

**Figure 4.2** Examples of Affective Statements

SITUATION	SENTENCE STARTERS	EXAMPLE STATEMENTS
<p>A student is not engaged in class. How do you redirect them using an affective statement?</p>	<ul style="list-style-type: none"> <li>• I am so sorry that . . .</li> <li>• I am concerned that . . .</li> <li>• I am feeling frustrated about/by/to see/to hear . . .</li> </ul>	<ul style="list-style-type: none"> <li>• I am so sorry that this lesson is not capturing your attention right now. Is there anything that I should know?</li> <li>• I am concerned that you are going to miss some important information. How will I know that you are comfortable with the information?</li> <li>• I am feeling frustrated to see you check out. I tried to make a really interesting lesson. I worked on it last night.</li> </ul>
<p>A student is horsing around with some classmates</p>	<ul style="list-style-type: none"> <li>• I am having a hard time understanding . . .</li> </ul>	<ul style="list-style-type: none"> <li>• I am having a hard time understanding what happened. I was worried about you.</li> </ul>
<p>instead of coming to the reading table. How do you fix the situation using an affective statement?</p>	<ul style="list-style-type: none"> <li>• I am so pleased by/to see/to hear . . .</li> <li>• I am uncomfortable when I see/hear . . .</li> </ul>	<ul style="list-style-type: none"> <li>• I am so pleased to see that you are ready to join our group. We missed you. I am also pleased by your understanding that you missed some time with us and that you apologized to the others in our group.</li> <li>• I am uncomfortable when I see you playing like that because I worry that you will get hurt. I know you like to play with friends, but I like it better when that is outside because it makes me less worried.</li> </ul>
<p>A student will not get off their smartphone. How do you use an affective statement so that they will put it away?</p>	<ul style="list-style-type: none"> <li>• I am uneasy about . . .</li> <li>• I am concerned about . . .</li> <li>• I am so thankful that/for . . .</li> </ul>	<ul style="list-style-type: none"> <li>• I am uneasy about your time on the phone. I am worried that there is something wrong because that is not the norm for you.</li> <li>• I am concerned about your phone use. I see that it's increasing, and I worry that you won't remember all the information from the class. How can I help?</li> <li>• I am so thankful that you are finishing up with your phone. I appreciate your responding to my request to put your phone away.</li> </ul>

Source: Smith et al. (2021).

Choose one of the scenarios in the chart and expand it. What would a conventional response be to the situation described? How might an affective statement change the direction of the conversation? How might the student perceive it?