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ISM 3A

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### Original Work Proposal

There are many emotions that a teacher has the ability to elicit within a student, some pleasant, and others unpleasant. Among these are shame and guilt. Scholar Brené Brown says that “The difference between shame and guilt is the difference between ‘I am bad’ and ‘I did something bad,” and that “Shame is the most powerful, master emotion. It’s the fear that we’re not good enough.” Because of the use of shame in a classroom setting by teachers, children can be left with a tightness in their throat or chest, a sense of not belonging, or the urge to run and hide. These feelings, either intentionally or unintentionally elicited, ultimately result in a student’s fear of going into this specific classroom, or an education setting in general. My proposal is to create a new set of guidelines, resembling a curriculum or TEKS for teachers to follow, highlighting the ways in which shame in a classroom setting can be avoided altogether, creating a safe environment for both students and teachers to interact with each other effectively.

Because I completed one research assessment based on the impact that both shame and guilt can have on a student, I already have a substantial amount of knowledge on this topic. However, I plan to conduct an even greater amount of more extensive research on this field, so that I can collect factual statistics and evidence to support the product that I will later create. I will also discuss the impacts that shame may have had on actual students in all levels of education, which will allow me to expand my support for this new curriculum by showing the

ways in which these emotions have been counterproductive in an academic setting. Aside from this extensive research and student interviews, I am currently in the process of setting up an interview with a therapist who specializes in childhood issues, which will allow me to better understand the specific feelings and reactions that children tend to experience in a variety of situations. From my personal research thus far, I have learned that “85% of the men and women...interviewed remember something so shaming from their school experience that it changed how they think of themselves as learners”(Brené Brown). In order to physically create this curriculum, I plan to study any applicable current curriculum, so that I may understand the ways in which they are drafted, revised, and finally published.

With my original work, I hope to bring the issue of shame in the classroom setting to the attention of many individuals, ultimately sparking change in classroom settings throughout the Frisco Independent School District, or further, depending on the success of my curriculum. By creating this curriculum, I will have to incorporate statistics and research based on the effects of shame on children, in order to provide an explanation to the purpose of my project. Then, I will create the curriculum itself by providing a set of ideas and steps that teachers will be able to follow as they interact with students. This will be comprised of alternative actions and phrases that have little to no chance of resulting in shame, as well as the steps to take if an incident were to occur with a student feeling shame.

This proposal satisfies the requirements of an original work, as it will reflect the extensive research that I gathered based on both my understanding of education as a whole, as well as the feeling of shame in a classroom, and the effects of it. This original curriculum will present itself as a challenge, but it is achievable with the correct information and motivation.

Finally, the curriculum that I plan to create will benefit education environments, and the teachers and students involved, meaning that it will also benefit my future mentor, as he or she will be a teacher in the Frisco school district.