



Contents

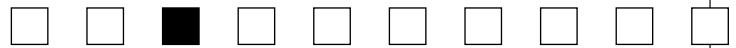
Chapter

Page

	Introduction	
	The challenge	viii
	Aims of this book	ix
	Intended uses of this book.....	ix
One	Examining the pre-basics	1
Two	Three dimensions of planning and teaching	13
Three	Content of instruction.....	27
Four	Process and processing	37
Five	Cognitive cues	49
Six	Affective cues	63
Seven	Cognitive–affective interaction	75
Eight	Concept development and examples	93
Nine	Instructional strategies	103
Ten	Planning and teaching.....	123
	Afterword	133

Appendix

A	Lesson planning map.....	135
B	Teaching map.....	136
C	Year level planning and record chart	138
D	Scope and sequence planning chart	139
E	Shoppers' list of interactive cues	140
F	Topics to enhance affectivity.....	145
	References	146
	Bibliography	147



Tables and figures

Number		Page
1	Hierarchy of human needs	5
2	Fears of teachers survey	7
3	Influences of teachers survey	9
4	Structure on students survey	15
5	Model for implementing cognitive affective behaviour	17
6	Cognitive goals – operational definitions	19
7	Affective goals – operational definitions	21
8	Planning and teaching model for affective development	23
9	A comparison of classification systems in the affect.....	29
10	Checklist of teaching topics	34
11	Teaching cues – cognitive	41
12	Teaching cues – affective	42
13	A comparison of cognitive and affective instructional cues.....	43
14	Cueing the interactive processes	76
 Appendix		
A	Lesson planning map.....	135
B	Teaching map.....	136
C	Year level planning and record chart	138
D	Scope and sequence planning chart	139
E	Shoppers’ list of interactive cues	140
F	Topics to enhance affectivity.....	145



Introduction

Having been there, the authors are well aware of the time demands made on classroom teachers. Also, our educator friends have told us that they prefer to deal with a minimum of information. With these things in mind, this book has been prepared with an outline type format. In so doing, figures and tables have been freely used to communicate complex notions and to conserve reading time.

Believing that educators have the ability to produce as well as consume knowledge, wide margins have been provided for your notation. We hope that you will jot down your thoughts and feelings for future reference.

The style and brevity of this introduction will serve to acquaint you with the format to be found in the following chapters. It is hoped that your style and ours is compatible.

Bob Eberle
Rosie Hall

The challenge ...

After receiving a copy of *Affective Education Guidebook* (4), JP Guilford made the following suggestion to the authors;

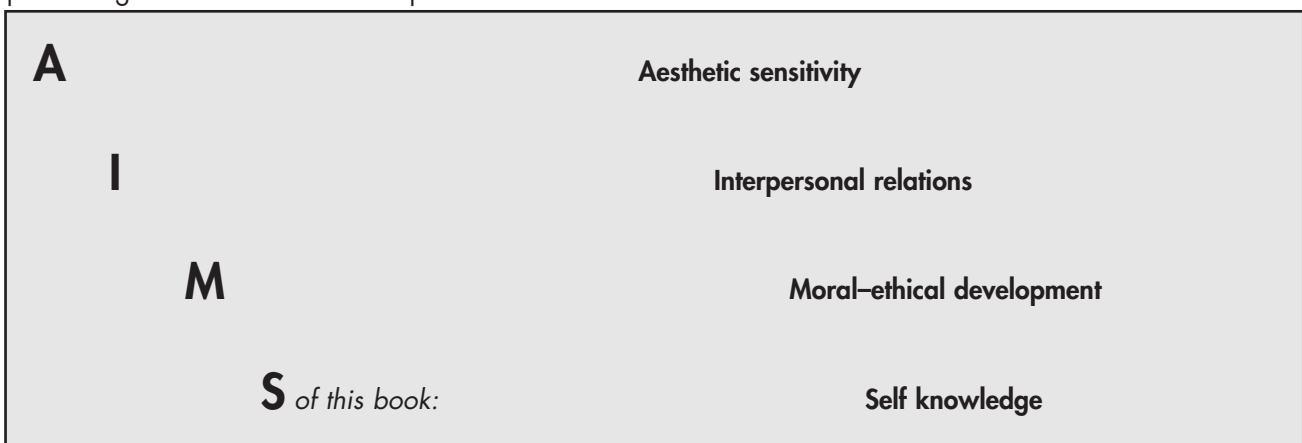
'I would suggest that your next effort be turned toward teaching for ethical and moral behaviour. Our society obviously needs this.'

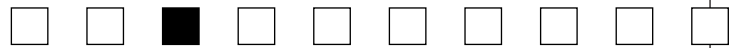
Accepting this suggestion as a challenge, the authors set about producing this work with a fixed purpose in mind.

The purpose ...

- To contribute to an improved understanding of the affective domain.
- To compose a planning and teaching model having general application.
- To establish a scheme for classifying and organising instructional material.
- To provide a plan which makes it possible to chart the scope and sequence of instruction.
- To prepare an instructional design based upon developmental theory.
- To provide the tools and a sense of direction which makes it possible for teachers to prepare and implement instructional units.

In summary, the purpose has been to provide useful information for those wishing to guide children in their personal growth and moral development.





As the title of the book suggests and the AIMS acronym implies, the heading is toward a well planned, organised curriculum of affect. 'Guideposts' and 'Checkpoints' will provide a sense of direction as the reader follows the path leading to curriculum planning and classroom instruction. The charting process begins with the sighting of broadbased instructional goals.

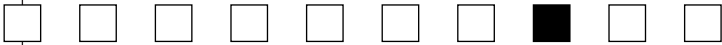
Aims:

- To assist the pupil to recognise and understand emotions, attitudes and values.
- To assist pupils to realise how their surroundings and associations with others influence what they say and do.
- To assist the pupil to be aware of the outcomes and consequences that may result from feelings of joy, anger, fear, surprise or distress.
- To assist pupils to recognise the many ways that they might respond to a given situation.
- To assist pupils to weigh the outcome of their decisions with reference to the effect it may have on themselves and others.
- To assist pupils in their understandings of the nature, forms and consequences of aggression.
- To assist pupils to apply their knowledge of emotions, attitudes and values toward positive, real-life experience.

Intended use of this book ...

Stemming from a recognised need for clear and concise methods and an organisational framework for planning and teaching in the affective domain, the authors have prepared this work with the following intended uses in mind.

- 1 An **individual teacher** wishing to provide for the cognitive and affective growth of pupils (and personal growth) may take the book and go it alone. The requirements are: motivation to improve, high levels of energy, willingness to take risks and a belief that the emotional growth of pupils is a worthy and necessary function of the school.
- 2 A **teaching team** or **instructional unit** of teachers will find the book useful in planning and organising instruction. Sharing outcomes and discussing possible activities are the rewards of group activity.
- 3 **Curriculum planners** will find the book helpful in organising and evaluating courses of study.
- 4 **Special education teachers** will find the cueing verbs an invaluable reference in writing individualised educational programs.
- 5 **Teachers of gifted children** may plan teaching outcomes in both the cognitive and affective domains. The focus on higher level thinking and feeling processes is in keeping with the special needs of identified gifted pupils.
- 6 **Creative teachers** are prone to move beyond established bounds. It is anticipated that many teachers will find uses for this book in ways that escaped the imagination of the authors.

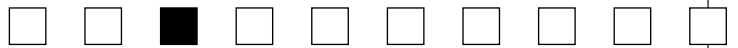


- A If you have not thumbed through the pages of this book, you may wish to do so now. Please go ahead, then return to Item B.
- B Unlike a novel, *Checkpoints and guideposts* is a working book. Over a period of time it will take you step-by-step through the cognitive and affective processes. It will require your time, thought and effort. In return, it will work for you and your students.
- C The following chapter brings you face-to-face and toe-to-toe with an array of conditions that influence teachers and teaching. Check them out personally. What particular meaning do they have for you?
- D The 'Back to the Basics' Movement has conveniently overlooked the necessary condition of 'readiness to learn'. These conditions, as introduced in Chapter One, may be correctly termed pre-basics.

*Everyone sooner or later sits down to
a banquet of consequences.*

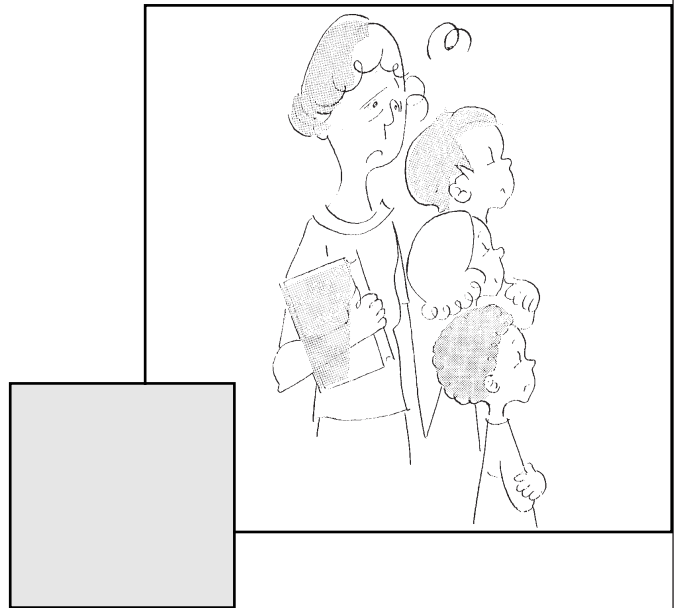
Robert Louis Stevenson





There is common agreement that our country is in the midst of social changes so profound that they are affecting the entire world.

Robert E Valett



Chapter One

Examining the pre-basics

Are the ills of society being laid upon the doorstep of the schools. Sometimes we get the feeling that educators are the victims of a cruel hoax. First, for example, we're being forced to deal with motivational and behavioural problems that are not of our making. The causes of these problems reach out into the home and community. Second, we're being asked to demonstrate levels of sophistication for which we have had insufficient training. Problems not relating to instruction now fall within our domain. We are expected to do something about them. 'Doing something' will cause us to turn our attention to the attitudes and emotions of the learner.

If motivation is to be present, if the learner is to achieve the basic skills and beyond, then certain conditions must be present. These conditions we refer to as 'the pre-basics'. Most, if not all, of the pre-basics are matters of affective wellbeing.

- 1.1 Why the fuss about feelings?
- 1.2 Achievement, motivation and human need.
- 1.3 Fears of teachers.
- 1.4 Influences on students.
- 1.5 Perception, the guide and controller of behaviour



Notes

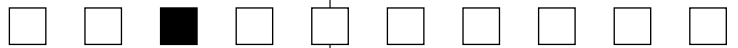


1.1 Why the fuss about feelings?

Human beings have the capacity to intellectualise; to think, remember, create and make decisions. They also have the capacity for physical sensitivity; to feel, vent emotions and clarify values. When and how the thinking and feeling capacities of the individual interact determines the outer limits of intellectual and social growth.

Neither thought nor feeling is superior to the other. Neither functions in complete isolation of the other. There are times, however, when one or the other moves to the centre stage of consciousness and behaviour. When this happens, we are apt to say, 'He is thinking it out,' or 'She is responding to her emotions.' In the school setting the former is encouraged and rewarded. The latter is discouraged and sometimes punished.

For teachers, the cultivation of the thinking processes are a well-established stock-in-trade. Only recently have teachers given serious thought to their role and responsibility for developing the social and emotional qualities of students. On the one hand is the realisation that the student is truly a feeling being. On the other hand is the acknowledgement that attitudes and emotions support academic achievement or cause learning or behavioural problems. We have now reached the point where matters of negative attitudes, lack of motivation and harmful behaviour are prime concerns of the school and the community.



We proceed with this statement of belief:

Student behaviour and achievement is governed by affective wellbeing.

Here's how it works:

How the individual feels about themselves

... self-concept

how they feel about those with whom they are associating

... interpersonal relations

and how they feel about the setting in which they find themselves;

... aesthetic sensitivity

determines to a large extent, what they will attempt to do

... motivation

and the effort they will make to carry it out.

... achievement.

Notes



You'd better believe it, attitudes and emotions influence behaviour. That's what the feeling fuss is all about.

In the following section of this chapter the psychological foundations for the belief statement will be examined. Reports on associated studies will also be made. In so doing, the authors will take a first step in an 'affective direction'. From this benchmark and beginning, readers will find a rationale and an expression of the need for affective education. It is hoped that teachers will give thoughtful consideration to the conditions under which they labour and to the experiences and feelings which students bring to school. It is true, both students and teachers are feeling beings.