

Affective Statements Learning Activity

1. Opening Circle:

Have staff stand in a circle to model how students could stand in a classroom. Review Circle Guidelines and use talking piece.

“Please say one word to describe your day”

“I like this circle because it gives me a quick feel of how everyone is doing.”

2. Have staff take a seat.

Today we are going to talk about Affective Statements, which is just another way of saying, “expressing your feelings.” We are going to discuss how to use an emotional response to a behavior. This is a way of humanizing yourself to students, who often perceive teachers as distinct from themselves. Students can begin to view you as a person, rather than as a distant authority figure. When you express your feelings, children become more, not less, empathetic.

Who are our students more likely to follow directions from: Someone who they have a strong relationship with or a stranger who they see as an authority figure?

Affective Statements help us separate the deed from the doer. They allow us to be authentic and real with students. When addressing a student’s behavior, the more specific and emotive you can be the better. We can use affective statements with positive and negative behavior. For example:

“Lisa, I’m frustrated that you keep disrupting class today” is more powerful than “I’m upset.”

“Sam, I was really happy that you worked for the entire class period today.” Is more powerful than “Good job.”

Most times affective statements should be done in private. If you treat a student in a demeaning manner, it undermines the potential for improving your relationship with the student.

Sentence starters:

“I am frustrated...”

“It makes me uncomfortable...”

“I feel sad when...”

“I feel happy when...”

“I’m so proud of you...”

We are going to work through several scenarios in pairs:
Affective statements can be offered when you see a student doing something that makes you uncomfortable as a teacher. They offer an alternative to saying, "Don't do that," or "Stop that."

Please practice using affective statements with your partner and try to be as specific as possible. Discuss with your partner and then we will popcorn afterwards.

- a. You see Damian push another student out of the way so that he can get into his locker.
 - b. Jasmine is teasing Sandy in your classroom.
 - c. Shawn is talking while you are giving the class directions on an important assignment.
 - d. Cindy is on task in your classroom.
 - e. Lee turns in a homework assignment for the first time this grading period.
 - f. You witness another staff member yelling at Juan in the hall during passing period.
3. "What affect do you think using affective statements will have on our community?"

4. Closing Circle

Popcorn to save time: "Tell something fun or funny that happened to you today."