

Developing Personal-Social Qualities for Creating a Healthy School Environment

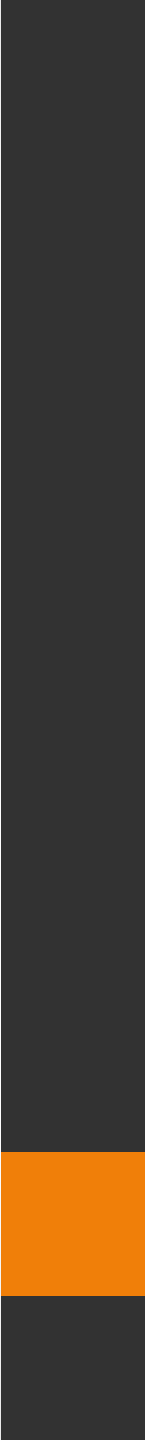
**NISHTHA,
NCERT**

Objectives of the Module

- Build an understanding of personal-social qualities among teachers
- Facilitate reflection on one's own personal-social qualities for the development of the same in learners
- Create an environment in schools/classrooms where everyone feels accepted, confident, cared and are concerned about each others well-being.

UNDERSTANDING PERSPECTIVE TAKING

What Do You See?



Write what people see in the picture-young woman ,eagle, old woman, child with feather in cap, river flowing, side pose of child,...

(Explain-other people may see other things)

Ask

- why did people see different things? is there a correct way to see the picture?
- What did you feel towards those who saw the picture the same way as you did?
- How did you feel about those who saw it differently?
- What did you feel when you “discovered” the other/new aspect of the picture?

- Now think of a situation when you saw something in one way and someone else some other way?
- How did you feel about the person who saw it differently?

*People seeing same picture can see different things without either being wrong -relate it to real life situation where different perspectives have developed new understandings or led to conflicts

This will help Students to :

- Understand that people may have different perception of the same thing
- Appreciate that seeing things does not mean necessarily mean someone is right or wrong.

Perception Game

Helps students to understand how individuals perceive and interpret words and ideas differently

Write the word e.g. RIVER

Close eyes-See, hear, feel ,smell it

Ask to share their thoughts

Write down their words and sentences

Details of flowing water, boat in river, clothes being washed, dried river, river in pictures in books,...

Small group-FAMILY/SUCCESS/FRIEND/....

-each person/student writes and shares

Discuss how personal experience filters what we see, hear, imagine

All of us have slightly different experiences/influence what we see and how we see the world

Our perceptions are never exactly like anyone else's

WE SEE THE WORLD LITTLE DIFFERENTLY

To check-

**Did students/participants understanding of these words changed after discussing in groups?*

What Do We Perceive?



Teacher :Ducklings are learning the rules of crossing the road

Psychologist: Are ducklings modeling behavior of the mother?

Scientist: “With this speed and width of the road, they’ll cross the road within 15 seconds.”

Feminist: “Why must the mother duck bring the ducklings to cross the road but not the father duck?”

Police officer: why they are not using zebra crossing?

Student :ducklings are learning to cross the road

**Personal experiences make us see things differently*

PERSPECTIVE TAKING HELPS TO

See situation from another person's point of view

Encourages to think of an alternate reality

Visualize things from a new point of view

Promotes Critical Thinking

Develops Empathy

Read others emotions

Seeing solutions

Working collaboratively

Listening to others point of view

Beliefs of the Mental Set

Read from Top to Bottom

A

B

C

Read from Left to Right

12 13 14

We see what we get prepared to see

A

12

13

14

C

Learner Beliefs and Mental Set

- Students read a paragraph describing a new lecturer.
- Half the students received a paragraph that listed the lecturer's qualifications and then noted at the end that he is considered as a "very warm" person.
- The other half of the students received the same description but with an ending that said the lecturer is considered as a "rather cold" person.
- The lecturer gave the same talk to all the students.

Effects of Mental Set

- Those who had known the lecturer as a *warm* person rated the lecturer more favourably.
- In contrast, the students who had known the lecturer as a *cold* person rated the lecturer as aloof and unsociable.
- **People develop likes or dislikes within 1/10 of a second, and that virus serves as anchor against which subsequent learning or interaction is adjusted.**

Teachers Beliefs and Expectations

- Some students took a disguised IQ test. Scores were kept confidential.
- Teachers were told that about 20% of the students could be expected to be doing better than expected in comparison to their classmates. Teachers were told their names.
- At the end of the study, all students retook the same IQ-test.
- Those who were expected to be doing better scored more than who were not so expected.
- Clearly, teacher expectations can influence student achievement
- **Example-Teacher Questioning**

Brain Research

Shows emotions like; anxiety , anger etc can create neural static, sabotaging the ability of the prefrontal lobe to maintain working memory

- Continual emotional distress can create deficits in a child's intellectual abilities, crippling the capacity to learn.
- Emotionally upset we say “*just can't think straight*”

Teacher Behavior and its Consequences

- Repeated humiliation faced by the child may result in strained relations with the teacher , build anxiety and mutual aversion that may develop into a **“spiral of dislike”**
- Consequences of teacher reprimand /punishment are not only for the targeted child but also psychologically damages the others in class- creating a **“ripple effect”**
- In such situations the students focus more on avoiding behaviors or coping with fear, shame, humiliation etc. arising from them, than on their participation in the learning process.

- Psychological damage of such experiences can be extensive as the rejection felt by those who are maltreated makes them vulnerable and are “at risk” for developing anti social behaviors and for dropping out of school.
- Even though physically punishing children may lead to short term compliance it may build ground for bullying, fighting in schools or playgrounds because of displaced aggression.
- The psychological disadvantage is that it provides an inappropriate model of behaviour to children; they learn that you can get your own way by hurting other people .

Developing Personal-Social Qualities

- Students from diverse backgrounds, unique experiences, personal characteristics, interest and abilities ... contribute to the development of their personal-social qualities
- Students have varied experiences in school (learning, classroom situations, success or failure, interaction with teachers, principal and other students)...impact on their lives
- School environment creates a context for the students to develop their personal -social qualities wherein –
 - Feelings and emotions play a significant role in how student's approach learning and what they learn
 - Positive feelings enhance motivation and facilitate learning and performance.
 - Negative feelings and emotions detract from motivation and interfere with learning

Role of Teachers

Personal and social qualities helps students in becoming confident individuals who are able to take appropriate decisions in every aspect of their life

- Teachers when display - interested to know and help students, care about them etc. –
 - help students to feel safe and secure emotionally
 - encourage to replicate similar qualities in their day-to-day interactions
- Teachers through their effective communication skills help students to learn to communicate meaningfully and effectively
- By imbibing and displaying personal-social qualities set behavioural guidelines.

Opportunities in School where Personal-Social Qualities can be nurtured

- Curriculum provides space for the development of personal-social qualities along with cognitive development
- Various schools activities - Morning Assembly, Annual Day, Celebrating Festivals, Mid-day meal, kitchen garden, Eco Club, Youth Club, etc
- Pre-vocational Education (at upper primary stage) - Conduct of activities linking it with pre-vocational education help children develop personal-social qualities

Understanding Learners

Teachers can support academic, personal and socio-emotional needs of making adjustment with school and people in the school.

- taking responsibility of one's own action, particularly academic.
- building awareness about ones physical, emotional and social self and understand that she/he is unique.
- developing healthy habits (development of self-image and self-esteem.
- establishing healthy peer relationships.
- developing understanding of the diversity in classrooms.
- developing feelings of belongingness, being appreciated and accepted.

Qualities and Skills Necessary to Provide a Healthy Environment in School/Classroom

Sensitivity and Care

- Qualities necessary for building, maintaining and improving any interpersonal relationship.
- Role in building and strengthening the bond between teacher-student, student-student, teacher-teacher etc.
- Sensitivity and care when expressed through verbal and non-verbal behaviour by teacher conveys an understanding for each others strengths and weaknesses without being judged or evaluated.
- Involves awareness of one's own attitudes towards issues such as gender, culture, disability, social disadvantage, human rights, etc

Activity to develop sensitivity and care among students

“What do we have in common”

- Make your entire class stand in a circle and count 1-5
- All 1's form a group, similarly all 2's, 3's, 4's and 5's from separate groups
- All 1's form a group, similarly all 2's, 3's, 4's and 5's from separate groups
- Each group is given 4-5 minutes to interact with their team members and find out 5 things that they have common in them. These common things cannot be related to their class/school or anything that is obvious.
- Once time up, the group members from each group share what are the 5 things common in them and also introduce themselves.
- You may assign the newly formed groups to sit together for the entire day and be each other's support in all activities they undertake in school on that day

Trustworthiness

- Ability to be truthful and sincere towards one's feelings and thoughts both about one's own self and that of others.
- Ability to be open and frank in communicating one's feeling and thoughts, give feedback without disrespecting others.
- Aware of their own thoughts, feelings, actions towards her/his students, respect them for their uniqueness and accept them as they are.
- Showing consistency in words, actions and feelings.

Activity to sensitise students on the quality of genuine interest, concern and respect towards one another

- Divide class in four groups (irrespective of their gender, socio-cultural backgrounds, abilities etc.)
- Two groups (Group A and Group B) are given a task (you may choose a lesson that requires group activity for this task)
- Of the remaining two groups (i.e. Group C and Group D) one group is assigned to extend support to Group A, so that they are able to complete the task. The other group is assigned to observe what Group B is doing and provide feedback (if they want) but not provide any other support to complete the task given to them.
- Once the given task is over Group A and Group B shares their feelings about
 - ❖ role of 'other' group in undertaking the activity
 - ❖ list down the qualities that helped them and those that did not
- Group C and Group D also share their feelings and observations when they performed their assigned roles
- Encourage a group discussion on the significant role of being dependable for each other
- Students make their own list of interactions at home, school and elsewhere, where they should display this quality.

Positive Attitude towards self and others

- Being a role model for their students, teachers' positive attitudes play a crucial role in developing the same in their students (feeling/seeing good in oneself and in others, taking initiatives and leading others, being cooperative, being sportive etc).
- Display of care, concern, and respect not only for students, but also for their parents, colleagues and other people working in the school environment.
- Being role models in handling situations teachers can help students, who face many obstacles in their growing up years, both as a learner and in their inter-personal relations.

Activity for teachers and students to see the good in oneself and others

Write about your/XYZ's strength and positive qualities in the list below:

Today I am

Today XYZ is

For example:

- Today I am feeling 'helpful'
- Today I am feeling patient'
- Today I am feeling 'curious'
- Today XYZ is feeling 'trustworthy'
- Today XYZ feeling 'friendly'
- Today XYZ is feeling excited after playing football.'

Effective Communication Skills

- Communication skills (including gesture and facial expressions, body language etc.) can convey ideas more meaningfully and interestingly.
- Effective communication is about knowing what has been said is understood
- Teachers need to ensure that what she/he is saying is understood by all the students (irrespective of their diverse needs and backgrounds).
- Teachers being Attentive listeners...raise questions, empathetically listen to learners and accordingly respond.
- Listening leads to responding by the receiver of information.

Activity for Listening and Responding

- Inform the group/class that we will count 1-200 in a new way today.

All the 3 will be shown with a namaste gesture

All the 6 will be shown with a wave of hand

All the 9 will be shown with a left shoulder tap

- show an example..for instance 36 – gesture of namaste and wave

- all stand and start counting. Ensure that counting is done fast

- Anyone who counts wrong through gesture..sits down

- After 200 is counted..end the activity with an applaud for those who are still standing since they not only listened to themselves but they carefully listened to others and responded appropriately..consistently

Reflective Activity for SRGs, Teachers and Upper Primary Students

- Do you often have to ask people to repeat themselves in order to understand what they are saying?
- Check whether you also attend physically i.e. leaning forward, maintaining eye contact, etc. while paying attention to words.
- List where you need to improve in your listening.

Empathy

- Empathy is the ability to understand the feelings of another person from her/his perspective.
- students' frustrations, anger, helplessness, indifference, fear and all other such emotions will become more apparent when you empathies with them.
- The skills associated with empathy are: verbal and Non-verbal communication of Attentiveness

Activity for SRGs, Teachers and Students on understanding empathy

- Make participants stand in a circle
- All participants are requested to remove their shoes and keep beside them
- Facilitator now request them to move in the circle and continuing doing so as long as facilitator keeps clapping
- Participants requested to put on the shoes which are besides them when clapping stops
- Participants requested to continue moving in circle wearing the same shoes as long as clapping continues
- Once participants return to their original standing/ sitting position, participants are requested to take their seat without changing the shoes
- End of the activity participants encouraged to share their experience of walking in someone's shoes

Activity for SRGs, Teachers and Students to sensitize them on understanding feelings of others/self

- Identify few emotions (excitement, worry, care and love, anger, happiness, etc.)
- Ask the group/class to express these emotions through their facial expression and other no-verbal gestures.
- Reflect when they had noted the expression/gesture in recent past in themselves and in someone very close (in family/school).

Reflective Activity for Teachers on Empathy

A friend of yours or your favourite character in a TV serial may have recently experienced negative or a traumatic life event (i.e., death of a loved one or break-up of an important friendship) of which you are aware. Try to put yourself in other person's shoes, try to experience how that person is feeling, what she/he is thinking and try to take her/his perspective of the entire situation. This will help you to understand better how that person is feeling

Information to Students about Safe and Healthy School Environment

- CHILD HELPLINE (1098 – 24×7 Helpline for Children) Services
- POCSO (Protection of Children from Sexual Offences)

Let us Reflect

- What is a safe school?
- What steps your school has take to ensure physical, social and emotional safety for all?
- What is your role (as a teacher/student) in the same?

Thank You