
> Scene 5: You'll begin to wonder why what works does work. Pretty soon you'll want materials, or more time to learn new techniques -- all of which mean money to the school system. The school board, the superintendent, or the principal will want reasons.

Here are some we use and respect.

REASON 1

"...affectivity assigns values to activities and distributes energy to them."

(Piaget, Jean. Six Psychological Studies. New York: Vintage books, 1968, p. xiv, 69.)

Few educators deny that a significant relationship exists between affectivity and learning, but fewer still have been able to state clearly the relationship. Piaget clarifies the issue by telling us that a person's feelings or emotions do provide the motivation, the base by which he makes decisions, for his involvement in any activity.

The feelings a person has about an object determine his involvement, enthusiasm, and, eventually, his commitment. How to engage the affect can be determined by finding out what is important to the person, what interests him, and what he needs.

Piaget has taken us one step further by stating: "(Interest) represents the relationship between an object and a need, since an object is of interest to the extent that it fulfills a need."

The way to get students involved in and working at activities is to know their needs, feelings, and interests, and to make sure that there are learning experiences to meet or engage those needs, feelings, and interests.

If you have previous experience with a certain age group or if some of your child development courses did stick, then you have a set of expectations of what the class as a whole may need, be interested in, or have strong feelings about. But the

only way to know what <u>each</u> child in the classroom needs, feels,
or is interested in is to find out from each student himself.

Psychological curricula provide a way of eliciting
that information. The teacher's next task is to accept that in-
formation and to use it to provide learning experiences appro-
priate for the individual students!

REASON 2

Attitudes which facilitate learning:

1. realness, genuineness...entering into a relationship with the learner without presenting a front or a facade.

2. prizing, acceptance, trust...an acceptance of this other individual as a separate person, having worth in his own right.

3. empathetic understanding...the ability to understand the student's reactions from the inside.

(Rogers, Carl. "The Interpersonal Relationship in the Facilitation of Learning." in The Helping Relationship Sourcebook, Avila, Donald, Combs, Arthur: Purkey, William, ed. Boston: Allyn and Bacon, 1971 p. 219; 222, 224.)

The above conditions have been found to be common to all successful helping relationships regardless of the philosophy, skills, or personality of the helper. If teaching is viewed as a helping relationship in which the teacher helps a person learn, the presence of these conditions are related to learning. Teachers are exploring counseling courses, personal growth workshops and other group experiences to become aware of and to learn to use those qualities in themselves which allow them to create the best conditions for helping students learn.

The role of the teacher who utilizes these psychological curricula is no longer the dispenser of information or the grader of tests. There is repeated emphasis on those teacher behaviors which appear most likely to create the conditions of a helping-learning environment. These include: accepting students' feelings rather than rejecting, ignoring or denying them; reflective listening rather than telling, advising, or interpreting; and eliciting questions rather than put-downs, sarcasm, or closing off

questions.   After the integration of these behaviors and conditions, many teachers for the first time experience positive personal feelings about their work with a group of students.

REASON 3

"Children castigate in others the very faults they are struggling against in themselves. They can only be... tolerant of others when they are secure and confident of... 'faults' in themselves."

(Isaacs, Susan. The Children We Teach. New York: Schocken Books, 1932, p. 80.)

"Johnny took my tricycle."

"Mary won't let me be the doctor."

"You said I could play with the blocks today."

Johnny took her tricycle today and tomorrow she takes Johnny's. These "faults" -- not sharing, arguing, selfishness -- are what the children are trying to understand, learn about, through their day to day work or play. One of the ways a teacher can help children become "secure and confident of 'faults' in themselves" is to facilitate the airing, sharing, and accepting of these "faults" or feelings. Most schools or classrooms do not have a mechanism for this process. The airing may occur in anger on the playground when Joey yells at Jim, "You always quit before the game's over," but there's no opportunity for the two to air their differences in a positive way so that one or the other does not come out the loser, stay after school, or go see the principal. Negative feelings or behavior are rarely part of the class content, except to inflict punishment. The safe environment which permits students to learn from these very real experiences of their lives is not present. Adults rarely provide guidance or assistance in helping students understand their emotional lives, but rather punish them for their emotions which leads eventually to angry

adults who reject their parents, teachers, schools, and culture. Psychological curricula provide a positive entre for the inclusion of emotional concerns in the classroom.

The Human Development Program has topics sequenced from positive to negative on a basis of ease of disclosure for students. A safe environment for talking, sharing, listening has been created in the circle through the guidelines for behavior that all those in the circle follow. The repetition of the topics allows students to gain the confidence in themselves to articulate without fear of reprisal or punishment those confused events in their lives that they don't understand. Through this self-understanding, understanding of others increases.

The importance of this aspect assumes greater magnitude with the advent of state laws requiring that most exceptional children be educated in the regular classroom. Certain physical and emotional handicaps may frighten some "normal" children. Telling Greg that he shouldn't be afraid accomplishes nothing. It's the same as saying, "Suzie, you know there are no rattlesnakes on the playground. Stop making up tall tales." Children do not understand differences. They are afraid that tomorrow they will wake up and not be able to see, or hear, or walk, or talk. Childhood is full of confusion and not knowing. The teacher's role is to help them talk about and understand their fears.

REASON 4

"...if I were to list the most important learning experiences in my life, there come to mind getting married, discovering my life work, having children, getting psychoanalyzed, the death of my best friend, confronting death myself, and the like. I think I would say that these were more important learning experiences for me than my Ph.D. or any 15 or 150 credits of courses I've ever had."

Abraham Maslow, 1968

(Maslow, A.H., "Some Educational Implications of the Humanistic Psychologies," Harvard Educational Review, 38(4), 1968., p. 692.)

There is nothing very unique about Maslow's prioritized list of learning experiences. A list made by most of us would include the same sorts of experiences. A student's list is also not that much different: moving to a new school, being kissed for the first time, a grandparent's death. What does stand out is that these most important learning experiences, common to all of us, are not normally associated with school. No wonder students say school is irrelevant.

Most students have no more than a haphazard, lonely way of learning about living with themselves and others. Each of the events listed above is loaded with emotions that are frequently very difficult even for adults to understand or to articulate. Psychological curricula begin with the students' experiences, understanding, and level of articulation and help him to deal with the emotions of those experiences through increased understanding and articulation. Programs like "Inside/Out" present situations that might be a part of students' lists and encourage processes that help the students cope with those situations. Psychological

curricula are one way of expanding the dimensions of schooling to include students' most important learning experiences.

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REASON 5

> "Children need to 'play out' important feelings, in
> part because they cannot explain those feelings adequately...
> words often fail a child just when he or she is trying to explain
> a critical feeling. The necessary connections between experience,
> feeling, and language are too difficult."
>
> ("Making Connections," Exploring Childhood, Cambridge,
> Mass.: Educational Development Center, 1974, 14.)

School for most students is primarily a verbal experi-
ence, whether it be reading, writing, or speaking. Rarely has
help been available for the child to learn to make the "necessary
connections" into language. A child may get a stomacnache every
time he is asked to memorize another multiplication table. If
he makes the connection between his stomachache and multiplication
and then has enough courage to tell the teacher of his "connec-
tion," his comment and the feeling which prompted it may be brush-
ed aside. Rather than encourage the child to attempt to explain
his feelings about memorizing the enormous sets of numbers, the
teacher may say, "That's silly," or "You're O.K." In so doing,
she has not only not helped the child with his feelings, but she
may have denied his feelings as well as his stomachache.

Psychological curricula provide the opportunity for an
environment in which children can "play out" situations rather
than be forced to "act out" in the classroom. Numerous role play,
nonverbal, and game activities are included in these curricula
to encourage just this trying out and playing out of feelings.
Helping students in making connections between their feelings and
their experiences may be as simple as asking them to pantomine
"feeling" words.

Suzie running in from the playground again screaming
she saw a rattlesnake should not be hushed, calmed down, pampered.
She needs the time with a listener to experience the emotion to
its end, to be touched if desired, to be listened to in her fear,
but not forced to instant articulation or denial of her feelings.
The curricula and the teacher skills inherent in their successful
implementation stress the importance of the teacher accepting
feelings and becoming a special kind of listener.

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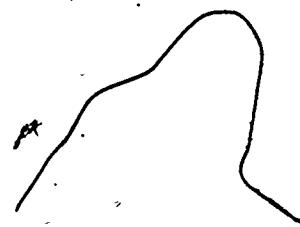
REASON 6.

"What we are finding is that the opportunity to gain knowledge and understanding of human behavior at a young age may be useful for growth in several strengths which may contribute to mental health, if we define it minimally as the capacity to survive in an alien world, to cope without too many crippling scars, to be able to live in relative comfort with other human beings and oneself, and to enjoy the process now and then."

Barbara Ellis Long, 1974

(Long, Barbara Ellis. "Educational Change with Elementary School Psychology Curriculum," Professional Psychology, May, 1974, p. 168.)

Utopia does not exist for anyone. The living reality if filled with moments of joy and pain with long periods of day to day routine. It is time that adults abandon both their childhood fantasies of adulthood as happiness ever after and their adult fantasies of childhood as a carefree time. Teachers must help students learn to cope with their present realities and to come to understand some of the adult problems ahead.

Childhood is not a sugary world of lollipops and candy canes. At times it is filled with fears that turn into monsters in the dark and children who will not let you into the game on the playground. Children do deal with these hard events in their own ways with varying degrees of understanding and success. A student does not have to wait until he goes to college to have access to information about his own and others' feelings and behaviors; he can use such understanding to cope with his life long before that. Psychological curricula provide a way for the teacher to help a group of children learn about themselves some of the same things that child "experts" have been learning from them for years.

CHAPTER FIVE

ISSUES IN THE USE OF PSYCHOLOGICAL CURRICULA

This guide so far has sounded clear-cut. You decide
to introduce psychological goals in the classroom. You choose
a psychological curriculum or create one. You get clear on
why you are doing it. But working with schools, people, and
their psychology inevitably raises many complex issues to which
there are no clear-cut solutions. The most constant questions
in the use of psychological curricula seem to be:

> Where does the initial decision come from?
> What are the probable results of success?
> What teacher skills are most conducive to success-
>   ful use?
> How can you tell if the curriculum is successful
>   with students?

Where does the initial decision come from?

The decision to implement a psychological curriculum
can come from anyone who has a part in the decision-making about
what happens in the classroom. Those persons usually involved
are teachers and administrators with students, parents, and uni-
versity personnel occasionally consulted.

A teacher's decision to work toward psychological goals
may come from his own feeling that exploration of and knowledge
of the self is important. This conclusion may come from the teach-
er's previous experiences with students, from observations that
students respond enthusiastically to those materials closely related

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to themselves and their own experience. For an increasing number
of teachers, this conclusion may also come from their exploration
of themselves through personal growth workshops and affective
education courses in universities where interest in psychological
goals has grown in the last five years. Boredom with the class-
room routine is another starting place for many teachers. They
need to try something new and different. Psychological curricula
provide both new content and new processes, many of which can be
integrated into other subject areas.

In reality, the introduction of psychological goals as
we have described them often occurs in small pieces worked out by
individual teachers in their own classrooms. One teacher may be
doing values clarification activities every Friday while the teach-
er down the hall or across the pod is tuning into "Inside/Out" on
Tuesday morning. Obviously, the greatest effectiveness in work-
ing toward psychological goals comes when several teachers and
administrators share a decision and support each other. The teach-
er who feels he has to draw the shade in the door window in case
the principal walks by when the students are doing a fantasy
exercise will probably not have much positive impact on the school.

When one specific psychological curriculum, rather than
bits and pieces of activities, is recommended for a school or
system, the decision-maker is probably an administrator, usually
working with an advisory group of teachers. Like teachers, an
administrator may be acting for a variety of valid reasons. He
may feel that the school's goals of "teaching the whole child"
or "development of a useful citizen" could be met better through

the inclusion of psychological curricula, or he may be under
pressure from teachers who wish to see resources allocated to
the pursuit of psychological goals, or he may be excited by a
professor who talks about "opening communication throughout the
entire organization, including teacher-student communication."

Some of the more subtle implications using psycho-
logical curricula are that time may be rearranged in the class-
room, that relationships between teachers and students may change,
and that students may gain the greater sense of power that comes
with self-knowledge -- are often overlooked or unknown when the
initial decision is made. Unless administrators and teachers
both are committed to the curriculum and its goals, they will
not be able to deal effectively with the issues its use may raise.

What are the probable results of success?

The closest most school systems get to dealing con-
sciously with psychological goals are those places on the report
cards that are concerned with "behavior" or "citizenship." Most
schools have no time in which feelings or the self are part of
the student's learning. It is probably true that many teachers
"teach the whole child" or "integrate feelings in the classroom,"
but most often psychological goals are not made conscious for the
student and are not allotted time or resources. When you move
psychological goals from the shadows, make them well-defined, and
allot time and human resources to them, you have changed the sys-
tem, school, or classroom.

Each student is a mass of changing perceptions of
reality, of changing feelings, and of changing reactions to those
feelings. These feelings are at least as important in his develop-
ment as his physical growth and his intellectual structures and
cannot be separated from them. The student's feelings about him-
self, his peers, his teachers, and his life in and out of school
are inextricably wound up in his labyrinth of learning. When these
feelings are openly recognized and accepted in the classroom, the
student can then proceed with "learning." Until the student
learns control over his emotions, he has no options to draw on
other than emotional responses which are frequently inappropriate
to the situation. Once control is a viable option for the student,
then the door of self-learning is open to help him learn about his
emotions, when they occur, and what other behavioral responses are
available. The student can become emotionally literate. Dick

Jones says "A child cannot, of course, learn to share and use what he has not learned to control. Beyond the matter of control, however, the teacher has the option of instructing the child or leaving him to his own devices."[5]

Increased positive self-concept, a primary goal of most psychological curricula, is directly related to recognition and acceptance of feelings. All indications are that there is a direct correlation between positive self-concept and positive performance in school. As a student's self-concept increases, his expectations for himself increase. Increased self-concept is just one way in which psychological curricula can create change in students and their classrooms.

As the student explores himself and his feelings within the context of a psychological curriculum, he will probably try out a variety of new processes. For example, the curricula described include role playing, simulations, brainstorming, variations of force field analysis. The student now has a wider range of problem solving techniques to draw on. Additionally, he has probably found new, successful parts of himself to draw on. The combination of increased self-concept, a wider range of problem solving techniques, a greater knowledge of one's own powers and abilities, and a feeling of connectedness among students can lead to increased learning in other areas.

The psychological curricula described have implications beyond student self-knowledge and performance if used over a

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[5]Richard M. Jones, Fantasy & Feeling in Education New York: Harper Colophon Books, 1968, 26.

sustained time period, by teachers with commitment to the goals,
in a system which supports and encourages the use of these
curricula. The teacher's role will change, at least for that
time in the class allotted to the psychological curriculum.
The student, not the teacher, will be the source of information
and experience. Rather than studying "Children of Faraway Lands"
or "human aggression," students are studying themselves. There-
fore, the degree of student involvement and intensity is likely
to be high. It is impossible for us to state what changes psycho-
logical curricula will mean in any one classroom. These curricula
do include group work, verbal communication among students, and
activities involving physical movement, but most teachers' styles
regarding structure, noise, and movement usually can be accommo-
dated. The teacher's listening to and acceptance of each student
is, however, a necessary part of using each psychological curric-
ulum.

What teacher skills are most conducive to successful use?

The successful use of any psychological curriculum is directly tied to the teacher's behavior with students. Most of us in the process of growing up and coping with our lives have built defenses and barriers that shield and protect us from hurt in our relationships with others. Then as teachers, helping others to learn, we find that these same barriers and defenses cut us off from others and we are unable to relate to students in ways that encourage learning. One of these "ways" is how you respond to students.

Pretend Elsie says to you:

"I can't do this dumb math. Every paper of mine you pass back is failing. Why should I bother to do it?"

What would you say? A natural response by any teacher trying to do five things at once would be:

"Just keep trying. Do pages 94 and 95 tonight."

Such a response will do very little except reinforce the student's feeling of failure and convince her that you were not listening and don't care about her.

The content in Elsie's comment is her knowledge that she is failing math. The feelings she is expressing are discouragement, failure, inadequacy, and frustration. The teacher must at least let Elsie know she was heard.

"Sounds like you're pretty discouraged, Elsie, and about ready to give up."

Such a response keeps the conversation open so that Elsie can continue to talk with you and perhaps move forward to

the point where eventual assistance in math might be received by Elsie.

Acquiring new skills in perceiving and responding is necessary for most of us because we no longer are able to talk with others in ways that encourage or help others. Additional skills are needed in the area of question asking. Most of us have mastered the range of questions for the cognitive domain. Content questions for which there is a right-wrong answer are relatively easy to develop as are questions that ask students to group, sequence, categorize or compare. But what happens in the affective domain when the content is YOU, a person, and no one right answer exists? The teacher needs open ended questions or statements that paraphrase, reflect, and clarify feelings and that allow the students to articulate further their concerns for their own self-understanding.

Janice comes to you and quietly whispers, "I think I'm pregnant."

What would you ask? To ask "Who is the father?" or "When is it due?" or to state, "Schedule an appointment with the counselor," is absurd. Your feelings about this situation should have no bearing on your response. Janice trusted you enough to disclose a worry. You now need skills to help Janice clarify her own feelings, look at alternatives, and make decisions. Some teachers say this is not their job. Does it matter? What's important is that Janice voiced her worry to someone. She wants help from someone. That someone is you, because she trusted you,

APPENDIX

Spin-a-feeling Activity

OBJECTIVE   Students will increase their ability to articulate
feelings

ACTIVITY   Students spin the dial on the wheel

Have total class pantomime the feeling where the
dial stops

Repeat several times

Have groups select a feeling from the wheel and
pantomime for the total class to guess

Have students provide new feeling words to change
the wheel

ASSESSMENT   In student's writing and class discussions more
feeling words are used

FEELING WORDS FOR WHEEL

happy	relaxed
angry	sad
embarrassed	sorry
afraid	confused
proud	loving
obey	satisfied

APPENDIX B

Case of the Missing Kickball

OBJECTIVE: Students will be able to discuss their own group behavior.

ACTIVITY: Divide class into two groups.

Distribute clues to group A and have solve problem.

Have person in group B make a list of behaviors they see occurring in group A.

After mystery is solved discuss and categorize the lists of group B in helpful/hindering behaviors.

Have students select and record a behavior from each category that they think describes their normal class behavior.

ASSESSMENT: During normal class activities teachers could play "freeze" and have students quickly tell their behavior.

Case of the Missing Kickball

1. At 10:15 I found the kickball box empty.
2. Sounds as if we're getting somewhere.
3. Homer really _hates_ kickball.
4. Mrs. Smith noticed mud all around the kickball box when she went down to look for the ball.
5. That's a good idea. Lets find him and ask him.
6. We're working together really well.
7. I fell off my bike on the way to school this morning and scraped my knee...see?
8. I remember Johnny telling Mrs. Smith that the balls were gone.
9. Mary always said she wanted a kickball.
10. Heather looks guilty of something.
11. Why don't we just play baseball?
12. Peter went to the bathroom at 10:10 and never came back.
13. Do you think it will rain this weekend? My family's going on a picnic if it doesn't rain.
14. My brother hit me last night. Boy! Did my mother ever yell at him...I was glad he got into trouble.
15. Mrs. Smith says every cloud has a silver lining.
16. Hey guys let's quiet down! It's so noisy I can't tell what's happening here!
17. Did anyone see my spelling book? I think I left it on the playground this morning.
18. Come on, let's hurry this up! I want to do my math.
19. Anyone know what's for lunch today?
20. I saw Mr. Baker, the janitor, near the box this morning.
21. Does anyone else have any idea as to what might have happened?
22. Suzie said she saw Mr. Baker going by the kickball box as the morning bell rang.
23. Why don't we ask Mr. Baker if he knows what might have happened to the kickballs?
24. You know how proud Mr. Baker is about how clean this building is.
25. Did you hear the story about the 4-wheeled bicycle?
26. Stewart, Homer, and Heather all have mud on their shoes.
27. Did you hear that John and David broke a window at John's house last night.
28. I don't care where the balls are. I never liked kickball anyway.
29. Boy, didn't it rain last night.
30. I saw Carol and Pam play with the kickball before school this morning.
31. I saw Mr. Baker drying his hands when I went to the basement this morning.

32. <u>Solution</u>: Mr. Baker, the custodian, took the kickballs to wash them.