Lesson 3A

SLIDE 1

Hi! We're on to Lesson 3 of Module 1. You have learned so much already. You need to give yourself a pat on the back – or better yet, schedule a massage!...because between the scaffolds, the videos, the activities and the formative assessments, you have been assimilating a huge amount of information. I really want to congratulate you on dedicating yourself to these really important elements to plan a thriving learning environment.

You probably feel more confident just with the three techniques you learned in the last lesson - reducing emotional triggers that will, in the end, result in creating powerfully strong Phenomenon-Based Learning projects.

We're a third of the way through so let's look at three more triggers that could potentially weaken the Affective Domain, but with you anticipating them, will strengthen it instead!

Just as in the last lesson, let's do a quick review of the concepts from the last session so that you really remember how powerful this quick and valuable practice is in getting yourself oriented – and later you'll remember so that your students will benefit from the same dynamic. Ready? Think you've got this? I think the answer is a big 'yes'!

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SLIDE 2

Which are the three triggers we explored in the last lesson? If you're saying "anxiety, low-self-confidence and dissatisfaction", your neurons are *firing* today!

What can we do to mitigate the effects of anxiety? If you're saying – "share and co-create objectives ,and use images whenever possible so that we appeal to visual learners' needs", then your neurons are not just firing, *you're* on fire!!

As for the second trigger, how can we strengthen the Affective Domain when students are triggered by frustration and dissatisfaction? If you're saying to yourself "Well, as one of the reasons for this is that assessment are not clearly outlined and agreed upon between the students and me the teacher, then all we need to do is to clearly outline the assessment and have a co-agreement with the students - that this is fair according to the lessons leading up to the assessment" then you have what we could call a photographic memory, because that's exactly how we explained it and wrote it in the last lesson.

And the 3rd trigger? What can we do to anticipate low-self-confidence and plan ways of normalising this type of trigger. If you're saying 'Well, often students with low-self-confidence don't like to make mistakes because their emotions run very high when that happens, especially if their classmates realise, so we celebrate mistakes and show how they are actually very helpful in the learning process", then you have hit the ball out of the

park (though if that's a cultural anomaly for you, let's just say that you have an incredible memory!).

Well done YOU!

SLIDE 3

You've probably realised by now how much the scaffolding activities help, so go to the appropriate folder, open the scaffolding activity, and get to know the key concept that are going to come up in this lesson. I'll be right here waiting for you when you come back.

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Have you been beginning your session with objectives? What are some of your experiences. Please e-mail me and let me know how your students have reacted in the face of participating in the objectives of the session.

SLIDE 5

The objective for this lesson is to identify three more triggers that may come up for your students. If we anticipate them, we can put tools in place to mitigate them. In the last lesson we looked at anxiety, low self-confidence and frustration. Let's examine three more! In this lesson we'll look at when our students display:

**confusion
impatience and
stubborness**

Ready?

SLIDE 6

Now we're on the second third of the nine most common triggers students display that can weaken the Affective domain. Aren't you just squirming with how knowledgeable you feel?

Ready to be proactive?!

SLIDE 7

One cognitive element that bocks learning and slams the tollbooth arm down in the limbic system is CONFUSION.

Confusion can be virtually anything that is perplexing for a student – and remember it may affect one but not all, or half but not the other half. Whatever quantity of students, we need to plan something to help them gain clarity, alright? It's like when you get as many co-workers together as possible to complain about something in your work environment because you think that if you are the only one bothered then it's not important so you need a lot of people to complain. No. if one students is confused, they have a valid reason to be confused and it's our responsibility – and frankly a fun part of our job – to find a way to make the learning days more transparent so that we've taken care of at least one element – clarity. And then we only have a million and a half other factors in our school day to juggle!

Their confusion could be triggered by something as simple as a changing seats by order of the teacher, or the cancellation of a special event for reasons the students weren't consulted about, or the treatment of one student that is different from that of another by the administration. These can trigger students to withdraw within themselves and not be emotionally available to learning on any level.

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What can we do? Well, one really powerful way of evading confusion, is by having Class Meetings – from the youngest ages to the oldest. There are incredible books that give reasons to include class meetings for Pre-Schoolers, and concrete ways to create them, and I'll put those resources in the folder for this lesson, and you'll also find PDFs that present some of the key factors for these class meetings in the same folder.

Here is a summary: Class meetings promote collaboration, empowerment, and a sense of value of all.

Class meetings also augment the skills we're promoting in PhBL projects In this way, we treat our students as co-creators of their learning environment and this goes deep into their psyche. Remember, one of the most special factors of PhBL projects is that they are not just about the content, but about the process – and the process is exactly why you're studying this module – because to get the full benefit of a PhBL project, we need a safe learning environment in which our students collaborate.

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The objectives of a Class Meeting are just what we see here: to create an environment in which students develop:

- communication skills
- a focus on solutions
- a sense of belonging and contribution
- empowerment
- acquisition of social skills
- judgment which eventually leads to wisdom

One of the ancillary benefits is that class meetings also promote language development – of both classroom and the majority languages.

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More specifically, you're going to find that as a result of regular class meetings - from Pre-School to University and onwards – in which everyone is involved in the decisions even in very small degrees – you will have more engagements, more participation, and so more learning.

Even our youngest learners are come up with remarkably creative ways to solve problems when given the opportunity. Moreover, the empathy and compassion that are developed within these, what I dare say are sacred spaces – because that is what you're going to find your create - is expansive and have long-term effects.

You can address changes through questions: explore reasons why, what is behind the change in routine, and ideas on different options. We'll explore specifics of class meetings more in Lesson 6, for the moment, here are 4 elements that we want to include:

1. To give compliments and appreciation
2. To empower children to help each other
3. To solve problems that affect the group
4. To plan future activities

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We can include a fifth element which is that class meetings inherently create a safe place to learn vocabulary which students need to express their emotions. We need to honour and encourage them to express their feelings, especially as we're here dedicating this time to finding ways of creating a strong Affective Domain.

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This is a perfect time for a short break, so please open up the PDFs in the folder for 'Class Meetings' and...
1. Read the examples of how you can structure your class meetings, see some possible topics you can include in your agendas, find possible comments your students might give, and possible responses you can give them.
2. Then, take 5-minutes to write up a plan for *your* first class meeting. You may want to include:

   • when it will be each week/month, what day, what time, etc.
   • who wil lead it – you or your students

- what the guidelines will be
- who will choose the topics (how students can submit topics they'd like to include in the agenda)
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When you're finished, we'll continue with Part 2 of Lesson 3. So see you soon!

Lesson 3B

SLIDE 13

How do you feel about your future class meetings? Do you have a solid structure to at least begin them? You'll need to make adjustments as you go, , to adapt to your students' disposition, your comfort level, etc. Just know that it's absolutely normal and healthy to make continuous adjustments. It means you're being sensitive and aware of the little (or big) people in front of you and respect their needs – and your own. And if you already have class meetings, what adjustments have you made and considered? So, now that you've delved into the magic of class meetings a bit, shall we continue filling up your soul with more knowledge? We're going to continue with two more common triggers so you have the activities to counteract them in your back pocket and in this way, you'll keep yuour Affective Domain strong and healthy. Let's go!

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This trigger is IMPATIENCE: it could be impatience for the time it takes to learn something, or the way information is presented. We're going to address learning styles through when we explore the trigger for *stubbornness* in this very lesson, and we'll go even deeper in the future. How about if we focus on impatience with regard to. how *fast* we learn something. In this instant gratification world, we are saturated with messages – about how quickly we can become successful, the importance of instantly gaining followers on social media, the focus of count downs that encourage someone to buy a product fast or they lose a discounted price, etc.. Rush, rush, rush.

Learning is different. Some of us have a natural tendency to learn music quickly, or sports more naturally, or process mathematical functions more fluidly. We all have our strengths and everything else might take more time.

Instead of getting impatient with ourselves, with our classmates, with our curriculums, we would do very well to be as transparent as possible. The more transparent, the more understanding we become to ourselves and those around us, and the more patient we become.

Sound like a valuable formula? It IS!!!

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So, how do we embed transparency in the learning environment. Well, let's take language learning as an example. It's a great place to focus on as PhBL projects are

often presented in a classroom language that is not the majority language of the school or community. In other words, students are learning content largely in a language that is not their home language.

So what do we do? Start with images. Visuals, people, visuals is where the magic is!. Most of the time we think that our learning is going to be a straight line – from the first day knowing nothing to mastering a skill within a few months.

The reality is much different. The mind assimilates knowledge in different ways, in different rhythms, sometimes going back to the starting point, jumping ahead, needing review. and sometimes shoot forward. The impatience comes from not understanding that it's completely natural and human to have these false starts and need to take a lo of detours.

In these cases, impatience is a very normal part of language learning, especially if we don't understand normal language acquisition. What we can do to instill patience in our students is explain to them that, in the BEST of circumstances, we need approximately 13.797 hours to acquire a language. In fact, in general, that's how long it took us to learn our home language. Compare that to the usual 3 to 4 hours a week in the classroom language. How can we expect ourselves to become fluent in a few months or even a year with comparatively so little time?

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Let's go into a a little more: During the first seven years of our life, we *learn* the basic structure of our home language. We *learn* through play, through mealtime, shopping, spending time in the car or walking with family, etc. We may not realise that we are actually learning our language because it's in very holistic ways. But language doesn't just appear in the mind – it's a progressive growth.

In general, this is how most humans learn languages:

1. 1 month – babies can distinguish between different speech sounds
2. 6 months – babies will begin babbling, producing speech sounds or can produce sign language
3. 12-18 months words. (Average vocabulary: 50 words) (Holophrases: one word sentences.) Several months later – 2-word utterances, then short sentences that are grammatically simple without regular syntactic structure
4. 3-5 years: speach (or sign language) is refined and resembles adult language.
5. 7 years – A fully formed grammatical structure of L1

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So, generally, children have spent roughly 6 years and 4 months acquiring the language structure and vocabulary for their home language - or 13,797 hours.

Strengthening the Affective Domain in this regard is often as simple as explaining this dynamic to your students. Once they understand that their learning speed is very normal – or even faster than normal – their impatience usually diminishes and learning goes back to being fluid.

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The sixth trigger that can weaken the Affective Domain learning is STUBBORNESS:
Even at very young ages, our minds know how we learn most easily and we gravitate towards those styles. In Pre-school, students usually have opportunities every single day to learn in so many different ways - by moving, speaking, singing, dancing, touching, drawing. The further advanced we are in school, the narrower and more limited our learning style choices are. Usually, even at 7 years old, most of the learning is presented through listening to the teacher, reading and writing. This is obviously ideal for linguistical learners, but not so welcome for learners who need to speak, move, touch, manipulate.

This leaves many students resenting the time spent in the classroom because they feel invisible – and they probably don't know how to verbalise their reticence toward completing tasks because their learning style is not being honoured, so they become stubborn and do not cooperate either in body or mind - or both.

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A solution? Rehearse this little ditty with me: Different minds, different learning styles, different scaffolds.

Scaffolding: decoding, higher-order thinking questions, songs, puzzles, movement, plays, anything to see how you can encourage ALL of your students to learn!
I have a warehouse of scaffolds that target different ways to present information. For instance, through a tabu game, through a multi-sensory card game, by inferencing information with learning wheels, by combining art and linguistics, with. higher-and lower order questions that encourage a consideration of core beliefs, and through decoding strategies. You are going to see the stubbornness of your students melt away
And to start you off well, you'll find the cipher wheel scaffold in the folder with other bonus materials so you can use it tomorrow if you want!

SLIDE 20

So those are three more common triggers that block learning and weaken the Affective Domain. And now you have three more techniques to mitigate those triggers and strengthen the Affective Domain. Are you quivering with excitement?
Alright, but, just as before, now is the time to go to the Leson 3 folder and download the activity and formative assessment for this lesson see how much you've assimilated, and learned through higher-order thinking. And remember – you can adapt all of these strategies to your PbBL projects.

When you've finished, we'll continue ahead with the last three common triggers *and* how we can counteract them. See you soon for lesson 4!