


1978

Self-Concept, Self-Image Improvement Activities for the Classroom

Daniel Mack

School for International Training

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Self-Concept, Self-Image Improvement
Activities for the Classroom

Daniel Mack

Submitted in partial fulfillment of the requirements
for the Master of Arts in Teaching degree at the School
for International Training, Brattleboro, Vermont.

June 1978

YES

NO

___ ___ Use gestures, visual aids and hand signals whenever possible to convey meaning.

___ ___ Move around the classroom, when appropriate.

___ ___ Fully utilize eye contact with students.

___ ___ Take every reasonable opportunity to use the target language for discussion purposes in response to questions raised by students.

This project by Daniel Mack is accepted in its present form.

Date June 15, 1978

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Alvino Fantini

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Karen Blanchard (RM)



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CHILDREN LEARN WHAT THEY LIVE

- IF A CHILD LIVES WITH CRITICISM,
HE LEARNS TO CONDEMN.
- IF A CHILD LIVES WITH HOSTILITY,
HE LEARNS TO FIGHT.
- IF A CHILD LIVES WITH RIDICULE,
HE LEARNS TO BE SHY.
- IF A CHILD LIVES WITH SHAME,
HE LEARNS TO FEEL GUILTY.
- IF A CHILD LIVES WITH TOLERANCE,
HE LEARNS TO BE PATIENT.
- IF A CHILD LIVES WITH ENCOURAGEMENT,
HE LEARNS CONFIDENCE.
- IF A CHILD LIVES WITH PRAISE,
HE LEARNS TO APPRECIATE.
- IF A CHILD LIVES WITH FAIRNESS,
HE LEARNS JUSTICE.
- IF A CHILD LIVES WITH SECURITY,
HE LEARNS TO HAVE FAITH.
- IF A CHILD LIVES WITH APPROVAL,
HE LEARNS TO LIKE HIMSELF.
- IF A CHILD LIVES WITH ACCEPTANCE AND FRIENDSHIP,
HE LEARNS TO FIND LOVE IN THE WORLD.

Dorothy Law Holte

INTRODUCTION

Improving the self-concept of the child should be one of the primary goals of education. Developing a positive self-concept is the first work of teaching. Who the child is or his environmental background is of no consequence in determining the need for self-concept improvement. A child from an affluent environment may come to school with a self-image that is just as negative as a child from the most impoverished slum.

The teacher influences the entire learning process, not only in terms of what is to be learned but how and why it should be learned. Teachers must be alert and creative in seeking ways to include ego building type activities into the curriculum.

The information about self-concept, self-confidence, concepts and understandings appropriate to a humanistic education has been included as background information in capsule form for teachers.

The materials which follow are intended for intermediate grades (4-6). These are suggestions and examples of how self-concept type activities can be incorporated into the curriculum making it relevant to the child. It is hoped that teachers develop additional units based upon the needs of their pupils, thereby, making learning and development of the self synonymous factors in planning for his or her class.

THE NEED FOR IMPROVING THE SELF-CONCEPT IN TODAY'S SCHOOLS

There is much research today in the field of child growth and development which highlights the significance of the individual's concept of himself. The central theme of the self-concept theory is that a person's behavior is primarily influenced by his feelings about self. If a person views himself as successful, as someone whom others like, as good-looking, then his behavior will reflect these views. If, on the other hand, a person sees himself as unimportant, as unattractive, as unpopular, then his behavior will reflect these valuations.

The Self-Concept Theory

Perceiving _____ Behaving _____ Becoming

The following statements are relative to the self-concept theory:¹

1. An individual's behavior is directly influenced by his self-concept.
2. The self-concept emerges from the many social situations in which the individual is a participant; home, school, church, community, peer group activities.
3. The self-concept is modified as the individual participates in situations with varying expectations.
 - (a) The individual self-concept reflects the actual or perceived expectation of others (parents, teacher, peer groups other adults) in the situation.
 - (b) The self-concept is either enhanced and modified positively when supported by the group's expectations of the individual or threatened and modified negatively when threatened by the group's expectations.

Every child needs some degree of success in school. If success is not forthcoming in academic subjects: arithmetic, reading, music, art, physical education or some other socially acceptable activity, then we can expect the child to

become successful in socially unacceptable ways.

The Self-Fulfilling Prophecy

Teachers may unintentionally modify the self-images of students in a manner which is detrimental to satisfactory school behavior. Since students develop their images of school as a result of the expectations of others, then it follows that a student tends to act in school as he is expected to act. If teachers, peer groups and others consider the individual as a "trouble-maker," this will probably be his self-image and will be reflected in his behavior. Expectations of others - pupils, teachers, etc. - that an individual will be delinquent, a trouble-maker, lazy a slow reader, constitutes a self-fulfilling prophecy to which the individual will undoubtedly conform.²

The Need for a Feeling of Adequacy

It is apparent that individuals develop different concepts of themselves and that the concept of self is always in terms of degrees of adequacy. All individuals must have some sense of adequacy, no matter how minimal, or he cannot cope with his own existence. The needs associated with a person's idea and appraisal of himself include both desires for enhancing his self-esteem and also striving to preserve the integrity or consistency of self.³

The Minority Child Self-Concept

The self-concept theory is helpful in understanding children of minority groups. We all learn who we are and what we are like primarily through the actions of other people.

If people are treated differently, this will be reflected in their self-image and their behavior. Low self-esteem, conscious self-hatred, and ambivalence are probabilities for the minority child, who experiences discrimination and sees the low social status of his minority group.

The minority child, from earliest school entry, needs opportunities to see himself and his ethnic group in a realistic, positive light. He needs to understand what ethnicity means, he needs to learn about those of his minority group who have succeeded; and he needs to clarify his understanding of his own group history and current group situation.⁴

The Roots of Self-Confidence⁵

The important role adults play in the development of children's feelings demands that we have a clear conception of the kinds of feelings that are healthy, constructive, "good," and those that are unhealthy, destructive, "bad." Our adult role also requires an awareness on our part of what we can do to help children acquire constructive, healthy feelings, and what we should not do to spare them feelings that are unhealthy, destructive.

In brief, our role requires us to AVOID doing anything to make a child feel

- that adults are unreasonable, impossible to please
- that nobody cares, nobody understands him, there is nobody to help him when he needs it
- that life is burdensome, uncertain

that he/she is a failure

that we expect too much of him/her

that he/she is unimportant in the way

that new experiences are risky, frightening, to be avoided

That people do not like him/her.

To this end, it's important that we AVOID

laughing at the child or belittling him/her

teasing, threatening , frightening him/her

using shame or sarcasm

pointing out the child's shortcomings or comparing him/her unfavorably with others

setting goals beyond his capacity for attainment

And that we DO all the things that help a child feel

that he/she is important and a worth-while person

that people accept him/her , and that he/she is one of the group

that people are essentially pleasant

that he can cope with most situations that are likely to occur

that life is good and it is good to be alive.

CONCEPTS AND UNDERSTANDINGS

APPROPRIATE TO HUMAN RELATIONS-INTERGROUP EDUCATION⁶

The following broad concepts and related understandings appropriate to human relations-intergroup education are of paramount importance. The teacher will note that the five CONCEPTS are highly generalized. Although there are almost unlimited possibilities for UNDERSTANDINGS, careful screening and selection have provided approximately six or seven UNDERSTANDINGS per CONCEPT. These UNDERSTANDINGS are the larger and more important ideas that may be found within the broad concepts. The judgment of the teacher and the adaptability and maturity of the learners will determine those understandings that can be stressed with the particular group. It is within the frame of reference of the broad concepts that the LEARNING EXPERIENCES are offered.

THERE ARE MANY DIFFERENT KINDS OF PEOPLE

- Understands that he is a unique individual.
- Understands that people differ in physical characteristics.
- Understands that people differ in skills, abilities, contributions.
- Understands that differences rarely imply value.
- Understands the origin of physical differences among groupings.

ALL PEOPLE HAVE BASIC SIMILARITIES AND NEEDS

- Understands that all people have basic needs and wants.
- Understands that all people have similar feelings, desires, problems.
- Understands that differences among people are much less numerous and significant than similarities.
- Understands that all people have the need for identification, belonging, acceptance, and expression.
- Understands that biologically all human beings are very similar.

ALL PEOPLE HAVE THE SAME BASIC RIGHTS AND RESPONSIBILITIES

- Understands that all people have strengths and weaknesses.
- Understands that all people have the right to be respected as human beings.
- Understands that all people have the right to make positive use of their talents, abilities, and intellect.
- Understands that all people have the same basic personal, legal, civil, social, and economic rights within the structure of responsibility.

ALL PEOPLE HAVE THE POTENTIAL FOR CONTRIBUTIONS TO SOCIETY

- Understands the idea and need for cooperation.
- Understands the meaning and implication of interdependence.
- Understands that contributions to human welfare are universal in source and in application.
- Understands that rules and standards are necessary for group functioning.
- Understands the physical, cultural, social, and economic interdependence of people.
- Understands that all social structure requires interdependence.
- Understands the way in which people and groups of the past have contributed to the present and how the present contributes to the future.
- Understands that the individual makes greater contributions to society when he can strengthen his ability to direct his own behavior.

ALL PEOPLE ARE INFLUENCED BY FACTORS BEYOND THEIR CONTROL

- Understands that people have characteristics they could not or need not change.
- Understands that people are influenced to a greater degree by factors beyond their control than by factors within their control.
- Understands that the influence of physical, cultural, economic, and social environment determine, to a large degree, the actions of a group.
- Understands that physical characteristics that are inherited, influence the actions of individuals and groups.
- Understands that a large share of the actions of the individual are conditioned responses to his needs.

RESOURCE UNIT: SELF-CONCEPT, SELF-IMAGE DEVELOPMENT

INTERMEDIATE LEVEL

I. PURPOSE

A positive self-concept is essential for a child to meet success in an academic and social situation. Through a variety of activities and self-evaluations, the child can learn that he is important and can contribute to his world.

By learning of the achievements of others in his own ethnic group, as well as achievements of people in all ethnic groups, he is given an inspiration for his future. He is also given an insight into the variety of opportunities and the requirements necessary to achieve his goal in life.

II. OBJECTIVES

- A. To develop a sense of pride about himself.
- B. To establish long-range goals for himself.
- C. To develop understanding of others.
- D. To recognize his ability to help himself and others.
- E. To recognize the fact that we all have strength and weaknesses.
- F. To have an interest and aspiration for his future.

III. SPECIFIC OBJECTIVES

- A. To learn about successful members of his own ethnic group and how they obtained their goals.
- B. To learn about the many possible occupations and professions which he may aspire to for his future life.

- C. To interview and observe persons in the particular type of work he may be interested in, or, in many from which he may choose.
- D. To realize the importance of the following in order to obtain success in life.
 - 1. Good manners
 - 2. Good grooming
 - 3. Ability to speak clearly and effectively
 - 4. To be able to share in thinking and in action
 - 5. To learn to be able to follow as well as to lead
 - 6. To accept responsibility
 - 7. To appreciate your own culture as well as the culture of others.

IV. PROCEDURES

- A. Set class standards
- B. Have teacher-pupil planning
- C. Discuss attitudes and emotions
- D. Discuss respect for self and others
- E. Learn what responsibility means in school, at home, and in play
- F. Talk about fears and ways of overcoming them
- G. Discuss what relationship school has to our future lives

V. ACTIVITIES

- A. Have children make individual books about themselves.
(A snapshot to accompany the booklet makes it more personal)

1. Suggested page titles could be the following-
detailed, elaborated on or illustrated according
to the child's ability.

Page 1. A Snapshot under which the child gives
personal data such as name, birthdate
and place, height, weight, nationality,
etc.

Page 2. A Self-Portrait. In sentence or paragraph
form he describes himself, color of hair,
eyes and other characteristics.

Page 3. His Family. Gives names, ages and perhaps
some sentences about each member. Where
his father or mother works. What fun
they have at home. How they help at
home, etc.

Page 4. My Pet. What is it? What is it's name?
How do you care for it? If you do not
have one, what would you like for a pet
if you had your choice?

Page 5. Food. What do you like to eat best?
Can you cook? Etc.

Page 6. What Makes You Happy? What makes you
happy now? What would you like to make
you happier?

Page 7. What makes you sad?

Page 8. What makes you mad?

Page 8. What do you like best about school?
What would you like changed?

Page 9. Where do you like to go?

Have you been outside your community?

Page 10. What do you want to be?

Tell why or what you would have to be like to do this work.

B. An autobiography could be written about each child giving him the following outline to follow:

A SUGGESTED OUTLINE FOR A STUDENT

TO WRITE HIS BIOGRAPHY-or A STORY ABOUT "ME"

Name

Address-Other places you have lived

Age-Birthdate-Place

Nationality

Color of hair-skin-eyes

Height-weight

Members of his family

Neighbors and Neighborhood

Hobbies

Pets

Friends-why you like them

Where do you like to go for recreation?

Clothes you like-why?

Colors you like-why?

Foods you like

Do you like where you live? Why? If not where would you like to move to? Why?

What do you like best about school?

What would you like to change about school?

What makes you mad--sad--happy?

What adults do you admire?

Whom would you like to be like?

What do you like to read?

Where would you like to travel?

What sports do you like best?

What are your aspirations and ambitions for your future?

C. After children have chosen a particular occupation or profession they think they are interested in, give them the following questions to answer in sentences. This may be used orally, by one child asking the questions of another child, or it may be a written activity for all pupils.

YOU

1. What would you like to be when you finish school?
2. What makes you think you want to do this?
3. Do you know someone who does this?
4. What do you learn in school that will help you with this work?
5. Will you wear special clothes?
6. Will you work indoors or outdoors?
7. Will you work at night or in the daytime?
8. Will you be your own boss?
9. Will you work with adults or children?
10. Will you travel?
11. Will you have to be physically strong?
12. Will you get dirty doing this work?
13. Do men or women or both do this work?
14. Could you do this just in your own community?
15. Will going to High School be enough education for this job?
16. Will you have to go to college?
17. Would you like to see a movie about this work?
18. Have you read a book about a person who does this?
19. Would you like to see a person doing this work while you are in this grade?
20. Do you think you might change your mind? Why?

- D. Invite people from the community to visit the classroom and explain their work and their role.
- E. Visit places of employment to have children see people at work,
- F. Fun Games
 - 1. Have children pantomime occupations and let the class guess "who he is."
 - 2. Have each child list words or objects pertaining to an occupation or profession. Have the class guess what particular occupation or profession he is referring to. (They may also collect pictures from magazines and newspapers to use in the game.)
- G. Have pictures of famous and successful people to show children.
- H. Read stories of famous and successful people.
- I. Have children do research about professions or occupations by using magazines and newspapers along with trade books.

VI. CORRELATIONS TO SUBJECTS

- Health: A healthy body, exercise, eating habits and manners all contribute to success in life.
- Science: There are many successful persons in this field to study about and to aspire to be like.
- Music: Learn about the lives of people in their own ethnic group who have attained success and how.

Social Studies:

Occupations and professions make up the field of work.

Language:

Written and oral biographies about self and aspirations give practice in the development of oral and written communications.

VII. SUMMARY

Pupils have learned to respect others.

Pupils have learned about each other.

Pupils have been provided an opportunity to express their aspirations for the future.

Each child has hopefully increased his self-awareness.

VIII. EVALUATION

Besides having a greater respect for themselves, the pupils have learned to respect others. They have learned about the possibility of success and some of the requirements for it.

The teacher has a truer picture of each child and should be able to recognize his needs, his goals and give him guidance for his future.

MATERIALS

Films showing occupations and professions

Camera and film

Pictures of People in Occupations and Professions

Paper for cover and the inside for booklet of "All About Me."

Mirror for grooming

BOOKS

Two is a Team - L.J. Bien

Exactly Alike - E. Ness

A Friend is Someone Who Likes You - J.M. Anglund

The People Down Stairs - Rhoda Bacmeister

I Want to Be series of books - Carla Greene

RESOURCE UNIT: SELF-CONCEPT, SELF-IMAGE DEVELOPMENT

INTERMEDIATE LEVEL

I. PURPOSE

To make children aware of certain character traits essential in developing a well intergated personality and to guide them in the developmental process.

II. OBJECTIVES

- A. To lay the foundation for the estaglishment of successful behavioral patterns.
- B. To help children understand that behavior patterns are learned and become habits.
- C. To help children recognize qualities in others.
- D. To examine themselves.

III. MATERIALS

- A. Biographies selected by children
- B. Pictures of people selected
- C. Films and Filmstrips
 - 1. Of Successful People
 - 2. On Citizenship
 - 3. On the World of Work
- D. Photographs of pupils
- E. Looseleaf notebook per child
- F. Newspapers
- G. Tagboard
- H. Books suggested in "Programs for Elementary Guidance" by Random House

	<u>Book</u>	<u>Author</u>	<u>Quality</u>
1.	<u>How to Catch a Crocodile</u>	R. Pack	Confidence
2.	<u>Edith and Mr. Bear</u>	W. Bromhall	Trust
3.	<u>Boo</u>	M. Leaf	Courage
4.	<u>Bridget's Growing Day</u>	W. Bromhall	Independence
5.	<u>Kate Can Skate</u>	H. Olds	Success
6.	<u>Peter's Three Friends</u>	W. Bromhall	Awareness
7.	<u>Horton Hatches an Egg</u>	Dr. Seuss	Responsibility
8.	<u>Petunia Takes a Trip</u>	R. Duvoisin	Curiosity
9.	<u>Jim Can Swim</u>	H. Olds	Initiative
10.	<u>When a Boy Wakes Up in the Morning</u>	F. McNulty	Respect
11.	<u>Cowboy Andy</u>	E. Chandler	Behavior
12.	Middle Matilda	W. Bromhall	Feelings

IV. CORRELATION

- A. Language Arts - Dictionary Skills
Creative Writing
Literature
Oral Language
- B. Social Studies - Biographies of Famous Americans
Newspaper
- C. Science-Health - Care of the body and its affect on our attitudes
- D. Writing and Spelling - Work done in notebook

V. PROCEDURES

- A. Take photos of each child in advance and mount on bulletin board.
- B. Discuss with children that pictures show only the outside of them.
- C. Compare the physical similarities and differences in the children.

- 10-
- D. Explore with children how to "see inside" themselves.
- E. Present the Word of the Day (on tagboard). (See illustrated bulletin board at end of unit.)
1. Have children write the word in a notebook on page 1.
 2. Using the dictionary, look up the meaning of the word. Copy in notebook.
- Example: confidence (kon - fi - dens) n. 1. belief; reliance; assured expectation; 2. faith based on intimate acquaintance; as, he is in the president's confidence; 3. self-reliance; assurance; 4. the telling of something privately and trustfully; the thing thus told a secret.
3. Let children express meaning in their own words.
- Example: I can do that.
4. Read a story such as How to Catch a Crocodile by Robert Pack.
 5. Discuss how confidence helps when people have a job to do.

(Allow enough time to fully understand each word)

- F. Repeat E. using a new word. (Place each new word on a different page in notebook.) Continue with each new "Word of the Day." (This phase could take up to 7-8 weeks.)
- G. As children read biographies of famous individuals they may list qualities noted in the personality and tell why these are important. (An ongoing activity)
- Example: Matthew Henson
- Responsibility - Because Admiral Peary was ill, the responsibility of pushing on to the North Pole was given to Matthew Henson.

Courage - It took courage to attempt to do something that had never been successfully done before.

Success - Matthew Henson did what he set out to do - reach the North Pole.

- H. Add names of persons to correct pages in notebook.
(Matthew Henson could be listed on at least 3 pages.)
- I. Using the newspaper, children can look for articles that are examples of qualities discussed. (Add to notebook)
- J. Have each pupil choose a person he would like to pattern himself after and write a story telling why he chose this model. (Add to notebook)
- K. Write an essay "Qualities I Have." Include real life experiences to substantiate choice of qualities.
(Add to notebook)
- L. Oral reading of essay for discussion. Can classmates add other positive qualities?
- M. Child's photo can be added at culmination of unit along with the positive qualities he has.

VI. SUMMARY AND EVALUATION

- A. Have the pupils developed an awareness of certain desirable character traits?
- B. Can the pupils assess themselves in a positive way?
- C. Have the pupils become aware of self?
- D. Can the pupils find positive character traits in their peers?
- E. Has exposure to certain positive experiences in the classroom had an influence upon the pupils in developing a more positive self-concept, which in

turn, may become the basis for more positive behavior?

BULLETIN BOARD

WE ARE VERY IMPORTANT

Responsibility		Trust (worthiness)
Honesty		Courage
Curiosity		Independence
Initiative		Confidence
Respect		Success
Behavior		Awareness
Feelings		

Pupil's
Photographs

Word of the Day

in special place
in room

RESOURCE UNIT: SELF-CONCEPT, SELF-IMAGE DEVELOPMENT
INTERMEDIATE LEVEL

I. PURPOSE

- A. To enhance the child's self-image of himself.
- B. To engender the idea that each child is important as an individual.

II. AIMS AND OBJECTIVES

- A. To develop the realization that everyone has strengths and weaknesses.
- B. To develop the realization that before anyone can show us respect, we must respect ourselves.
- C. To develop the realization that citizenship can help us make better people of us.
- D. To develop the realization of the importance of being an individual.
- E. To help the child develop a more positive self-image.

III. MATERIALS

A. Books

1. Black and White by David Arkin
2. Lonesome Boy by Arna Bontemps
3. Magic Maize by Mary and Conrad Buff
4. Pepito's Story by Eugene Fern
5. Zeely by Virginia Hamilton
6. Tico and the Golden Wings by Leo Lanni
7. A Weed is a Flower by Aliko
8. Three Gold Pieces by Aliko
9. A Friend is Someone Who Likes You by Joan Anglund

- 22-
10. Love is a Special Way of Feeling by Joan Anglund
 11. Soo Ling Finds a Way by June Behrens
 12. Swimming Hole by Jerrold Beim
 13. Two is a Team by Lorraine and Jerrold Beim
 14. The Case of the Cat's Meow by Crosby Bonsall
 15. The Case of the Hungry Stranger by Crosby Bonsall
 16. Indian Hill by Clyde Robert Bulla
 17. Project Cat by Nellie Burchardt
 18. The Empty Schoolhouse by Natalie Savage Carlson
 19. The Swimming Pool by Alice Cobb
 20. Bright April by Marguerite DeAngeli
 21. Who's in Charge of Lincoln by Dale Fife
 22. The Valentine Box by Maud Hart Lovelace
 23. Roosevelt Grady by Louisa R. Shotwell

- B. Bulletin Board about books
- C. Paper, pencils
- D. Random House Program for Elementary Guidance Manual and its 33 books.

IV. CORRELATION WITH OTHER SUBJECTS

A. Language

1. Oral - Discussions following or during the reading of the various books. Many of the experiences in the books are experiences similar to those of the children. Realizing that other children have had similar experiences should make for easy discussion.
2. Written - Write own book as a class on a suggested theme, eg. Trust, Friends, Me, My Desires, etc.

B. Reading

1. Use charts and own books for reading to own class or for sharing.
2. For pleasure.

C. Art

1. Construction of own books.
2. Creating a bulletin board.

V. PROCEDURE

A. Introduction

1. Have the class prepare a report (written or oral) for the class about their very first favorite story.
2. After reports have been given discuss why they wouldn't pick that story as their favorite today. (Bring out the idea of "Why it wouldn't be a favorite" because "Animals really can't talk" or "there is no such thing as giants.")

B. Read books from the suggested list. Discuss each book as it is read.

C. Place the following title on the board - "Project Cat." Have the class write their own story using the title. Share the stories. Discuss why they wrote their story as they did. Read the book, "Project Cat." Discuss and compare the class stories with the book. Build to the conclusion that the stories written in book form and theirs are different because each person has different experiences.

D. Build a bulletin board of the titles of other books to be read. Have the class decide what the title means to them.

Lonesome Boy

The Empty Schoolhouse

This story might be about

- 1. A lonesome boy
- 2. A frightened boy
- 3. A boy with no brothers and sisters

This story might be about

- 1. An old, old school
- 2. A country school

After the book has been read and shared, write a group book report. Compare the report with their earlier thoughts. What makes the two different? Build toward the idea that our own experiences are what makes each person's thoughts different.

E. Continue with as many books as the teacher feels is necessary using the same procedure.

F. Culmination

- 1. Review books read over the period of the unit.
- 2. Which book could be their favorite now? Why?
- 3. Write one of the following:
 - a. A Class Story
 - b. A Class Book
 - c. Individual Stories

Stories should have a central theme of Trust, Friendship or some desired dream of the class that all can agree upon.

VI. SUMMARY AND EVALUATION

The teacher will become more aware of pupil's behavior and use this knowledge to provide experiences to meet the needs of the students.

1. Are the pupils more accepting of themselves as individuals?
2. Do they show respect for one another?
3. Do they exhibit trust, friendship and other qualities discussed in the classroom?

"Me" BUTTON, BADGE OR POSTER: Recognizing and appreciating differences in ability or achievement. Provide several different types of materials, colored paper, drawing paper, cardboard, paints, crayons, yarn and anything else you can think of. Each child makes a "ME" button, badge or poster. Comment on each child's work. Show that the creation is representative and important to it's creator as it is the only one of its kind.

PICTURE BOOK: Children begin a book about themselves. They may draw or find pictures to show such things as their home, best friend, favorite food, what they like to do best, etc.

MAKE A LIST: List all the things that are unique to individuals in the group, stressing only positive things. Discuss the values of each other's uniqueness. (Adaption - on successive days make a chart of the "good" things about each child.)

WHO IS IT GAME: The purpose of this activity is to make the children aware of distinguishing characteristics of each other, as well as themselves. Describe one of the children in the class using positive qualities. The class can then guess the identity of the child being described. When they have an idea about how to give clues, let them describe someone. Begin with physical characteristics and shift gradually to others.

IDENTIFICATION GAME: Three or four children stand in front of the class blindfolded. See which one can identify himself from spoken descriptions of his clothing. Make the transition to other types of characteristics, such as he likes to draw cats, or she always...

MAKE A BULLETIN BOARD: "Star of the Week." Let each child have a turn making a bulletin board about himself. Ask him to bring pictures from home to show his interests, likes, family information, and any other ideas he or the teacher may suggest.

I'M GLAD I'M ME GAME: Ask each child something good about himself. He gains points for a good response. If he cannot tell you a good trait, ask the class and give the point to the child that responds. The goal of the class should be that everyone has one point.

ART ACTIVITY: Each child draws a picture of the most beautiful thing that he has ever seen, or the funniest, or the most frightening, etc. Everyone draws on the same theme. Let each child tell about his own picture. Point out that we are often different in what each of us considers beautiful, funny, etc.

MAGIC MIRROR ACTIVITY: Reveal Inner Differences. For this activity, you will need a real mirror and a mirror covered with celophane(improvise). Have each child look in the mirror and describe himself. Then read the following poem:

My magic mirror sees deep inside,
 All the things I sometimes hide.
 The way I think, and see and feel,
 My magic mirror will reveal.
 The things I want to do or be
 Are all a special part of me
 That other folks may never know,
 For wutwardly they hardly show.
 But I can tell you what you'd see
 If you liiked in my mirror with me.

Make sure that children understand the idea of the magic mirror by asking such questions as, "What can the magic mirror do?" If no response, reread the first three lines of the poem and ask again. Ask children to liik into the magic mirror and tell something about themselves. For instance, "Can you tell us something that we don't know about that makes you happy?" Encourage participation but avoid judging responses as either good or bad.

FRONNY FLIP FLOP FACE: With three circles of the same size, make one smiling face and one frowning face, leave one blank. Fold the circles in half and paste all three together, back halves to back halves. Have the children use the sad face to show about a time when they were sad and the happy face a time when they were happy.

MISTAKES ARE O.K.: The object in this activity is to illustrate to the children that, if they make a mistake, they can go on practicing until they are able to avoid the mistake. Demonstrate to children how to bounce a ball and catch it. Let them stand in a circle. Stand in the center and bounce the ball to each child who, in turn, will catch it and throw it back. Then give them an opportunity to practice in pairs, pairing a child who misses the ball with one who did not. After five or ten minutes of practice, bring them back to the circle to try again. Praise children who can do it and encourage those who can't to try again. Keep practicing!

EXPRESSING FEELINGS: Make a "Feeling Book." As new words of feeling are introduced, ask children to bring in or draw pictures that illustrate the feeling.

PLAYING TOGETHER

LET EVERYONE PLAY: Children sometimes reject others simply because they do not fit into the game at the moment. We want to help them see that other children can be included without spoiling the fun. With the help of the children, make three lists of activities: 1) those fun to do alone; 2) fun to do with two or three friends; and 3) fun to do with many friends. Discuss how the activities could be changed to include a newcomer. Ex. Billy and George are riding bikes. Henry comes over without a bike. How can they include Henry in their fun?

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INCLUDE ONE MORE: For free play, divide into groups. Ask the first group of about five to find an activity which they can all enjoy together (block play, doll corner, etc.) Ask another group to pair off and find activities for two children. Keep a third group of four or five children with you. When the others have started their activities, send each of the remaining children to one of the groups involved in activities to ask if they can be included; If they are rejected, help the child to think of something he can do alone that he will enjoy. Try this approach for several different play periods so that many children will have the experience of both inclusion and rejection. Observe to see if there are any changes in behaviors as the lessons on rejection are taught.

SHARING

MAKE A LIST: Make a list of things it is fun to share.

MAGIC MIRROR: Have the children use the magic mirror to tell about someone who has helped them by sharing.

FEELINGS

HOW DO YOU FEEL: Use paper plates to make signs with a happy face on one side and a sad face on the other side. The children will hold up the sign that says how they feel when:

Someone says you are not nice.

Someone scolds you.

Someone smiles at you.

Someone says he likes you.

You tell your mother that you love her.

You tell someone you hate them.

You are angry.

You get up in the morning.

You are going to a party.

Your friend spills lemonade on you.

You win a game.

Someone else wins a game.

Someone says, "I don't like you anymore."

Someone says you did good work.

Someone admires your clothes.

You have a new toy.

Your new toy gets broken.

Point out that the same happening makes different children feel different.

WHAT I LIKE: Children list some things they like to do. If children can have them list them in order of what they like best. Compare lists, show that we like different things and even that things that everyone likes are ranked differently by different children.

HOW DOES IT FEEL?: When...you smile at someone, laugh at him, make friends with him, leave him out of a game, etc.? Move pointer toward face that shows how it feels. (Make various facial expressions on board or paper plates expressing feelings.)

SELF ESTEEM: DESIRE TO ACHIEVE

LET ME BE IN YOUR CIRCUS GAME: Give every child the name of an animal. Have them come up to you one at a time and say, "Let me be in your circus." Ask each one, "Can you....." (roar, jump, gallop). If the child can do it he says, "Yes I can do that, I'm a!" He then performs the action. If the child cannot do the action suggested, he must "sell" an ability that he does have. He says, "No, I cannot but I can....." Either way he is accepted into the group or , Circus. He is not included until he does something, End the activity with all the animals performing their tricks in a parade.

DRAW A PICTURE: Children draw themselves doing the thing they feel they do best.

UNHAPPINESS

DRAW A PICTURE: Children illustrate themselves at a time they were unhappy. They may want to dictate a short story to go with the picture.

MAGIC MIRROR: Look into the Magic Mirror and tell the things that make you feel unhappy.

FIND A PICTURE: Find a picture in a magazine of someone who is unhappy and tell what you think made him unhappy.

PATIENCE

MAKE A LIST: List some things we have to wait for, i.e., birthday, school, trip, etc. Discuss some of the things you can do to make waiting less tiresome, counting days, making preparations, etc.

TELL THE CLASS: Children may tell when someone they know was patient even though the child kept asking about something like the coming of Grandma's visit.

MAGIC MIRROR: Tell about times when you feel impatient.

WORRY

MAKE A WORRY BIRD: Paint eyes, a beak, and worry lines on a small rock. The bird serves as a reminder that worry does not help. Children may want to make worry birds as a gift. (Any animal can be chosen.)

ENACT WORRYING: Act out 'somethings you do when you worry.

FACING CONSEQUENCES

WHAT WOULD HAPPEN?: Have groups draw a picture of what would happen if...

- a. A little girl left her bicycle in the street after playing.
- b. A boy with a new bike was showing off by riding "no hands."
- c. A girl had a pet turtle which she neglected to feed for several days.

THE GROUP IS ALWAYS RIGHT

DISCUSS WHAT TO DO: Discuss how the group might try to pressure the children into doing something they knew they should not do. Include in the discussion the child's feelings when he is being pressured and how he feels if he gives into the pressures and violates his own values. Clarify with the children the fact that no matter how great the pressure, ultimately they choose what they will do. Use the following examples for discussion:

a. Your mother has left you at home for a little while with the instructions that no one is to come in the house while she's gone. Several friends come over and want to play with your new trucks.

b. Your brother has a new baseball and has asked you not to play with it. Some friends come over and want to play with it.

c. You went on an errand to the store for your mother. She asked you to come straight home. Some friends are playing hopscotch down the street and you want to play with them.

d. You are playing with some friends. Another of your friends comes and wants to play, too. The children don't want the newcomer to play with them and are not pleasant about it.

e. Your mother brought you a present from a trip. You took it to school and one of your friends wanted it. He coaxed and coaxed for you to give it to him.

PLAY WITH SOME PUPPETS: In the above situations to show how very persuasive they can be when trying to get someone to do something he shouldn't. Show both, the child who gives in and the one who does not. Who was responsible for the child's acts in each.

TELL THE CLASS: Of times when "someone else got you into trouble." Help children to see that they always have the choice and that they do is their own decision.

HONESTY

TAKE ME TO MY HOME: A child covers his eyes while someone from the group puts an article on the floor behind him. The child discovers the article and takes it back to its owner. If he does not know the owner he asks questions to find him.

DISCUSS the meaning of honesty and dishonesty. Draw a picture of someone who is doing something honest and then dishonest. Give each child a chance to tell about the pictures and the feelings of the people involved.

RULES

DRAW A PICTURE: Of someone following a rule in the classroom. Tell why it is a good rule and what would happen if everybody broke it.

FIND A PICTURE OF SOMEONE BREAKING A RULE: Tell about the rule and why it should or should not be followed.

PREJUDICE

DRAW ONE OBJECT: Ask each child to draw a ball or some other simple object. Then show the pictures and discuss the fact that they are all balls even though they may be different in appearance. This illustrates that things can be basically the same but with different characteristics.

EVERYONE IS NECESSARY: Have each child volunteer something he can do to share in keeping his classroom a happy, pleasant place. This could include such things as helping to serve and prepare for milk time, making a working spot in the classroom, dusting, taking care of the coatroom, mixing paints, etc. This will help the child feel that he is an important, contributing member of his class whose privileges and responsibilities are equal to those of everyone else.

COMPENSATION: Wants and Needs Children draw a picture to show what happened next in one of the following incidents;

- a. A little girl wanted a doll, but her father didn't have enough money to buy one. What do you think she did?
- b. A little boy wanted to play baseball with his big brothers, but he was too small. What do you think he did?

RULES

APPLYING THE RULES: Role play or discuss the following situations:

- a. Some children were playing with Tinker Toys at play time. They did not put them away. Later the children were skipping, they did not see a wheel on the floor. What might happen?
- b. The class is waiting for story time, and some children are playing around instead of putting away their paints. What happens then?

SELF CONFIDENCE

MOUNTAIN CLIMBING: Draw mountain charts on the mountain place segments of what the children can learn in order of difficulty. Let the children see how they have learned by marking or tagging their chart. (This is not a competition activity, each child should have their own chart and many children may be charting several different activities.) The purpose of this activity is to show the child the progress he makes, especially when he grieves.

DRAW A PICTURE: Of something you can do now that you couldn't do when you came to school. Teacher must be ready to suggest something to those who cannot think of anything.

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YOU CAN DO IT: Children form a circle. One child will stand in the center. The class sings "Oh! Oh! What can I do? Oh! Oh! What Can I do? Anything I want to do! The center child then begins an action while the class singd, "I can do... (3 times) You can do it TOO! On the last phrase the class joins the leader and soes what he is doing. The leader then picks someone to take his place and the game continues. (Tune: "OH, Dear! What Can the Matter Be)

WORKING TOGETHER: During free play, group the class into large groups and instruct them that today they must work together. Whatever they do must be a group project. At the end of the period, observe the accomplishments of each group and emphasize tjat ot was achieved by working together.

DRAW A PICTURE: Showing people working at jobs where they must work together.

THE FEELINGS OF OTHERS.

THE NICE WAY TO SAY IT GAME: Let the children act out the nice way to tell someone and the poor way to tell someone:

- to help you do something
- that he shouldn't play in a certain place
- that you don't want to play today
- that he is not playing fairly

(Children may think of additional activities to act out.)

TWO CHILDREN SAID GAME: The purpose of this game is to help children see the difference in reaction to a suggestion and a demand. Tell the children something one child said in an undiplomatic way. For example, Two children wanted to have some milk. One said, "Gimme some milk!" The other child said... (Ask someone to tell a better way to say the same thing.)

WORKING TOGETHER

T.V. PROGRAM: With a T.V. Box, plan a story that the class or groups can illustrate in sequence. This activity gives practice in planning together and dividing the work.

ROOM CLEANING: Make groups responsible for keeping certain areas in the room clean. They must plan and divide responsibilities.

DRAW A PICTURE: Of something people work together, making or building something.

WORKING ON YOUR OWN

LIST things our parents do for us. Then try to find things we could do for ourselves.

DRAW A PICTURE: Of something you taught yourself or someone else to do.

RESPONSIBILITY PICTURE: Draw "responsibility" connected with one of the following: 1) room of your own....bed making, toys away, etc. 2) Having a two wheeled bicycle... safety rules, parent's rules, etc. 3) Playing at a friend's house... coming home on time, rules about going inside, staying for lunch, etc.

TELL: To reduce frustration over rules, ask each child to tell of one thing he would like to do if there were no one to tell him what to do, and then tell why he would like to do it.

SELF IMAGE

Because the self image is closely related to the child's name, the following activities are suggested so that the child will begin to be aware of the person his name represents.

Suggestions: 1) Use the child's name when speaking to him. Say the child's name when you write it on his art work (or any work). Let him watch as you write his name and say each letter. 2) Use songs that lend themselves to name substitutes.

Examples of songs: Where is.... Where is...., Here I am, Here I am, How are you today...? Very well I say class, Let's all play, Let's all play. (tune of Frere Jacques)

Where oh where is dear.....

Where oh where is dear.....

Where oh where is dear.....

Here he is right here. (tune of Ten Little Indians)

THERE I AM: Take a picture of the children in your class in any way that is convenient; (individual or small groups will be best) ask the child to find himself in the picture and to tell you how he knows it's him. Discuss how he is like and how he is different from the other children.

NAME GAME: The children sit in a circle; One child walks around the circle and stops behind someone saying "This is a boy, His name is Tom." Tom then repeats the activity. Later, "This is Mary, she has a blue dress on." This activity is a good one for the beginning of school for people to get to know each other

WHO AM I BOOK: Included may be a story about the child dictated in the child's own words. Pictures of his family, things he likes to do, etc.

FIRST IMPRESSIONS: Each person has a card on his back and walks around the room writing on other people's cards his first impressions of them and lets them write on his too.

PERSONAL SHARING TIME: Set aside a part of the day for the sharing of ideas and feelings. Can be used for communication exercises.

OTHER USEFUL TECHNIQUES ADAPTABLE TO ANY SITUATION

Movement to sound Pantomime Dramatics Role Playing Puppets
Story telling Writing of poems or songs Collages Art Work
Scrap books Bulletin Boards Open sentences such as:

IDEAS FOR THEMES: FOR USE ON BULLETIN BOARDS, ART WORK,
WRITINGS, ETC.

I Am the Only Me In the World

I'm Glad That I Am Me

Each Must Do His Part

Give It A Try

Think How Others Feel

Be Responsible

What Can You Do When They
Won't Let You Play

The Group Is Not Always Right

Which Will You Be

Do It Now

Tell How You Feel

Do Your Best

Sharing Can Be Fun

Be Yourself

Sympathy Should Be For Real
Problems

Play Fair

All People Are Different

Be Honest

All People Are The Same

Do Your Part

It Hurts to Be Left Out

Do It Yourself

Each of Us Is Important

Encouragement Gets Things Done

Being Nice Makes Friends

Think About What Might Happen

It Takes Courage To Try

Plan Ahead

Try It Another Way

Have A Go At It

STORIES TO READ

SELF

- Bel Geddes, Barbara. I Like to Be Me. Viking Press
- Bishop, Clare and Kurt Weisse. The Five Chinese Brothers.
Coward-McCann, Inc.
- Keats, Ezra. Peter's Chair. Harper and Row
- Leaf, Munro. Ferdinand. Viking Press
- Lionni, Leo. Frederick. Pantheon Books
- Zolotov, Charlot. A Tiger Called Thomas. Lothrop, Lee and
Shepard, Inc.

FEELINGS

- Brothers Grim, Ill. by Adrienne Adams. The Shoemaker and the
Elves. Charles Scribner's Sons
- Brown, Marcia. Stone Soup. Charles Scribner's Sons
- Udry, Janice. Let's Be Enemies. Harper and Brothers

UNDERSTANDING OTHERS

- Lionni, Leo. Swimmy. Pantheon Books

NEEDING OTHERS

- Bowen, Vernon. The Lazy Beaver. McKay Company
- Schlein, Miriam. The Elephant Herd. W.R. Scott, Inc.
- Yashima, Taro. Umbrella. Viking Press

RESPONSIBILITY

- Brown, Marcia. Onec a Mouse. Charles Scribner's Sons

Additional listings of books to match student needs is available
in the Instructor Magazine, October 1972.

THE SPRINGFIELD INTEREST FINDER*

My three wishes:

What I'd like to learn more about at school:

What I don't care to study about:

What I like best in school:

What I like best outside school (that is, away from school,
when I'm not at school):

What I want to be or do when I grow up:

The most interesting thing I have done at school during the
past week or so:

One of the places I especially like to go in my community:

One of the happiest days of my life:

My three best friends in my room (boys or girls):

*Developed by Arthur T. Jersild and the staff of the
Springfield Public Schools

- _____ 1. I wish I could help to make rules
- _____ 2. I wish my teacher liked me.
- _____ 3. I wish my teacher would praise me when I work hard and do my work well.
- _____ 4. I wish I were chosen to do things more often.
- _____ 5. I wish my classmates liked me.
- _____ 6. I wish I were not afraid to speak up in class.
- _____ 7. I wish I knew how to study.
- _____ 8. I wish I did not have trouble with _____
(name of subject)

WISHES ABOUT PLAY

- _____ 1. I wish I had someone to play with after school each day.
- _____ 2. I wish my playmated would choose me as "leader" more often.
- _____ 3. I wish I played games so well that children would want me on their side.
- _____ 4. I wish my friends wanted to play the games I want to play.

WISHES ABOUT PEOPLE

- _____ 1. I wish I had a "best" friend.
- _____ 2. I wish my friends did not "pick" on me.
- _____ 3. I wish people did not hurt my feelings.
- _____ 4. I wish people did not tease me.
- _____ 5. I wish I belonged to a club.
- _____ 6. I wish people invited me to parties.
- _____ 7. I wish people liked me.

WISHES ABOUT FAMILY

- _____ 1. I wish my parents really loved me.
- _____ 2. I wish my (brother, sister) liked me.
- _____ 3. I wish my family knew that I was growing up.
- _____ 4. I wish my family noticed when I did things right.
- _____ 5. I wish I could help to plan things.
- _____ 6. I wish we did more things together.
- _____ 7. I wish I were not punished unfairly.
- _____ 8. I wish I could stay up later.
- _____ 9. I wish I did not have to get up so early.
- _____ 10. I wish my parents lived together.
- _____ 11. I wish I had more time for play.
- _____ 12. I wish I did not have so much to do.
- _____ 13. I wish we did not have to move so often.

WISHES ABOUT MYSELF

- _____ 1. I wish I could help to choose my clothes.
- _____ 2. I wish I could do more things without having people tell me what to do.
- _____ 3. I wish I did not worry about things.
- _____ 4. I wish that I did not have bad dreams.
- _____ 5. I wish I were not afraid of making mistakes.
- _____ 6. I wish I were not afraid of being criticized.

1. I like stories about
2. I like people who
3. I like to make
4. I wish
5. It is hard to
6. My appearance
7. If I fail
8. I would make enemies if
9. My school work is
10. I was really loved by
11. I feel
12. When I lost my temper
13. My body is
14. I was scolded when I
15. I like myself when
16. When I am punished, I usually
17. I don't understand
18. My mother liked it when
19. My friends
20. I like girls who
21. Other boys and girls
22. I like girls who
23. Smart people
24. My doctor
25. I would like
26. I think school

27. Some teachers
28. In school I act
29. Money
30. My brothers and sisters
31. Most boys
32. If I were older
33. My teacher
34. My mother is okay when
35. When I get mad
36. My father should have
37. I don't like people who
38. At night
39. My friends think I
40. If only my mother would
41. I pleased my friends when
42. Stealing
43. My father annoyed me when
44. Others think I am
45. I always worry about
46. My favorite T.V. program is
47. Making friends is hard if
48. When I was scolded and punished
49. My father liked it when
50. My school marks
51. It is hard to keep up with
52. I should
53. Most girls

54. When something worries me
55. I have fun
56. I blame
57. My teacher is okay when
58. When nobody cares, I
59. My lessons
60. During vacation
61. My father felt sorry when
62. When I am absent form school
63. I don't like to
64. My trouble is
65. I am scared when
66. I hope that
67. If only my father
68. I like my friends to
69. My clothes
70. I'd like to know more about

SUGGESTED BOOK LIST

- 1. Byler, Lewis & Totman Mental Health Materials Center, Inc.
Teach Us What We Want To Know 419 Park Ave S. N.Y., N.Y. 10006
- 2. Harris, Thomas A., MD Harper & Row
I'm OK, You're OK
- 3. Kirschenbaum, Simon & Napier Hart Publishing Co., (New York)
Wad' Ja Get?
- 4. Lingeman, Richard R. McGraw-Hill Paperbacks
Drugs From A to Z: A Dictionary
- 5. Postman & Weingarten Dell Books
Teaching As A subversive Activity
- 6. Putney & Putney Harper Colophon Books, Harper & Row
The Adjusted American
- 7. Raths, Harmin & Simon Charles E. Merrill Publishing Co.
Values and Teaching
- 8. Rogers, Carl R. Charles E. Merrill Publishing Co.
Freedom to Learn
- 9. Simon, Howe & Kirschenbaum Hart Publishing Co., Inc. (New York)
Values Clarification
- 10. Taylor, Norman Dell Books
Narcotics, Nature's Dangerous Gift
- 11. Toffler, Alvin Bantan Books, Random House
Future Shock
- 12. University of New York State The University of New York State
A Multimedia Reference Listing State Education Department
of Materials on Drug Education Albany, New York, 12224
- 13. Value Judgement Materials Adirondack Mountain Humanistic Ed.
Center, Upper Jay, N.Y.

OTHER MATERIALS

- 1. Decision-Making Program 3. NTL Learning Resources Corp.
College Entrance Examination Board 1812 K Street, N.W.
Publications Order Office Suite 305
Box 52 Washington, D.C. 20006
Princeton, New Jersey 08540
- 2. Health and Welfare Division (films & pamphlets)
Metropolitan Life Insurance Company
1 Madison Avenue, New York, N.Y. 10010

1. Health In Elementary Schools by Harold J. Cornacchia (C.B. Mosby Company, 1970). This book includes philosophies of health education; discusses the role of the health educator in health instruction, healthful school living, and health services. It also includes methods and materials for classroom use.
2. Learning To Feel - Feeling To Learn by Harold C. Lyon (Charles E. Merrill, 1969). An overview of the humanistic movement, with samples of theories and various approaches in the field.
3. Human Teaching For Human Learning by George Brown (Viking Press, 1971). Theory, techniques and applications of one approach that combines affective education with the teaching of subject matter.
4. Learning Discussion Skills Through Games by Gene and Barbara Stanford (Citation Press, 1969). The title sums it up. Very useful for classroom and groups.
5. Clarifying Values Through Subject Matter by Merrill Harmin, Howard Kirschenbaum and Sidney B. Simon (Winston Press, 1973). A three level theory of subject matter and examples of how every subject in the curriculum can be taught with a focus on values.
6. Making Urban School Work by Mario Fantini and Gerald Weinstein (Holt, Rinehart and Winston, 1968). Applicable to all schools; suggests a new approach to organizing the school day, to allow for both humanistic and traditional school curricula.
7. On Encounter Groups by Carl Rogers (Harper and Row, 1970). A clear presentation of the theory and practice of one type of humanistic education.
8. Group Processes In the Classroom by Richard and Patricia Schmuck (W.C. Brown, 1970). Summarizes the basic theories and research in group dynamics movements and provides classroom techniques for helping students understand and improve their group process.
9. Reality Games by Seville Sax and Sandra Hollander (Macmillian, 1971). Numerous exercises, useful for the classroom and groups, to help students learn basic communications skills and how to build helping relationships.
10. Understanding The Problem Child by Louis Rath and Anna Burrell (Economics Press, 1963). Title should be "Understanding People." Has 200 suggestions to help teachers meet the emotional needs of children.

11. Summerhill: A Radical Approach To Child Rearing by A.S. Neil (Hart Publishing, 1960). One of the classic forerunners of the contemporary psychological education movement; emphasizes the importance of "freedom, without license" in education of the whole person.
12. A Handbook of Structured Experiences For Human Relations Trainers, Volumes I, II and III by Pfeiffer & Jones (University Associates Press). How to do it guides for conducting human relations-communications exercises. About 15 exercises are described in each volume.
13. Teaching Achievement Motivation by Alschuler, Tabor & MacIntyre (Education Ventures, 1971). A ten session workshop designed to teach achievement motivation. Also considerable theory on achievement motivation and psychological education.
14. Parent Effectiveness Training by Thomas Gordon. An approach to child rearing, also applicable for teachers and group leaders, based on effective communication and conflict resolution skills.
15. Reaching Out: Interpersonal Effectiveness and Self-Actualization by David Johnson (Prentice-Hall, 1972). Brief theoretical introductions and numerous exercises, around themes such as; Self-disclosure, acceptance of self and others, listening and responding, constructive confrontation, and many more.
16. Toward Humanistic Education: A Curriculum of Affect by Gerald Weinstein and Mario Fantini (Praeger, 1971). Theory and methods for the education of the self and how to realistically build humanistic education into a school setting.
17. School Without Failure by William Glasser (Harper and Row, 1969). An educational approach designed to build operative, positive experiences.
18. Games People Play: The Psychology of Human Relationships by Eric Berne (Grove, 1964).
19. What Do You Say After You Say Hello? by Eric Berne (Grove, 1972).
20. Born to Win: Transactional Analysis with Gestalt Experiments by Muriel James and Dorothy Jongeward (Addison-Wesley, 1969).

21. Child Management and Temperament for Parents and Teachers
by Judith Galli (Ann Arbor Publishers, 1969).
611 Church, P.O. Box 1946, Ann Arbor, Michigan 48106
22. Evolution II by Wohlford (American Geological Inst., 1972).
National Science Foundation
23. Human Relations in Education (University of New York, Albany,
1969).
24. Incentives by Robert Livesey and Bruce Archer
(Longman, Canada 1970). 55 Barber Green Road, Don Mills,
Ontario.
25. K-6 Teaching Program in Human Behavior and Mental Health
by S. Kremcuk (Educational Research Council of America,
1968). Cleveland, Ohio.
26. Structured Experiences for Human Relations Training,
Vol. I, II, III by T.S. Pfeiffer and J.F. Jones
(University Assoc. Press, 1970). P.O. Box 615, Iowa City,
Iowa 52240
27. Teaching Human Beings to Subversive Activities by
Jeffery Shrank (Beacon Press, 1972). Boston, Mass.

Clearinghouse for additional information on Transactional
Analysis is:

Harris Institute of Transactional Analysis
2322 Sierra Blvd.
Suite 22
Sacramento, California 95825

or

International Transactional Analysis Association
3155 College Ave.
Berkeley, California 94705

FOOTNOTES

¹Eldon Snyder, "Self-Concept Theory - An Approach to Understanding the Behavior of Disadvantaged Pupils," The Clearing House, December 1965, pp. 242 - 246.

²Ibid.

³William C. Kvaraceus, NEGRO SELF-CONCEPT: IMPLICATIONS FOR SCHOOL AND CITIZENSHIP, McGraw-Hill Book Company, (New York, 1965), p.12.

⁴Ibid. p. 21

⁵Nina Ridenour, Building Self-Confidence in Children, S.R.A., Inc. 1954, pp. 46-47.

⁶Education for Human Relations - Intergroup Understanding Kindergarten - Grade Six, Human Relations - Intergroup Understanding Committee, Department of Curriculum Development, The Madison Public Schools, Madison, Wisconsin, 1964.