

Phenomenon-Based Learning:  
The Affective Domain  
MODULE 1 LESSON 3  
**ANSWERS**

**LESSON 3 SCAFFOLDING**  
**ANSWERS WILL VARY**  
**POSSIBLE ANSWERS**

1. Class meetings empower students. Even our youngest learners come up with remarkably creative ways to solve problems when given the opportunity. Moreover, the empathy and compassion that are developed within these sacred spaces is expansive and will last to some degree all their lives.

Class meetings, give us all the opportunity to address changes in our routine through questions: we can explore the reasons behind the changes and ideas on different options. Class meetings strengthen:

- communication skills
- a focus on problem-solving
- a sense of belonging
- empowerment
- acquisition of social skills
- distinguishing between judgment and reactions

2. If my students understand the holistic development of language development, they would understand how normal their learning process is and so would probably relax and be more patient with themselves. They would benefit knowing that it takes 13,979 hours to learn our home language. Because of the restrictive time in school scheduled for the classroom language, we cannot expect to learn language at the same speed as our home language - there is simply not as much exposure. The Affective Domain would be automatically strengthened because my students would trust themselves and me, their teacher, and the consequent result would be that their limbic systems would relax and learning would be more fluid.

3. Using varied learning styles in activities such as scaffolds, creates a feeling of trust and so lowers stubbornness in students. If they feel seen and honoured by the activities I choose- that target different ways of interacting with new information - their defenses (their stubbornness) will be reduced and they will collaborate much more in the classroom tasks.

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## ACTIVITY

### POSSIBLE ANSWERS

**In 2-3 sentences, explain why you have chosen the trigger as the factor for the anticipatory planning.**

**Class meetings:** I have labelled class meetings as **confusion** because we can use class meetings to clarify routines, schedules, and other interactive occurrences. Students need to feel seen and heard in the learning environment to let down their guards and be willing to learn. The vocabulary of emotions needs to be practiced and students need to validate their own emotions and hear how their actions - both positive and negative - affect their classmates. Class meetings are ideal for clarifying cognitive and social levels of classroom interaction, and give opportunities for generosity of spirit and emotional connection.

**Reality of learning acquisition:** If students understand the **normal biology behind learning languages**, they will be more patient with themselves. We often think learning is a straightforward process, and in fact, the mind needs time to process information differently, some times repeatedly, and most of the time in different ways. In conclusion, there is no direct path towards learning - especially languages - and when students are aware that everyone is going through these same challenges, they will become more patient with themselves, their teacher, and those around them.

**Scaffolding:** I have labelled the **scaffolds** as the anticipatory factor for stubbornness, because students often close down, don't cooperate, and don't participate when their learning style is not used in lesson planning. They feel invisible, and so put up blocks in their minds (and their bodies) so as not to collaborate.

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FORMATIVE ASSESSMENT

Answers will vary.

Statement 1: **Many students become anxious when schedules and routines change. If we can talk about changes and even let them vote on them, we help to keep their confidence.**

Lower order thinking question: **Does co-creating schedules and routines give students more confidence?**

Higher order thinking question: **How does co-creating schedules and routines give students more confidence?**

Statement 2: **Language learning is different than how we learn our home language. We need to try and emulate holistic learning in the classroom, or at least explain to our students why their expectations of learning a language quickly might not be realistic. Impatience comes from believing that we can become fluent in a language very quickly.**

Lower order thinking question: **Which is more difficulty to learn - a home language or a classroom language?**

Higher order thinking question: **Why?**

Statement 3: **Students become stubborn about the way they like to learn. If information is presented in different ways, they often reject the task because they believe they won't learn in a different way. We need to change styles as often as possible so that our students become accustomed to many types of learning styles.**

Lower order thinking question: **Who is most likely to object to learning presented in different ways?**

Higher order thinking question: **What if learning were only presented by the teacher speaking, during the entire school year? How much would students feel engaged?**