

THE PROCESS OF SELF AWARENESS AS A PREVENTION OF CHILDREN RISK BEHAVIOURS IN ROAD TRAFFIC: USING A STORY IN THE ROAD SAFETY EDUCATION

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Abstract: *Self-awareness is a precondition for a quality contact with the environment. If a child is enabled to be fully and consciously in contact with what they are experiencing at the given moment, they will learn to become aware of their needs, values, feelings and emotions. Self-knowledge is an important factor while a child makes a decision about how to behave in a risky or stressful situation in the traffic environment. Responsible and quality traffic education which makes use of elements of the Gestalt approach, leads pupils to taking responsibility for their decisions. Stories help pupils to fully live through themselves, by means of projection, in different conflict situations. Though the created situation is not an authentic experience, the process of developing (self) awareness already is.*

Key words: *risk behaviour, traffic education, contact with traffic environment, educational use of a story*

1. Introduction – “Innovation of learning process using a traffic education example“ project

The didactic method which uses the process of developing self-awareness and story telling/acting, focuses on guiding pupils towards assuming a more responsible approach to life. The method was created within an ESF project in Liberec Region. The project of “Innovation of learning process using a traffic education example“ focuses on increasing professional competences of teachers at the elementary and secondary schools in Liberec Region with regard to implementing ICT to teaching, employing of alternative teaching methods and project and module systems. An example from the traffic education (TE) shows a possible way of including a selected topic in the RVP educational areas, mutually interconnect and create a project with inter-subject connections. The TE topic has been implemented to all parts of RVP – key competences, expected results and subject-matters in selected educational fields. Pivotal to the material is a didactic method which

develops personality and social competences of pupils. The didactic method is based on the principles of Gestalt psychotherapy. This does not mean, though, the application of psychotherapy in the school practice, it is intended to use the basic principles of the Gestalt approach (GA) which develop in pupils, through the process of awareness development, self-support in decision-making and assuming responsibility for one's life.

2. Key competences according to RVP and their correlation to traffic education competences

Key to guiding pupils to responsible behaviour is the development of phenomenological awareness and supporting the process of context awareness development. An important element in teaching pupils is implementation of TE subject-matter to educational branches and interconnection of subject-matters. This results in understanding of physical and social effects in the traffic environment. Becoming aware of the connections between individual effects and realizing of a time-line, i.e. understanding relations between the "before", "here and now" and "after" actions, awareness of self during an action and influence of "I" on the surroundings.

All the competences according to RVP [RVP ZV, 2007] are linked to the traffic education competences. We are presenting some examples of this:

LEARNING COMPETENCES

- *"... selects and uses suitable ways, methods and strategies for effective learning, plans, organizes and manages his/her own learning"*
TE – ... plans self-management, time-management, personal portfolio, self-education strategy
- *"... evaluates his progress and identifies obstacles or problems hindering the learning process, plans ways in which he could improve his learning, critically evaluates results of his learning ..."*
TE – ... understands the meaning of protection of health and life, plans his own system of quality increasing and self-improvement, plans and organizes his own transport plan – plan of the trip, time-schedule of the route

PROBLEM SOLVING COMPETENCES

- *"... is aware of a wide range of problem situations at school and outside it, identifies and understands a problem, thinks about differences and their causes, thinks through and plans a way of solving problems and uses own judgement and experience to do that"*
TE – ... identifies and understands a problem, risks and a danger, thinks about ways to preventing risks and what their actual effects are
- *"... thinks critically, makes well considered decisions, is able to defend them, realizes responsibility for his decisions and evaluates results of his acts"*
TE – ... appreciates the relation between his decision and the effect of the decision on his surroundings, considers possible effects of his decisions

COMMUNICATION COMPETENCES

- *“... listens to what other people say, understands it, responds appropriately, effectively joins discussion, defends his views and uses well chosen arguments“*
TE – even when views differ (when discussing transport and safety topics), they can defend their views with valid arguments, respect rights associated with communication, act considerately
- *“... uses the acquired communication skills to create relationships needed for good living together and quality cooperation with other people“*
TE – ... realizes the value of communication in creating quality relationships; they cooperate with other people in the traffic environment and relate to them as their partners in transport

SOCIAL AND PERSONAL COMPETENCES

- *“... efficiently cooperates in a group, takes part, together with teachers, in setting-up of team work rules, based on knowledge or acceptance of a new role in work activities he positively influences the quality of the common work“*
TE – ... is aware of the needs of a group and an individual and respects them; he is tolerant of needs of others; respects all road users and respects their rights
- *“... creates a positive idea of him/herself which supports his/her self-confidence and independent development; he controls his acting and behaviour so as to reach the feeling of self-satisfaction and self-esteem“*
TE – ... builds a positive relation to his life and values; acts assertively when under pressure from his surroundings or his values are attacked

CIVIC COMPETENCES

- *“... respects other people's beliefs, appreciates their inner values, empathizes with other people's positions, rejects oppression and rude treatment, is aware of his duty to oppose physical and psychological violence“*
TE – ... perceives aggressiveness at the steering wheel as socially unacceptable and dangerous
- *“... makes responsible decisions based on a situation in question, provides efficient help within his possibilities and behaves responsibly in critical situations as well as those threatening health and life of people“*
TE – ... behaves responsibly in traffic environment; his behaviour does not threaten other road users; provides help within his possibilities or based on his knowledge gives correct information to other parties involved in an accident or IZS

WORK COMPETENCES

- *“... views results of work activities not only with respect to quality, functionality, economy and social importance, but also to protection of his health and health of others, protection of the environment and cultural and social values“*
TE – ... is aware of consequences of poor quality, neglectful care of means of transport, assumes a responsible approach to the care and is aware of the risk of neglect of care – the risk of an accident, injury, impact on other road users

- “... has a grasp of basic activities required to realize a business plan and its completion, understands the substance, goal and risk of doing business, develops his entrepreneurial thinking“
TE – ... understands the structure of local authorities and organizations responsible for the safe design of the traffic environment; knows who to contact when solving a risk situation in the traffic environment

3. Implementation of traffic education topics to educational programmes

Within the “Innovation of learning process using a traffic education example“ project the traffic education topics were extensively incorporated into the following education areas:

Czech language and literature, Foreign language, Information and communication technologies, People and their world, Citizenship education, Physics, Health education, Physical training, Another foreign language and Drama education.

As an example we are presenting some passages from the Drama education. The methods of drama education can also be used in other educational areas, while working with the Theme sheets as well as regarding accidental, conflict situations.

An example of implementing elements of traffic elements to **Drama education**:

Target focus of TE in the educational area

Education in this area guides a pupil to the following:

- e.g.
- learning about and understanding of motives, attitudes and relationships through inner experiencing
 - exploring one’s own and others’ attitudes in simulated situations and transferring of this experience to real life
 - creating and characterizing of type figures in simple as well as conflict situations
 - keeping rules when playing a role
 - controlling emotions and understanding one’s own emotions
 - development of sensory perception
 - practising attention and concentration
 - development of mental self-control

- learning to know oneself, discovering one's identity and abilities
- orientation in space and development of spatial perception

EXPECTED OUTPUTS OF RVP – Period 1

E.g. as follows

- *“...differentiates between the play and a real situations; accepts the rules of the play; takes up simple roles and acts naturally within them“*
TE – recognize and understand the difference between a real and simulated situations; use emotions experienced during simulation in the real life; recognize basic emotions by the voice and movement of road users; keep the rules of the play and acknowledge the necessity and purpose of the rules in real life

EXPECTED OUTPUTS OF RVP – Period 2

E.g. as follows

- *“... interconnects somatic skills and combines them to express one's own and, also, a particular character's inner states and emotions“*
TE – (a pupil) can express basic emotions by voice and movement and discerns them in other people's behaviour in different situations in the traffic environment
- *“... identifies topics and conflicts in situations and stories; sees them from different characters' perspectives; deals with the effects of behaviour of different characters“*
TE – (a pupil) can respond adequately in conflict situations and is aware of attitudes of different individuals involved in a conflict; he concentrates on causality of acting of all those involved in a conflict situation; he draws lessons from simulation conflicts and their solutions and applies them to real situations

EXPECTED OUTPUTS – the 2nd level

E.g. as follows

- *“... develops, varies and repeats the played situations (on his own, with a partner, in a group), accepts the play rules and develops them creatively“*
TE – a pupil accepts and keeps the set rules of the play; understands the importance of keeping the group's rules; observes the rules that protect safety of others
- *“... approaches the drama production and staging as a common creative process in which one accepts and fulfils one's tasks, assumes responsibility for the common creative activity and presentation of its result“*
- TE – (a pupil) collaborates with the other team members; assumes responsibility and realizes his share in the common result; realizes his influence on the course of action and potential effects; respects views and personality of others

| Basic conditions for drama based acting | |
|--|--|
| Subject-matter of the curriculum [RVP ZV, 2007] | Themes |
| <i>Psychosomatic skills – breathing techniques, correct forming of voice, posture, verbal and non-verbal communication</i> | <ul style="list-style-type: none"> Controlling breath and voice in a stress situation Expressing moods through the tone of voice – pronounce the same word always in a different way, with a different intensity, colouring, intonation and pitch of voice (expressing an opinion, requests or urgency in sketches on subjects from the traffic environment) Expressing attitudes with verbal and non-verbal means – manifestation of attitudes within a role (based on a personality type, its character, personal traits involving risk in the traffic environment) |
| <i>Role playing skills – entering a role, stage character</i> | <ul style="list-style-type: none"> Respecting others in their roles, consolidation of interpersonal relationships, keeping up good relationships during the common work, treating each co-player as a partner and, equally, treating all people present in the traffic environment as one's partners |
| <i>Social communication skills – cooperation, communication in common life situations, in role-play situations and those of a group putting on a play, its performance, reflection upon and evaluation</i> | <ul style="list-style-type: none"> Controlling emotions Using of emotionally straining situations (theatre performance; performing a sketch before schoolmates; time pressure; unforeseen complications) to develop skills of coping with straining situations in the traffic environment and to subsequently look for solutions and enhance mental health – healthy and balanced self-conception (awareness of one's reactions, attitudes, behaviour – my body and my psyche) |
| <ul style="list-style-type: none"> Handling improvised situations | <ul style="list-style-type: none"> Looking for solution when a sudden unforeseen situation arises. Adding an unforeseen conflict to a traffic environment story – adding an unforeseen element to a prepared scenario, which calls for immediate solution Differentiating between a role-playing and real situations |

| Process of preparing drama and simulation sketches | |
|---|---|
| Subject-matter of the curriculum [RVP ZV, 2007] | Themes |
| <i>Ideas and topics in drama situations – their finding and expressing</i> | <ul style="list-style-type: none"> Using means of drama in depicting an experience from the traffic environment, proposed plays, fairy-tales and programmes to enhance general awareness designed to educate friends, parents etc. Staging of topics drawing on one's own traffic experiences, giving reasons for and defending importance of a selected topic |
| <i>A drama situation, story – sequence of situations based on a time-sequence</i> | <ul style="list-style-type: none"> Time-axis based sequence of experiences Identifying a cause and effect of a situation – understanding the relevance of causes in relation to their effects A scenario drafted based on a time axis of a real or fictional experience Variants of the „here and now“ - „here and before“, „elsewhere and before“, „here and afterwards“ and „elsewhere and afterwards“ situations – context of events (what preceded, what is taking place, what will follow) |

| Reception of and reflection on the art of drama | |
|--|---|
| Subject-matter of the curriculum [RVP ZV, 2007] | Themes |
| <i>The basic building elements of a drama – situation, character, conflict, topic, peak, gradation</i> | <ul style="list-style-type: none"> • Conflict – how it arises in a real environment, on the road, street etc., sketches to show how a conflict can be solved or prevented • Analysis of a Theme sheet story following the basic drama building elements – description and development of a situation, what characters are involved in a story, what characters are likely to be on the scene but are not mentioned in the story; characteristics of protagonists; description and analysis of the conflict development... |
| <i>Basic drama genres – comedy, tragedy, drama</i> | <ul style="list-style-type: none"> • Development of comic, tragic or dramatic situations on the road and street • Presentation of one topic adapted for different drama genres – pupils split into groups, all of which will stage the same topic, but each in a different genre |

4. Process of developing awareness – application of the Gestalt approach in teaching

“The Gestalt therapy places an emphasis on self awareness development and dialogue-based relationship. Humans grow by adopting what develops them, but rejecting what harms them. The border between I and environment must be permeable (open), but also firm (autonomy). Self awareness is limited by defences (merging, isolation, retroflection, introspection, introjection, projection, reflection). In the dialogue relationship the client must have a space for differentiating between the awareness (contact) of his own experiencing, assuming responsibility for his experiencing and experimenting with it.” [Timulák, L., 2006]

A precondition for reducing accidents in the traffic environment is to guide pupils toward becoming self-supported, responsible personalities, who will fully realize the meaning and value of life. Self-support is an important aspect in the decision-making process. It includes self-knowledge and self-acceptance. It includes an attitude which can be expressed by the words “I am what I am and it is all right, I can also change if I want to and use some energy to do so”.

“Self-support encompasses everything we can use to support ourselves – all aspects of I belong here that are basically given to us and that we do not need to think about.... The important habitual methods of self-support include ways in which people think about themselves and conduct their inner dialogue; ways they use to assert and defend themselves; ways of physical and mental care of themselves; ways in which they calm themselves in difficult situations; ways of organizing their space and ways of relating themselves to natural environment.” [Mackewn, 2004]

A teacher who uses the Gestalt Approach in his work, encourages self awareness in pupils and allows them to experience themselves and the surrounding environment. A teacher inspired by GA uses the following techniques in his work:

1. He develops self awareness – ability to realize what there is – what current-

ly goes on within a person and in their surroundings is the basic condition for a person's growth and development. A pupil acquires awareness of his qualities, his emotions, intellectual processes and needs. Self awareness allows them to manage their presence and create their future.

2. **He presents an experience rather than provides information** – an experience helps pupils infer a conclusion based on experience, important for their future lives.
3. **He develops contact functions** – contact functions are those that a person uses to make contact with their environment, to accept the environment and express themselves.
4. **He respects and supports a pupil's personality** - everyone perceives and experiences the world differently, attributes meaning to individual events in different ways. By supporting their individual personalities we actually say to our pupils that there are a great many possibilities of making one's mark and that their ways of trying to, have value and can be successful, too.
5. **In dialogue he treats pupils as his equals** – The teacher does not act as if he is always right, but as a partner in communication. The value of his view is the same as that of his pupils', and the teacher transmits this attitude to pupils through his conduct.
6. **He encourages pupils to express their views, take an active stance** – appreciates expressing of a view or completing a task, even if the outcome is not quite perfect (he can then appreciate the courage or effort with which the view was expressed or the task completed). Every stance or view, even if wrong, is a useful stimulus for discussion.
7. **He guides pupils to communicating with each other** – He emphasizes that everyone can have his/her own views and these can also differ. What is important is the ability to discuss different views, it is not so important to try hard and prove one's own truth to be the most valid.
8. **He teaches pupils to see a value in differences** – helps pupils discover that most problems have more than one solution, and frequently it is even very difficult to judge which is better and which is worse. He shows the pupils that different people take different approaches to the same situation, they may behave differently. Such difference, however, carries a value.
9. **He suggests new angles of view to pupils** – In debates about all kinds of subjects the teacher supplies additional perspectives on the problems concerned, that did not occur to pupils.
10. **He expresses his own views** – he “does not hide“ in his role of a teacher, he is authentic. He conveys what he wants to say as his views, he defends his point, but knows, though, he may not be right. He can say “I don't know“, admit an error, apologize himself, make fun of himself.
11. **He is present** – describes what is happening now, what he can see, hear or possibly experiences, instead of assessing or interpreting. He accepts and appreciates children for what they are now. Not for their future performance and result, but already for their present motivation, effort or courage.
12. **He enhances the use of 'dialogue as a meeting' within classes** – dialogue as

a meeting includes respect and self-esteem (I have the right to and can say what I want to say) and respect for the communication partner (who has the same rights).

13. **He actively supports each pupil to find his/her place in the group** – helps discovering the strengths of each pupil that he/she can use in a group to experience success and, at the same time, for the others to accept it as an important contribution to the life in the classroom
14. **He motivates pupils and tries to involve them in the learning process** – in his method of teaching, dialogue, the teacher and pupils' common activities get more space than lecturing. To stimulate pupils he further uses experience-based teaching which is usually more interesting for pupils. He uses experiments.
15. **He supports independence and initiative** – He gives pupils space, within what is possible and safe, to discover their own solutions, collect their ideas, make their own choices and bear responsibility for them. He also develops independence and initiative of pupils by dosing his assistance and support. He only helps them to an extent as necessary and in the smallest possible steps.
16. **He supports creativity of pupils** – The teacher leaves enough space for spontaneity. He leaves space for pupils to look for their own ways of capturing the world (e.g. as for a topic taken – whether they want to draw, dramatize or take down the main points), how they want to give their input on the topic (similar).
17. **He uses experiments in teaching** – experiment is understood here in the broad sense of the word as any trial situation which imitates a real situation or some of its aspects, and where a pupil may discover something new about himself or the situation in question. The purpose of experimenting is to deepen self awareness and (or) get ready for action (in real life).
18. **He develops pupils' responsibility for their behaviour** – the whole Gestalt approach aims to direct pupils towards realizing that it is themselves who influence the most their own world, their behaviour and feeling and, based on this awareness, be able to accept responsibility for their emotions, decision-making and resulting acting.
19. **He guides pupils towards environmental awareness and acting** – The teacher supports pupils' independence and initiative, guides them towards developing awareness of their needs, formulating them and trying to reach their fulfilment. This does not mean, however, education to egocentrism, another element stressed is that everybody's freedom and initiative ends where the freedom of another person begins. This is naturally linked to the development of empathy and education toward responsibility – for oneself, for immediate and wider surroundings, social and natural environment.
20. **The teacher draws boundaries** – the guidance and education inspired by the Gestalt Approach is based on respect for the pupil's personality and partnership approach in dialogue with him/her. At the same time, the teacher requests the same of his pupils. The teacher determines the boundaries for pupils' conduct.

The Gestalt Approach within the educational practice uses all the basic principles of the Gestalt therapy. These include: **here and now** (living at presence), **existential principle** (being authentic and responsible for oneself), **phenomenological principle**

(freeing oneself from just one truth, behaving openly and with respect, consider contexts), **theory of the field** (awareness of a man in the field and coexistence of the man with all elements in the field, perceive the relationship network) and the **principle of unity of contradictions** (awareness of all aspects of one's personality). All the principles can be summed up in one characteristic – they are included in the **principle of self-knowledge**. Through GP, a pupil learns about his/her own feeling/experiencing patterns, their preferred values, their perception of self and their surroundings in the field, they compare their views with those of the others, they treat others as partners on equality terms (I am “I“ and you are “you“, still we can coexist together), they are aware of their value, learn to be with all aspects of their personality and learn how to handle them. The process of self-knowledge, developing awareness of one's “self” produces an effect in the pupil known as “**paradoxical theory of change**“. Through a pupil learning about individual aspects of his/her personality, understanding them, accepting and integrating them, the pupil enhances his relation to himself, learns how to handle himself, which, paradoxically, effects a change in his behavioural patterns and development of responsibility for his life – thereby, paradoxically, the pupil changes.

5. Using Thematic Sheets

Within the “Innovation of learning process using a traffic education example“ project, teachers are offered ‘Thematic sheets’ as a didactic support. The materials include one serious dilemma on individual sheets and there are specific recommended steps described in detail, indicating how to use the story according to the Gestalt Approach principles. Each thematic sheet also offers further use of the story in different educational areas.

The main purpose of using the thematic sheets is to present pupils an experience through which they will realize their own behaviour patterns, their priorities, values and emotions. Living through an experience is more reliable, based on our experience, than interpretation. Whatever is perceived and experienced directly is more reliable than explanation and interpretation.

“An individual controls himself either by habit (control below the Awareness threshold), or conscious choice: awareness is a means by which an individual can control himself through choice.“ [Yontef, 2009]

The thematic sheets present open-end stories to pupils. The story ends at the point where the protagonist has to deal with a difficult situation - a dilemma. A pupil puts himself in the protagonist's position and deals with the situation in the way he believes the hero of the story will deal with it. A pupil usually projects his views and his approach into solving of the problem. In gradual steps, guided by the teacher, he becomes aware of his own behaviour patterns. He realizes how he usually acts in similar situations, what emotions he experiences and what he thinks about the risk related to a specific solution.

Story – A dog named Max

“Easy, easy, Max, not so fast!“ I try to discipline my labrador, who rushes forward in front of me, as if we went roller-skating for the first time in five years. The truth is I take the bad dog out for a run every weekend. You bet I do, when I come across this

handsome boy in the park so often, he comes with his bitch, trains her for a competition. Though today, I've been running around for an hour and there is no trace of him. I even took the path along the edge of the park, just by the road, to make sure I won't miss him by any chance. I shouldn't be riding around here, Max is still very young and keeps dragging me around. For just a moment I stopped paying attention to him, because I had caught sight of Him. He was just opposite, on the other side of the street, waiting for the green light to come on, so he can cross the street with Betty, that's the name of his dog. He waved at me just as he saw me. But suddenly I felt a strong pull in my hand, and Max took off to meet his friend, nearly pulling the leash out of my hand.

"Max, wait!" I yell at him, but the bad dog does not obey, he is running right to the middle of the road and is dragging me behind.

"Max, don't!" A moment later I hear the hooting of a bus. It is coming near...

The story discussion is divided into five phases, planned to be completed in three periods. The first phase – **strategy analysis** (based on what the girl made her decision), the second phase – **risk analysis**, the third phase – **analysis of emotions**, the fourth phase – **risks and emotions of the other individuals involved**, the fifth phase – **identification**.

Pupils discuss the story, look for different solution variants, they exchange views on the different variants and find/defend reasons why the girl chose a specific strategy, describe the feelings she probably had and communicate their own feelings and emotions (Examples of questions for discussion: What led the girl to choosing this solution? What did she think to be the most important? What did she want to prevent? What did she want to reach? Did she realize the risk? What kind of danger was she running? How did she feel? Was there anything she was pleased by? Was she afraid of anything? And so on)

In the course of discussion, pupils gradually list all the persons involved that may be affected by each individual decision made in relation to the situation and will affect their life in future. Among them are not only those directly involved in the story, but also those related to them in some way (friends, parents, people they work with etc.) Do they realize that each decision may also affect other people's lives? (Examples of questions for discussion: What kind of threat were the other persons involved exposed to? What did the persons involved experience? How did they probably feel? What did the grandparents/schoolmates/friends experience in your version of the story?)

In gradual steps, the process of identification takes place. Pupils realize their own reactions when in stress and their own decision-making patterns (Examples of questions for discussion: What do you think you would do in the same situation? Has anything like that ever happened to you? How did you feel? What were you afraid of or pleased by? Was there anything you were sad or upset about? Would you take a different decision now? Why? How do you feel now? And so on)

In the Thematic sheets the element of story is also included in the activities within the RVP educational areas. For example:

Language and communication through language

Communication and style oriented education – adaptations of text to fit different literary forms

Mathematics and its applications

A number and mathematical operations – a statistical survey of the traffic load in the location of the probable action

Information and communication technologies

The basics of the computer use – text layout; finding synonyms and replacing words using the Tezaurus function

People and their world

The place where we live – find a location (and describe, draw, take a picture of etc.) in your place of residence where a similar story might happen.

Art and culture

Music

Vocal activities – setting the story to music: “Max, wait!“ I yell at him, but the bad dog does not obey, he is running right to the middle of the road and dragging me behind.

Art

Development of sensory sensitiveness – layout of elements in an area, mutual relations (dog – bus, boy – girl, road – park, ...)

People and health

Physical training

Activities influencing the level of locomotory skills – practising quick response and stopping your roller skates, handling of basic skating techniques

Drama

Reception of and reflection on the art of drama – creating the basic drama building elements (situation, characters, conflict, drama culmination, gradation, ...)

Ethics

Basic communication skills – communication of feelings (identification with feelings – sadness, fear, joy)

6. Conclusion

The relation between the key competences and the traffic education competences and their interconnection with the Gestalt Approach supports the self awareness process and develops the perception and understanding of contexts. An organism has a natural tendency to self-actualization. A pupil organizes his acting based on the hierarchy of his current needs and frequently based on his primary impulses only. Through using the Gestalt Approach principles, a process is stimulated in pupils, by means of introspection, of identifying with their needs, realizing of their behaviour patterns and reorganizing their behaviour in problem and risk involving situations. Pupils learn to be realistically aware of themselves and their abilities in a risk situation, evaluate their chances, assess

the situation more responsibly. They will replace the “I should“ acting which is guided by outer stimuli, by the “I want/do not want“ acting, exercised with the support of their conscious “I“. A pupil leaves the sphere of powerlessness controlled by the outer views, and enters the sphere of creative shaping of his/her own life.

“Self awareness development is accompanied by the feeling of ownership, i.e. the process of discovering one’s control over one’s behaviour and feelings, choice of one’s behaviour and feelings and responsibility for them“. [Yontef, 2009]

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PROCES UVĚDOMOVÁNÍ JAKO PREVENCE RIZIKOVÉHO CHOVÁNÍ DĚTÍ V DOPRAVĚ: PRÁCE S PŘÍBĚHEM V DOPRAVNÍ VÝCHOVĚ

Abstrakt: Uvědomování je předpokladem ke kvalitnímu kontaktu s prostředím. Pokud je dítěti umožněno být plně a uvědomovaně v kontaktu s tím, co v dané chvíli prožívá, naučí se vnímat své potřeby, hodnoty, city a emoce. Sebepoznání je pro dítě důležitým činitelem při rozhodování se, jak se zachová v rizikové nebo stresové situaci v dopravním prostředí. Zodpovědná a kvalitní dopravní výchova, která využívá při práci s příběhem prvky Gestalt přístupu, vede žáky k zodpovědnosti za svá rozhodnutí. Příběhy pomáhají žákům prostřednictvím projekce plně prožívat sebe samé v různých konfliktních situacích. Navozená situace sice není autentický zážitek, ale proces uvědomování již autentický je.

Klíčová slova: rizikové chování, dopravní výchova, kontakt s dopravním prostředím, pedagogické využití příběhu