

Awareness Training Model of Teaching : Increasing Human Awareness



Education

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Development Model

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ABSTRACT

Awareness Training Model was described by William Schutz especially in FIRO: A Three-Dimensional Theory of Interpersonal Behaviour, Joy: Expanding Human Awareness; and Elements of Encounter. Objectives of the model are: to develop the potentiality of the students, to achieve satisfaction at maximum level, to make joyful learning etc. There are two phases of the model such as First : Posing and completing the task Second : Discussion or Analysis of Phase one. Application of the model are: to develop personal awareness, to make interpersonal success, to help educational designers, curriculum developers and teachers, to develop affective education, to put students in several educational activities etc

Awareness is "knowledge or understanding of a subject issue, or situation (Macmillan English Dictionary for Advanced Learners). Awareness Training Model was described by William Schutz especially in FIRO: A Three-Dimensional Theory of Interpersonal Behaviour, Joy: Expanding Human Awareness; and Elements of Encounter".

The writings of Schutz made emphasis on interpersonal training as a means of increasing personal awareness and joy. This model of teaching also consider the work of other practitioners in the Human Potential movement notably Howard Lewis, Harold Stretfeld and George Brown.

Objectives of the Model:

The objectives of the model are as under :

1. To develop the potentiality of the students.
2. To achieve satisfaction at maximum level.
3. To make joyful learning
4. To enhance the feelings of the students
5. To make the awareness about the humanity.
6. To acquire knowledge, understand and experience.
7. To develop logical and creative thinking.
8. To make the integration of intellectual development.
9. To make the interpersonal development
10. To make the individual's relationship to societal institutions, social organization and culture.
11. To help people become aware of their body mannerisms, and the emotions behind them.
12. To become a keen observer of other people's behavior so that we can discriminate a rigid smile that howls back sadness from one revealing joy and pleasure.

One of the most important hindrance to fulfillment and joy in interpersonal relation is inability of the human beings to be aware of their own needs and feelings. The peoples are also not fully aware about the other areas in their surroundings and in society in general. As Joyce, Bruce and Weil Marsha said that "Most people have a great capacity for being out of touch with their emotions. We push them away (suppression and repression), turn them around (projection) and masquerade them as something else (displacement, conversion). Sometimes these devices, designed to protect us from our feelings, are useful and necessary, but in their extreme they lead to unrewarding life patterns. According to Schutz, it is necessary for human beings to make free their emotions from these psychological devices. It is our needs to have more touch with our feelings. We shall experience of our own sensations. According to Lewin and Stretfeld, "most people are not keenly aware of their emotional state". The teacher must design all learning activities to facilitate the emotional responses of his students. In this case, the teacher should create useful situation and conducive atmosphere to make the students able to call up familiar feelings and typical behavior patterns in response to those feelings. With the help of these experiences, the students could be able to became aware how they react to and handle situations.

In the light of Schultz's vows, "one of the primary ways feelings are revealed is through the body - our tone of voice, gestures,

posture facial expression of emotions as are words and behavior.

Body manifestation are often closure to the genuine feelings than are verbal expressions. At the time of repressing a feeling we use to adopt an opposite body posture. An air of confidence covers our fears of inadequacy; we use to smile constantly to hide our deep sadness. The capability of understanding our feelings through our body keep us in deeper touch with our own interpersonal needs and the needs of others.

According to Schultz, "A person's self concept is derived from relations with others. In these relationships the individual has three basic needs: (1) the need for inclusion, (ii) control and (iii) affection".

"Inclusion refers to one's need to be perceived, attended to and given reasonable attention by others. Part of this need is manifested by one's need for identity, to know that one is distinct from other persons, to feel justified in one's uniqueness, and at the same time to feel that others identity and empathize with him or her as a fellow being".

"The need for control varies along a continuum from the desire for power, authority and control over others (and therefore over one's future) to the need to be controlled and have responsibility lifted from oneself. There is no necessary relationship between one's desire to control and one's desire to be controlled. One may combine both or tend toward only one".

"Affection refers to close personal feelings between two people, especially love and hate in their various degrees. All of us have a powerful need to feel affection and to express and receive it wherever we are with other people".

The following figure shows the three interpersonal needs and their underlying issues and behavior patterns.

Figure No. 1
Basic Interpersonal Needs

Basic Need	Underlying Feeling Issues	Social Interaction
Inclusion	Worthwhileness Significance Importance	Non-involvement High and low group participation Strong commitments with groups
Control	Responsibility Competence Confidence Intelligence	Power relations Competition Abdicrat/autocrate
Affection	Acceptance Lovability Likability	Superficial distant relationship Search for approval Extremely personal and confiding relationships

The Encounter Strategy: Exploratory Games

Schutz explains series of concepts and procedures as encounter theory. According to Schutz, "Encounter is a method of human relating based on openness and honesty, self-awareness, responsibility, awareness of the body, attention to feelings, and an emphasis on the here and now. It usually occurs in a group setting. Encounter is thereby insofar as it focuses on removing blocks to better functioning. Encounter is education and religion in that it create conditions leading to the most satisfying use of personal capacities".

The sequence of activities in classroom under the Awareness Training Model is as under :

"Students engage in a task or explanatory game, they discuss their reactions to the activity. In the discussion, students are motivated to take responsibility for their feelings and behaviours to stay with the description of feelings, and to give each other feedback on what they experience and hear the discussion itself as well. These three guidelines – take responsibility for yourself; focus on feelings; and engage in feedback – form the basic ground rules for encounter sessions".

Model of Teaching

The Awareness Training Model varies from one leader (or therapist) to another and from one group to another. In the Awareness Training Model, we present a group with a table that involves exploration of an area in a warm emotional way, and in the extensive use of discussion where frankness and open expression of affect are encouraged. The model also utilize a common storehouse of exploratory games. Regardless of style, they emphasize unlocking the potential of each individual and capitalizing on the unique possibilities of the group.

The model has some steps such as syntax, social system, principles of reaction, support system, application and instructional and nurturant effects.

Syntax

Syntax has two phases as under :

First : Posing and completing the task

Second : Discussion or Analysis of Phase One

According to Schutz, "All members of the group are asked to gather close together, either sitting on the floor (which is preferable) or sitting in chairs. Then they are asked to close their eyes and stretch out their hands, "feel their space" – all space in front of them, over their heads, behind their backs, below them – and than be aware of their contact with others as they overlap and begin to touch each other. This procedure is allowed to continue for about five minutes".

Schutz further stated that "usually there are a variety of clear reactions. Some people prefer to stay in their own space and represent as an intrusion anyone coming into it. Others feel very chary about introducing themselves into another's space for fear, that they are not wanted. Still others seek out people and enjoy the touch contact. Where one person is inviting, another may be forbidding and simply touch and run. Discussion following this activity is usually very valuable in opening up the whole area of feelings about aloneness and contact".

The teacher starts with the arrangement of the learners and provides instructions to them. The students engage in activities and obtain experiences. The teacher identifies different types of reactions. The students are encouraged to analyze their reactions and generate some significant ideas about their development in the area of their theme.

The leader of the group presents the work before the group members. Each and every member of the group makes the discussion in a nondirective role.

Social System :

In social system of the model, a social climate generated is required such as a willingness to explore oneself; a sense of responsibility in assisting others to explore themselves, an openness to interact over issues: A team work together is also required for improving their possibilities and capacities as individuals and groups.

Principles of Reaction :

The teacher saves the weaker group members against over intense exchanges or overexposure to the rest of the group. The teacher helps students to achieve insights into their own behavior. The teacher also supports to develop conceptual tools for describing their behavior so that they can manipulate it if they choose. The teacher maintains openness at all times for acceptance of feelings and ideas from the students. He tries to communicate a climate of directness and honesty for the students. The teacher uses the understandable and suitable language for communicating any kind of messages to the students.

Support system

According to Joyce and Weil, "for this model leader needs access to or familiarity with a variety of exploratory games that relate to the interpersonal areas of inclusion, control, and affection. He or she also needs competence in recognizing feelings and the avoidance of feelings, and in facilitating an open accepting social climate.

Application :

Application of this model of teaching are as under :

1. To develop personal awareness.
2. To make interpersonal success
3. To help educational designers, curriculum developers and teachers.
4. To develop affective education
5. To put students in several educational activities
6. To develop the capacity of accepting the feelings of others.
7. To apply every day in each class.
8. To develop emotional level of the students
9. To invent suitable awareness experiences.
10. To apply in all subjects at all class level.

Instructional and Nurturant Effect :

This model of teaching is specifically designed to help the learners realize themselves more fully. Awareness trainers on the whole are frankly messianic. As Schutz said in the closing of joy, "more and more we can enjoy other people learn to work and play with them, to love and fight with them, to touch them, give and take with them, to be with them contentedly or to be happily alone, to lead or follow them, to create with them. In our institutions our organizations, the establishment – even these we are learning to use for our own joy. Our institutions can be improved, can be used to enhance and support individual growth, can be re-examined and redesigned to achieve the fullest measure of human realization. All these things are coming. None are here, but they are closer. Closer than ever before".

The following figure also shows the instructional and nurturant effect.

---Nurturant Effect



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