All the Best Stuff:
Work Habits, Attitudes, Interpersonal Skills, and Character

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A. A Story About Solos
- Problem: Students afraid to try out for a solo.
  - Solution: Find a song with 12 solos with super easy ranges.
  - Give class time for every student to try out.
  - Foster affirmation from the class.
- Problem: Students didn't get over their fear the first time.
  - Solution: Give multiple chances to try out. (This takes so much class time)
- Problem: Students freaked out if they had to sing without warning.
  - Solution: Have two "ready chairs to give students time to compose themselves.

B. There was a problem regarding the state standards:
- "Overcoming fear" did not appear anywhere in our state standards.
- Our district was pushing hard to teach only things that were in our state standards.
- Question: Why wasn't "overcoming fear" in our state standards?

- I Discovered Something:
  - "Developing Confidence" was not to be found in the Washington State EALR's
  - Not only was "confidence" omitted, the entire "Affective Domain" was omitted.
  - Even worse: The Affective Domain was omitted from every subject.
  - Even worse: The Affective Domain was potentially the most important of the three.

C. Do I teach anything else in the Affective Domain? (Ten examples)

Goal	Method
1. Develop Confidence	Do a song with multiple solos and tryouts
2. Good Self-Efficacy for all tenors and basses	Easy prompts. Affirm every time. Repetition.
3. A Good Work Ethic	Grade them on in.
4. Accepting Defeat with Grace	Use the "cooking channel" as an example.
5. Not becoming daunted by a big task.	Teach the concept of "baby steps."
6. Students will enjoy class every day.	Quick start. Good pacing. Great music. Dessert.
7. Treating others respectfully.	"No put-down" rule.
8. Students will show gratitude.	Teach kids to thank whenever served. Practice.
9. Students develop an attitude of service.	Tell the story of the selfish carolers.
10. Students treat new people with kindness.	Train students how to treat a substitute.

D. How would I go about teaching affective learning in the school day?

- One way: Do what you are already doing.
    - Do you teach manners?
    - Do you have a Veteran's Day assembly?
    - Do you coach your students on how to overcome fear?
- Another way: Pick 2-3 things you saw today and look for ways to implement them.
    - It is helpful to write them down as official goals of yours.
- Another way: Look at a much larger list:
    - Introducing the NALR's.
    - Two pages of goals, in 14 categories.
    - If you like, print a copy, and start circling the items you like.
- Look for an opportunity. (Sometimes the opportunity presents itself unexpectedly)
- What are your tools?
    - Stories are often a great tool. (You get more as you get older)
    - Sometimes you can grade on certain things. (like work ethic)
    - Sometimes you can have a consequence or a reward.
    - Sometimes you simply ask for it.
    - Sometimes you develop an activity that affirms the desired behavior.

E. The Most Important (in my opinion) of all affective learning: **The Prime Directive**

Part I

We need to help all students discover the ways in which they are uniquely gifted by
giving them a chance to explore a variety of subjects,
affirming and encouraging them in the areas where their strengths lie,
helping them to gain skills in those areas,
instilling in them a passion for the subject,
and helping them develop a plan for how they can use their gifts in the world.

Part II

We need to make sure that students leave high school with a reasonable level of proficiency in all of their other subjects.

Part III

We need to help students develop the values, ethics, and character attributes they will need as an adult, such as honesty, integrity, confidence, respect, being prepared, the value of service, the value of hard work, and the skills that will allow them to effectively communicate with others.