STATEMENT OF PERMISSION TO COPY

In presenting this professional paper in partial fulfillment of the requirements for an advanced degree at Montana State University, I agree that the Library shall make it freely available for inspection. I further agree that permission for extensive copying of this professional paper for scholarly purposes may be granted by my major professor, or, in his absence, by the Director of Libraries. It is understood that any copying or publication of this professional paper for financial gain shall not be allowed without my written permission.

Signature Betty Bradley

Date July 27, 1973

AFFECTIVE EDUCATION: A MODEL FOR EMOTIONAL GROWTH AND DEVELOPMENT

by

BETTY GRACE BRADLEY

A professional paper submitted to the Graduate Faculty in partial fulfillment of the requirements for the degree

of

MASTER OF EDUCATION

with concentration in

Elementary Education

Approved:

Head, Major Department

Chairman, Examining Committee

Graduate Dean

MONTANA STATE UNIVERSITY
Bozeman, Montana

August, 1973

TABLE OF CONTENTS

Page

ABSTRACT v

Chapter

1. INTRODUCTION. 1

STATEMENT OF THE PURPOSE. 3

DEFINITIONS OF TERMS. 4

SUMMARY 5

2. REVIEW OF LITERATURE. 6

THEORIES. 6

The Learning Theories 6

The Emotional Theories. 11

LEARNER 14

THE LEARNING ENVIRONMENT. 18

SUMMARY 23

3. PROPOSED CURRICULUM AND STRATEGIES. 26

Strategies. 27

Model 28

OBJECTIVES FOR EMOTIONAL GROWTH AND DEVELOPMENT 30

KINDERGARTEN LESSON PLAN FOR EMOTIONAL GROWTH 33

FIRST GRADE LESSON PLANS FOR EMOTIONAL GROWTH 36

SECOND GRADE EMOTIONAL GROWTH AND DEVELOPMENT LESSON PLANS 40

THIRD GRADE EMOTIONAL GROWTH AND DEVELOPMENT. 42

Chapter Page

FOURTH GRADE EMOTIONAL GROWTH AND DEVELOPMENT LESSON PLANS. 46

FIFTH GRADE EMOTIONAL GROWTH AND DEVELOPMENT. 49

SIXTH GRADE EMOTIONAL GROWTH AND DEVELOPMENT. 58

SUMMARY 67

LITERATURE CITED. 69

ABSTRACT

The purpose of this paper was to investigate the relationship between affective and cognitive education and to develop an Emotional Growth and Development Model K-6. The model was developed to provide examples for teachers in affective education.

A list of goals was developed by grade levels. Step one was to develop a sequential list of behavioral objectives using affective and cognitive theories of learning. The stages of growth and development were also an important consideration during the objective formulation.

The complete course of study in emotional development is not meant to be the only affective education offered to the child during the school day. This model is limited to one area of affective education: emotional growth and development. This model is intended to serve as the basis for a year long series of lessons, emphasizing the basic assumptions presented in this paper. These lessons are intended to enable the child to build his self-image and explore his relationships with others.

Chapter 1

INTRODUCTION

A teacher should be well adjusted, personally and socially, if he is to deal objectively with the needs of his pupils. Often the teacher has such strong unmet needs of his own that he unconsciously attempts to meet them at the expense of his pupils. As a result, he is likely to develop attitudes among his pupils that tend to hinder learning and force the substitution of a compulsive desire to please the teacher.

This paper presents the problem of the affective domain and its neglect in the educational objectives. The main emphasis of this paper will be on the classroom teacher as the catalyst for change in the treatment of the affective domain in the curriculum.

The direction of any program focused on humanizing education must be towards the development of an adequate psychological rationale as well as towards varied learning experiences. Kohlberg (1968) strongly recommends that psychological education needs to establish a framework in developmental psychology rather than in existential or humanistic psychology. From a developmental viewpoint, stages of growth become goals and objectives. To accomplish a developmental sequence, the theoretical work already done in developmental psychology should be used. One of the greats of psychoanalytic psychology, Carl Jung, stated many times that cognitive and non-cognitive aspects of a

child should be the goals and objectives of education (Kohlberg, 1968). Kohlberg states that the teacher and curriculum planner should be aware of the psychological process of growth and development, its sequences and stages, and the various tasks and needs of each stage. This paper has attempted to present some of the main theories of learning and emotion for the use of curriculum planners as they develop their programs.

Brown (1971:4) says that " . . . there is no intellectual learning without some sort of feeling and there are no feelings without the mind's being involved." If this statement is accepted, then we must provide the correct balance between the affective and the cognitive learning in our educational institutions.

Acts of violence, hate, and aggression, whether started by individuals, groups, or nations, have become more frequent. Feelings of frustration at the inability to change or even define the problem causes helpless and also hopeless attitudes. The greatest hope for any change or improvement in solving problems of this nature is to be found in the school. It is one of the institutions besides the family that has the greatest impact on human life.

The writer hopes this paper will influence individual teachers, student teachers, para-professionals, and anyone involved with educating children to reexamine their attitudes and methods in relation to the evidence presented of the importance of affective learning upon

cognitive learning. It is also hoped that this paper will stimulate planners and others to explore further the implications of the literature and research done in this area and use these findings when revising curriculum.

Included in this paper will be some classroom models and lesson plans to help guide teachers, students, and administrators in a program with the main goal of developing a program of affective education.

STATEMENT OF THE PURPOSE

The purpose of this study is to investigate the relationship between affective and cognitive education and to develop a number of curricula in different grade levels. The curricula are intended to serve as models of a year-long class or series of lessons using developmental stages of growth and development and based on the three major assumptions of an affective education program: the need to develop a positive concept of self; the need to develop meaningful, satisfying relationships with others; and the need to feel a sense of power or control over what happens to them. The program also assumes that there is a direct correlation between these concepts and the students' reactions to and performance in school (Bolton, 1969).

DEFINITION OF TERMS

Affective. The feelings or emotional aspect of experiences and learning (Brown, 1971).

Cognitive. The activity of the mind in knowing an object, intellectual functioning (Brown, 1971).

Domain. The field or sphere of activity or influence (Webster, 1960).

Emotion. Any specific feelings as love, hate, fear, anger (Webster, 1960).

Environment. All the conditions, circumstances, and influences surrounding and affecting the development of an organism (Webster, 1960).

Learning. Gaining knowledge or skill (Webster, 1960).

Para-professional. Students who are taking Ed 400, Para-professional Seminar, and serve in the Bozeman Public Schools in the morning as part of their teacher training.

Psychological education. Education involving the psychological or affective domain (Purpel, 1972).

SUMMARY

This writer, during the course of reading in various content areas, noticed that many educators are seriously questioning the basic purposes of education. For some educators, this search has led to alternate structures for organizing the learning process. Some of these new structures are attempts to find approaches to a more personalized education; thus, the interest in free schools, informal, and affective education. This paper will present a model and ideas that use the knowledge of the pupils' growth and development in learning and emotions to bring about a well-balanced humanistic approach to teaching.

Education has a history of "faddish" practices. This writer has tried to base his assumptions and ideas on well founded research. The major problem confronted by psychological education has been the lack of an adequate theory of personal development. Using theories of learning, cognitive and affective, with the stages of growth and development as goals, this writer want to coordinate the cognitive and affective learning theories and develop an ecclectic model for emotional growth and development.

Chapter 2

REVIEW OF LITERATURE

This chapter will review the literature concerned with integration of the affective and cognitive elements in learning. The literature reviewed will be divided into three main topics: (1) Theories, (2) The Learner; (3) Learning Environment. The first topic will be a review of the literature of major theories in both emotion and learning, the researchers important in each, and comparison of the theories. The second topic will use the literature on child growth and development as it relates to emotions and learning. The last topic will review relevant literature on providing an environment for growth in both the affective and cognitive domain. The education of the whole child using the present educational system will be the primary focus of this topic.

THEORIES

The Learning Theories

Learning theories can be divided into two general areas. The stimulus-response and the cognitive theories. Some men involved in the stimulus-response theory are Hull, Skinner, Thorndike, and Guthrie (Hilgard, 1956). This theory is concerned with the way we learn. The researchers concerned themselves with normal subjects, animal and human. Their basic assumption was that the subject had no reason not

to want to learn. These experimental psychologist emphasized that the subject must have the desire or the motivation to learn a specific task and also must be able physically to accomplish the task (Harris, 1961).

The cognitive theories include the works of Tolman and Lewin. The principle investigators of these theories are clinical psychologists, psychiatrists, and psychoanalysts. These people work mostly with the abnormal or the subjects with specific learning problems. The stimulus-response and cognitive theories are not opposed but just tackle the problem from a different angle. The differences are usually in interpretation (Hilgard, 1956).

Hilgard lists two points that he considers acceptable to most theorists. These theorists agree that motivation is necessary. There can be two kinds of motivation: (1) to get a pleasurable reward and (2) to avoid pain. The next point in agreement is the anxiety or ego. In an anxiety state, the theorists maintain that the person is not capable of even negative learning. Pleasure or pain do not register on the person's brain because of some interference. There is an intense anxiety or rage that leaves the person unable to learn. Motivation that is too great can be accompanied by an interfering emotional state. This causes the deterioration of newly learned behavior, and a regression is seen.

The stimulus-response theorist and the cognitive theorist give

different definitions of a learned response. The stimulus-response theorists say that habits are learned, but the cognitive theorists state that we learn facts. A skill that requires practice would be considered a habit; knowing alternates to a problem from a previous experience would be a cognitive structure (Hilgard, 1956). The trial and error method is the way the stimulus-response theorists see the solution of a new problem. The cognitive theorist prefers to call this "insight" in problem solving. He says the subject uses perceptual structuring which leads to "insight" or the understanding of relationships in order to find a solution to a new problem (Harris, 1961).

The theory that ideas experienced together will tend to become associated is called association by contiguity. Guthrie and Tolman accept this principle even though they represent two different theories. Other theorists do not accept this fully. They say that there must be some reinforcement along with the contiguity. This difference in explanation of learning can be solved by accepting both and using the term "learning" to describe the acquiring of a motor skill, the memorizing of a poem, the solving of a puzzle, and the understanding of a concept. The theorist must decide if he will use the single factor theory or the multifactor theory (Hilgard, 1956).

The conditioned reflex theory of learning was used in the research of Pavlov and Watson. These studies were primarily done with animals, but some of the implications of their experiments can be used

for the purposes of this paper. The conditioned reflex theory states that in infancy early emotions are fear, rage, and love. If only these emotions are present early in life, how then do we learn the many other emotions? The above-mentioned men advocated the conditioned reflex factor as an answer. Experiments were done to test this theory and the results of the experiments supported the theory. The experiments used a small child with only the emotional responses found in a small baby. Through repeated experiments using a rat and a dog, the child was conditioned to give a certain response at the sight of either animal. The effects of these tests were said to last at least a month, and it is believed that these emotional responses would modify behavior as well as the personality of the child throughout his life. Using this kind of technique one could also extinguish certain unwanted responses (Harris, 1961).

Deliberate psychological education or affective education theories are becoming a concern for educators. A lack of an adequate theory of personal or emotional development is the main problem confronting affective education. There is also no theoretical agreement concerning some stages of development.

Piaget (1952) has been the most important source of psychological knowledge concerning adolescence. He has stated that it is only during adolescence and not before that an individual is capable of certain modes of thought. What Piaget calls "formal operations" in

thought provides an opportunity for an individual to think in modes differently from those possible during childhood. An adolescent can conceive of possibilities and probabilities, he can think abstractly about himself, his sense of time perspective changes, and he can perceive himself in a variety of ways both now and in the future. This new mode of perceiving and understanding is very important if we are concerned about personal development and personal knowledge. The Piaget framework states that adolescence is the time to focus on the development of personal knowledge (Piaget, 1952).

If a pupil is capable of thinking about himself in a non-absolutist way (children tend to categorize along such dimensions as good-bad, white hats-black hats), and conceive of self and future as already determined. Children tend to "hang-on" to hypothesis in spite of new and contradictory evidence (Purpel, 1972). If these theories and conditions do exist, the knowledge of them should help the educator develop curriculum for deliberate psychological education. Piaget has developed a rationale that would become personally relevant to an adolescent pupil.

The work of Kohlberg (1968) suggests that the moral and ethical development which takes place during adolescence separates adolescents from elementary school age children in many areas. Kohlberg finds that adolescents move to a "conventional" level of moral development from the "pre-conventional" level of the elementary age pupils.

Such shifts are not reversible and mean that an adolescent can start to justify moral actions on the basis of laws and can go beyond the laws themselves to the system. This is not possible at an earlier age because the child lacks the ability to think on an abstract level about such things as the constitution, government, principles of justice, and the system of laws.

Erik Erikson (1959) has suggested that adolescence is a special stage for identity formation. With the work of Piaget and Kohlberg we now have further evidence in addition to the clinical evidence of Erikson to uphold this view. Erikson has noted that adolescence is a period of self-definition and as such provides an opportunity to create a sense of one's own identity.

The Emotional Theories

The classic theory in the field of emotions is that formulated by William James in 1884. James (Plutchik, 1962) stated " . . . bodily changes follow directly the perception of the exciting fact, and our feelings of the same changes as they occur in the emotion." He was trying to answer the question which comes first in emotion, the feeling or the bodily changes. This question has not been answered to the agreement of many men in this field. The James-Lange theory, as it is called, is viewed by Lindsley (Plutchik, 1962) as an untestable hypothesis and not a theory. James was limited by the psychology of his era and he assumed that only introspective observations could

provide the foundation for a psychology of emotions.

The Attitude Theory proposed by Nina Bull is similar to the James-Lange theory. The difference is noted by Nina Bull (Plutchik, 1962), "The sorry feeling comes with readiness to cry, and not because of actual crying . . . . Violent crying eliminates the sorry feeling (1945)." The Attitude Theory is still mainly concerned with sequence (Plutchik, 1962).

The Activation Theory was primarily developed by Scholosberg (1954). Instead of studying emotion as a special state that is different from all others, his theory treats the emotions as a part of all behavior. He sees a sequence of the general level of activation that has its low in sleep, its middle in alert attention, and its high in strong emotions. This theory does not try to incorporate into a single model all the recognized dimensions of emotion. It also includes the pleasant as well as the unpleasant feelings.

In the Motivational Theory, emotions can be thought of as basically motives because they are processes which arouse, sustain, and lead activity. The physiological and behavioral changes that take place during emotions may be different, but they help the person prepare for or do what is needed at that moment. Some people say this could be the emergency reactions in that emotions help a person prepare for an emergency. This does not hold true when one speaks of pleasurable emotions because they are not helping get ready for an emergency (Plutchik, 1962).

The most inclusive and instrumental theory of personality is the Psychoanalytic Theory. This theory is based on personality, but puts much emphasis on emotions. This theory eliminates the problem of which comes first, the feeling or the bodily changes. It emphasizes that the emotional processes are unconscious and must be inferred in human beings.

The writers of all the previously mentioned theories did not discuss the general nature of emotions. The behavioristic theorists, Watson, Tolman, and Skinner, did some work in this area. Watson defined emotion as always disruptive of organized activity and that the usual pattern of an emotional reaction is not learned. Watson viewed emotion as similar to an unconditioned response. Tolman says that emotion can not be defined by responses or stimuli alone but only the relationship between the two. For example, in fear, most of the responses are acting to protect the person in some way; in anger, the response is an attempt to destroy the stimulus. Emotions then are a tendency toward a certain behavior when confronted with a particular stimulus. Skinner compares the emotional state with a drive. The way a person can tell an emotion exists in another person is by noticing changes in the person, such as more rapid speech (Plutchik, 1962).

LEARNER

Research in child development provides evidence that the growth of the individual child is an important concept to be considered in planning for the education of the child. The work of Olson and Hughes (1944) focuses on some of the common educational practices in use today that should be carefully appraised for their value to the child in the classroom.

Most people will agree that children are not alike. The rate of growth in many areas is easily documented and shows with great clarity the differences. Differences in growth among children of the same age will cause different reactions to their surroundings. The child is not a passive receiver of stimuli. He is always searching for it according to his level of maturity and the energy he has to expend. The child will reject the experience he is not able to successfully complete. This is termed "seeking" level by the author (Olson and Hughes, 1944).

Most of the traditional methods of child training come from ideas and beliefs that have no pertinence to the present needs of the child. Children should be protected from adult pressures to conform to certain images adults think desirable. Every child seems to be denied his own personal temperament and individuality at one time or another because of parental desire for their child. The child is also faced with a desire to be like his parents no matter how out of line

it is with his own makeup. People seem to accept the fact that children are different in areas of mental ability; these same people overlook differences in physical maturity, personality, temperament, and other apparent characteristics (Frank, 1938).

The young child is often upset by his emotional reactions. The child who hits when he is angry needs help in learning to control and manage emotional reactions. These emotional reactions cause the child a great deal of anxiety and when he is also opposed by the adult in charge this can be an unhealthy experience. Some children show fear or anger more readily than others; these children should be reassured that their feelings are accepted and then try to help them learn an effective method of dealing with their emotion. Some emotional reactions are really a disguise for other needs which the child cannot or will not reveal (Frank, 1938).

In 1942, a study of importance to teachers was done on the emotional adjustment of children in three midwestern schools. On the basis of this study, the average classroom teacher can expect that twelve per cent of her pupils will have seriously maladjusted personalities and as high as thirty per cent will show evidence of being poorly adjusted. These figures seem high, but they suggest a serious problem. Authorities in this field are suggesting that the above figures are on the rise (Stendler, 1949). Teachers are becoming very concerned with lowering these figures. Clinical evidence indicates

that efforts to change behavior should be directly concerned with changing perception of self. As Dr. Rogers states, "Changes in behavior occur as changes take place in perception of self and perception of reality (Rogers, 1947)." If adjustment of self-perception will bring about a change in behavior, if adjustment and maladjustment depend on the agreement between perceptions as experienced and the self as it is seen, then the methods which aid in healthy reorganization perception of self are important. The absence of any threat to the self-concept is very important in learning. It is normal for the self to resist experiences which are not consistent with the functioning of self (Rogers, 1947).

Educators have begun to recognize that besides their responsibility for the intellectual development, they must also provide for the emotional aspects of the child's development. Cognitive outcomes are easily seen, the materials are learned or they are not learned. Piaget (Almy, 1961) speaks of this when he says that cognitive "structures" are unaffected by affect. He states, however, that there is no cognitive mechanism without its emotional element and no state of pure emotion without its element of cognitive development. Feelings of success or failure may influence a child's solution of a mathematical problem, but his addition can be viewed either right or wrong. These investigations of the constant interaction between emotions and intellect have been shown by work with very young children. Unresolved

emotional conflicts at one level of development can effect thinking at a later level. These are taken into account in Piaget's theory of the emergence of the ability to use logical abstractions in stage by stage development. Thinking should be viewed as a part of the developing personality, motivated, as are some other kinds of behavior. The fallacy that the school should concern itself with the outcomes of thinking and forget about personality development becomes clear (Almy, 1961). To understand a child's mind sufficiently is to know him and others like him. It is also to know how he sees the world and what is meaningful to him; and good teaching requires that he be given the opportunity and the desire to build further meanings. A wise teacher does not give of his knowledge, rather, he leads them to the using of their minds.

If it is accepted that adolescence is the appropriate time to consider personal questions such as "Who am I?" and "How do I relate to others?," then we must also accept one other aspect of adolescence; it is a developmental stage. A critical finding and insight into Piaget's studies is: when a person advances from one developmental stage to the next stage, a special transition point occurs before the person fully comprehends the new stage. Piaget called the transitional phase a tendency to egocentric thinking--a shift in modes of thought to focus on the self. During such stage, this sequence seems to occur; as a pupil leaves concrete operations and enters the stage of formal

operations during adolescence, a step up the developmental scale, there may also be a shift "sideways" to egocentric modes once again (Purpel, 1972).

From the standpoint of curriculum designed to promote personal and psychological growth during the adolescence, this creates special difficulties. The shift from concrete to formal operations provides the opening to help adolescents learn who they are. This stage not only provides that opportunity but there is some evidence at least indirectly from Kohlberg's work on moral development that if growth experiences do not take place during this stage the individual ceases any further development along that line. At this point, it seems more than appropriate to consider a curriculum designed to deal with the issues characteristic of the new developmental stage.

This awareness of the needs of the adolescence stage would make it appropriate to develop educational programs that would allow an adolescent as he enters the period of formal operations to focus on himself, his ability to differentiate his own mental ideas from others, and to use his new abilities to think abstractly about himself. The educational program should enable him to put these new parts of himself "all together."

THE LEARNING ENVIRONMENT

What kind of identity formation results from our system of education? It seems that many of our schools deliberately avoid the

affective aspect of the adolescent or at least place it third behind academic and vocational objectives. Piaget, Kohlberg, and Erikson, each from a different perspective, indicate that particular kinds of growth and development can take place only during adolescence and not before. In order for this growth and development to take place during adolescence, the child must have progressed through the lower levels of psychological growth. If these theories are subscribed to, then personal or psychological growth must be an important educational objective and such education must also involve learning experiences that will particularly fit adolescence as a stage of development.

Teachers who understand the students and their needs have always tried to structure the material so that it was not too hard but was still a challenge. This helped make the environment condusive to learning. After World War II, the educators began to focus attention on some of the problems of education. Many approaches were tried in an effort to cure educations ills.

Organizational structure seemed to be an area that caused much of the lag between what the student needs and how he learns. One of the questions that schools must answer is if any of their practices could cause malfunctioning of any stage of a child's development. It is felt by Heffernan (1952) that schools must take this to mean affective as well as cognitive development.

In order to be motivated, the child must become involved and

concerned with the instruction. This is often discussed by educators, but little used in the actual classroom.

Teachers out of necessity assume many official duties; they must meet the demands of the children, administrators, parents, fellow teachers, and anyone else who happens to think they have a vested interest in the school. What with the pressure from so many people, it is not hard to understand the reluctance of the teacher to discuss an emotionally charged issue. The teacher would rather ignore it. If this teacher is one who would like to cultivate the children's thoughts and emotions, he will respond favorably and attempt to use her knowledge of human relations to help the child develop in the area of communication on all subjects. The teacher's attitude is a very important part of the learning environment.

Most adults and children want to succeed. The child must be able to succeed more times than he fails. In choosing work for individuals, thought must always be given to whether the work can be accomplished. If a child has nothing but failures, he becomes fearful; and as each experience produces more failure, he is caught in a circle that is hard to break. Constant failure leads to feelings of inferiority, which leads to internal tensions and may make the person ill. Success must be encouraged. Success is character building and health producing. Success of a task leads to good feelings of self-reliance and happiness, and this releases tensions that can cause

illness. The best way to succeed is to get the habit of succeeding. This can be accomplished with students by giving them material in which they are certain to succeed. After they seem emotionally secure, the instructional level can be raised so that success is not always met, but most of the time the student is successful (Jones, 1970).

Many schools are departmentalized. The students have a different teacher for each subject. This type of organization has its advantages because each teacher can be an authority in a certain field. In some of the research that has been done to support departmentalization, it was found that departmentalization failed to be significantly superior. This method of organization disintegrates learning experiences. It interrupts continuity and destroys the relatedness of the learning experiences (Heffernan, 1952). The teacher must meet with a large number of children and cannot get to know individual children well enough to guide them should a problem arise. The students are required to meet the demands of many different teachers. The rigid schedule that is required to implement this type of organization is considered the cause of many children to be turned off at the "teachable moment" because of lack of time (Heffernan, 1952).

Report cards using a marking system do not help the development of a healthy personality. Unreliable measures of achievement encourage destructive competition. A child who has done well feels that he has failed because someone else was ahead of him. Another child may feel

his poor achievement was good because he surpassed a few others. Reporting to parents can be a positive factor in the development of good mental health if parents are told of the child's growth through conferences. The parents, student, and teacher should become a team in deciding the next steps in the child's learning. They should discuss his strengths, his weaknesses, and how the home and school can best work together to achieve the next steps in learning (Heffernan, 1952).

Research done on whether children should be retained in the same grade another year indicates that nonpromotion is usually not a good thing. Only a psychologist qualified to evaluate the child in all aspects of his development should be allowed to say that all the bad effects of nonpromotion known to happen to most children will not happen to this particular child because he is so different (Heffernan, 1952).

Schools must provide for more group activities. A real handicap to children is social isolation. This opportunity should be provided for in the classroom by a more democratic organization. There should be many opportunities for sharing ideas and for group work. The child should be aware of the group process and should not feel pressured by demands he cannot meet. Children need the opportunity to manage themselves. Sometimes what is taken for as lack of ability or lack of interest is really a subconscious attempt at non-cooperation. If the child, individually or as part of a group, is given the chance

to become involved in making decisions about the work to be done, he will usually put forth more effort (Heffernan, 1952).

Children should receive positive reinforcement. Usually punishment does nothing to solve the underlying problem. Punishment may work for the moment, but a more positive method used consistently could benefit the child for much longer. Children should receive encouragement, praise, and opportunities for self-expression.

The competitive nature of many school activities can help aggravate an emotional problem. If the school uses competition, it should be of a less threatening nature. Competing for marks, awards, and promotions becomes very serious to some children (Heffernan, 1952).

SUMMARY

The affective education program should be based upon two major assumptions from the learning theories; that the content presented to students should be organized around processes, and that affective learning takes place in students only when there is direct connection between what is happening in the classroom and the students' concerns (Lyon, 1971).

The Coleman Report, 1968, showed that the three basic needs--the need to develop a positive concept of self, the need to develop meaningful relationships with others, and the need to feel a sense of power or control over what happens to them--had a higher correlation with student

achievement than all of the other factors such as social class, race, family background, school facilities, teachers' education, pupil-teacher ratio (Bolton, 1969). Because of the Coleman findings, any program in affective education should place major emphasis on (1) helping teachers become aware of students' concerns and the ways they show up in the classroom; (2) training teachers to use a variety of strategies that enable them to deal effectively with student's concerns; (3) developing curriculum models that reflect theories of psychological growth and development; and (4) developing curriculum models that make relevant connections between issues that concern students and academic subjects (Kohlberg, 1968).

The hardest part of developing curriculum for psychological education has been developing theories that can be agreed upon by most of the men working in that field. Kohlberg (1968) states that there is no short cut to advancing a theory of this kind. It takes hard slow-paced exploration. There are some central processes in adolescent growth that can now be defined and used. They include the development of a more complex and integrated understanding of oneself, the formation of personal identity, greater personal autonomy, greater ability to relate to and communicate with other people, the growth of more complex ethical reasoning, and the development of more complex skills and competencies--in part by trying pre-vocational and "adult" roles.

Even when educators acknowledge individual differences, they

hardly ever encourage students to learn how to pursue their own interests and concerns independently without the guidance of a teacher. One solution seems to be to create relationships between public knowledge given out by the school and the interest, talents, and concerns of the students. In plain language, MAKE LEARNING RELEVANT.

Chapter 3

PROPOSED CURRICULUM AND STRATEGIES

The curriculum developed is a series of lesson plans focused on various states of development as determined by Piaget and Kohlberg. The goals will be appropriate to the age level of the child. Each lesson will build upon the other and each grade will progress through stages allowing much overlapping of concepts for individual differences in maturation.

The complete course of study in the emotional development is not meant to be the only affective education offered to the child during the school day. This is just a concentrated effort in one area of affective education. Affective education is much like reading, it is used throughout the day in many subjects and is taught many times at the "teachable moment."

This curricula is intended to serve as a model of what a year-long class or series of lessons would be based on the assumptions and emphases presented in this paper. These lessons will enable the child to build his self-image, explore his relationships with others by participating and taking responsibility for what happens in class.

The child's learning will not be confined to the intellectual concepts and specializations alone. The activities presented in the lessons will not be a preparation for living, the lessons will be an experience in living. Feelings of inadequacy, hatred, desire for

power, feelings of love, awe, respect, fear, dread, and unhappiness with others are all a part of the curriculum, just as worthy as history or mathematics. This openness to feelings will enable him to learn content more readily because of reduced anxiety (Purpel, 1972).

Strategies

Below is a chart showing the three styles of teaching and learning as detailed by Newberg and Leving (Humanist, 1972).

		CONTENT		
STYLE		Personal	Interpersonal	Public Knowledge
	INDEPENDENT			
	INTERDEPENDENT			
	DEPENDENT			

The rational behind this chart is that for a student to internalize his learning he must be allowed to experience each of the content areas through each of the learning styles. Thus, in the classroom, you would find a variety of approaches and content available for learning and study, all equally valued and all available.

In the independent mode, the teacher introduces open classroom structures and activities for individualized instruction. The student learns primarily by himself, for himself, and about himself with the guidance and consultation of his teacher and others. He learns about himself as a person--his feeligs, his values, his strengths, his

vulnerabilities, and his ambitions, while struggling with learning his identity.

In the interdependent mode, the teacher allows his students to experience and learn about cooperation by using a variety of groups, assigning team tasks in which the students have an opportunity to be responsible for each other, and the teacher also gives thought and attention to how the class works together. In this mode, the student learns in a community of peers about himself in relation to others, how individuals in a group interact with each other, and how one learns to work as an individual and also be part of a group (Newberg and Leving, 1972).

The dependent level is the one at which most teachers and students now operate. The teacher gives the public knowledge (facts) to the student by various methods. The student learns the material and repeats it back to the teacher. It is the hope of this writer that the three modes of learning can be utilized for more humanistic teaching and learning.

Model

Each unit is complete with a set of objectives, materials to help accomplish the objectives, and strategies which are directly related to accomplishing the stated objective.

The content section of the lesson plan is not intended to be taught to the children, but to be used by the teacher to provide

background information. The behavioral objectives specify what the child is to learn and the activities and materials tell how it is to be learned.

The activities are set up to be followed in a sequential manner. The three models or styles of teaching and learning are intended to be represented developmentally. In the early school years, more emphasis was placed on the dependent level; with increasing experience and guidance from the teacher, the children progressed to the next level--the interdependent level--and from there, with further maturation and success, the children progressed to the independent level. Care should be given by the teacher that success is experienced at each level by each child before he goes to the next level.

OBJECTIVES FOR EMOTIONAL GROWTH AND DEVELOPMENT

Kindergarten

A. Classify pictures into categories of anger, frustration, loneliness, compassion, and curiosity.

B. Identify feelings of characters in stories read during literature.

First Grade

A. Draw a picture to show a situation in which he has been happy, sad, lonely, frightened, or frustrated.

B. Role play to show how different people might respond to a given situation.

C. Draw a picture to show how he would react to a given situation and then compare his picture with those drawn by other children.

Second Grade

A. Write a story describing a time when he experienced one of the following emotions: anger, happiness, sadness, joy, frustration, loneliness, fear.

Third Grade

A. Explain ways emotions affect various physical functions of the body.

B. Write to describe feelings when he wins, loses, makes a mistake, achieves success, sees someone cheating.

Fourth Grade

A. Identify the unpleasant emotions, hate, anger, fear, defeat,

frustration, worry, and discouragement and give an example of a time in which he used each emotion.

B. Describe situations in which unpleasant emotions may arise and how one might deal with them.

C. Identify the positive emotions--love, joy, peace, happiness, well-being, security, and success--and give an example of a situation in which each emotion might be felt.

D. Examine his own emotional characteristics by writing a story or completing a checklist the class prepares.

Fifth Grade

A. Identify unpleasant emotions and be able to relate these to incidents in his life through stories.

B. Complete a questionnaire in which he reveals how he feels about himself and compare this to how a parent or friend might check him.

C. Identify the differences in point of view of parents and children through the use of cartoons of some emotional situations.

D. Predict the consequences in a given situation where a basic socio-emotional need is not met.

E. Identify ways in which emotions affect various functions of the body.

Sixth Grade

A. Tell about problems experienced in daily family living by writing anonymous questions for a class "question box."

B. Discuss causes of failure and why or how failure can be a step toward growth.

C. Explain why a person must examine his own behavior in attempts to get along with others.

D. Offer solutions to problems to show that emotions can be controlled in given situations.

KINDERGARTEN LESSON PLAN FOR EMOTIONAL GROWTH

Behavioral Objectives

A. CLASSIFY PICTURES INTO CATEGORIES OF ANGER, FRUSTRATION, LONELINESS, COMPASSION, AND CURIOSITY.

B. IDENTIFY FEELINGS OF CHARACTERS IN STORIES READ DURING LITERATURE PERIOD.

Content

Each person can experience many different kinds of feelings. Sometimes we are sad, angry, frustrated, afraid, lonely, curious, giggly.

Materials

Books:

Nobody Listens to Andrew, Guilfoile

Big Brother, Zolotow

Davy's Day, Lenski

Frances Facemaker, Cole

The Red Balloon, Lamorisse

Poem:

In My Looking Glass

I smile at the mirror and I see
A happy face smiling back at me.
But when I'm sad or when I frown,
That happy smile turns upside down.

Other:

Magazine pictures

Full length mirror

Puppets

Activities:

1. Display magazine pictures showing various facial expressions. Encourage children to explain how they think different people feel. Have this on display on a table so they can discuss them freely. Display only one or two at a time.
2. After discussing the above pictures informally for several days, read the story Frances Facemaker and have thempantomine the facial expressions suggested in the book.
3. Read the poem, "In My Looking Glass." Encourage the children to use the full length mirror to make silly faces at themselves and to make various body movements.
4. Play a guessing game of facial expressions. Let each child take a turn at being happy, sad, angry, funny, giggly, afraid, and frustrated while others try to guess his "inside feelings" from his "outside" looks.
5. Use the puppets to illustrate the actions during fear, anger, frustration, excitement.
6. Describe situations in which children have been frustrated. Make a bulletin board, "What Frustrates You!"

7. Role play frustrating situations (i.e., the boy next door always uses my bike when I'm not home.) Discuss some ways to deal with their problems.
8. Dramatize Nobody Listens to Andrew.
9. Read Big Brother to the part, "But he didn't pick any flowers at all." Discuss various attitudes and behavior the children show when they are being teased. Have the children role play or tell an ending to the story.
10. Use the book The Red Balloon.
11. Read Davy's Day. Contrast Davy's good day with Tom's bad day.
12. Have the children tell or draw a picture of their own experiences on a bad day. Decide how Tom could have had a good day. Develop the idea that we are sometimes the cause of our bad days.
13. Practice taking turns: getting drinks, going to the playground, getting the playground equipment, washing hands before lunch.
14. Discuss the fear that many children have when they have to go to the doctor for shots or to the dentist. Help understand that sometimes its their feelings of fear and really not the pain that upsets them, and that talking about their feelings often helps.

FIRST GRADE LESSON PLANS FOR EMOTIONAL GROWTH

Behavioral Objectives

A. Draw a picture showing a situation in which he has been happy, sad, angry, frustrated, frightened, or lonely.

B. Role play to show how different people might respond to a particular situation.

C. Draw a picture to show how he would react to a given situation and then compare his picture with those drawn by other children in the class.

Content

Personal feelings are a part of every person. They include: happiness, sadness, anger, fear, frustration, silliness, loneliness, and others.

Materials

Books:

The Three Bears

The Little Brute Family, Hoban

What Color is Love?, Anglund

The Boy Who Would Not Say His Name, Vreeken

One Is Good But Two Are Better, Slobodkin

It's Mine, Bonsall

Kate Can Skate, Olds

Cowboy Andy, Chandler

Middle Matilda, Bromhall

Film: (If available) Our Angry Feelings

Pictures: Many Moods of Mother Goose

Activities:

1. Through the use of the daily story time, the following activities can be developed. Begin the unit with the story of The Three Bears, a story with which the children are very familiar. After reading the story have the children act out the parts in a play. As why Goldilocks jumped out of the window (fear). Now suggest other ways that she might have felt. Perhaps she always wanted to meet the bears and she does not jump out the window. Instead, she might be very happy. Act out this ending. Perhaps she becomes angry because they awakened her from her nap. Act this out. Let the children use a creative writing period to write a surprise ending for the story. Discuss the various emotions.
2. Introduce and read a story that is new to the class, The Brute Family. Following discussion have the children act out the story. Discuss other possible ways the family could react to the "rock and sand soup." Through role playing, children should be able to discover that people can react with different emotions to the same situation.

   Examples for this story: Fear--child could be afraid to taste the soup; Frustration--unhappy with the soup, they could refuse to eat

it and go hungry; Anxiety--afraid of the soup, hesitant about talking with each other; Happiness--satisfied with the soup and with each other; Silliness--think the soup is funny; Sadness--act the way he would feel if his mother showed no concern for what he would eat.

3. Provide large flannel faces (hair, but no features). Have many different kinds of flannel eyes, mouths, tears, etc. The children can use this to stimulate discussion.
4. Use film Our Angry Feelings or one of same nature to provide an opportunity for discussion.
5. Give different situations to the children for role playing (either verbally or through use of a large situation pictures related to the children's experience), to let them see how various members in the class will react--that not all have the same reactions. Interdependent have groups develop situations to enact.
6. Discuss that being a younger child is difficult because he often cannot do as many things and is often told, "No, you are too little." If sometimes we feel mad inside, what can be done to get rid of these feelings? There are good ways and bad ways. Discuss the bad ways may be hitting someone or breaking something. Help the children conclude that talking it over with someone or finding something else to do may help a person feel better.
7. Have the children dictate a list of words that describe feelings.

Suggested: scared, happy, cross, mad, frustrated, delighted, proud, unhappy. Post this as a beginning vocabulary (for speaking purposes only) to be added to as other words are learned or used. Have the children be looking for words to add to the list. Interdependent do activity by groups.

SECOND GRADE EMOTIONAL GROWTH AND DEVELOPMENT LESSON PLANS

Behavioral Objective

A. Write a story describing a time when he experienced one of the following emotions: anger, happiness, sadness, joy, frustration, loneliness, fear.

Content

All people experience a variety of emotions for which underlying factors are responsible. We must learn to recognize these feelings in ourselves and in others. The tendency to "jump to conclusions" can be remedied by giving thought to possible causes of behavior.

Materials

Books:

Crow Boy, Yashima (confidence)

The Good Master, Seredy (self control and consideration of others)

If Everybody Did, Stover (self control)

Frances Facemaker, Cole

Magazine pictures showing various facial expressions.

Activities

1. Display the magazine pictures and have the children discuss the way people look like they feel, and why they might have these feelings. Discuss feelings in general.. Independent level children find pictures.

2. Have the children dictate a list of words that describe how people feel at various times. Post this as a beginning vocabularly, to be added to, i.e., proud, happy. Interdependent - have groups develop lists of words for class.
3. Play a guessing game of facial expressions. Each child takes a turn at being angry, sad, puzzled, happy, etc., while others try to guess his inside feelings from his outside looks.
4. Read some other books and describe emotions found in them.
5. Have the children describe situations in which they have felt various emotions.

THIRD GRADE EMOTIONAL GROWTH AND DEVELOPMENT

Behavioral Objective

A. Explain ways emotions affect various physical functions of the body.

Content

1. Simple review of our many feelings as expressed when certain situations arise (i.e., happy, sad, angry).
2. How feelings affect thinking and thinking affects feelings.
   a. Our thoughts about ourselves influence the way we feel about ourselves.
   b. Our feelings toward others influence what we think about them and vice versa.
3. How feelings affect us and how our physical condition affects our feelings.
   a. Discussion of simple stomach upsets and headaches sometimes caused by our emotions.
   b. Situations of stress, fatigue, frustration often lead to physical symptoms such as headache, upset stomach.

Materials

Books: Happiness Is, Schultz

Tapes: D. 12 - Understanding our Feelings, "Mora the Monsson"
E. 12 - Sharing Feelings, "Death of a Spy"

Activities

1. A section on emotions might be introduced through the use of such a book as Happiness Is. This can lead to a discussion and listing of the children's own ideas.
2. Use tape Understanding Our Feelings. Discuss.
3. Write a short paragraph to interpret a facial expression showing an emotional response. Independent activity.
4. Role playing: Showing how an individual acts when not feeling well in a predesigned situation, family, classroom, playground, etc. Discuss some ways of handling the situation. Role playing situations can be thought up by groups or individuals.
5. Use tape Sharing our Feelings. Discuss.
6. Discuss incidents in the children's life that might have caused them to feel ill.

THIRD GRADE EMOTIONAL GROWTH AND DEVELOPMENT

Behavioral Objective

A. Write to describe feelings when he wins, loses, makes a mistake, achieves success, sees someone cheating.

Content

1. Feelings related to competition
   a. How do you act when you win? When you lose?
   b. How do you act when you see someone cheating?
   c. Do you enjoy the success of others?
   d. At home? At school? At play?
   e. Everyone likes to do well in competition, and there are different ways one feels and reacts.

Materials

Books:

From Eight to Nine, Heath Series

The North Wind and the Sun, LaFontaine

A Tiger Called Thomas, Zolotow

I'll Be You and You Be Me, Krauss

Activities

1. Probably the best way to learn about feelings in competition is to take time when situations arise in the classroom or on the playground.

Children can suggest useful ways of acting when one wins, loses, sees someone cheating, or breaking a rule.

2. By fostering a positive atmosphere (as opposed to an error approach) help the children learn to enjoy each other's success as well as their own.
3. Use for a basis for discussion or language arts writing experience:
   a. "What is so important about being first?"
   b. "What can you gain by sometimes helping or giving in to others?"
4. Have children read A Tiger Called Thomas. Discuss what the Halloween mask did for Thomas that he was not able to do without it. What were both Thomas and Sara lacking?
5. On bulletin boards, put pictures of people with different abilities and skills. Children by groups can decide pictures to display.
6. Let people tell of talent or skills in their own family.
7. List ways in which your family is important.
8. Read and discuss The North Wind and the Sun, also show two characters reacting to a challenge.
9. Why are grandparents important? Can be interdependent or independently done.

FOURTH GRADE EMOTIONAL GROWTH AND DEVELOPMENT LESSON PLANS

Behavioral Objective

A. Identify the unpleasant emotions hate, anger, fear, defeat, frustration, worry, and discouragement, and give an example of a situation in which each emotion might be felt.

Content

1. Unpleasant emotions are a normal part of each person's emotional growth and development.

Materials

Pictures of various emotions.

Activities

1. Place numbered pictures around the room showing some different emotions. Allow children to discuss and write about the emotions they see displayed. Children can choose pictures from magazines to display during this activity.
2. Write about one of the following:

   "My Most Embarrassing Moment"

   "I was So Scared. . . . "

   "I'm Glad I Didn't Give UP"

   "The Day I Worried All Day"

   "My Anger Gets Me Into Trouble"

FOURTH GRADE EMOTIONAL GROWTH AND DEVELOPMENT LESSON PLANS

Behavioral Objectives

A. Describe situations in which unpleasant emotions may arise and how one might cope with them.

B. Identify the positive emotions love, joy, peace, happiness, well-being, security, and success, and give an example of a situation in which each emotion might have been felt.

Content

1. The child begins to choose from alternate solutions to problems dealing with emotions.

2. Pleasant emotions are also a part of a person's emotional development.

Materials

Books related to feelings can be teacher selected or child selected.

Activities

1. Role play how an individual acts when not feeling well. Encourage children to give a positive solution.

2. View films if available, such as Be A Good Sport or What to Do About Upset Feelings.

3. Invite students to observe happy people for a time and suggest characteristics these people show. Compare observations. Independent.

4. Make a Good News Bulletin Board for which children may write and illustrate good things that happened to them or someone they know. Interdependent if done by committee.
5. Have a contest to see who can show the greatest use of positive emotions. See if parents or friends notice a change in that person. Have children report back the reactions. Independent mode.

FIFTH GRADE EMOTIONAL GROWTH AND DEVELOPMENT

Behavioral Objective

A. Identify unpleasant emotions and be able to relate these to incidents from his personal experiences through the use of stories.

Content

Unpleasant emotions are experienced by everyone as a normal part of emotional growth and development.

Materials

Pictures: Moods and emotions (or of unpleasant emotions)

Activities

1. Have each student describe his feelings as he looks at one of the pictures from the series "Moods and Emotions."
2. Display pictures which express unpleasant emotions and have the children name the emotions they feel are expressed in the pictures. Let the children compose metaphors based on these emotions: Anger is . . . ., Hate is . . . . , etc. Include hate, anger, fear, defeat, frustration, worry, and discouragement.
3. Have children bring pictures to use in making a class notebook depicting emotions. Prepare a bulletin board of some of the pictures brought in.

FIFTH GRADE EMOTIONAL GROWTH AND DEVELOPMENT

Behavioral Objective

A. Complete a questionnaire in which he inventories how he feels about himself and compare this to how a parent or friend might evaluate him.

Content

Through this activity, the child becomes aware of what might be involved in the study of emotional growth and development.

Materials

"All About Me" questionnaire

Activities

1. Complete the questionnaire. After the child completes the questions, ask him whether he thinks any of these questions would have been answered differently if a parent or friend had answered for him.
2. Have each child write a paragraph on "Ways in Which I Would Like to Grow as a Person."

ALL ABOUT ME

Answer each question YES, NO, or SOMETIMES.

1. Do you criticize or find fault with other people?
2. Do you like to show off and get attention?
3. Are you concerned most about yourself without thinking of others?
4. Do you refuse to help others?
5. Do you watch what the crowd does and then do the same, for example in language, clothing, or actions?
6. Do you get mad when someone corrects you or makes a suggestion to you?
7. Do you usually try your hardest?
8. Are you usually happy with yourself and others?
9. Do you prefer to daydream rather than to do things?
10. Do you feel sorry for yourself and feel that things generally go wrong for you?
11. Do you get angry when someone plays a joke on you?
12. Are you shy and easily embarrassed?
13. If someone has wronged you, do you find it hard to forgive that person?
14. Do you feel your teachers or parents do not give you enough time and attention?
15. Do you think that other people are more lucky than you?

16. Do you find it hard to make new friends?

17. Are you quick to lose your temper and cause trouble?

18. Are you happy being yourself?

Now that you have answered each question, think back. Would your friend or your parent have answered any of them differently about yourself? Which ones?

FIFTH GRADE EMOTIONAL GROWTH AND DEVELOPMENT

Behavioral Objective

A. Identify the difference in point of view of parents and children through the use of cartoons of emotional situations.

Content

The cartoons illustrate that humor is funny, depending upon your point of view. Incidents often look different to different generations. The children may relate to some of the emotions displayed in the cartoons, such as certain fears when they were young.

Material

Set of transparencies of cartoons from No Dessert Until You've Finished Your Mashed Potatoes.

Overhead projector.

Activities

1. View the cartoons in the manner best suited to your class. You may wish to invite others to share.
2. Children may want to make their own captions to fit some of the cartoons.
3. If they desire, they can make their own cartoons or gather some from magazines to illustrate emotional situations.

FIFTH GRADE EMOTIONAL GROWTH AND DEVELOPMENT

Behavioral Objective

A. Describe how emotions can be controlled in given situations.

Content

Various materials are available to show the children that alternate forms of responses are possible to emotional situations.

Materials

The People Around Us

Values To Share

Activities

1. Read and discuss the story of "Honest Oliver" on page 50 of The People Around Us.
2. Divide the class into small groups. Let each group role play an emotional situation, real or imagined. The actions may show either desirable or undesirable responses. The group should be able to tell the class possible alternatives the characters could have chosen. Groups or individual children can decide on situations for other groups.

FIFTH GRADE EMOTIONAL GROWTH AND DEVELOPMENT

Behavioral Objective

A. Predict the consequences in a given situation when a basic socio-emotional need is not met.

Content

Basic socio-emotional needs include:

1. People need food, rest, and physical activity.
2. People want to feel secure.
3. People want to feel that they count for something.
4. People have different characteristics and experiences which have something to do with the way they act.

Materials

Transparencies from Why People Act As They Do (Fifth Grade)

Value to Share

Activities

1. Read the story together from the overhead. Discuss.
2. Each child write a paragraph to describe a situation where a basic socio-emotional need is not met. Exchange papers. Each write a paragraph to predict the outcome of the situation he received. Share these together.
3. In small groups, read and discuss selected stories from Values to Share.

FIFTH GRADE EMOTIONAL GROWTH AND DEVELOPMENT

Behavioral Objective

A. Identify ways in which emotions affect the functions of the body.

Content

Emotions affect various functions of the body. Also, various functions of the body affect emotions.

Materials

Why People Act As They Do, p. 26, Ojemann

Activities

1. Discuss with the class how emotions may affect various functions of the body and vice versa. One reference you may refer to is listed above. Look for others and have children look for items also.
2. The children may speculate upon other situations in which they may occur. This can be orally, group work, or written independently.

JUST SUPPOSE

Ideas for Role Playing or Writing

1. Just Suppose you're the father of a family, and you've taken a wrong turn off the freeway. Now the whole family will be late for a picnic. Your wife says, "I thought you turned off too soon. You should have asked me if you weren't sure where you were going."

How do you think you felt? What do you say in return?

2. Just Suppose you're scared to death of thunderstorms. One night the lightning is so fierce that you pull the covers over your head and stick your fingers in your ears. The next morning your brother says to the whole family, "You should have seen old braveheart last night. He was so scared I could hear his teeth chattering over the noise of the thunder."

How do you think you felt? What do you say in return?

(Taken from book of Pflaum Pub.)

SIXTH GRADE EMOTIONAL GROWTH AND DEVELOPMENT

Behavioral Objective

A. Verbalize problems experienced in daily family living by writing anonymous questions for a class question box.

Content

To focus attention upon some of the problems about which they will be gaining insight hopefully, encourage them to recognize that it is normal to have problems and questions. The first step to solving a problem is to recognize it.

Materials

The Life Cycle Library, Volume 3, Chapter 16, pp. 249-263, "You and Your Family."

Activities

1. Read the chapter, "You and Your Family" orally to the class to set the stage for questions which they may want to ask.
2. Pass out blank paper for the children to write questions to be discussed on future days in large or small discussion groups.

SIXTH GRADE EMOTIONAL GROWTH AND DEVELOPMENT

Behavioral Objective

A. Discuss causes of failure and why or how failure can be a step toward growth.

Content

Failure is experienced by everyone at one time or another. A person who never fails, never sets his goals high enough to risk failure. A person need not be ashamed of failure, but should learn from it so as to avoid failing in the same way again. The biggest cause of failure is fear of failing.

Materials

Filmstrip and record - Failure: A Step Toward Growth

Activities

Listen and watch filmstrip and record. Use the questions listed below as a discussion guide.

1. Explain the term "passing the buck."
2. Why is fear of failing such an important factor in causing failure?
3. What school subjects are you afraid of failing and why?
4. In social situations, where do you feel unsure of yourself?
5. Do you work better under pressure or without it?
6. Do you believe that a teacher really wants a student to fail?

7. Name some people in politics, science, art, or business who were able to rise above failure and tell why.
8. Talk of failures you have already encountered in your life and work and tell what you have learned from them.
9. Would you take a course you did not need to take if it was interesting but is taught by a no-nonsense teacher and would be difficult?
10. Do you become very upset when you fail at something? What do you do about it?

You may like to bring a list of "Famous Failures" for a bulletin board. Write a paragraph showing that feelings of failure and success are normal human emotions and part of every persons emotional experience.

SIX GRADE EMOTIONAL GROWTH AND DEVELOPMENT

Behavioral Objective

A. Explain why a person must examine his own behavior in attempts to get along well with others.

Content

A positive self image is important to every person. A person who lacks this may tend to blame himself or others for his own shortcomings.

Materials

Movie: Mirror-Mirror (Shy Boy)

Questions:

1. Why did Larry look unhappy at the park?
2. Why do you think Larry was alone so often?
3. What did Larry think of himself? Why?
4. What happened to make him think that of himself?
5. Did everyone dislike Larry?
6. What were some signs that others did accept Larry?

Activities

Watch the movie, "Mirror-Mirror." Discuss questions above.

SIXTH GRADE EMOTIONAL GROWTH AND DEVELOPMENT

Behavioral Objective

A. Offer solutions to problems to show that emotions can be controlled.

Content

Alternate responses are possible in any given emotional situation.

Materials

Guidance Vista Tapes

a. "A Brand New World," story of sixth grader worried about going to junior high school.

b. "A Poke in the Nose," a story of a boy who dreads going to a new school and being older than others.

c. "This Is the Life," a story of two boys not accepting responsibility and the problems resulting from this.

Let the Balloons Go, or another appropriate book to be read to the class orally as the unit progresses.

Activities

1. Listen to tape and discuss answers to questions. All modes.
2. Small groups may like to read and discuss other stories. Interdependent.
3. Read the book Let the Balloons Go, and at the end ask, "In what way did John need to learn to say No to himself?" and "Why was this

better than having others say it for him?" Can be done using all modes depending on children.

GAME: I'M NOT ALONE

DIRECTIONS: Divide the class into groups of five. Seat each group at a table equipped with a set of envelopes containing puzzle pieces. (You may play one group at a time while others do lessons.)

Begin the exercise by asking what cooperation means. List on the board the behaviors required in cooperation. These may include: understanding instructions and thinking of the other person as well as oneself.

Tell the children that they are going to participate in an experiment in cooperation called "The Game of Squares."

Each person starts with an envelope containing pieces which will contribute to the forming of five squares. At the signal, the task of the group is to form five squares of equal size. The task is not completed until everyone has before him a perfect square and all the squares are of the same size.

Write the rules on the board:

1. No one may speak.

2. No one may ask for a card nor in any way signal that he wants one from another player.

3. Members of the group may give cards to one another.

4. There is only one possible correct combination which will solve the problem.

When the groups have finished, discuss the experience. Ask questions such as:

1. How did you feel when someone held a piece and did not see the solution?

2. How did you feel when someone completed a square and then sat back without seeing whether his solution prevented others from solving the problem?

3. How did you feel if you had finished your square and then had to break it up and give away a piece?

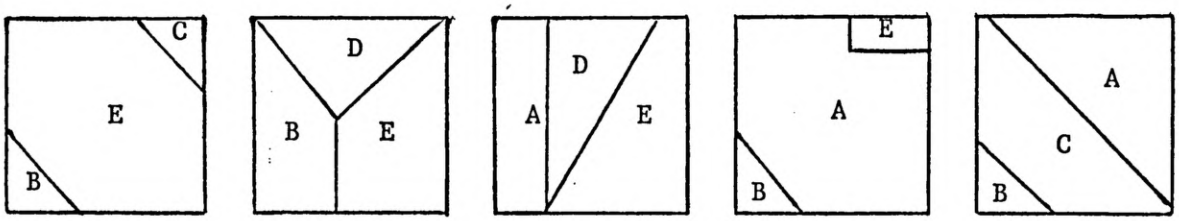
4. Was the climate in the group one that helped or hindered finding the solution to the problem?

5. Did some sit back and let others solve the problem? Did some try to solve the problem for everybody?

6. Does this game relate to the way the class works from day to day?

(NEA Journal, "A Group at Work," October 1969)

Correct Solution to Puzzle



Label parts for putting in envelopes.

Materials

Color Study Prints:

MOODS AND EMOTIONS - Pictures of children expressing feelings of love, joy, anger, frustration, compassion, sadness, thoughtfulness, and loneliness.

Order No. A 125 - price $7.95

Child's World
P. O. Box 262
Campbell, Cal. 95008

THE MANY MOODS OF MOTHER GOOSE - 13 x 18 prints in full color and eight-page teacher's booklet. Eight prints per set.

Order at same address above - price $7.95

Games

MY CUP RUNNETH OVER - Involves non-programmed role playing. Two to four players.

Order FOB

SUMMARY

Brown (1971) states that the self is a neglected area of education and must be made legitimate for exploration. The content of the Emotional Growth and Development model of this paper is one attempt at bridging the gap that education seems to have failed to fill. There is nothing new and daring presented in the model. The difference between what is proposed as a model and what happens in the classroom is the conscious use of lessons to meet the goals of the humanistic program. This model allows the children to know his concerns are recognized and worthy of considerations and allow him to realize on whom he depends and who depends on him; he experiences learning about himself and how he can influence what happens to him.

It is the hope of the writer that a person attempting a program in affective education will try to accomplish the objectives stated below.

1. To use a variety of affective learning techniques, such as use of fantasy, improvisation, role-playing, group dynamics, and games in the classroom.

2. To create a classroom climate that is lively, encourages a student to participate and feels free voice of his concerns.

3. To develop more positive attitudes toward learning and towards one's self, teachers, and peers.

There have been many attempts to develop courses and a framework for humanistic or psychological education since the movement caught his public's interest. Most of them have been unsequenced and not appropriate to the psychological growth of the students. This fault of the humanistic approaches could be the cause of the movement to fail. The excitement of the program will not last if the program is a failure after a period of time due to lack of proper research and structure. The future of psychological education lies in the development of sound courses, effectively taught and properly sequenced on a national scale with the support of public education (Purpel, 1972).

The future of affective education will be strongly influenced by how soon and how extensively university programs in education and psychology discipline the movement by bringing to it their theories, their competence in research, and their facilities for training legitimized psychological educators (Purpel, 1972).

LITERATURE CITED

LITERATURE CITED

Almy, M. 1961. Wishful thinking about children's thinking. Teachers College Record. 62:396-406.

Bolton, T. January 18, 1969. Reach, touch, and teach. Saturday Review.

Brown, G. I. 1971. Human Teaching for Human Learning. Viking Press, New York.

Erikson, E. H. 1959. Identity and the life cycle. Psychological Issues. 1(1).

Frank, L. K. 1958. The fundamental needs of the child. Mental Hygiene. 22:353-379.

Harris, I. D. 1961. Emotional Blocks to Learning. The Glencoe Press, New York.

Heffernan, H. 1952. The organization of the elementary school and the development of personality. California Journal of Elementary Education. 20:129-153.

Hilgard, E. R. 1956. Theories of Learning. Appleton-Century-Crofts, New York.

Jones, R. M. 1968. Fantasy and Feeling in Education. New York University Press, New York.

Kohlberg, L. 1968. The development of children's orientation toward a moral order. Psychology Today. 2(4):24-31.

Lyon, H. C. Jr. 1971. Learning to Feel--Feeling to Learn. Charles E. Merrill Publishing, Columbus, Ohio.

Newberg, N. A. 1972. The self, others, and public knowledge. Humanist.

Olson, W. C. and B. O. Hughes. 1944. Concepts of growth--Their significance to teachers. Childhood Education. 20:53-63.

Piaget, J. 1952. The Language and Thought of the Child. Routledge and Kegan, London.

Plutchik, R. 1962. The Emotions. Random House, New York.

Purpel, D. E. and M. Belanger. 1972. Curriculum and the Cultural Revolution. McCutchan Pub. Corp., Berkeley.

Rogers, C. R. 1947. Some observations on the organization of personality. The American Psychologist. 2:359-368.

Stendler, C. B. 1949. Building secure children in our schools. Childhood Education. 25:216-220.