UNIT 4 PROVIDING GUIDANCE TO ELEMENTARY LEVEL LEARNER

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4.1 INTRODUCTION

You must have observed that the role of a teacher is changing from that of a lecturer or presenter to one of a facilitator or coach. Interactive discussions and "hands-on" learning are replacing rote memorization. The quality of learning that young children experience is of crucial importance for both their future and that of their nation. In guiding young children's learning and development, you must possess the knowledge, skills and sensitivity to interact successfully not only with the young children, but also with parents, guardians, community organizations and others whose actions affect children. Moreover, you must accommodate children's interests and needs in a diverse society. As an active member of Elementary school guidance program you should seek to foster the social and emotional growth of students in an effort to have them succeed academically and personally. Guidance is an integral part of the elementary education program. For guidance is nothing strange and new. The effort to help each child achieve his fullest individual development is guidance.

In this unit we shall discuss the nature of guidance, need and relevance of guidance at elementary stage guidance through classroom and curricular activities, aims of guidance programmes in elementary school and role of community in guidance programmes.

4.2 OBJECTIVES

After going through this unit, you should be able to:

- Explain the term guidance
- List the objectives of guidance programme
- Discuss the need of guidance at elementary school stage
- Enumerate the role of teacher in guidance
- Describe various classroom and co-curricular guidance activities
- Justify the rationale of guidance programme in elementary school
- Plan for community involvement in school guidance programme
- Develop and organize guidance programme for the school
4.3 WHAT IS GUIDANCE?

Guidance is the assistance given to individuals in making intelligent choices and adjustments. It is based on the democratic principle that it is the duty and the right of every individual to choose his own way in life insofar as his choice does not interfere with the right of others. The ability to make such choices is not innate but, like other abilities, must be developed. One of the functions of education is to provide opportunities for the development of such abilities. Guidance is an integral part of education and is centered directly upon this function. Guidance does not make choices for individuals; it helps them to make their own choices in such a way as to promote or stimulate the gradual development of the ability to make decisions independently without assistance from others.

Guidance is the help given by one person to another in making choices and adjustments and in solving problems. Guidance aims at aiding the recipient to grow in his independence and ability to be responsible for himself. It is a service that is universal – not confined to school or the family. It is found in all phases of life – in the home, in business and industry, in social life; indeed it is present wherever there are people who need help and wherever there are people who can help. Thus the term guidance is related to all types of education – formal, non-formal, vocational etc. wherein the aim is to help the individual to adjust to her/his environment in an effective way. Guidance can be defined from different points of views.

4.3.1 Definition of Guidance

According to National Vocational Guidance Association, “Guidance is the process of helping a person to develop and accept an integrated and adequate picture of him/her role in the world of work, to test this concept against reality and to convert it into reality with satisfaction to him/her and benefit to the society.”

McDonald defined guidance “as a facilitative service, it does not undertake to carry out the objectives of educational programmes; rather it tends to provide aids to pupils and staff to help pupils determine the courses most appropriate to their needs and abilities, find instructors who will be more sympathetic to their individual requirements and seek out activities, which will help them realize their potentialities”.

Guidance, however, has not always been based on the thesis that the whole child comes to school, playground, and religious places or even into the home. For too long a time society has tried to fit children into one mold. Teachers have said that all children should know certain things and behave in certain way. In recent years, however, educators have started emphasizing individual differences. First, they believed that differences were in intelligence only. Then came the mental hygiene movement with its emphasis on the individual’s abilities to face exigencies of life. It was discovered that there are differences not only in native ability to learn formal subjects but that there were also differences in the way people react to the environment, in the way they take their places in the group, in their attitudes toward life, in their emotional make up, and in physical stamina. All these had a great deal to do with the type of an individual a person became. There was a great difference in the things that people were able to do successfully. Educators felt that they must help the child to grow emotionally, socially as well as intellectually. The effort to help each child achieve his fullest individual development is guidance. If you are to assume this responsibility of guiding children one thing is essential- that you must know your pupils. For how can you guide individuals into the fulfillment of their possibilities unless you know what these possibilities are, and unless you understand which factors in child’s environment help or hinder her/his development?
4.3.2 Guidance Programme

The elementary guidance program should be part of the total school program. It should be child-centered and should complement learning. The school guidance program should utilize a developmental, proactive, prevention-oriented model. A developmental guidance program is proactive and based on educating, rather than simply being reactive to the multiple concerns that invariably appear in their lives. Program components may include classroom guidance, support groups for students, individual counseling and consultation with staff members and parents. On-going individual and small group guidance counseling sessions should be a regular feature. An outline of the guidance and counseling program activities should be provided at the beginning of the school year itself.

Beliefs/Assumptions of the programme

- All children can succeed.
- A caring community is essential for optimum learning to occur.
- Young people have four basic needs: the need for connection, competence, self-control and contribution.
- Strategies for the programme may include:
- Creating a caring environment that builds on student strengths and meets their four basic needs i.e. need for connection, competence, self-control, and contribution.
- Addressing the physical, emotional, intellectual, and social needs of all students.
- Teaching to all modalities: auditory, visual, kinesthetic, and tactile.
- Adapting materials and evaluations for students when needed.
- Providing clear, specific instruction.
- Empowering students to take responsibility and to learn from their mistakes.

Elementary school guidance program should seek to foster the social and emotional growth of students in an effort to have them succeed academically and personally. Guidance is an integral part of the elementary education program. The counselor is a child’s advocate. The goal of elementary counseling is to be preventative in nature while also identifying and addressing current problems. Another goal is to help children understand themselves and others.

4.3.3 Objectives of the Guidance Programme

The objectives of the elementary guidance should be to provide education in:

- becoming self-directive and responsible for own behavior in relation to academic achievement
- developing positive feelings toward the school environment
- fostering and supporting responsible behavior and safety
- understanding the relationship between personal qualities, education, and the world of work
- developing problem solving, decision making, and coping skills
- understanding and respecting themselves and others
- maintaining effective relationships with peers and adults
- developing effective communication skills
- dealing with crisis situations

Guidance may take place through planned classroom activities, individual or group counseling, programmes involving parents, co curricular activities etc. The guidance counselor/teacher works with students individually, in small groups, and in the classrooms. Services should be provided in academic, social, and behavioral areas. Specific aspects of the guidance program may include: Individual and group
counseling, Programmes for parents, School Counseling, Week activity, Pupil Assistance Leaders, Lunch Bouquet, Character Education, and Community Service Projects etc. Classroom lessons should focus on many important skills needed for lifelong learning and cooperative relationships, such as, listening and paying attention, organization and study strategies, communication with others, resolving conflicts, making and keeping friendships, respecting differences among people, dealing with bullying behavior, problem-solving, decision-making, goal setting, and career awareness and exploration. We shall now look at the need and relevance of guidance program, but before then, you may need to check your progress.

Check Your Progress 1

i) What do we mean by the term “Guidance”?

ii) What should be the objectives of any Guidance Program? Mention any three.

4.4 NEED AND RELEVANCE OF GUIDANCE AT ELEMENTARY SCHOOL STAGE

Significant developments in recent decades have brought recognition that organized guidance programs are as important on the elementary as on the secondary level. Guidance is the integral part of the total educational programme, serving as a positive function rather than a corrective force, and to be most effective it must be a continuous process form the child’s first contact with the school until he is ready for placement on a job or in some type of post elementary education. Emphases may change as the growing child’s needs change, but the essential process of helping each child to understand himself in relation to his own needs and to those of his environment must begin long before he is ready for secondary school. Early guidance, which helps the child to make adjustments to each new situation, can strengthen his ability to apply his self-understanding to the solution of problems in later years. Guidance is no longer based on a concept of services designed to meet crises but rather on a concept of continuous development. This view emphasizes prevention and good mental health and demands organized guidance services in the earliest years of the educational experience.

The beginning of formal schooling not only increases a child’s opportunities for her/his development but also give rise to problems of adjustment that encourage the development of socially desirable behaviour through their resolution under the skilled guidance of teacher. Rapid and abrupt change is “the order of the day” for elementary school children. The nature of developmental challenges and the social world change enormously for these youngsters. As against, preschool years, where they were required to adjust only to their family, relatives and a few playmates they are now supposed to adjust to teachers, school curriculum and routines. Gradually, his contacts with peers become more numerous and prolonged. Where once they were closely protected they enter into a life in which they become freer to select their own responses and to solve their own problems without hovering protection of their parents. Guidance at this stage is particularly important because these years condition the child’s attitude toward school and his like or dislike of continued learning, and because patterns of social interaction are internalized and become habitually characteristic. Success in adjusting to school and to a school and to a new world of peers will do much to shape the self-concept characteristics of later years. School, social and self-adjustments are the reasons for considering guidance as essential feature of elementary school.

From the age of eleven to about fourteen, the association with peers is such that their groups tend to expand and become highly organized. This is the period of the “gang”
or “club”. Secret passwords, badges, rules for membership, special places for
meetings, specific purposes or activities characterize their social groups. Loyalty to
fellow members becomes more intense. But s/he still needs to experience the
satisfaction of security in the affection of adults—especially his parents and teachers.
The form of activity in which the members of gang engage reflects the kind of
experiences they are exposed to in their home or school environment. Children who
are secure in the affection and esteem of their adult associates tend to engage in gang
activities that are highly desirable, including active sports, hobbies, the construction of
mechanical devices, and the like. Neglected children or children in whom deep
resentments have developed as a result of real or fancied rejection, or denial of
privileges that other children enjoy, may form groups that are anti-social in character.
The activities of such groups may represent actual defiance of law and order and may
include gambling, petty thievery, fighting, smoking and various forms of vandalism.
Participation in group or gang life on the elementary school level is kind of
preparation for adolescent and adult interest and active membership in larger social
institutions. The ideals of childhood gangs show themselves on the adult level either
in philanthropic and constructive groups of criminals. Thus, guidance is essential at
elementary school children.

Elementary school is the foundation of a student's academic career. In the early years
of career development three basic stages occur: (1) awareness, up to age 11, when
children believe they can do whatever they like and transform needs and desires into
occupational preferences; (2) exploration, ages 11-17, when tentative choices are
made on the basis of interests, abilities and values; and (3) preparation, age 17 to
young adulthood, when actual choices are made that strike a balance between personal
capabilities and such factors as educational and employment opportunities and job
requirements. Thus guidance is essential at elementary school level so as to make
students aware of the various career options available to them and to evaluate their
strengths, weaknesses in relation to opportunities and threats in the environment and
their interests so as to make informed and rational choice of their career.

Elementary school guidance programs recognize the unique nature of children with
their own diverse and varying needs, the importance of meeting these individual
needs, and the necessity for providing a supportive learning environment. While
guidance workers are committed to supporting the academic goals, which they do by
acknowledging the multi-dimensional aspects of fostering successful students, which
must include emotional, psychological and social health. Students are challenged daily
to make decisions in an environment fraught with tension and uncertainty. Faced with
social, economic, and cultural issues to a degree not experienced by previous
generations, students must have proactive choices to nurture the potential they each
have to become successful learners. The Guidance program, as an educational
program, creates options for students to develop and emphasize strategies, which
enhances this potential.

**Check Your Progress 2**

i) Why do we need guidance programmes in elementary schools?

**4.5 THE ROLE OF TEACHER IN GUIDANCE**

The teacher has key role in guidance. S/he is uniquely responsible for the climate of
learning in which the class as a group, and each pupil as an individual in the group,
finds opportunity for learning and for personal development. The school must be
conceived as the setting for learning experiences, and everything that helps to make
that educational setting is the concern of the teacher. Teacher affects the lives and
personalities of children, and their influence goes far beyond the academic area and what can be measured by achievement tests. If the teacher will accept each pupil as s/he is, with all her/his strengths and weaknesses, and will help her/him to improve, the teacher will have many opportunities to help pupils understand and accept themselves and to aid them in defining reasonable life goals. S/he may also influence the attitudes and feelings, which contribute to making independent choices either easy or difficult.

The teacher functions primarily in his/her guidance role as a worker with a group of pupils and their parents; and is also concerned about the individuals in the group. The teacher cooperates with other persons vital to the guidance function by providing an educational setting in which learning takes place. Besides, the teacher studies both the individuals in a group and the group itself, so that s/he can recognize how one group differs from another. By taking note of individual differences and developing dynamic group processes, both inside and outside the classroom, the teacher offers every pupil an opportunity to learn.

4.5.1 Guidance by Classroom Activities

Let us take a classroom situation. The seventh class began to read a classic prose lesson. The struggle was terrific and unsuccessful. The teacher discovered that the best readers in the class were finding as many as ten new words on a single page. What could be done about it? Of course, she could blame the primary school for not having taught the children to read. Or, realizing that her job was to teach the children, she could begin where they were and guide them through planned steps to where they ought to be. She therefore postponed that lesson in favour of other reading material until that happy day when reading the charming classic could be a pleasant experience for the class. She used the discovered interests, needs, and abilities of her pupils to plan the next unit of work, and she was careful that the new materials would afford ample opportunities for developing skill and promoting growth.

The history class was tracing the development of freedom struggle of India. A committee prepared the report on experiments carried out by young girls and women at that time to acquire freedom. Sadhna was especially interested in the story of Sarojini Naidu. She said, “She is so fine, but how can a kid like me ever do anything worthwhile like that?” The class joined in a discussion of Sadhna’s problem and what she could do in present context. The history class had given an opportunity for exploring a worthwhile vocation. More than that, it had afforded an opportunity for the discovery of the worth of individuals.

The situations presented above illustrate four important guidance functions of the classroom teacher. In the first place, the classroom teacher who accepts the philosophy that true guidance permeates every phase of school life will plan a child-centered curriculum. Her subject will not serve as a bed of proclamations, on which her pupils are measured. Rather, the subject will be made to fit the needs of the pupils and organization of materials for the classroom use will be based largely on their discovered interest.

In the second place, the classroom teacher can so plan her work as to make a distinct contribution to the personality growth of her pupils. The science teacher who can help young people to feel the stability and dependability of nature does much to help them feel secure in the world. To help them appreciate the miracle of life in its all forms will increase their feeling of kinship with the universe and give a new meaning to life and new respect to self.

A third way in which the classroom teacher can contribute to the guidance programme is by introducing her pupils to careers in her particular field. It is often difficult for boys and girls of elementary school age to understand why some courses of study are included in the curriculum. This is often due to the fact that they are uninitiated in the
realities of the world of work. A survey of the careers to which the study of a particular subject will contribute, as well as an acquaintance with the accomplishments of others in the field, should give young people a deeper understanding of opportunities open to them and should aid them as they plan their own career.

In the fourth place, the classroom teacher has the privilege of counseling individual students. Frequently when a child is in difficulty, his schoolwork suffers. A concerned teacher would be conscious of this and try to help the pupil at the point of his difficulty. Many teachers arrange for individual conferences with pupils in which the child is helped to appraise his work and find ways in which he can improve it. Such conferences often help boys and girls to talk over other problems that are hindering school progress. The thoughtful classroom teacher will be understanding, will explore possibilities of solutions with the child, and if she feels the problem is one that needs specialized help, will guide the child to a specialized person.

Without a doubt, such a concept of curriculum brings with it more careful planning on the part of the teacher. Rather it brings more than that. It brings a new vitality and a new meaning to the subject matter. It lifts the textbook from the realm of theory to a throbbing, living experience for teacher as well as the pupil, an experience in which routine and drudgery give way to life and challenging adventure.

4.5.2 Guidance through Co-Curricula Activities

Many boys and girls would be better off out of school, with freedom to plan and execute under the guidance of some wise adult and with opportunity to associate with their fellows in interesting activities, than they are gnawing at the dry bones offered in our traditional school curriculum. Co curricular activities which are integral part of modern curriculum give more time to activity and less to passivity; more time to creative consideration of today and tomorrow and less to worship of yesterday and the day before. These activities may be useful in the areas of personality development, occupational exploration, leadership and follower ship training, guidance in the use of leisure time, vocational choice, work habits and health guidance. Student participation in the government of the school affords splendid opportunity for acquiring facts about forms of government and for developing right attitude toward service activities, especially those related to citizenship. Moreover, discovering whether a pupil has leadership qualities and giving him training in this area are often functions of co curricular activities. Leading a school club or other organization, getting classmates, teachers, principals, or outside persons cooperate with them, obtaining election to school offices and performing their functions- all these are guidance and training opportunities rarely available in regular classroom situations.

Guidance in preserving a pupil's health is one of the functions co curricular activities can perform. Their mental health will be improved and ensured as s/he can choose her/his activity; s/he is likely to achieve real success in something, a requisite for mental health. His physical health can be promoted by- i) mental health, and ii) physical activities, satisfying at the time and adaptable to practice over a long period of years. These can be developed in a programme of co curricular activities.

One might add to benefits of co curricular activities in guidance programme, but no one person could imagine all the possibilities. These will develop as interested, alert, creative teachers, like you, search for activities that will function in the all round development of the individual personalities. The chief need seems to be for teachers and administrators who are able to see the limitless possibilities and who place such activities definitely in guidance programme. When our educational system is well organized and effective the record of co curricular activities in the permanent record folder will be considered as important as the pupil's scholastic record, and it will be as carefully kept.
Check Your Progress 3

i) Mention two roles of teachers in a guidance program.

ii) Mention two features of guidance through Co-Curricula activities.

4.6 THE COMMUNITY AND GUIDANCE PROGRAMME

Teachers should know their community if they are to be of maximum help to students. They may try to find out successful people in the community who can be role models for their students and who can also come and discuss their lives with the students. Many schools have found it helpful to initiate some type of community survey, which reveals the resources of the community, such as men and women who are leaders in business, industry and who are willing to discuss with the students about opportunities and qualities essential to success in life. Such contacts will help students to understand social and economic conditions and to realize how they may prepare themselves for the lines of work for which they are especially fitted. The school also needs to know about the community activities of the students. Which ones are active at religious places? Which ones are leaders in their neighbourhood peer groups?

Guidance programme is beneficial to the community also. Entire community benefits from the elementary school guidance programme because—all the students in entire school system are served; a clearly defined curriculum provides information about the programme to the community; business, industry and labour can participate actively in the programme; a potential workforce is provided with decision making and pre employment skills.

Check Your Progress 4

i) What are the benefits of guidance programme to the community?

4.7 LET US SUM UP

In this unit we have discussed the nature of guidance, need and relevance of guidance at elementary stage, guidance through classroom and curricular activities, aims of guidance programmes in elementary school and role of community in guidance programmes.

We have learnt that guidance is the help given by one person to another in making choices and adjustments and in solving problems. Guidance does not make choices for individuals; it helps them to make their own choices. The elementary guidance program should be child-centered and should complement learning. It should utilize a developmental, proactive, prevention-oriented model. Guidance is essential at elementary stage because of unique characteristics of children. Elementary school guidance programs recognize the unique nature of children with their own diverse and varying needs, the importance of meeting these individual needs, and the necessity for providing a supportive learning environment. Guidance may take place through planned classroom activities, individual or group counseling, programmes involving parents, co curricular activities etc. The teacher has key role in guidance. An efficient guidance programme has scope for community involvement and also assesses the behaviour of pupils in the community.
4.8 UNIT END EXERCISES

1. “There is nothing new about guidance; after all, guidance is just good teaching.”
   Comment.
2. Select two children whose work in your class is below what you expect it to be.
   Outline the steps by which you will try to help them.
3. What components would you like to have in your school guidance programme.
   Prepare an outline of guidance programme as you would like to have in your
   school.
4. No elementary school should introduce a guidance programme without providing
   for utilization of many community resources. Suggest procedures for bringing this
   about.

4.9 CHECK YOUR PROGRESS: POSSIBLE ANSWERS

Check Your Progress 1

(i) The term “Guidance” may be defined as the process of helping a person to
    develop and accept an integrated and adequate picture of his/her role in the
    world of work, to test this concept against reality and to convert it into reality
    with satisfaction to him / her and benefit to the society. Others have also
    defined it “as a facilitative service, it does not undertake to carry out the
    objectives of educational programmes; rather it tends to provide aids to pupils
    and staff to help pupils determine the courses most appropriate to their needs
    and abilities, find instructors who will be more sympathetic to their individual
    requirements and seek out activities, which will help them realize their
    potentialities”.

(ii) The objective of any guidance programme should be: (mention any three)
    • becoming self-directive and responsible for own behavior in relation to
      academic achievement
    • developing positive feelings toward the school environment
    • fostering and supporting responsible behavior and safety
    • understanding the relationship between personal qualities, education, and th
      the world of work
    • developing problem solving, decision making, and coping skills
    • understanding and respecting themselves and others
    • maintaining effective relationships with peers and adults
    • developing effective communication skills
    • dealing with crisis situations

Check Your Progress 2

(i) Guidance is needed in elementary schools because:
    • Guidance is today an integral part of the total educational programme
      which serves as a positive function rather than a corrective force.
    • Early guidance, which helps the child to make adjustments to each new
      situation, can strengthen his ability to apply his self-understanding to the
      solution of problems in later years.
    • Guidance is particularly important in conditioning the child’s attitude
      towards schooling.
    • Guidance is essential at elementary school level so as to make students
      aware of the various career options available to them and to evaluate their
      strengths, weaknesses in relation to opportunities and threats in the
environment and their interests so as to make informed and rational choice of their career.

- The Guidance program creates options for students to develop and emphasize strategies which enhances this potential.

Check Your Progress 3

(i) The role of a teacher in a guidance program is to:

- The teacher should be uniquely responsible by providing opportunity for learning and for personal development.
- Affect the lives and personalities of children and to influence their academic performances.
- The teacher studies both the individuals in a group and the group itself, so that s/he can recognize how one group differs from another.

(ii) The two features of guidance through Co-Curricula activities are:

- Co-curricular activities give more time to activity and less to passivity; more time to creative consideration of today and tomorrow and less to gossip of yesterday and the day before.
- It affords splendid opportunity for acquiring facts about forms of government and for developing right attitude toward service activities, especially those related to citizenship.

Check Your Progress 4

(i) The benefits of guidance programme to the community are:

- Through community survey, guidance programmes have revealed the resources of the community, such as men and women who are leaders in business and industry. Such contacts will help students to understand social and economic conditions and to realize how they may prepare themselves for the lines of work for which they are especially fitted.
- A clearly defined curriculum provides information about the programme to the community; business, industry and labour so that one can participate actively in these programmes while a potential workforce is provided with decision making and pre-employment skills.