

Twelfth Grade

**Print out single copies of the following pages:**

09-01, 09-02, 09-07, 10-01, 10-02, 10-17, 10-18, 10-21, 12-02, 12-03, 12-12

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

09-08, 09-09, 09-10, 09-11, 10-20, 12-13

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

09-03, 12-01, 10-19,

Chapter 9 deals with the process of abstracting. Your students were introduced to this last year with a series of exercises featuring *Ed, The Talking Head*. The exercises on page 07, 08, and 09 center around the mechanics of the way we evaluate what is presented to us. Rarely do we sense all the information available to us. (The loose strings on the parabola) More pointedly, much more information remains that does not make itself available to our senses. Discuss this with your class and see if they find that it makes sense to them. Hand out pages 09-10 and 09-11. This illustrates how two people can look at the same event and respond entirely differently. A further illustration could be suggested by two people waiting at a red light. The light turns green. Both people mentally verbalize that ‘green’ means go. Driver A goes, driver B delays his reaction to go to a higher order abstraction—“I’ll make sure it’s safe to go.” Driver A gets broadsided by driver C who for some reason failed to stop on red.

Pages 10-01 and 10-02 are included for your background. We have been stressing to the students for the last few years that they should make use of the experience and mistakes of their ancestors. Page 10-17 and 10-18 stress the point that all that glitters is not gold and all that is printed is not true. Post the golden nuggets poster. On another day, ask them for examples of gilded chunks of lead. Hopefully your students will remember the King of Anarcadia when they move into college or business world and hear the siren song of ‘no rules.’

Print 12-01 and hang it up. Read 12-02 and 12-03 for background. Remind the students that they have studied about personal labels, and their destructive potential. Tell them that you have something for them to read about personal labels, and to come back and discuss it, pages 12-12 and 12-13 Do they agree with the author? Why or why not?

With this exercise, your students have completed their class work with *Cognitive Evaluation and Communication*. We can only hope that they retain what they learned and put it into practice.

Thank you for your efforts.