

Wheel of Awareness: Toward A Research-based, Choice-centered Art Education

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Group Activity:

In search of Wheel of Awareness (Siegel & Bryson, 2012):

Integrating Body & Mind

Exercise Memory

Aware of many parts of self

Regain Balance through engagement (upstairs-downstairs brains)

Connect through conflicts

- **Downstairs:**
- Basic needs (breathing, blinking, heart rate, and physical connections)
- Innate reactions (such as fight, freeze)
- Strong emotions (anger, fear, love, hate)
- **Upstairs:**
- Associate with decision making or planning
- Control over emotions and body reactions
- Self understanding and awareness
- Empathy & morality

How to we apply that in the classroom / art classroom?

Four Rims to Consider: Sensations, Images, Feelings, Thoughts

Sensations: Initial responses when students receive the

assignments. What are the three immediate reactions/words come to mind? What are the questions that they are too afraid to ask?

Images: Image students saw and create.

What visual examples or linkages can help?

Feelings During the Process of Making.

Where are the learning blocks?

Thoughts after the Unit.

What are the three aspects that best describe this experience?

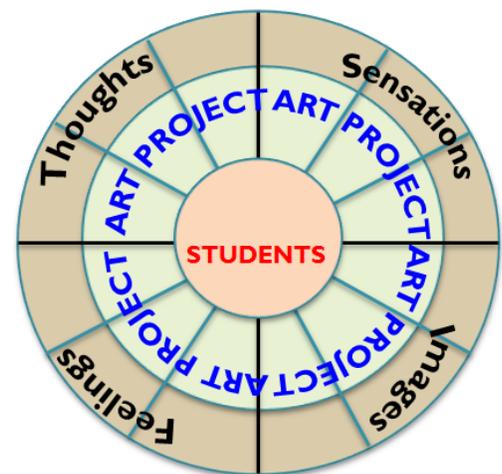


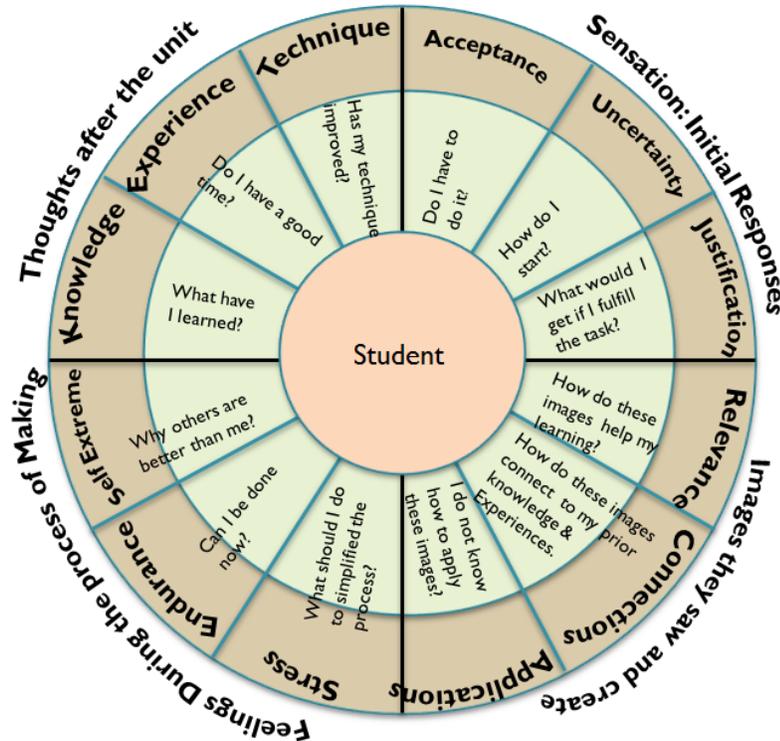
Figure 1: Wheel of Awareness in Art Lesson Planning. Adapted from the concept of "Wheel of Awareness" (Siegel & Bryson, 2012) by Yichien Cooper, 2013.

ACTIVITY: MAKE YOUR OWN WHEEL OF AWARENESS BASED ON THE HANDS-ON ART MAKING EXPERIENCE

Each team needs to:

1. Define the meaning of each rim in relation to teaching and learning in the arts.
2. Teammates use Post-it to list out possible aspects for each rim and gradually narrow it down to three aspects that the team agrees is crucial to a specific rim.
3. Sometimes the aspects are applicable to other rims. It is ok to shift them around, discuss, revise, and eliminate possible redundancy. If it becomes too difficult, you may need to revisit your definitions of the rims.
4. Draw your wheel on the big poster paper. Begin to construct your rims.
5. Use simple word to fill in three aspects in the outer ring of each rim. Then, based on these aspects, construct questions that your students may ask.
6. The middle ring is where your think this assignment/art project will help to ease these anxieties. You as a team need to discuss and formulate your answer to address children's questions.
7. Then, you need to come up with a teaching strategy to connect to theses rims.

Cooper's Example:



Wheel of Awareness Template.

