Developing and demonstrating a curriculum of affective education for early childhood.

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DEVELOPING AND DEMONSTRATING A CURRICULUM OF AFFECTIVE EDUCATION FOR EARLY CHILDHOOD

A dissertation presented

BY

HARRY MORGAN

Submitted to the Graduate School of the University of Massachusetts in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

December 1970

Education
DEVELOPING AND DEMONSTRATING A CURRICULUM OF
AFFECTIVE EDUCATION FOR EARLY CHILDHOOD

A dissertation
By
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[Signatures]

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(Member)

December, 1970
# Table of Contents

## Introduction

Chapter

1. **Nature and Background of the Study.**  
   - The Problem
   - Reasons for Making the Study
   - Review of the Literature
   - Objectives of the Study

II. **Work for the Study.**
   - Public School 178 Brooklyn, New York
   - The Chandler School, Somersworth, New Hampshire

I. **Methods and Procedures.**
   - Appraisal and Assessment

II. **Summary and Conclusion.**

Index

Log.
ACKNOWLEDGMENT

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INTRODUCTION

This study subscribes to the proposition that the ultimate objective of public school education is to enable each child to build a positive image of himself as a person in his own right, and a learner actively involved in his own learning.

This study was set up within that context which also supports the notion that goals - whatever they may be - for educating all children should be the same. To methodize or systematize education as a remedy for deficits, or to focus solely upon the development of narrowly defined cognitive skills, destructive to these desirable goals.

The frame of reference within which the study was done supports the idea that through cognitive and affective development - with circular reinforce-ment - from one area to the other - the teacher should contrive to express concurrently in action and in words a respect for each child, his world, and his communications. This affective-cognitive marriage is a reality in childhood growth, before the child enters school, and continues thereafter. Jean Piaget, conducting research within a similar context pointed out the following observation:
The evolution of affectivity during the first two years corresponds fairly closely to the evolution of motor and cognitive functions. There is a constant parallel between the motor and intellectual life through a childhood and adolescence. This statement will seem surprising only if one attempts to dichotomize the life of the mind into emotions and thoughts. But nothing could be more false or superficial. In reality, the element to which we must constantly turn is the analysis of mental life "behavior" itself, conceived, as we have tried to point out briefly in our introduction, as a re-establishment or strengthening of equilibrium. All behavior presupposes instruments and a technique: movements and intelligence. But all behavior also implies motives and final values (goals): The Sentiments. Thus affectivity and intelligence are indissociable and constitute the two complementary aspects of all human behavior (Piaget, 1969).

Within this frame of reference, this study will attempt to dispel some notions which see education as a means of developing narrowly defined cognitive skills as the whole of public school education.
CHAPTER 1

NATURE AND BACKGROUND OF THE STUDY

THE PROBLEM

The project will develop and demonstrate a curriculum of Affective education, which can be fully integrated into the Early Childhood classroom context. This curriculum will also provide the opportunity for each child developing in both Cognitive and Affective domains, with circular reinforcement one within the other.

Primarily it will be a hypothesis setting study for finding out what is to be more carefully measured in future studies.

THE SIGNIFICANCE OF THE STUDY

It is the intention of this project to design a separate curriculum of Affective education important in its own right, and to have it accorded the same respect as measured in reading, writing, language development, and similar aspects of learning. In my view, educators tend to methodize the school programs in such a way that only narrowly defined utilitarian or functional goals are met. As a result, the child as a person participating in his own learning is over-looked (Hollingshead, 1963).

If one solely upholds the skills or affective development as if they were in a vacuum, it is difficult or to consider either as the whole of the
child's schooling, would deprive the child of those very things that all children need to develop active, thoughtful, and creative ways of coping with their environment.

This study will develop and demonstrate curriculum strategies which will be implementable by the classroom teacher to help remedy the one-sided emphasis on cognitive objectives. The need has been expressed (Hawkes, 1966; Piaget, 1969; Erikson, 1959; Isaacs, 1933) in educational literature, however, more often than not the extent of implementation has been a superficial integration of affective items into old structures, with no attention being paid to a separate affective curriculum area in early childhood education.

"What is missing (in the regular activities of schools and teachers) is a systematic effort to collect evidence of growth in affective objectives which is in any way parallel to the very great and systematic efforts to evaluate cognitive achievement " (Bloom, 1956, p. 16).

**REVIEW OF THE LITERATURE**

Because of the current interest in early childhood education, many people are of the opinion that scientific study of infant behavior originated quite recently. In fact, the average American educator or psychologist would probably cite the last eight years as an era of unprecedented scientific movement in studies of early childhood development. Actually, scientific inquiry in infancy and early childhood has a surprisingly long history.

In geographic terms, the United States can account for five times as much infant research as the total output of USSR, Britain, and Germany.
This is partially due to the complete availability of English language articles in United States libraries. Similar foreign studies are underrepresented to an unknown extent. (Brackbill, 1967, p. v.)

There are several other reasons for the superior output of infant research in the United States as opposed to foreign sources. We have a greater number of people whose training makes it possible for them to carry out infant behavior research. There are presently over 22,000 members of the American Psychological Association. Similar associations in European countries only measure a fraction of that number when totally combined. Only since 1960 have Soviet psychologists been allowed to use infants and young children as subjects of investigation. Therefore, it is difficult to measure their recent research in infancy and early childhood. Prior to 1960 this area of research was the exclusive domain of physiologists and physicians (Brackbill, 1967, p. v.). The emigration of European scientists to Britain and the United States after 1930 can account for a large amount of such research in these years as opposed to their European counterparts.

Another important barometer of research is the publication of such information and the verve with which people anticipate its availability. Publications bearing information regarding early childhood research experienced an unprecedented increase during the late 1920's (see Chart A). This increase is evident, is a highly important indicator of scientific activity during certain periods. The years of depression and the Second World War is reflected in the sudden decline after 1930.
Average number of publications per year in early childhood and infancy for the four most research productive countries in the past 70 years. (Brackbill, 1964)

CHART A
Infancy and early childhood has been termed a "critical period" in intellectual and emotional growth. The notion of a critical period was derived from the work of Konrad Lorenz (1957) who used the term to describe observed behavior. Lorenz and others observed that there was a period during the infancy of certain animals when social attachments were made — if they were to be made at all. Apparently such social attachments are made regardless of species. Lorenz and other ethologists described how chicks followed them around as if they were a mother hen. Scott (1963) observed the same phenomenon with dogs. He has shown that for dogs this period of socialization begins at approximately twenty days of age and continues thereafter for a few weeks. If social relationships are not worked out during this period it becomes increasingly difficult to do so. Scott's research further pointed out that dogs handled by humans during this period were "tame" while those not having such an experience were "wild."

It seems to follow that similar phenomenon occurs in humans. Research by Schaffer and Emerson (1964) have, for example, shown that evidences of emotional relationship building among infants begin to appear during the third quarter of the first year. Such signs are evidenced when a familiar person leaves the room or a stranger enters. This can be interpreted as signs of distress. This also seems to be the beginning period of the infant's formation of a feeling tone about the social world. Investigations by Erikson (1963) seems to support this view. He defines it as basic trust (see Chart B). Such trust is
developed in the mind of the child as to how well the social world will meet his needs. These feelings are derived from normal early childhood experiences in which the infant is cared for on an unconditional acceptance basis. When such acceptance is not felt by the child, a sense of mistrust and fearfulness undermines his desire to attempt to establish healthy interpersonal relationships.

Carl Rogers (1943) has described this phenomenon in adults as unconditional warm regard. He suggests that such attitudes should be possessed by those in a teaching or counselling relationship with others.

It appears to be ultimately true that emotional relationships and social attachments have their critical periods of development during early childhood. It is also true that cognitive development must share this same period with affective development. Piaget (1969) and others have pointed out that during the early years of growth, intellectual functioning and affective functioning are undifferentiated (see Chart B). In other words, anything which affects the intellectual development in early childhood also affects the child's affective states.

Experimentation is beginning to show that the nature and quality of effective stimulation provided infants may have lasting effects upon their intellectual development. The work of Spitz (1945), Goldfarb (1945), and Ribble (1943) suggests that the lack of appropriate affective stimulation in infancy leads to devastating consequences in personality and intellect. How education has served to overemphasize the conscious control of thinking, and thereby inhibit the
<table>
<thead>
<tr>
<th>Age Range</th>
<th>Functional</th>
<th>Mother-Child Issues</th>
<th>Psychosocial Stage</th>
<th>Psychosocial Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 3 mo.</td>
<td>none to reflex</td>
<td>initial adaptation</td>
<td>Oral</td>
<td>Basic Trust vs. Mistrust</td>
</tr>
<tr>
<td>6 mo.</td>
<td>mother is relaxed</td>
<td>reciprocal interaction</td>
<td>Stage</td>
<td></td>
</tr>
<tr>
<td>9 mo.</td>
<td>stronger anxiety</td>
<td>early directed activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 mo.</td>
<td>exploration and differentiation</td>
<td>focalization</td>
<td>Anal</td>
<td>Autonomy vs. Shame and Doubt</td>
</tr>
<tr>
<td>2 - 18 mo.</td>
<td>beginnings of self-awareness</td>
<td>self-assertion</td>
<td>Stage</td>
<td></td>
</tr>
<tr>
<td>2 mo.-2 yr.</td>
<td>exploration and differentiation of relationships between self and others</td>
<td>initial testing of destructive aggression</td>
<td>Phallic</td>
<td>Initiative Pre- Operations</td>
</tr>
<tr>
<td>2 - 3 yr.</td>
<td>consolidation of body image and beginnings of sex identity</td>
<td>extension of secondary process functions in interaction</td>
<td>Stage</td>
<td></td>
</tr>
<tr>
<td>1 - 3 yr.</td>
<td>consolidation of sex identity; genuine concern for others; self-control</td>
<td>development of concern for parents first as extension of self, then as separate people. Differs as to sex</td>
<td>Oedipal Stage</td>
<td>Guilt Stage</td>
</tr>
<tr>
<td>6 - 9 yr.</td>
<td>competition &amp; achievement differentiated manner according to sex and age of object</td>
<td>concern turns outward, to school, community, peers</td>
<td>Latency</td>
<td>Industry vs. Inferiority Concrete Operation</td>
</tr>
</tbody>
</table>

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CHART B
learner's capacity for "full functioning" thinking has been described by Kubie (1967):

This premature introduction of conscious sampling, through the repetitive emphasis on drill and grill, is precisely what makes jailers out of the process of conscious sampling and conscious symbolic representation. Conscious process thereby become inhibiting and paralyzing forces which restrict the free play of preconscious function. Therefore the basic goals for research in education must be to find better substitutes, to find better ways of tapping what is going on, finding out what is being taken in subliminally and what is being processed preconsciously. We must find out how to dip a tin cup into the rushing preconscious stream without damming it up or diverting it (p. 88).

The affective strategies developed by this study are intended as a means of sensitizing the teacher and the child to each other and the world around them. Jersild (1955) and others have suggested that all teachers should be psychoanalyzed. The large number of teachers and the relatively small number of analysts would render this idea impractical. However, there are means of achieving such objectives through classroom curriculum implants. This study is an attempt in that direction.

It is the vitality of the classroom world, and their own investment in its life that determines the child's and the teacher's motivation to learn. It was the teacher's investment in this classroom and such benefits derived by the child that concerned Jersild. Primarily, it has to do with the teacher's attitude toward self and others. Over 30 years ago Daniel Prescott (1938) asserted that feelings and emotion on the part of the teacher or the learner function as
determinants in either stimulating or preventing learning. Young (1961) and Arnold (1960) supported each other's findings that growth and development can be hampered when emotions and feelings are disregarded.

Beatty and Clarke (1962) using some of the materials developed by others in the area of feelings and emotion attempted to integrate personality theory, learning, and motivation into a single theory. This represented an attempt to explain the affective development of behavior and behavior change.

Several studies have attempted to measure the more precise impact that teacher attitudes have upon learning. Rosenthal and Jacobson (1966) asserted that while much of what the classroom teacher accomplishes is due to deliberate action, a great deal is likely to be unintentional and unplanned. Their research indicated that teacher attitudes toward children can either decrease or increase their I. Q. potential. The experiment was conducted in an elementary school heavily populated with low-income children. All children were tested with a new I. Q. instrument unfamiliar to the teachers. About ten children from each classroom were selected at random and assigned either to a control group or the experimental group. The teachers had no knowledge of the experiment which consisted solely of making casual comments to the teachers that certain children showed a rather high achievement potential. Such children, it was pointed out, would make rather substantial intellectual gains during the coming year.

All children were tested at the end of the academic year with the same instrument. There were strong indications that children from whom teachers
expected greater achievement actually made substantial gains. Careful follow-up indicated that the teacher did not spend more time with these children and, the more the experimental group gained, the more their classmates gained.

The researchers concluded that the explanation for these gains lay in subtle teacher behaviors such as facial expression, voice, or posture. Basically, feelings created in the children by the teacher's communicated expectations into the intellectual increase.

In the more recent writings of Beatty (1969), he has presented a clearer understanding of curriculum and classroom environment as an enhancement for emotional growth through affective media. He contends that we have mistakenly tried to apply the guidelines of Carl Rogers (1962) and Abraham Maslow (1963) to the fostering of intellectual behavior. Beatty states that we made this mistake because educators distrust many of their own feelings and do not understand the relationship between feelings and intellectual behavior.

Finally, I believe that teachers who become sensitive to their own feelings and emotion would be able to encourage children to explore the conflicts which they feel. This does not take expert knowledge; the key behavior is listening and responding with understanding.

It is my understanding that children who experience such a teacher would themselves become more alive. They would maintain awareness of their feelings and emotion and they would understand what they mean to themselves and others. This would increase their self understanding and ability to make choices which were beneficial to their own development. Some of the conflicts between personal worth and ability to cope might be resolved (Beatty, 1969, pp. 87-88).
In this same writing Beatty suggests that pathways toward helping teachers and educators deal with their own feelings (seen by him as a pre-requisite for teaching) should be sought through sensitivity training. From such prescribed activities for teachers, would come important changes in classroom climate.

Another change in teacher behavior which I would expect to evolve would be a much better emphasis on personal valuing of experiences. The intellectual methods of evaluating would not be ignored, but in most areas of school work the most important learning for a child is not the value to society, but the value to him, the learner. It is his feelings which tell him this, not the judgements of history or the experts. This process is the source of values and we cannot leave the development of values to chance (Beatty, 1969, p. 87).

The primary concern of Beatty is in fostering affective guidelines for emotional growth. It is the intention of this study to apply similar principles to the fostering of emotional and intellectual behavior in children. In my view, helping the child become a learner requires the collective impact of the affective and the intellectual areas of growth. Young children deprived of love and warm emotional treatment fail to achieve their best growth physically, intellectually, and emotionally. This is supported by studies of notable experimenters in the field of anthropology and psychology. It has been pointed out that the longer children live in substandard environmental conditions without the expressed warmth through emotional relationships with others, for example, orphanages, (Skeels and Fillmore, 1937; SkelS et al, 1938) their I. Q. is progressively
lowered in comparison to the I. Q. of comparable children reared in more favorable environments. Greater credibility for these findings are reports of progressive decline in the intelligence scores of isolated mountain and canal-boat children who grow up in similar environments (Asher, 1935; H. Gordon, 1923; Sherman and Key, 1932; Wheeler, 1942).

Among non-white children, tendencies toward self-deprecation and poor self-concept have been noted to depress achievement levels (Dreger, 1960; Keller, 1963; and Silverman, 1963).

Goff (1954) found that lower class children have lower achievement potential because they have more feelings of inadequacy than children from higher income homes. However, in a more recent study (Gordon, 1965), it was pointed out that depressed self-concept is not so prevalent a condition, and that even where it is present it may have little negative bearing on achievement. He further states that it is possible that positive or negative feelings of self-worth may operate respectively to depress or accelerate achievement.

In either event, there is overwhelming evidence that basic attitudes about one's self are fundamental in establishing a scheme of learning patterns that are prerequisite to the growth of more complex pattern (Bruner, 1960; Erikson, 1968; Hawkes, 1968; Rogers, 1963; Piaget and Inhelder, 1969; Prescott, 1966; Morgan, 1969).

In a general sense, many educators and psychologists (Weisskopf, 1963; Maslow, 1962; Piaget, 1967) have expressed concern that our civilization faces a crisis because of its one-sided emphasis on utilitarian and functional
aspects of life. Weisskopf admits that this emphasis has led to an unprecedented degree of technological success, but it has left Western man with a longing for a world outlook which gives more meaning to human existence.

At stake is the rediscovery of a lost reality. At stake is the reconquest of the meaning of our existence which has become meaningless (Weisskopf, p. 16).

In many more specific ways educators and psychologists (Bloom, Krathwohl and Masia, 1956) have experienced a great deal of difficulty in identifying affective objectives in school programs at all levels. This has not been true for cognitive areas. In an attempt to classify educational goals, researchers have experienced similar emphasis as they went about the task of developing a taxonomy of educational objectives.

We studied the history of several major courses at the general education level of college. Typically we found that in the original statement of objectives there was frequently as much emphasis given to affective objectives as to cognitive objectives. Sometimes in the early years of the course some small attempt was made to secure evidence on the extent to which students were developing in the affective behaviors.

However, as we followed some of these courses over a period of ten to twenty years, we found a rather rapid dropping of the affective objectives from the statements about the course and an almost complete disappearance of efforts at appraisal of student growth in this domain.

It is evident to us that there is a characteristic type of erosion in which the original intent of a course or educational program becomes worn down to that which can be explicitly evaluated for grading purposes and that which can be taught through verbal methods (lectures, discussion, reading materials) (Bloom, p. 16).
The role of affective education in the early years of childhood growth (Piaget, 1969) is very much a necessary component in the learning-growth process. However, in his attempt to systematically study the role of affect in this process Piaget has described some inhibiting factors. "Studying the infant affectively is much more difficult than studying his cognitive functions..." (Piaget, 1969, p. 21). Previous attempts to study affectivity in infancy followed the Freudian psychoanalytical model which relied heavily upon the recall of early childhood experiences after one had reached adulthood. Current models of research as employed by Piaget involve the direct empirical approach using infants as subjects.

Even though the major focus of this study is toward the affective domain, the impact of the cognitive and affective areas as they produce a composite potential for learning will be assessed.

Several studies have indicated that the school's poor success with certain low-income pupils can be attributed to a learner's belief that he cannot read, write, or do arithmetic. The child's probability for learning is related to his view of himself. Grambs, Kvaraceus (1964), and others have stated that children with negative concept of self will not profit as much from the school experience as the child with more positive views of self.

The view of self that is held by black children has been found to be negative in many instances, and therefore a contributor to school failure. The problem of negative self-concept among black children has been pointed out by Clark (1958), Deutsch (1960) and Ausubel (1963).
Grambs and Kvaraceus have suggested that schools take an active role in enhancing the self concept of low income children. They go further to point out that curriculum and research in affective areas of growth is lacking. Recently, several school programs have begun to attempt systematic curriculum, and teacher attitude change, in developing affective programs.

The Pontiac, Michigan School District during the 1967-68 school year introduced a new elementary school program designed to enhance the self concept of black pupils (Varkoughnett and Smith, 1969). The program idea was stimulated by the previously mentioned research of Clark, Deutsch, and Ausubel.

A test with a measure of self worth was conducted on a city wide basis. Mean scores were obtained on the twenty-eight elementary schools in the Pontiac System. The school selected for the program was on the basis of the lowest mean score. No one in the system was surprised when the selected school was announced to the faculty participants. The school was located in the most segregated part of town, whose residents were among the lowest income earners. The school was of modern design, and the teaching staff was integrated.

The team selected consisted of the school principal, teachers, and a school psychologist. The group met to design a series of activities assumed to be of value in enhancing self concept. Help with the plans came from national consultants known to be knowledgeable in the area of children's self concept.
The team began its approach to work with the view that self concept is a learned thing evolving out of human relationships. Teachers were seen as primary people in the lives of children with whom such relationships are built. The plan which evolved from the team's meetings, readings, and sessions with consultants, resulted in a detailed set of activities directed toward the goal of positive reinforcement. The activities in the program which were found to be the most effective in enhancing self concept were:

Children had a personal scrapbook in which pictures of the child doing something positive were placed.

Rewards were given to many students, as well as individual praise and recognition, and special attention for academic and social accomplishments.

Bulletin boards pointing out specific accomplishments of children were lavish.

A new grading system which indicated the "number correct" at the top of the child's paper rather than the "number wrong."

Children were constantly reminded of contributions to American life by non-white people. "Black is Beautiful" was a part of each classroom's display.

Black role models were brought into the school. They talked to children individually and in small groups.

At the end of the program year, measures of self concept, attitudes toward school, and achievement were obtained on all students. The results indicated a significant difference between the experimental and control group in terms of the students' view of himself as a learner. The experimental group
members at the end of the program thought of themselves as competent learners
to a greater degree than did members of the control group.

The evaluation material indicated that a school can design and implement
an affective program in today's overachieving oriented society. Such programs
are often costly; the Pontine study used Title III funds.

This study of affective curriculum is an attempt to demonstrate that
such strategies can be infused into the regular school activities through the
teacher's interaction with students. The only cost will be time and effort.

Another early childhood program dealing with affective curriculum was
introduced at the Twin Trees Nursery School in La Jolla, California. The
Human Development Program, as it was called, set aside twenty minutes a day
(but not necessarily limited to it as a minimum) in nursery school and kindergarten
classes for guided group experiences. The activities were designed to develop
self-confidence in children as a means of insuring the motivation to learn. The
program designers suggested that children and teachers arrange themselves in
a circle comprised of ten participants as a necessary structure for maximizing
the program's potential. It was stressed that smaller groups offer too little
opportunity for children to discover the range of individual differences in human
reactions, while larger groups demand too much patience from the children.

The experiences of the daily "Magic Circle" were always related to
program goals. In other words, the teacher makes plans for teaching certain
letters of the alphabet, therefore, similar structures and plans should be
devised to help children develop self-confidence.
The program began as an experiment in 1964, and researchers associated with its operation have reported:

By testing and refinement, we developed a curriculum which explains personality development in simple terms, describes the most common defense maneuvers, suggests constructive interventions for the maladaptive behavior, and gives semi-structured, daily plans for classroom use.

The children in the Human Development Program, I am convinced, are learning at an early and impressionable age what adults too often learn painfully through psychotherapy that both the negative and positive are natural. In place of socially acquired feelings of guilt, we believe that children can develop in a socially constructive way, with solid feelings of identification, compassion and empathy.

The program has been introduced into the elementary education courses at the University of Southern California, and at San Diego State Teachers College. In 1969 the program designers (Bessell, 1969) reported that they have completed the curriculum for four and five year olds, and the basic themes are projected for six years. The La Jolla School will continue to serve as a test laboratory where data will be gathered for the development of a curriculum for the first six grades of schooling. The curriculum objectives were outlined in the following manner:

THE PRESENT KINDERGARTEN CURRICULUM
OF THE HUMAN DEVELOPMENT PROGRAM

Awareness of Self and Others (six weeks)
- positive feelings
- positive thoughts
- positive behavior

1 Twin T. Nursery School, La Jolla, California.
Mastery (six weeks)
Language Concepts
Mathematical Concepts
Performance Skills
Motor Coordination
Health and Care of Clothing
Social Comprehension

Social Interaction (six weeks)
What did you do that somebody likes?
What did you do that somebody did not like?
What somebody did that you liked.
What somebody did that you did not like.
Learning to ask for kind behavior.
Learning to give kind behavior.

Awareness (six weeks)
positive feelings
negative feelings
positive thoughts
negative thoughts
positive behavior
negative behavior

Mastery (six weeks)
Repetition on more sophisticated level, of earlier mastery unit.

Social interaction (six weeks)
Repetition, on a more sophisticated level, of earlier social interaction unit.

A third program having objectives in the affective domain of child development has been developed by Jack Strauss and Richard Dafour of the Fairfield School System in Fairfield, Connecticut. The designers call it Discovering Who I am: A Humanities Course for Sixth Grade Students. It is a six week unit integrating literature, social studies, art, music, semantics, and media in the final semester of the Fairfield Elementary School.
One of its stated goals is to provide a transition for pupils to junior high school from the intermediate grades. In this process, attempts were made to help the student in the final year use all of the knowledge and skill that he had learned during the first six years of his schooling. The special program served as a base step to probing into the area of identity as an important area of knowledge.

Another stated goal is related to the findings of Piaget. The program design interpreted Piaget's writing as identifying the age range from twelve to sixteen as the time when children experience major changes in cognitive development. To exploit this age period, teachers and students shared the ways and means of investigating the meaning of human experience. Greater emphasis was placed on achieving a sense of identity rather than materials, methods, and humanities subject matter content.

The program concentration was around role-playing and exploring group behavior. These two techniques were used as a means of helping the child to search for an identity through personal values pointed out to him during his participation in these activities.

The themes which played a major role in the course included fair mindedness, unfair revenge, honesty, prejudice, responsibility to the self, responsibility to the group, and the group's responsibility to both.

A second major emphasis was the role of creativity in the development of identity. Art was used as a medium for creating experiences which forced
questions encountered by the emerging identity of the student. The program objectives were categorized into three phases; knowledge objectives, affective objectives, and inquiry objectives (Strauss and Dufour, 1968). The objectives were outlined in the following manner:

I. Knowledge Objectives

A. To know that the humanities help us understand and define the many roles we play as we develop an identity.

B. To know the thoughts and feelings which emerge as the self relates to the varying social situations have been for others and can be for us the source of all the arts.

C. To know that to create or understand the arts requires an insight into the self and an understanding of the form and materials used by the artist.

D. To know that values grow out of and determine reactions to the experiences we have with both other people and the arts.

II. Affective Objectives

A. To develop a personal definition of honesty, fairmindedness, rules, self-acceptance, prejudice, revenge, rejection, friendship and responsibility of individuals and groups.

B. To recognize the uniqueness of each person.

C. To display a desire to identify with the real worlds and imaginations of other children and adults.

D. To develop a commitment to looking at language as a clue to misunderstandings and conflicts.

E. To recognize the role of the senses in acceptance and rejection of ideas.
III. Inquiry Objectives

A. To be able to apply personal definitions to new situations.

B. To be able to consider the variety of possibilities which may be involved in arriving at the explanation of phenomena.

C. To be able to state an "educated guess" on the basis of knowledge and observation.

D. To be able to recognize what values are reflected and promoted in a work of art.

E. To be able to express ideas in original ways.

A variety of media and materials were used by the program implementers including the Charlie Brown Comic Strip (Charlie's attitude toward people, and people's attitude toward him), an "Influence Chart" (a self made profile of each student's emotional, social, and physical traits), and Family of Man texts, slides, and transparencies along with poems, stories, and musical recordings. The program developers were satisfied with the results and concluded that their objectives were realized.

A more creative use of affective curriculum was in a 1970 summer program called "Youth Tutoring Youth." The project was designed as a cross-age tutoring program to establish a new relationship between an older pupil and a younger "underachieving" pupil. The experience for both seemed gratifying because the younger child had someone older to really listen to him, and the older student gained from the responsibility.
The tutors were not expected to teach cognitive skills in any direct way; a role that "tutors" are often locked into. Rather, the focus was upon the two people involved in finding out about who they are and the world around them. The designers of the program were hopeful that the "underachieving" student's self esteem, and his own self-definition would help to make him more ready to acquire basic skills like reading and mathematics. In addition to academic skills, both the student and the tutor learned to see themselves in positive ways.

A "training package" was developed for the tutor training phase of the program. The tutors were junior high and high school age, and the children being tutored were elementary school age. The tutor training program was conducted by consultants in the field of education who served as "trainers" during the summer months preceding the program. Implementation of the Youth Tutoring Youth phase of the project was through a variety of activities which used "self as content." The child's own experiences were used as a means toward readying him for instruction. The stated desirable outcomes of the Youth Tutoring Youth program are embodied in this quotation taken from their manual:

For the tutee, he will be able to say I am studying about me, my interests, my likes, my feelings, my sensations, and the way I experience the community around me -- rather than how other people or characters in books experience the community around me. Thus a key purpose in Y. T. Y. is to get the tutors to help their tutees understand that they already know things. 1

1 National Commission on Resources for Youth, 36 West 44th Street, New York, New York.
The following activity, Body Talk, is in the Youth Tutoring Youth series, and highly representative of the total program:

**ACTIVITY:** BODY TALK

**DESCRIPTION AND OBJECTIVES:** After the tutor has been with his tutee for some time, he may find that a major influence on how well his tutee performs will be the tutee's attitude toward himself (self concept). At that time it will be important for the tutor to understand that much of the tutee's self concept evolves in part from his attitudes toward different parts of his body (i.e., eyes, hands, feet, arms, etc.). A tutee who has big lips may feel that this makes him ugly and develop a negative view of himself. A tutee who has skinny legs may feel that this makes him weak and also develop a negative view of himself. These are just two examples of how a child's attitudes toward his body parts can effect his opinion of himself.

The following exercise, called "Body Talk," is designed specifically to help the tutee become more fully aware of his body parts and develop a broader range of criteria by which to value them. Thus, the tutee will be able to view his body in a way which is consistent with healthy growth. Basically, the exercise consists of having the tutee fantasize that he is a specific part of his body. For example, the tutee may "become" his knees for the purpose of the exercise.

**PROCEDURE:** Announce to the tutees that they are going to play a new game "Body Talk" and ask them to be seated on the floor in a circle. After the tutees are seated, the tutor then informs the tutees that the game is played by having everyone pretend they are just a part of their body such as their feet. In other words, if everyone is pretending they are their hands, then everyone says what he thinks his hands would say if hands could talk. Following these instructions the tutor should tell the tutees that they are
going to start the game off by having each person in the circle take turns pretending he is his feet. Each person should have his feet tell everyone how he feels and what he likes best. For example, the feet might feel too big because the other feet around him seem to be smaller. The feet may feel strong because they run fast. The feet may like best not having shoes on. To help give the tutee an idea of how to respond, the tutor should start the game off. After each tutee has had a turn at doing the above, the tutor next asks the tutees to take turns again having their feet tell everyone about some of the things it does. Following this the tutees should be informed that they will continue the game on another day. Each time they play, they will pretend they are a different part of their body.

**FOLLOW-THROUGH:** The next two times that the tutees play the game, it is suggested that they pretend they are their hands, and then their arms. Also, the tutor should try to expand the types of questions he can ask the body parts to reply to (list at end of instructions). After the tutees have played the game at least three times, the tutor can ask the tutees to each pick the body parts they like best and take turns pretending they are that part. At this time the tutor might also begin to hold discussions on body parts with the tutees following the game to see what the tutee is learning and how he is growing through the exercise.

The four programs described in the final pages of this section are representative of ways in which affective curriculum can be integrated into educational programs for children. There are a limited number of programs described in literature which rely heavily upon affective objectives. However, the number is increasing daily as educators become more and more aware that children can learn in school to understand and enact the fundamentals of social interaction, including respect for each other, as well as the ability to interact with adults and other children in a spirit of trust and cooperation.
DETERMINANTS

**Early Childhood:** The years of schooling proceeding grade three, which is usually below the chronological age of nine.

**Cognitive:** Objectives which emphasize remembering or reproducing something which has presumably been learned, as well as objectives which involve the solving of some intellectual task for which the individual has to determine the essential problem and then reorder, give material or combine it with ideas, methods, or procedures previously learned (Bloom, 1956).

**Affective:** Objectives which emphasize a feeling of tone, and emotion, or degree of acceptance or rejection. Affective objectives vary from simple attention to selected phenomena to complex but internal qualities of character and conscience (Bloom, 1956).

When behavior is studied in its cognitive aspect, we are concerned with its structures; when behavior is considered in its affective aspect, we are concerned with its energetics (or "economics," as Pierre Janet used to say). While these two aspects cannot be reduced to a single aspect, they are nevertheless inseparable and complementary. For this reason we must not be surprised to find a marked parallelism in their respect to evolutions. The cognitive schemes which are initially centered upon the child's own action become the means by which the child constructs an objective and "decentered" universe; similarly, and at the same sensori-motor levels, affectivity proceeds from a lack of differentiation between the self and the physical and human environment toward the construction of a group of exchanges or emotional investments which attach the differentiated self to other persons (through interpersonal feelings) or things (through interests at various levels) (Piaget and Inhelder, 1969, p. 21.)
To provide a basis for their approach to work, educators have drawn heavily from theories of learning and growth which have been developed primarily by branches of psychology. The theories which seem to have the greatest implications for the practice of teaching may be classified in terms of their view of the relationship between the learner and his environment.

The theory which considers the environment as the most important factor in this relationship (Bandura and Walters, 1963) serves as a basis for the classical subject centered, didactic approach to teaching. The second type of theory considers the learner the most active element in the relationship. This idea formed the foundation for educators who stress learning by discovery (Brunner, 1960) and learning by problem solving in uncontrived situations. The third type of theory which emphasizes the environment and the learner as almost equally important in the acquisition of knowledge (Piaget and Inhelder, 1969) seems to form the basis for many of the innovations in curriculum and approaches to teaching in today's schools.

The stimulus-response theories form the basis for educators who see the environment as the primary active factor in the learning experience. The basic principle of the S-R theory is that practically all behavior is learned (Skinner, 1938). The learning takes place in small segments rather than large chunks. In their view, in order to understand how a child develops, we need to show how the child's natural environment establishes for him a set of experiences and rewards that teach him to respond in a socially acceptable manner. The child learns adult patterns of behavior, as well as adult values through the
experiences of growing up. Throughout childhood each child's actions are either reinforced, ignored, or punished. Small segments of learning can be planned and directed by the control of these three factors. The child learns through associations with various responses to his behavior.

Ideas derived from this theory are implicit in the performance of the teacher who prefers the direct instructional method which has specific predictable outcomes. The "lessons" are representative of a body of knowledge to be presented to the class. The class is inspired or motivated to acquire this knowledge for the desired stimulus, which can be the teacher or parent (society) approval.

In my view, this approach to learning minimizes creativity, risking behavior and the development of identity, which are valuable goals of child development. The learner needs to develop muscle to come to grips with the many problems of our culture. These problems are neither predictable nor controlled, but burst upon the scene during various stages of growth. Learning is not merely an accumulation of knowledge and facts, but a process of growth.

Many educators over-reacted to the preceding model and went to the opposite extreme. They are representative of the second type of theory. Among them: the progressive education movement (Dewey, 1916), and the discovery method (Bruner, 1960), was a reaction to traditional approaches to teaching which required drill, rote-memorization and catechism. People in progressive education stressed the need for adequate referent experiences. In their view, the child is in the most strategic position to make choices from among educational
ingredients that have the most relevancy for his prevailing needs. The emphasis on the child's experience and spontaneous industriousness, and his autonomy as a learner, free of all direct manipulation, serves as a basis for many programs of the "interest-center" and "problem-solving" variety.

This model does represent a more affective view than the first because it allows the child to participate actively in the planning of his own learning. It does not, however, allow for a distinct role for the teacher. The teacher and child have human needs separate and apart from the acquisition of knowledge or the discovery of how things work. The teacher as a facilitator needs to help the child make choices as they both participate in each others growth. The teacher needs to observe each child's behavior within the learning environment and help him to restructure it to meet his ever changing needs. The teacher should contrive, through specific curriculum planning to help each child to build a positive image of himself as a person and a learner. Such a curriculum area should allow for the active participation of both the child and the teacher, to enable each to better cope with the world on their own terms. This is not merely adaptation to what is but the ability to affect one's own environment.

The extremes of the first two theories have been avoided in more recent theories which appear to be a combination of them. The current theories define an active role for the learner and his environment. Classroom environments and teaching approaches of this type are referred to as "Activity Centered," "Open Classroom," and "Infant School." The developmental psychology of Jean Piaget is highly representative of the new and emerging
ideas about the growth and development of children. Piaget emphasizes that the basis of all learning is the child's own activity as he interacts with his physical and social environment. The learner does not interact with his environment as an isolated individual, but rather, he interacts with it as a part of a social group. Through accommodation and assimilation the child grows from a narrow self-view of the world toward a broader outlook as the result of experiencing ideas and viewpoints of other people. This growth takes place as the child passes through four distinct stages of mental development. Piaget defines these stages as sensori-motor, pre-operational, concrete operations, and formal operations. The stages are representative of growth patterns in other theories, and are described in a chart depicting an outline of current models of early human relationships (see page 7). The theories of Piaget and Erikson seem to come more closely to describing what is needed if regular school programs are to reflect the affective domain and exploit its possibilities for reinforcing the cognitive domain. However, when specific curriculum of Affective Education is implemented as important in its own right, it can function in either of the three theoretical learning environments. The environment selected for this study were classrooms and teachers whose approach to work reflected the theories of Piaget and Erikson.1

1 See, Outline of Current Models of Early Human Relationships, Appendix I.
CHAPTER II

SITE SELECTION FOR THE STUDY

Two different and distant sites were selected for the study. The Chandler School in Somersworth, New Hampshire, and Public School 178 in Brooklyn, New York were chosen on the basis of their ethnic compositions and the "open classroom" approach to work employed by their teaching staffs.

Public School 178, Brooklyn, New York

Public School 178 is one of eight schools in the experimental district of Ocean-Hill Brownsville. It is located in one of the more well known low-income communities in the United States and borders on, as well as includes some parts of Bedford-Stuyvesant - another well known low-income community. According to the United States Census, the medium family income ranged from $3,000 to $5,100, with as many as 2/3 of the families falling below the $4,000 level.

Serious crimes and male unemployment are among the highest in the city, with every indication that both are on the increase. The figures of the Department of Social Services (public assistance, ADC, etc.) indicate that 31 percent of the community population receives grants from their funds.

The total community is presently undergoing urban renewal changes in residential buildings and some public facilities. Like many low-income areas, this transitional construction phase is depressing and demoralizing. During
such times the entire area appears to be a bombed-out war torn city. Buildings are partially demolished, streets are littered with artifacts of demolition, children use abandoned buildings for play and many are injured seriously. This hazardous condition is heightened by a group of small fires continuously blazing or smoldering in lots where junk has been dumped. The completed construction and clean-up process is extremely long, lasting 5 to 10 years in many low-income communities. Commercial and non-commercial buildings in the more affluent parts of the city are completed in less than half the time. This serves to anger residents because of the observed double standard.

Public School 178 is situated among a variety of different family living facilities. In the front of the building, and immediately across the street is a row of well kept private homes, as well as a few small apartment houses. Behind the school the same residential pattern prevails. The east and west borders of the school are completely different. The west side of the building, and one block away, there is a very modern "middle-income" apartment building with playground and swimming pool facilities which on special occasions can be used by school groups. There is also parking facilities for residents. The income of families in the development range from $8,000 to $15,000. Strict rules of income govern applications from those being considered for tenancy, however, the rents are high enough to exclude families with yearly incomes below $6,000.

At the east end of the block there are several dilapidated apartment buildings. Many are in such poor condition that several floors are boarded up as
unlivable. Lighting violations are rampant in such structures, and landlords are unwilling to make repairs.

When city housing departments working through the courts attempt to force landlords and other building owners to make necessary repairs, they often abandon their buildings rather than do so. The other seven schools in the Ocean Hill-Brownsville area are in the midst of similar urban renewal transition.

The level of education of the adult population is lower than that for the rest of the city. This condition is gradually improving through special educational improvement and "new careers" programs for paraprofessionals who can secure employment in schools, hospitals, and social agencies. Blacks comprise approximately 73 percent of the population with Puerto Ricans constituting 24 percent and other, 3 percent.

The unit administrator (similar to local superintendent) of the experimental district has stated that the academic retardation of the student population is 58 percent. In other words, 6,000 pupils in the district are three or more years behind in basic subject skills (McCoy, 1968). Estimates predicting the academic success of students from this district within the last five years show that the high school attrition rate exceeds 70 percent with less than one percent of those graduating from high school receiving an academic diploma.

All of the schools in the district are eligible for various remedial and compensatory programs offered by the New York City Board of Education. In this respect, the per pupil operating cost for each school is approximately $800, while the average for the city is $600.
Public School 178 is one of several hundred school buildings in New York City which was built during the 1890s. The walls have been painted and patched many times. A basement area serves as the cafeteria (most of the lunch is cold except for soup), the auditorium is small with many blind spots, the natural lighting is poor, and electrical lighting is inadequate in most rooms.

There is a great deal of parent activity stimulated mostly by early childhood faculty, and summer headstart type programs. The school had seven different "experimental" programs of great diversity going on at the time of this study. These programs range from parents being cast in the role of actual classroom teachers, (with the support of a daily training program), to the use of special packaged programs (Project Read, SRA, etc.) by the regular teaching staff. There were also many teachers who approached the teaching task in traditional ways without any involvement in "special programs."

Recent measurements of the effectiveness of the new approaches to teaching was conducted by the district office staff. The results which were reported in narrative form indicated a great deal of improvement in pupil achievement.

In addition to the regular classroom arrangements and assignments of children to traditional chronological grade level and room placements, Public School 178 had the following special programs at the time of this study:

**Project Serve**: A program which involved intermediate school children in a tutorial relationship with elementary age children. The emphasis was on reading. (This program is similar to
Youth Tutors Youth discussed in Chapter I.)

**Project Read:** Programmed materials designed for work with children in a cross-age manner. "Let children progress at their own rate of speed regardless of grade." Materials designed by the Behavioral Research Laboratory were used as the foundation for the project.

**Strengthening Early Childhood Program:** Intensive work with teachers in grades pre-school to three to help solve classroom curriculum problems. Paraprofessionals and other staff members working with these grades are given time to attend seminars and workshops which are planned by district office supervisory personnel.

**Montessori Class:** A class of children ages 4 to 6 together with a trained Montessori teacher served as a demonstration model for other staff people who might want to learn new teaching techniques of the Montessori nature. Visitations were arranged for teachers and outside visitors as well.

**Parents and Teachers:** A special classroom arrangement for a parent-teaching cooperative in mathematics and reading. In grades three and four, parents taught math concepts and conducted reading
clinics for small groups of children in the classroom under the supervision of the regular teacher. Daily sessions are held with the parents as a group to train them for this role. Such sessions are conducted by the regular teacher, and on occasion by a supervisory staff person.

Mathematics Program: This program provided a lab training session for parents and teachers who work in grades three and four. A mathematics specialist serves as a trainer for teaching the understanding and use of Cuisenaire Rods, Dienes Blocks, and other materials related to algebra. Directly following each session with the "trainer," parents went into classrooms and conducted math lessons to an entire class. Attempts were made to enable the teaching parent to assume the full teacher role for periods of time.

Teacher Training Program: An intensive training program for teachers who were interested in learning the "new math" and the techniques in teaching it to children. Sessions were conducted after school and attendance was voluntary.

Public School 178 had four teachers in early childhood who were using the "open classroom" approach to teaching. They all seemed to perform well, and visitors to the experimental district were usually encouraged to visit these
classrooms when they wished to see an early childhood program in action. My attendance at regularly scheduled staff meetings of early childhood teachers provided the opportunity for me to introduce the affective curriculum study. The first meeting was filled with probing questions, and signs of suspicion among the teachers. I assured them that the planning of activities would be a cooperative venture and that their ideas were of great value to the success of the project.

After the initial presentation, they were interested in the affective curriculum to an extent that by the second meeting they had already drawn up some suggestions for curriculum content.

The Chandler School, Somersworth, New Hampshire

The Chandler School is located in Somersworth, New Hampshire, ten miles from the University of New Hampshire, at Durham.

According to the New Hampshire Department of Health and Welfare the 1969 residential population for Somersworth is 9,856. There are no non-whites registered as residents of the town, and during my weekly visits for a period of 6 months I never saw a person in Somersworth who could be described as non-white.

The town has the lowest tax rate in the state, and utilizes a great deal of volunteer help from citizens in the running of their local government. As the result of recent urban renewal projects which took less than three years, they now have a new Tri-City Shopping Plaza, and three industrial parks. The Dover Shoe Company is one of the two major industries in the locality employing more
than 25 nations. The company just completed building a new structure to replace their old and inadequate one. This represents for Somersworth the first new factory building since 1900. Also sharing in the urban renewal project was a newly built civil defense center and Somersworth's first municipal library.

According to the 1960 United States Census, the medium family income ranged from $1,500 to $4,000, with as many as one-half of the families falling below the $3,000 level. The most serious crime committed during the year of 1969 was assault. During that year the total number of assaults registered at the police department was 12. This crime was outnumbered by "abusive and profane language" (13), and drunk and disorderly" (51). The total number of all crimes committed in Somersworth for the year was 132. The total number of registered juvenile crimes for the year was 30. Of all juvenile offenses 7 were described as "Delinquent Children," 5 as "Drunk," 4 "Possession of Beer," and 2 "Being present where marijuana was kept, or in the possession of it."

These statistics are cited here because they reflect the length and breadth of "citizen criminality" in the small community of Somersworth, and gives the reader a comparative view of both communities in this regard.

The Somersworth school district now has two elementary schools, one middle school, and one high school. They are designed to serve several adjoining communities as well as Somersworth. In 1969, a Junior High School Expansion Project was completed so that it could serve as a middle school for students in grades five to eight. Students in grades one to four were housed in the two lower grade schools, Chandler and Hilltop.
During the year a plan to admit a large number of Rollinsford (a nearby community) students into the Somersworth schools in grades 7-12 was enacted. Known as the AREA school plan of the State of New Hampshire, the arrangement assisted both communities educationally and economically. Educationally, the plan provided sufficient enrollment to expand the number of classes which were offered. Financially, Somersworth received tuition from Rollinsford on a per-pupil basis, and a ten percent increase in building aid from the state. A lengthy study preceded the plan which brought Rollinsford and Somersworth community people together as neighbors working on a common plan. The cooperative venture also added a full time nurse and another bus to the school system. An oversight, however, left the school lunch program overburdened.

The new middle school building was built without interior walls in order to "keep pace with new educational developments." It is known in the town as an "Open School," and residents seem to take pride in the new concept. The teaching staff considers it an opportunity for "individualized instruction" because movable dividers can be maneuvered to accommodate large or small groups with as many teachers as desired. The town of Portsmouth which is 10 miles away is attempting a similar experiment in the lower grades.

The Chandler and Hilltop Schools are attempting to work this way within the limitations created by the two old buildings. The Somersworth School District provided training through workshops and guest speakers, as well as a variety of forums to facilitate the whole teaching staff in the district changing their teaching approach from the traditional to the "Open Classroom." A district-wide,
federally funded project named SOLVE (Support of Open Concept Learning Areas Through Varied Educational Teams), was designed to aid in the development of the open school concept in Somersworth and in five other districts: Rochester, Franklin, Portsmouth, Keene, and Masenec. It was the intention of the plan to support the implementing of the less traditional approach to teaching.

The Chandler School was built before 1900. It is a wood structure which creaks and groans under the foot traffic of children and adults all through the school day. The stairs are rickety and worn, with many visible patched up areas. The first day of my arrival more repairs were being done on the stairs. Because there had been no bannister, a child had fallen through from the second to the first floor. The rooms were large and well ventilated, and employed many homemade partitions and book cases.

Chandler is a small school, having only 8 classrooms. There is a small kitchen and lunchroom on the first floor where two elderly ladies prepare the lunch each day. It appears that they go about their task as if they were preparing a meal for guests in their home. Bread is baked each day, and many meals are served with fresh vegetables.

The classrooms seemed effective in that they were all organized, efficient workrooms where there was opportunity for motor and sensory experiences. In each classroom there were two or three teaching adults. Children approached without fear as I entered their room, and quietly asked my name so as to introduce me to other classmates. There were many media for
learning and many opportunities for making choices. There were understandable rules and well-defined physical structures where children were able to control and organize themselves and to develop skills for mastery in their environment.

In one room the teaching team informed me that they were not satisfied with the children's ability to control the outbursts of excitement or the noise level at times; especially when it interfered with the work of other children. In an effort to reduce the negative effects of this condition, the team at that time was experimenting with behavior modification techniques as a strategy; it seemed to work well during my visit.

As the children went about their work, they moved and talked freely. They made plans and carried them out. In one room in particular an egg-hatching experiment provided an opportunity for children to categorize, see relationships, and solve problems. In this experience and others they learned how to organize and record information. The boundaries of the classrooms were extended by a creative use of extra-wide hallways; this seemed very effective.

The teachers seemed to encourage direct observations of the important aspects of the child's environment through a variety of field trips. These were not always elaborate escapades to far-away places, but to local areas familiar to the child's eye view, which were somehow never quite discussed with him by other grown-ups.

The teachers seemed to introduce central themes of study or activities which helped children to become aware of the world around them. First, themes were elaborated from the planned environment (organizing chores, caring for
pets and plants, cooking, building, etc.), then from those aspects of the community in which the children could see relationships, solve problems and use their skills. Teachers seemed very innovative in this area; one used a newly developed approach to work attack skills and another introduced new math concepts.

The natural talents of the teaching team was also utilized. A teaching assistant brought his guitar to class and together with the children made up a delightful song which was performed by the group.

Hilltop School is a few blocks west of Chandler on the town's main street. Although Hilltop School was not a part of the study, several visits there revealed a similar physical plant, student body, and teaching staff. In other words, the previous description of Chandler could very well serve for Hilltop School as well. The teachers at Hilltop were "experimenting" with the affective curriculum as the result of "information sharing" with Chandler School teachers at monthly district-wide teachers' conferences.

On several occasions I was requested to make a presentation of the curriculum ideas to teacher groups. I conducted one workshop for Project Serve (described earlier), and participated in several lunch hour forums with early childhood teacher groups. The sessions took the form of a brief presentation of the Affective Curriculum followed by a discussion and questioning period. During these presentations the teachers were "put-through" the activities in the same manner as their pupils would be. I served as "Facilitator" to "model" the teacher role for the group. Such demonstrations proved to relieve the group's anxiety over instituting the new and novel curriculum
strategies suggested by the Affective Curriculum. It also provided an opportunity for the Chandler School teachers, who had experienced the utilization of the curriculum, to present first-hand experiences and assist me in answering the questions of their colleagues.

These sessions together with small group and individual informal encounters between school personnel and myself, stimulated an enthusiasm for the Affective Curriculum throughout the district. For example, upon request I helped to plan and conduct a Human Relations Workshop for ninth grade pupils in the junior high school on the strength of a description of the curriculum made to the principal of that school during an informal conversation with a colleague in the lower grades.

Chandler School and Public School 178 were similar in the following ways:

1. The student population age range was from 4 to 10.

2. The teacher population in the classrooms which were used by this study used the "open classroom," or "interest centered" approach.

3. These teachers, less than two years prior to the study, had worked in more traditional ways with children. They all had less than three years experience working in the current manner.

4. Children were encouraged to participate actively in planning their own curriculum.

5. Supervising personnel were accessible and actively involved in teacher assists.

6. Frequent workshops and seminars reinforced the administrations commitment to the open classroom approach to teaching.
Chandler School and Public School 178 were different in the following ways:

1. Chandler's students were white; students at 178 were non-white.

2. The teaching staff at Public School 178 was racially integrated; the staff at Chandler was white.

3. There were no male teachers at Chandler School; Public School 178 had a 1/3 male staff and one male teacher in the early grades.

4. The Chandler School community was all white, and 178 was predominantly non-white.

5. The Chandler community spoke a single language, while the students at 178 were exposed to a community where Spanish was spoken freely.

6. Public School 178 encouraged and obtained a great deal of parent involvement and participation. Chandler School did very little to encourage parents to become actively involved in school affairs.
CHAPTER III

METHODS AND PROCEDURES

Teachers involved in this study, together with the author, designed the activities as separate "mini-lessons," and outlined a lesson plan (procedure) for each. For consistency we called each lesson an "activity" and suggested methods for implementation ("teaching") in the following manner:

Activity: The name of the activity was an attempt to describe in a few words precisely what the lesson should accomplish.

Materials: Except for the personal journals of the teacher and the children, we prescribed only those materials which are normally available in the early childhood classroom. The journals were constructed as an activity early in the program using such normally available materials. In several instances material was duplicated (re xo-graph) prior to the activity to be completed by the children as a part of the activity. "People who live with me," "Faces," "My friends at school," and "I like..." are examples of such "completion material." The creativity of the facilitator served to extend the cognitive benefits of materials. The choice of materials were not limited to our selection, in fact, when we did not use materials in our field studies it was noted that none was prescribed, leaving it up to the facilitator's choice rather than stating "none." We feel that materials should be carefully selected so that they serve to enhance and extend
the affective-cognitive intent, rather than random and unsystematic (merely because certain materials may appear to be "colorful" or "interesting"). (Refer to Appendix.)

Method: This category took a great deal of work and a number of changes were constantly being made as field studies yielded new evidence. For example, the group size of 3 to 5 proved too small in most cases. Children had difficulty getting started during "talk" activities, and too few points of view were represented to afford the facilitator a "handle" on things. Groups of 8 to 10 (one facilitator tried 12), functioned well for some activities, and badly for an equal number because it represented too many diversions to focus upon the objective, as well as fewer opportunities for less aggressive children to respond. The field studies proved in an "empirical" sense that groups of 6 to 8 were generally more productive than others. However, there were times when changes were necessary and this was pointed out in specific activity descriptions.

Rationale and Anticipated Outcomes: In this category we attempted to describe in greater detail the intent of the activity selected and the stated objective. Included were experiences with similar activities in our field studies as well as how they served to support our objectives. The facilitator's actions, mannerisms, choice of words, and behavior in general was described in this area to detail how he might exploit all possible positive avenues. Examples of field study outcomes were
detailed whether they were successful (to give greater emphasis upon those areas which work), or unsuccessful (to give clues as to which items might pose some difficulty). Each activity session was recorded during the session on large experience chart paper, (such paper is in the standard supplies in the lower grades). The facilitator and children had equal opportunity to make entries. The objectives were to provide clues for children as they made private entries in their personal journals at the completion of each session, and assist them in learning how to organize and record information. Children were also encouraged to write their names beside their entries so that they would feel their own investment in the life of the activity. The facilitator served as "recorder" for children who had not fully developed writing skills - recording the exact words of the child - and identifying it with his name.

The teacher's role as facilitator was critical, and not directly instructional. He was encouraged to express consistently in action and in words a respect for each child, his world and his communication. The teacher demonstrated his knowledgeability, but more importantly, his trustworthiness as a person. The central themes and activities were introduced to help the child and the teacher become sensitized to the world around them (including to each other).

The teacher, through these activities, encouraged direct observations of the human-ness and feeling-ness of the environment through a wide
range of strategies designed for affective and cognitive development.
The facilitator's role was to provide in strategic doses the systematic
presentation of activities to realize these goals.

The activities to be described later in this chapter were staging points
from which teachers developed related activities. To the recipients
of this study it is necessary to point out that the activities described
herein by no means exhaust the possibilities. They are intended for
idea formation and as foundation material for teachers who wish to
develop their own affective curriculum.

The teachers in this study attempted a variety of activities using those
mentioned in this chapter as roots. Whenever relevant, the variations
are pointed out in the Rationale and Anticipated Outcome categories in
the activity descriptions.

TO THE TEACHER:
The foundation for the series is a booklet developed by each individual teacher
and child. It is called a JOURNAL OF SELF. The Journal can assume two
forms. It is suggested that you use either one or the other with each group.
You may vary the forms from group to group, but all children within a group
should be using the same form.
Form A

The teacher develops her own BOOK ABOUT ME to serve as a model for the children's book. The teacher's edition should have pictures and other personal items from her childhood through adulthood. Photographs of the teacher as a child, with brothers and sisters, with a pet, as well as artifacts which represent important phases of growing up should be included. The children will use the teacher's journal as a model for developing their own. Therefore, the first exercise will be a discussion and display of the teacher's journal. The discussion can take any open-ended form, preferably a "rug meeting," or any other flexible type with which the children are familiar.

Form B

This form of journal begins with having the children construct a booklet by clipping together several pages within a hard paper cover. At the end of each exercise the children will be assigned a written session to complete provocative sentences. At times it may prove beneficial to allow the group discussion to continue without the presence of the teacher. An alert observation will reveal this possibility. At the end of the HAND MIRROR exercise a group developed experience chart should reveal "When I Looked In The Mirror I Saw. . ." The group will share in this listing on the master experience chart. Seat work will follow as they record individual responses in their own journal. At least one page should be allowed for each exercise. The children should be allowed, and even encouraged to draw pictures, paste in pictures
from magazines, and explore as many creative things as possible - keeping in mind the exercise.

In both forms the teacher will function as a FACILITATOR, rather than the traditional direct instructional role of "teacher." This in no way expresses a value judgment of teachers who find traditional ways of working more beneficial, but the adult-child relationships and the child-child relationships are crucial to the success of this series. Traditional ways of direct instruction will often promise cognitive results when the material is highly objective. In this series, the SELF is the curriculum and the objective. Freeing the child from fears, improving negotiating skills and coping skills, as well as improving his concept of self, are the aims - rather than academic skills of reading and writing. However, objective areas of schooling, like reading, writing, figuring and computation, are realized qualitatively as the child becomes more able to define himself as a person and a learner. An Audio-Visual Aide related to the Journal of Self is described in Appendix I.
CHAPTER IV

APPRaisal AND ASSESSMENT

It is the general aim of education to facilitate learning by effecting desirable changes in those who undergo the education process. To accomplish this, the educator needs to have means of judging the initial status of the learner as well as the change that may have occurred as a result of what has taken place in the teaching-learning environment. The teacher needs to know quantitatively the amount or direction of change, as well as some estimation, qualitatively, of the desirability of the change. Quantitative change can be measured in most instances by an objective instrument designed for that purpose. The estimation of qualitative changes involves the act of evaluation. Therefore, a learner’s status and progress requires both evaluation and measurement.

Teachers are ordinarily concerned primarily with the learner’s subject matter (cognitive) achievement (Horrocks and Schoonover, 1968); however, attitude and social competence (affective) will have an impact upon the achievement outcomes. Shaw, Edson, and Bell (1960) pointed out that achievement is more characteristic of the individual who has developed a favorable self concept. Roth (1959), Davidson and Lang (1960) conducted studies which supported the findings of Shaw, Edson, and Bell that feelings about self which a learner develops can either be a supporting or a limiting
factor in academic achievement.

An almost unlimited variety of standard measuring instruments are available to enable judgements to be made of nearly every possible aspect of the learner's growth. However, teachers have often found it more desirable to base judgements upon matters that are indigenous to the learning environment. Therefore, many teachers make use of tests devised by themselves to fit their particular instructional program or setting. (Horrocks and Schoonover, 1968).

The teachers in this study were involved in the development and implementation of the instruments which assisted us in the evaluation and assessment of the affective curriculum process, as well as its impact upon the children.

The process was evaluated through the use of anecdotal records kept in the form of a dated diary. The teacher would record significant incidents which occurred in the learning environment. In research, this is referred to as the critical-incident technique.

Recordings were made by the teacher describing selected incidents and their relationship to the affective activities. A sample one-week entry regarding a child who happened to be new to the class indicated the following:

Setting: Public School 178, Brooklyn, New York
Class: Mixed Age grouping, ages 4 to 6.

1/5/70: Aracelys admitted to morning session. She was brought in by the office secretary - remained standing - cried very quietly for about an hour - ignored all of us.
1/6/70: Cecilia tried to become friendly with Aracelys - she began to cry again. Cecilia informed me that Aracelys was Spanish and could not speak English. Aracelys ignored us again.

1/7/70: Cecilia and Ulanda tried to interest Aracelys in their journals of Self (which they usually take out every morning now). Ulanda tried to get Aracelys to look into the small hand mirror - she repeatedly turned away.

1/8/70: Johnetta, Ulanda, and Cecilia were viewing the full-length mirror - Aracelys quietly observed them - stopped whimpering and approached them halfway. Several minutes later Johnetta, Ulanda, Cecilia and Aracelys were viewing the mirror together! I did not see the final move - did she choose to do it when I was not looking?

1/9/70: Cecilia and Aracelys entered the room together conversing in Spanish. Aracelys, Johnetta and Pamella remained in the housekeeping area most of the morning.

Setting: Chandler School, New Hampshire  
Class: Mixed age grouping, ages 6 to 8.

1/10/70: Charles and John were the most active during the "Problem Solving Activity." Other children appeared annoyed with me that I did not control the activity more.

1/20/70: Gloria asked that Charles and John be excluded from the discussion group today. I suggested that this was a "real problem" and we should talk about it in group today rather than outside of group. Later, as "group time" approached, Gloria and Jeanette went about the room telling members that we were going to discuss a real problem today. Today's group session lasted longer than usual - children pointed out to Gloria that she was guilty of the same things that she complained about regarding Charles and John.

1/21/70: The class re-arranged groupings on their own. John and Charles ended up in a different group than Gloria and Jeanette. I see this as a problem that the children solved without the assistance of a facilitator.

1/22/70: Daniel whispered to me that he "gets a licking" for the least little thing that he does at home. He wanted the group to discuss it without knowing that it is his problem. I used the word "anonymous" - we talked about what it meant. I presented the problem to the group in an anonymous fashion - Charles blurted out, "Is that what Daniel whispered to you this morning?" Daniel was embarrassed. I remarked that it was a problem of many children and that they are punished at times when they do not think it fair.
Flanagan (1949) describes the critical-incident technique in the following manner:

The critical-incident technique consists of a set of procedures for collecting direct observations of human behavior in such a way as to facilitate their potential usefulness in solving practical problems and developing broad psychological principles. The critical-incident technique outlines procedures for collecting observed incidents having special significance and meeting systematically defined criteria. By an incident is meant any observable human activity that is to be made about the person performing the act. To be critical, an incident must occur in a situation where the purposes or intent of the act seems fairly clear to the observer and where its consequences are sufficiently definite to leave little doubt concerning its effects.

The critical-incident technique seemed to have two major applications in research. One is compiling a series of incidents about a selected person so that they may be related and analyzed as a case history of the individual. The other is to collect critical incidents involving a particular task or program, and use the incidents as a guide to developing a rating instrument for the task or program. Gordon (1947) investigated the requirements of a commercial airline pilot through the use of critical-incident recording. Flanagan and others (1953) reported on critical incidents as a tool for scientific research.

The "diary" that teachers in this study kept to help record the process of activity implementation, and the impact of its outcomes can be described as a "critical incident" or "process recording" research technique. The diary was simple in form, and served the purpose of helping teachers become aware of affective behaviors in the classroom as they related to the curriculum under study.
Another instrument which was put to use in the study was a "Social Relationship" table. Children's names were listed on the table along the left side. Categories of behaviors were listed along the top of the table forming reference boxes, so that individually listed children could be paired off with other children who related to them in the following ways:

1. Natural group membership . . .
2. Most fearful of . . .
3. Seeks out . . .
4. Is sought out by . . .
5. High-man in negotiations with . . .
6. Low-man in negotiations with . . .
7. Mutual aid with . . .
8. Hostile toward . . .
9. Affectionate or warm toward . . .

(For further clarification see Appendix 2).

The technique for determining the internal social structure of a group was devised by Moreno (1934) and has been used frequently since that time to measure interpersonal relationships. The socio-metric test, as it is called, asks a member of a group to select and name other children in terms of a criterion proposed by the examiner. Typical socio-metric questions may include: "Name the two persons in your class with whom you would prefer to go to a dance," and "List the person in this group you consider your best friend."

After subjects have made their choices, the examiner begins an analysis of the results by constructing a diagram. Triangles may be used for males, and circles for females. Two lines are drawn between subjects who
mention each other (mutual mentions), and one line is drawn between two subjects when only one mentions the other.

A variation of the socio-metric technique is the "Guess Who" test in which brief descriptions of individuals are presented to the examinee, who is then asked to guess who in the group this description best fits. Some researchers (Havighurst and Taba, 1949) present a character sketch to the examinee rather than the short direct question. For example:

"W is a very popular person who has many friends. He is always ready to help people without being asked. He does not talk about people or do things which would make them unhappy."

The questionable reliability of socio-metric technique is a perennial problem. Results are conditioned by a pool of possible choices from which the individual makes his selections - as well as other probability factors. In a summary of the reliability of the results of studies which have made use of such measures, Gronlund (1959) writes:

In general, studies have shown that socio-metric results are significantly related to the actual behavior of pupils, to teachers' judgements of pupils' social acceptance, to adults' ratings of social adjustment, to the reputations pupils hold among their peers, to specific problems of personal adjustment. Pupils with high socio-metric status are generally characterized by feelings and behaviors which are indicative of good personal-social adjustment. In contrast, pupils with low socio-metric status tend to have socially ineffective behavior characteristics, and tend to exhibit evidence of poor personal-social adjustment. A more detailed analysis of the research findings indicates that socio-metric results are more closely related to measures of social adjustment than they are to measure of personal adjustment.
The social relationship chart devised for this study was a modified version of the socio-metric technique first suggested by the research of Moreno. Moreno measured interpersonal relationships by asking group members to select and name other group members in terms of a criterion proposed by the examiner. The results of such an examination was presented in graphic form and called a sociogram.

In this study teachers were asked to determine the pupil to pupil relationship by listing the "connections" which they had established with each other. The prescribed criterion and response categories are described in Appendix 2. The results of this examination was called a social-relationship chart.

A third instrument for appraisal and assessment used by the teachers in this study was a modified Faces test. The original experimental scale was designed to measure self concept and maturation of children ages five to ten years. Normative data was not available, and the designer suggested that the scale in its present state should be used for limited research purposes only. A sample of the items:

- How do you feel about how healthy and strong you are?
- How do you feel about how much you know?
- How do you feel about going to church?
- How do you feel about the way your teacher treats you?

The modified version of the test was used in this study to add another dimension to our view of individual children before and after 6 months of involvement with the affective curriculum. In other words, the faces tests
as utilized in this study provided an item analysis to help the teacher become more aware of the possible impact of the affective activities.

The test contained a set of 8 faces on a single page. Each set contained a happy face (smiling), and an unhappy face (frowning). The teacher read each question to the child which elicited feelings that he might have regarding self, friends, family, and school. The child responded by marking "X" upon the face which characterized his feelings at the time the questions were read.

(For further clarification see Appendix 3).

The teacher asked the following questions:

How do you feel about the people who live with you?
How do you feel about where you sleep?

How do you feel about the block you live on?
How do you feel about where you play after school?

How do you feel about your classroom?
How do you feel about your friends in school?

How do you feel about how smart you are?
How do you feel about how you look?

The instructions to the children (as read by the teacher) were:

(Test should be administered individually. Total test time 15 minutes.)
We are going to play a game. I am going to ask you some questions. If you feel good about what I ask, then mark the happy face. If you do not feel good about what I ask, then mark the sad face.

There are no wrong answers, this is a game.

(Ask the child to point to the happy face to determine if he understands the instructions.)
Test Question: Show me the face that tells when you feel happy. O.K., now we will play the game. (Teacher commences with the eight questions, allowing approximately 30 seconds between each.)

A modified form of the faces test examination sheet was suggested but not used in this study. This version depicted three faces per item rather than two. One face was displayed as happy, the other as sad, and a third as pleasant with no extreme display of feelings in either direction. For a view of this modification see Appendix 4.

There seems to be a considerable amount of research activity in the measurement area of affective education in recent years. Beginning with 1968, research literature on the subject has appeared with great frequency. The available material is incomplete, and in most instances the test designer cautions against use except under the most controlled research conditions. Seldom is there any normative data, and instruments, because of their recent development, have been used in very few studies.

However, there seems to be a distinct value to teachers and to others in fields of human service who have an interest in affective activities, to become aware of measures of affective behavior. The following descriptions of some of the currently available instruments in the field should provide valuable assistance to those who intend to pursue a study similar to this one, or related research. A numbered list of where these tests can be obtained is in Appendix 5.
About Me (1)

This test assesses five areas of self concept. The items are connected to the school environment, and assume a relationship between this environment and the child's behavior.

Five areas are covered: the self, the self in relationship to others, the self as achieving, the self in schools, and the physical self. There is a total of 30 items, six items for each area. The examinee is to rate himself along a five point scale between two statements.

Sample item:

1 2 3 4 5

I'm good in school work I'm not good in school work
I'm popular I'm not popular
I don't get tired quick I get tired quickly
I'm not tall enough I'm tall enough
I'm proud of me I'm not too proud of me

Numerical values are attached to each item, and "scores" are reached by summing these values. High scores indicate negative self concept; low scores, a positive self concept. This instrument was used in a dissertation study, and suggested for use with students grades 4 through 6. Individual or group administration is possible but no statistical data is available.

Children's Self Concept Scale (2)

This instrument is in the experimental stage. It consists of 100 simple declarative statements. The researchers suggest it be used with children ages six through nine. Even though the
vocabulary is simple, the examinee must have reading ability. It is possible

to read the items to the children, but the large number of items would render

this a tiresome process, and thereby affect the instrument's validity and

reliability.

**Self Concept As A Learner Scale (3)**

This scale consists of 36 items which relate to four categories -
motivation, intellectual ability, task orientation, and class membership. The
exam sheet allows for a "yes" or "no" response to be circled.

It has been revised for use in a National Institute of Mental Health study.
Administration may be in groups, and items read aloud by the teacher. Sample
items:

- I do well on tests
- I usually like to go to school
- I get my work done on time
- I find it hard to talk to classmates

One point is scored by each answer, as designated by the author of the
test.

**How I See Myself (4)**

This instrument is available in a 40 item elementary form, and a 42
item secondary form. Group administration is possible, and instructions can
be read to children.

The items are designed to measure dimensions of self concept by the use
of two diametric statements measured along a five-point scale. The student
is instructed to rate himself. The highest possible score indicates a feeling 
of inadequacy and the lowest scores represent a feeling of adequacy. An 
example of the items are:

**Elementary form**

1 2 3 4 5

Nothing gets me mad  I get mad easily and explode
I don't stay with things  I stay with something until
and finish them  I finish

**Secondary form**

I rarely get mad  I get mad easily
I have trouble staying  I stick with a job until I
with a job until  finish
I finish

The author has stated that the test needs further refinement and should 
only be used for experimental purposes at this time.

**Affect Scale (5)**

This scale is designed to assess the level of positive self-regard. It 
consists of 29 pairs of adjectives of the ugly-beautiful, hostile-friendly and 
stingy-generous variety. The author states that these items are dimensions 
of self-regard.

The examinee rates himself along a seven point scale between each pair 
of words. Normative data are not available at this time, but pilot studies 
have indicated that various populations will differ significantly.
What I Am Like (6)

The author of this instrument suggests that it be used for experimental purposes only, and at this time for group comparisons and not individual child diagnosis.

There are three subtests in the instrument, and each contains ten items. The first: What I Look Like (short-tall, clean-dirty, awake-sleepy, etc.). The second: What I Am (happy-sad, somebody-nobody, bold-shy, etc.). The third: What I Am Like When I Am With My Friends (give-receive, agree-fight, follower-leader, etc.).

The position of positive and negative poles are randomized to avoid a psychological or mechanical set in responses to items.
CHAPTER V

SUMMARY AND CONCLUSIONS

Children and teachers were involved in a series of activities that provided a forum for creativity where the cognitive-affective domains were explored and utilized as a new dimension of the classroom environment. Four specific goals were sought after and realized within this context. Each goal could be considered valuable in its own right. Therefore, the discussion of these goals in this study will treat them as separate areas. They were:

Goal I - Each child was helped to develop in both cognitive and affective domains, with circular reinforcement from one domain to the other.

The activity format was highly conducive to the development of both domains, and created an effective marriage as well as reciprocal reinforcement. The affective involvement of self, and the personal investment that each child and teacher made, was directed toward a cognitive involvement through writings, reading, vocabulary building, problem solving, seeing differences and relationships, and a variety of skills coming out of group and individual planning, recording, and figuring.

Teachers in the role of facilitator increased their awareness of each child's stage of development, his motivations for learning, his modes of approaching a problem, his current strengths and weaknesses, his anxieties and pleasures in task performance, and his own goals insofar as they were
observable. The teachers practiced differentiation of the teaching role adapting theory to their perceptions of each child's current learning needs. The affective materials helped the teachers to organize rich, varied and stimulating learning environment, within which children were free to move and talk freely, to participate in planning activities, and to make choices among many media for learning. The teachers observed each child's behavior within the learning environment staged by affective strategies, and restructured the environment to meet the child's changing learning needs.

Thus, each domain served to reinforce the other in a circular and supportive fashion from staging points of group conversation followed by group recording and personal journal recording. A film showing two children of early childhood age discussing pictures and art work in personal journals, as well as reading "new" words from them, is available and described in greater detail in Appendix 6. This film depicts the use of self as motivation for a cognitive encounter.

Goal II - Through the curriculum materials which were products of this study, each child was helped to understand and enact the fundamentals of social interaction, including respect for each other, as well as the ability to interact with other children and adults in a spirit of trust and cooperation.

The teachers in this study were encouraged to express in both action and words consistent respect for each child and his communications, even when they are divergent, unexpected or unclear. Through the affective strategies which came out of this study teachers were encouraged to extend the children's
learning by the introduction of central themes of study and activities which started by being relevant to the child's world but constantly deepened and enlarged that world through new information, new experience and reinforcement of desired behavior.

An example of this goal realization can be seen in a video tape of an activity in Public School 178, New York. The tape is described in greater detail in Appendix 1.

The video tape was made during an activity with the teacher and her group of kindergarten and first grade children. The activity was called *Full Length Mirror*. The supporting evidence of this goal realization came during a time on the tape showing when a child is unable to focus upon himself. As he faces the mirror, he insists that it is not his reflection. He later leaves the mirror reflection zone and hides behind the teacher's desk. After much encouragement from his teacher and classmates, he emerges from behind the desk and completes the "game." The social interaction and group dynamic on this occasion also brought out another child who in the past had been mean to the other children. A very warm helping relationship can be seen in the manner in which he helps his classmate "find" himself in the mirror.

**Goal III** - Through the curriculum product that came out of this study each child was helped in developing a positive image of himself as a person, important in his own right, and as a learner who participated actively in his own learning.
This study encouraged teachers in the primary grades to perceive play as children's work, and support it as central to children's learning, to their socialization, and to staff insights concerning each child's knowledge, skills, feelings and perception of himself.

The method of small group meetings provided the teacher with an observational diagnostic tool. During the activity children used their language, as well as reading and writing skills. The teacher as facilitator had the opportunity to demonstrate her acceptance of the child's unique use of these skills. At the same time, she encouraged children to take such risks, she became aware of specific areas of individual and group need.

The use of self as content and subject matter supported the child's personal growth with peers. The status of the facilitator as a supportive person in the role of negotiating learning for the child increased the possibilities for the child's feelings of positive self-worth, and helped it to develop concurrently with his cognitive skills.

Goal IV - Each child was helped in learning how to cope with his own world on his own terms. This included not merely adaptation to what is, but the ability to affect his environment.

The curriculum content promoted the use of familiar subject matter, as well as prescribed material. Even when such materials and activities were prescribed, facilitators were encouraged to connect such learnings to the child's present world.
Through the use of personal journals, the facilitator took the first step toward sharing personal life artifacts. In a sense, the facilitator "modeled" for the child participants in a way that the child's involvement was less of a risk and less threatening.

For the facilitator and the child, the involvement was self-regulating. A teacher in New Hampshire carefully selected certain activities and avoided others. At that particular time in her life she was visiting a terminally ill relative in the hospital on a daily basis. She did not care to become too personally connected to school children at that time. She later suggested that facilitators should allow children to make such choices as well. There were times when children desired a quiet place merely to record in their journals, and did not care for the group activity. There were also times when they did not want to be involved with either. A sensitive facilitator would aid this child in expanding his choices.

The encounters which children have with each other from day to day in the classroom are open to the emergence of disagreements over the possession or ownership of property, as well as arguments of many varieties, and restlessness or discomfort. The affective curriculum is not designed to prevent such occurrences, but several activities increased the child's capabilities in conflict resolution.

In the Brooklyn school, a non-English speaking child, new to the classroom, cried upon entering the room. As the teacher attempted to quiet her, another Spanish speaking child made her feel more at home. After a
few days, the "new" classmate was fully integrated with the help of the other child. In negotiating this feat the teacher overheard the facilitating child use the same language as was used in one of the activity sessions.

Pathways toward realizing the aforementioned goals were guided by curriculum strategies directed at revealing implications for helping:

- Teachers to find out more about their students in affective as well as cognitive areas.
- Teachers to develop more appropriate strategies for instruction.
- Teachers to become more aware of, and increase their behaviors that demonstrated empathy.

In an ever increasing way, researchers (Piaget, 1969, Erickson, 1968, Bloom, 1956) are emphasizing the need for affective supports in the learning environment for children. It is my view that the curriculum which came out of this study will help to change our current over-emphasis on narrow functional cognitive items to the broader issues of the affective contribution to total growth and development.
APPENDIX I

Three video tapes which portray a class of 4 to 6 year old children involved in mirror-use activities are available. Video tape #1 demonstrates the use of a hand mirror and involves children in a Brooklyn School with the author of this study. Video tape #2 demonstrates the use of the full length mirror in activity with a group of 4 to 6 year olds in a Brooklyn school with their teacher. Video tape #3 is the same as tape #1, except a different group of 4 to 6 year olds are involved with the author of this study.
## APPENDIX 2
### Teacher-made Social Relationship Table

<table>
<thead>
<tr>
<th>NAME</th>
<th>Natural Group</th>
<th>Most fearful of</th>
<th>Seeks Out</th>
<th>Is Sought out by</th>
<th>High man in negotiation with</th>
<th>Low man in negotiation with</th>
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<td>Cecilia</td>
<td>Cecilia</td>
<td>No one</td>
<td>Everyone (?)</td>
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<tr>
<td>Elaine</td>
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<td>No one</td>
<td>No one</td>
<td>Pamela</td>
<td>Pamela</td>
<td>Everyone (?)</td>
</tr>
<tr>
<td>Pamela</td>
<td>Shonzie Theresa, Kevin, Nice</td>
<td>Everyone especially Anthony, Gerald</td>
<td>Anthony, Gerald</td>
<td>Anthony</td>
<td>Elaine</td>
<td></td>
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<td>Johnetta Verina Nice</td>
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<td>Johnetta</td>
<td>No one</td>
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<tr>
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<td>No one</td>
<td></td>
</tr>
<tr>
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<td>Nice Verina Ulanda</td>
<td>Anthony</td>
<td>Nice</td>
<td>Nice</td>
<td>No one</td>
<td>No one</td>
</tr>
<tr>
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<td>Robert</td>
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<td>Gerald Pamela</td>
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<td>Aracelys</td>
<td>Aracelys</td>
<td>No one</td>
<td>No one (?)</td>
</tr>
<tr>
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</tr>
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<td>Dayrl</td>
<td>Robert</td>
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</tr>
</tbody>
</table>
APPENDIX 4

THREE FIGURE VARIATION OF THE FACES TEST (1 of 8)
APPENDIX 5

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APPENDIX 6

A half-hour 16mm sound film which describes and demonstrates the use of the Journal of Self is also available. The film depicts the culminating session which grew out of an activity in Fall River, Massachusetts.

The Fall River program was a workshop called "Youth Tutors Youth." Junior High School pupils were being trained to tutor "underachieving" first and second grade children in a summer program in Fall River.

The foundation for the tutor-tutee relationship was the Journal of Self, where both the "teacher" and the "learner" became sensitized to each other.

The film depicts two first grade children who have constructed their Journals using cut-outs from magazines, colored construction paper, crayon, scissors, and assorted paraphernalia. A discussion takes place between the children, their tutor and the author of this study. The verbal and non-verbal responses of the first graders reveal how such an activity re-enforces cognitive development through affective activities.
APPENDIX 7
People who live with me.

They look like this.

<table>
<thead>
<tr>
<th>Brothers</th>
<th>Sisters</th>
<th>Cousins</th>
<th>Grown ups</th>
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Names
I feel like
when I am in school
when I am with my friends
Things I like about myself

like the way I

like the way I

like the way I

like the way I

like my
Activity: FACE IN THE MIRROR

Materials: Hand Mirror, Experience Chart, Lined Paper 24 x 36, Child made journals and/or teacher made journal.

Objective: Concept of facial self. What others see.

Method: Work with a small group, no more than six. One mirror will be used, and passed among the children. As the child receives the mirror he will state, "As I look in the mirror I see..." If the child forgets the sentence encourage the group to help in a unison response. The first child who goes through the exercise, upon completion will be allowed to pass the mirror on to another child as a "gift"... and so on until all children have completed. The teacher should participate. This can take the form of serving as a model, therefore the teacher's turn should be taken in the beginning... or at the end to show the human connectedness of the teacher and children.

The teacher's role as facilitator is crucial as a "mover" of the activity. You can anticipate that some children will encounter themselves directly and describe facial features... others will hesitate, and then begin a description. While several may talk about things in the room which they see in the mirror, avoiding themselves, or even being completely silent and not responding
at all. The large experience chart should have the title: "When I look in the mirror I see . . ." Either children or facilitator can make entries.

**Rationale and Anticipated Outcomes:** The very young seldom have the opportunity to view themselves in a mirror. Adults peer at themselves several times a day. In the home, such objects are beyond the child's height, except on occasion, when they stand or prop themselves on the bathroom wash basin they can see the top of their head or face.

By comparison, adults appear to be formidable giants. To aid in eliminating this fearful condition, it is suggested that teachers in the early grades sit with the children when possible to reduce the physical distance.

Some early childhood classrooms have begun to place full length mirrors about the room for children to observe themselves. This is usually thought of as an extension of a play activity in which children play "housekeeping" or "dress up" in over-sized adult garments. Rarely does the teacher exploit this opportunity for any direct confrontation with self.

The purpose of the hand mirror activity, and later the full length mirror, is an effort to sequence this confrontation gradually. A five year old child in Brooklyn's P.S. 178 said it much more precisely as she looked at herself during the activity:

"I see me
I see myself
I see my whole self."
An Audio-visual aid describing this activity is available. See Appendix 1.
Activity: My Whole Self in the Mirror

Materials: Full-length mirror, Experience Chart, Lined Paper 24 x 36.

Objective: Concept of body and how it relates to how others see us.

Method: Work with small group, no more than six. One full-length mirror made available to group. Each child stands before the mirror one at a time. The child talks about what is revealed to him in the mirror. If the child hesitates, the facilitator and other children can suggest what he can look for.

The teacher's role as facilitator is to encourage movement and conversational interplay between the group and the child viewing. Some children will encounter themselves directly... others will hesitate... and some will describe articles about the room which are reflected in the mirror.

Rationale and Anticipated Outcomes: The facilitator will help this activity to serve as a continuation of the Face In the Mirror activity. At the end of the session, group entries will be written on the large Experience Chart. The heading will state "When I looked in the big mirror I saw..." The children will be encouraged by the facilitator to make relevant entries in their Journals. The facilitator can make these entries for the children after first determining exactly what they want written. Children who have writing skills should be encouraged to write their own. Whether the facilitator or the child is the scribe, exact words should be accepted - the objective is free response.
Activity: Who Am I?

Materials: Class pictures and photographs if available, Experience Chart Paper 24 x 36, Child made Journals.

Objective: Concept of self as others see me.

Method: Work with small group, no more than six. Warm up exercise with children being asked, "What kind of fruit do you feel like?" Or "What kind of vegetable do you feel like?" This can take the form of individual response or group response which later moves to individual children assuming more responsibility for discussing themselves. Use photographs to provoke and direct discussion.

Ask for someone to volunteer to tell the others how he is different from others. Encourage the group to challenge his descriptions. Children will often respond with things about themselves which are very much like those of other children... for example, "I have a pretty dress" or, "I have new shoes," etc. Journal entries will be made from recordings on the experience chart which the facilitator and children write-up at the end of the activity. Children's entries in their Journals will now begin to look more unique - their referral to the experience chart will be more for ideas rather than duplication. The facilitator should point out this possibility to the children before the group disbands.
Rationale and Anticipated Outcomes: Children at this point usually begin to request permission to make private entries in their journal. This should be encouraged, for it affords a highly desirable activity for "free-time"—(and significant because the child chooses to do it). Some classrooms have stuffed chairs or rocking chairs for children who want a "quiet place" from time to time. It is expected that children will refer to their Journals during this period, therefore, Journals should be on a shelf accessible to them.
**Activity:** Problem Solving

**Materials:** None prescribed, facilitator's choice.

**Method:** Work with small group, no more than six. Warm up exercise:

(select one)

What kind of fruit do you feel like?
What kind of animal do you feel like?
What color do you feel like?
How do you feel on the inside?

Group discussion will move to the following questions:

What happens to you at home if:
- you get poor grades?
- you break a glass?
- you get hurt?
- you refuse to eat?

Role Play the Following:

What could you do to change it (Referring to "What happens to you at home if . . .").
What would you do if you were mother or father?
What happens in school when you have done something wrong - how does the teacher react?

The group is encouraged to help each other solve problems through suggestions. Participation should be encouraged by the facilitator, who should describe her own personal experiences as they relate to those of the children. Journal entries can be made by writing, pictures cut out from magazines, or creative art work. Follow-up will be necessary. The facilitator should help children formulate their ideas so that journal entries fully describe the child's idea.

**Rationale and Anticipated Outcomes:** This is the final activity in this series. Children are now ready for a utilization of the acquired freedom to discuss
themselves and their relationship to others. The role play category will aid the teacher in finding out the child's perception of self in relationship to peers, parents, teachers, and adults in general.
**Activity:** Verbal Communication

**Materials:** None prescribed, facilitators choice. (Tape recorder if possible.)

**Objective:** Expand child's use of self through his voice.

**Method:** Work with a group of youngsters, (6 to 8). Some facilitators have found that 10 to 12 children create a better arrangement for understanding the "here and now" behavior of the group as being a form of communication. If a tape recorder is available it should be turned on to record the total group activity.

After discussion has begun (facilitators can allow it to develop spontaneously, as an accurate example of communication - or, can introduce a warm-up exercise as in the activity Who Am I?) the facilitator should "move" the group toward a semantic understanding of terms, i.e., "verbal," "communication."

Instruct children to close their eyes, and inform them that you will tap someone in the group on the shoulder. That person will respond by saying "Hello." The group will attempt to guess the name of the person who responded. At one point the facilitator will say "Hello" - the children will naturally guess accurately. They will probably guess accurately in all cases. Several facilitators have modified this phase of the activity; such as,

several children standing behind a structure and one speaks as
in a "guessing-game."

This portion of the activity should find the facilitator introducing
the phenomena of unique voice patterns - girls' voice, boys' voice,
high pitch, low pitch, adult voice (facilitator), etc. Introduce
the idea that a person's voice is important in terms of how we view
ourselves and how others see us.

**Rationale and Anticipated Outcome:** At this point play back the group activity
on the tape recorder and discuss the different voice patterns. Allow each
child to discuss his own voice without interruptions from others. Later, after
such an individual response create a ruling that a child must request group
reactions to his voice. The "permission" phase of the exercise is important
because many children may be experiencing their own voice for the first time
and it may be too threatening to share. The facilitator must be sensitive to
group pressure which may force a child beyond his will to allow a group
discussion of his voice. Such peer pressure, if allowed, may prove counter-
productive.
Activity: Non-Verbal Communication


Objective: To explore the use of self as a means of communication, with emphasis upon its non-verbal aspects.

Method: With a small group (6 to 8), discuss and attempt to move to a clear understanding of the word "communication." Allow the group to discuss it freely, and encourage them to draw examples from their daily lives. Children will frequently offer traditional examples of communication (TV, radio, letter writing, newspapers, etc.). After the discussion has progressed to the point where they begin to grasp the meaning, remind the group that in their present discussion a form of communication has been taking place.

Explore some of the patterns, i.e., first one to speak, who talked the most and the least, and difficulty in obtaining clarity when several tried to talk at the same time.

At this point the group should be informed that the form of communication in which they were engaged was verbal. (A little "research" in word meaning by the facilitator may be necessary for semantic accuracy).
When "verbal" is understood by the group, introduce the following non-verbal devices:

- Clap your hands
- Blow a kiss (putting hands to lips, then blow into open palm toward the group)
- Point your forefinger at the group and shake it (for shame!)
- Shake your head from side to side. (As meaning "no" or negative)
- Encourage the group to demonstrate or suggest examples of their own. The facilitator should carefully monitor the examples for clarity and understanding of all group members.

Rationale and Anticipated Outcomes: School activities require an almost constant use of self in traditional ways of verbal communication. Children must also respond either orally (verbal) or in writing (non-verbal). The use of self is often structured, anticipated, and predictable - leaving little opportunity for a creative use of the self, or the opportunity for the child to expand his choices. Communication is such a vital area of life, and so often crucial to social adjustment and coping, that children should be made aware of their assets in this area through "open" and creative opportunities.

Facilitator will end the activity by suggesting individual journal entries and a later follow-up.
Activity: Sharing Perceptions

Materials: None prescribed. Experience chart for possible recordings by group (facilitators choice).

Method: Work with a small group (6 to 8). Briefly discuss previous activity as a warm-up exercise.

Children often misperceive words and things because of a variety of reasons (ethnic pronunciations, slang, songs which are slurred, ambiguities, etc.), for example:

Correct: (song line) "Sweet land of Liberty"

Child's Perception: "Sweet land of Liberty"

Correct: "Pledge allegiance to the flag, of the United States of America"

Child's Perception: "Pledge allegiance to the flag of the United States of America."

During this activity with a group of children ages 4 to 6, several revealed that they did not know that teachers used toilet facilities like "regular" people.

The group should be encouraged to discuss "what I used to think" - or "when I was small (or little) I used to think . . ."

The facilitator should begin by discussing his "misperceptions" when he was a child - or even as an adult. The event should be
a joyful one which provokes group humor. The facilitator should carefully monitor the activity so that ridicule or "poking fun" does not create counter-productivity.

Rationale and Anticipated Outcome: Individual children often feel that they are the only one who misperceived a phenomena - something so common and universal that obviously everyone is accurately aware except him. If such children are present in the group - (at this age there are frequently as many as one-half of each group or more), the joyful atmosphere of this activity will offer them the opportunity to reveal such misperceptions in a non-threatening forum.

A crucial area is whether or not the facilitator (teacher) is willing to honestly invest himself by truthfully revealing his own misperceptions.

At the completion of the activity children should be encouraged to make individual journal entries. A group "Journal" could also be fashioned from group recordings on an experience chart (24 x 36 lined display paper).
Activity: Peer Group, and Person-to-person Awareness. (Gerald Weinstein, 1970)

Materials: Mirror (on hand, but not necessarily used). Experience chart paper 24 x 36, lined.

Objective: Sensitizing observational skills and person-to-person awareness.

Method: Initially work with children on a one-to-one basis, or with a group of two or three. This activity was adopted from the work of Gerald Weinstein (1970), in which he conducted the activity with a single 3 year old, then later with older children. Some of his work in this area was done with a cross age group (age 3 to adult) of 4 to 5 people in experimental ways.

The foundation of the activity is for one person to observe the other and tell as many observable things about the person's "activity" at that time.

Example of observer's verbal response: "I see your fingers move a little. I also see your chest move in and out as you breathe. Your foot just moved back a little as I was talking. You also looked over to the other side of the room when I said that your foot moved. A little while ago when the door opened you turned your body around."

This verbal response is ended after 2 or 3 minutes (not critical), and the other person relates what he observes about the person who just observed him. Roles are reversed; or shared when more than two are involved in the activity.
If desirable, recordings are made on experience chart of those items which occur most frequently - or the facilitator may choose to follow a different "theme."

Rationale and Anticipated Outcomes: It is not unusual for younger children through the formation of "cliques" and "in-groups" to provoke an uneasy and rejected feeling in other children. The intention of this activity is a beginning toward sensitizing children toward the innate value and similarities of humanness in others. Peer group and individual respect begins with the awareness of a human positiveness that is present in all of us. The facilitator's role is critical in that he must make connected references to the present life in the classroom or community ethnocentricities. He must also act as "mover" and "orchestrator" to aid the activity in pursuing a productive direction.

The activity of "Peer Group Positive Regard" is a natural follow-up to this activity.
Activity: Peer Group Positive Regard

Materials: Full length mirror (not mandatory), Personal Journals, Experience Chart Paper, 24 x 36.

Objectives: To encourage group support for individual members. To sensitize the class to appreciate strengths in others and hold them in positive regard.

Method: Work with a small discussion group (8 to 10). The rules of the activity are presented to the group by the facilitator. The expressed rules involve the group seeing itself in need of another member. The facilitator selects a child from the class who pretends that he does not really want to be a member of the group. The group must convince him that they are worthy of his membership so he will wish to join them. The convincing should be modelled by the facilitator and follows a pattern of informing the "outsider" of the many positive traits he has, as well as the warm regard that the group holds for him. When he is "convinced" that he should become a group member, if time allows, another child should go through the process.

Rationale and Anticipated Outcomes: Teachers in the study have found this to be a very effective activity for youngsters who have tried unsuccessfully to make friends among classmates. The facilitator must be careful not to drive such a child further "underground." This can be guarded against by the
facilitator modelling through being the "outsider" himself, or by encouraging other classmates to try it first.

The "outsider" can be selected from the activity group, or from the class at large.

Facilitators have, on occasion, reversed the group "character" with some success. The group in this instance becomes very desirable to join, and the outsider must convince the group that he is worthy of membership. Class members who are unduly aggressive or disruptive during the normal class day have been brought into direct confrontation with the full meaning of their own behavior, as well as how they are viewed by the group (the results of negative behavior).

The careful facilitator can provide a productive experience for the class as well as certain individuals who are consistent recipients of aggressive acts, but feel powerless, vulnerable, and generally unable to cope with overly-aggressive classmates.
Activity: Understanding Environmental Controls

Materials: Building blocks and similar equipment usually used as a part of early childhood classroom materials. Journals and Experience Chart paper.

Method: Children can work individually or in small groups, usually no more than 4. They are instructed to use building materials and construct a building (hospital, church, school garage; or service facility like a gas station, airport, or train station). The regular size classroom does not usually allow more than 2 or 3 such groups to work productively. The facilitator should encourage as much creativity as possible - limited only by the utilitarian, and functional intention of the project, as well as safety and non-interference with other facilities and people.

Rationale and Anticipated Outcomes: Children will often begin by probing the facilitator for project suggestions. This is their attempt to determine what the "teacher" already has in mind. Possibly in the past their experience with grown-ups has been prescribed activity. Opportunity for creativity must be demonstrated through the facilitators manner as well as words. Once the group has started to build the facilitator leaves the immediate area only to return periodically or when requested by the "builders." The facilitator will make functional observations and suggest modifications (i.e., a ramp for cars which empty on the sidewalk, or a door leading from the hospital which opens...
into the pathway of the ambulance), as well as creative use of materials
(i.e., mark off streets on the floor with masking tape, use of regular art work
as backdrop scenery, use of clay constructed "people" to add a touch of
realism, etc.).

This activity represents for the participants a media that they can
control, and the opportunity to replicate their own environment. It aids in the
development of logic and the natural order of things, as well as a sense of
mathematics (actual feeling of materials through construction), and problem
solving skills. The facilitator's sensitivity will enable him to "connect" as
situations occur during the normal course of the activity.

One group of children during this activity constructed a city. A group
member raised the question of what to do for street lighting during the night.
Another member suggested that since they (the city designers) were asleep at
night, and not in school, there was no need for it. The youngster was not
satisfied and took it upon himself (with the facilitator's help) to obtain a set
of small bulbs and a dry cell battery to light the city. His rationale was that
the builders of the city were responsible for the safety of all people, not only
those who were asleep, but people who travel at night because they work, or
because they just want to be out.

On another occasion a child built a supermarket. He insisted that only
animals work in the market because they are more polite than people. The
facilitator supported the child's choice, but had to raise some questions when
the "elephant" cashier walked out into the street to drive a car and endangered
the buildings erected by other group members. The facilitator made it a group
problem to be settled in that manner.
Activity: Group and Individual Relatedness.


Method: The children will construct a large graph as a group activity. Size of the group should not exceed 12 for best results.

Draw vertical lines on the chart paper approximately one inch apart. Cut out one inch squares from the colored construction paper. Give each child a square.

At the top of the vertical lines write the name of a month - space should allow for each of the twelve months. Children in the group will place their square in the column of their birth month (tape on the back of each tab will enable it to adhere to the chart).

Children will begin to observe that the tabs in certain months reach a higher level than in other months. The graph concept is reinforced by the facilitator calling attention to variations in birthday and age of children.

Rationale and Anticipated Outcomes: The cognitive areas of conceptual comprehension of the mathematical graph as a device will be readily observed by the group. The facilitator can point out the difference between this type of graph (bar), and other types (line). Samples of such graphs should be secured
before the activity to aid in the description.

The affective dimension is served through group awareness that several children were born the same month, as well as the spread of birth dates during the year, and the number of birthdays occurring the same month.

Children are often unaware that their "birthday" is the day they were born - and, "years old" refers to how long ago their birth occurred.
Activity: The Family

Materials: "Family" pieces normally available in early childhood classrooms, or facilitators choice. Previous art work of children depicting family members, and material taken from classwork with "People Who Live With Me" completion papers. (See page 77).

Objective: To help each child understand family relationships and the importance of the individual in such a group.

Method: Work with a group of 6 to 8 children and open the discussion with one of several questions:

Example: "Will each person, starting with me, tell how many people live with them?"

"Does anyone have a new baby in their home?"

"Does anyone have a brother or sister who also comes to this school?"

These and similar questions (facilitator's choice as to most appropriate) serve as "warm-up" toward a discussion of family and family function.

The facilitator introduces family as meaning "People who live with you," and can begin listing (according to child's report) on the experience chart next to his name. Unique descriptions when offered by the child should be recorded whenever possible.
The facilitator then introduces the completion sheet "People who live with me" and relate it to the work now being done by the group. Children can list pets and other "non-people" items if the facilitator and the group agrees.

Rationale and Anticipated Outcomes: Mass media tends to perpetuate the definition of family as being mother, father, and two children. Although there is some flexibility in literature regarding the number of children, one mother and one father are mandatory. Children at an early age may assume that they are members of a "non-family" if they are not members of a group which resembles this menage.

In our field studies we encouraged the facilitators to use the phrase "people who live with you" as constituting a family. We also supported the child's selection of pets as possible family members.
BIBLIOGRAPHY


