

Eleventh Grade

Print out single copies of the following pages:

09-01, 09-06, 14-04, 16-01, 16-05, 10-01, 10-02, 10-15

Print out sufficient copies of the following pages for the entire class:

09-02, 09-04, 09-05, 14-03, 16-06, 16-07

Print out single copies of the following pages on cover stock or equivalent:

09-03, 14-01, 10-16

Chapter 09, Abstracting, explains how we process the information we receive from our five senses and incorporate it into our lives. Understanding this process assists us in truly evaluating the world around us in a cognitive manner. Most of your students, with a little effort, will be able to follow this information. Some will not. Adults who have become set in their ways generally have more difficulty with this concept.

Follow the instructions on page 09-01. When your students discuss what they found out about abstracting, hand out page 09-02 as homework. Ask the class to be prepared to discuss this material at a future date. If they have difficulty understanding the concept, tell them that you have some material, which may help them, and you will bring it to class on (date). However, hang up 09-03 for a few days prior to starting the exercise so they can visualize Ed. After several days hand out 09-04 and 09-05 as homework. Review these pages with the students, eliciting opinions as much as possible. Ask your students to reread the material and see if it makes sense to them. Leave the picture of Ed hanging. About a week later ask if they understood that the information coming into Ed's head needs to go through an elaborate processing procedure. Ask if anyone can explain it. About a week later, you can present page 09-06, or you can make copies for the class and pass them out, discussing the page at a later date.

Hang up page 14-01 for several days prior to starting the next exercise. Call your students' attention to the apparent body language of both characters. Ask if they can identify some body language characteristics. Hand out 14-03 as homework to be discussed at a later date, using 14-04. This exercise covers many facets of Cognitive Evaluation and Communication that have been presented to your students over the years. Point them out as you review the article.

Page 16-01 provides you with some background on the Scientific Approach. Hand out pages 16-06 and 16-07 for homework, to be discussed at a later date. Again, this exercise covers several aspects of CEAC. Use page 16-05 as a discussion guide.

Page 10-01 and 10-02 provide the teacher with some background on time-binding. Hang up 10-16 and ask for comments. About a week later, draw your students' attention to the poster and open a discussion using page 10-15. In the internet age students have become accustomed to simply putting in a word or phrase and getting volumes of information. This poster tells us we have yet to learn it all.