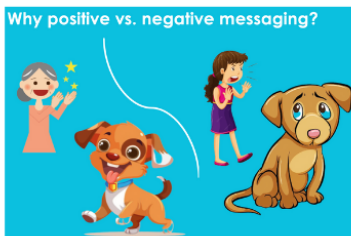


SCAFFOLDING LESSON 5 POSSIBLE ANSWERS

- 1) Hattie's effect size graph can help me know if, according to the millions of studies he and his team have done, the educational practices I use in class are supporting my students strongly or not
- 2) I don't know what the numbers actually mean on Hattie's effect size graph; however, I do understand that if I want to know if I am positively influencing my students' learning, I need to choose educational practices that are at the Hinge Point or higher.
- 3) It is very helpful to have such a visually easy graphic that demonstrates effective or ineffective learning practices

What were some of your positive statements? Send them to me and bring them to the next community meeting



- 1) The puppy on the left is responding to a person's friendly, positive messaging, while the puppy on the right is responding to the negative messaging of the human.
- 2) The connection between these images and the classroom is that, if we are supportive, generous, compassionate, empathetic (to a point), and overall communicate in positive ways to our students, they will respond in kind. On the other hand, we may not see the fear or sadness in our students' eyes when we are unpleasant, aggressive, impatient, or any other negative stance we might take, but their emotions are churning up inside them nonetheless and learning is blocked.

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

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

ACTIVITY LESSON 5

You will have seen many examples of negative messaging turned into positive messaging.

What are some that are personal? What have you worked on changing since you saw the videos for this lesson? What have been the results of using positive messaging in your classroom?

Please send me e-mails and bring these conclusions to the community meetings



FORMATIVE ASSESSMENT LESSON 5 POSSIBLE ANSWERS

- 1) Students have side conversations with each other while you are speaking with them or during group work.**
- 2) Students are sending social messages on their phones during class.**

For either situation, the most important element is to have an impromptu class meeting to revisit class norms and consequences, remind them that they co-created them and signed them, and review self-respect for their learning and respect for the learning environment of others, is what is being compromised.

Other than the ways discussed in the videos, your answers might also include:

- Take time for everyone to take a break, stretch, move around, drink water. Their inappropriate behaviour may well be simply because they have been inactive for too long.
- Take a break from the principle task and do a 10-minute team building activity. This breaks the tension in the class and redirects students' attention.
- Give students 10 minutes to open their Affirmation Journals, choose one of the positive statements you have given them beforehand, and write this affirmation in their journal with an illustration. This shifts their attention to the positive, to themselves, to reminding them that they are valuable and so are their classmates.
- Give them post it notes to write their favourite affirmation of the day, and stick those post it notes on the classroom wall.

Click [here](#) for positive statements you can give students and make visible on the classroom wall.