



Click on this [link](#): Using the list of 252 effect sizes analysed by John Hattie and his team, answer the following questions:

What are five (5) practices that you now use that have less than a 0.4 effect size?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

What are five (5) practices that you now use that have more than a 0.4 effect size?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

What are five (5) practices that you have **never used** that have more than a 0.4 effect size and that you will begin experimenting with from now on?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Phenomenon-Based Learning:  
 The Affective Domain  
 MODULE 1 LESSON 5  
**ACTIVITY B**

Don't run.	Please walk in public places
Don't speak without raising your hands.	Please raise your hands so others know you want to speak
Don't be late.	Please be on time
Don't leave your coat there.	Please hang up coats on the hooks
Don't use your cell phone in class.	Please use cell phones outside of class
Don't bully others.	Be respectful of others' weaknesses
Don't share your passwords.	Keep your password private
Don't fight.	Use negotiating skills
Don't throw things.	Flying objects are only for space travel

In the chart below, write some of the negative messages you have habitually used in your classroom. On the right, change them to positive messages. (If you don't habitually use negatives, include those you hear colleagues use.) You can share this chart in a teachers meeting to share this dynamic with your staff.

Negative messaging	Positive messaging