


# Phenomenon-Based Learning: The Affective Domain MODULE 1 LESSON 2 ANSWERS

	
<b>Phenomenon-Based Learning: Beginning with the Affective Domain MODULE 1 LESSON 2</b>	
<b>Emotional Trigger:</b> <b>Anxiety</b>  On average, 50% of language learners experience debilitating anxiety. Cognitive processing (thinking, assimilating information) is short-circuited by anxiety which can be manifested in many ways.	Here, write the activity from the second page that can mitigate this trigger – and your reason why you've chosen this activity:
<b>Emotional Trigger:</b> <b>Low Self-Confidence</b>  Students with low self-confidence don't want to make mistakes in front of their classmates and so don't raise their hands to answer questions, don't take chances so as not to make mistakes, and can act with extreme shyness or disruptiveness.	Here, write the activity from the second page that can mitigate this trigger – and your reason why you've chosen this activity:
<b>Emotional Trigger:</b> <b>Frustration</b>  Frustration often appears in students who need different ways of learning new information. They may not learn by listening or they need to move or speak or write. Not having opportunities to process information differently leaves students feeling frustrated with themselves, the learning environment, and their teachers.	Here, write the activity from the second page that can mitigate this trigger – and your reason why you've chosen this activity:

## LESSON 2 SCAFFOLDING POSSIBLE ANSWERS

Answers will vary. You will get more clarification during the videos of this lesson. As long as you have thought about the trigger and the activity, you have begun to process how you can proactively mitigate negative emotional triggers in your learning environment.

See if the choices you made are what appears in the videos and feel free to send messages if you feel your choices were make more sense.



## LESSON 2 FORMATIVE ASSESSMENT


### POSSIBLE ANSWERS

1. Everyone is different, but in general, yes. If the limbic system (the emotional centre of the brain) registers stress in the learning environment of any kind, the limbic system receives negative signals and the information generally does not flow forward so that the brain can process it.

2. Answers will vary. It helps to recognise that you may have been affected by emotional triggers as a student, even if you didn't realise it at the time. This will help you to recognise similar reactions in your students. In this way, you can more effectively and quickly help to mitigate those triggers for them – and for you, yourself, in the future!


1. Answers will vary. There might not be any discernable difference. What's important is to know that when students act inappropriately, it's often because they don't feel comfortable in the learning environment. If there is something you can do about that within the boundaries of what you're comfortable with, you'll most likely find that your learning environment is strengthened for all your students.

If we don't outline assessment criteria clearly, students might believe that they are going to be assessed on grammar when they are actually going to be assessed on content, on content when they are actually going to be assessed on grammar, etc. They feel that there has been an injustice in the evaluation process, and if the criteria have not been discussed beforehand and agreed upon, they have a valid case. When we know ahead of time what the assessment is, all of us feel more confident – the teacher, who knows now what to include on the assessment, and the students, who know what to focus on in their studies.



**Phenomenon-Based Learning: Beginning with the Affective Domain**  
**MODULE 1 LESSON 2**  
**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. Do emotional blocks affect the fluidity of learning?
2. Which of the three emotional blocks presented in this lesson did you have when you were a student? Which do you see most in your classroom?
3. What do you see as the biggest difference between students who have low self-confidence, anxiety or frustration?
4. Why would students feel frustration and dissatisfaction with their lessons if assessment criteria is not outlined clearly?

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