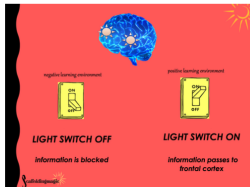
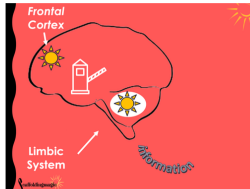
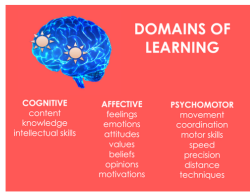


**Phenomenon-Based Learning:
The Affective Domain
MODULE 1 LESSON 1
SCAFFOLD**



1. Look at the three slides on the left and study the images and text.
2. Come up with a logical explanation of the progression of information you see.
3. Use your phone to record yourself explaining the biological dynamics of the Affective Domain

(2-3 minutes maximum)
4. Use the following questions to help, you form your understanding of the Affective Domain:
 - What are the three Domains of Learning and what does each consist of?
 - Where does information enter the brain?
 - Why is there an image of a tollbooth between the limbic system and the frontal cortex?
 - If a light switch is an analogy for a weak or strong Affective Domain, what causes a light switch to turn either on or off?
5. Store your recording to complete the formative evaluation of this lesson.

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

**SCAFFOLDING
POSSIBLE ANSWERS**

- The three domains of learning are the Cognitive Domain (which consists of content, knowledge and intellectual skills, the Affective Domain (which consists of feelings, emotions, attitudes, values, beliefs, opinions, motivations) and the Psychomotor Domain (which consists of coordination, motor skills, speed, precision, distance, and techniques).

- The Affective Domain has primacy because if the Limbic System is triggered by a negative external environment, learning is not fluid. That's why we see a tollbooth between the brain stem and the limbic system. Information enters the brain and then the limbic system needs to evaluate whether it feels safe enough to pass it on to the frontal cortex.
- We can then say that the Limbic System is like a light switch. If the external environment feels safe, the brain chemicals flow and new information goes to the frontal cortex (light switch on). If the limbic system detects unsafe occurrences, the limbic system blocks new information from going further (light switch off).


LESSON 1 ACTIVITY POSSIBLE ANSWERS

1. Answers will vary (scary, threatening, severe, dictator, unfeeling, insensitive) The image insinuates a discussion from the lesson in which the teacher creates a top-down dynamic.
2. Answers will vary (It is a very visual way of promoting the idea from the lesson that teachers can – intentionally or not – create a learning environment that is intimidating to students. In this way, they weaken the Affective Domain and so learning for many students is stunted or blocked completely. A teacher with this stance can trigger the limbic system to shut down and new information does not flow toward the frontal cortex to be processed. You might believe this image could have added to the overall presentation of lesson one or not. Your reasons are what's important to share.)
3. Answers will vary (loud voices, incessant voices, a lot of movement, very loud music, a speaker that doesn't include participation, a speaker who reads the entire PPT, not feeling seen, valued, heard, respected, etc. We will explore even more reasons in the upcoming lessons.)

Scaffoldingmagic

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

- Now, let's see how you can process all this information!
- Look at the image below and answer the accompanying questions based on your personal barometer and the information we've shared in the lesson.



1. What emotions come up for you when you see this image?
2. Would this slide have added strongly to the images in the video to explain what might trigger the limbic system? Explain.
3. What are triggers for you that cause you to disconnect from whatever learning is going on? (When you are at a conference, a workshop, a talk, a meeting with parents, with your principal, with publishers.)



Phenomenon-Based Learning: Beginning with the Affective Domain
MODULE 1 LESSON 1
FORMATIVE ASSESSMENT

Using the Question Continuum is an extremely effective way of evaluating how well you understand the information from this lesson. The best formative assessments will include lower and higher-order thinking questions.



1. What are the three Domains of Learning and does the Affective Domain have primacy over the others? Why?
2. Which part of the brain processes the information first?
3. What happens if the limbic system (the emotional centre) registers negative messaging?
4. What if you were to pick three key words from this lesson to explain the concept to a colleague. Which would they be?

LESSON 1 FORMATIVE ASSESSMENT POSSIBLE ANSWERS

1. The Affective Domain has primacy over the other domains (Cognitive, Affective, Psychomotor) because if the Limbic System is triggered by a negative external environment, the cognitive element is blocked and physical motion is also often impaired or diminished. This means that the Cognitive Domain and the Psychomotor Domain are dependent on the brain being relaxed and feeling safe before any of the skills associated with these other two domains can be developed fully.
2. The information enters through the brain stem and goes directly to the Limbic System.
3. If the Limbic System registers negative emotions, it freezes, the brain chemicals in other parts of the brain flow towards it to help it to balance out, and new information cannot be processed effectively because there are not sufficient brain chemicals to move new information towards the frontal cortex.
4. Answers will vary (emotional centre, tollbooth, triggers, 21st century skills, light switches, domains of learning) Which are yours?