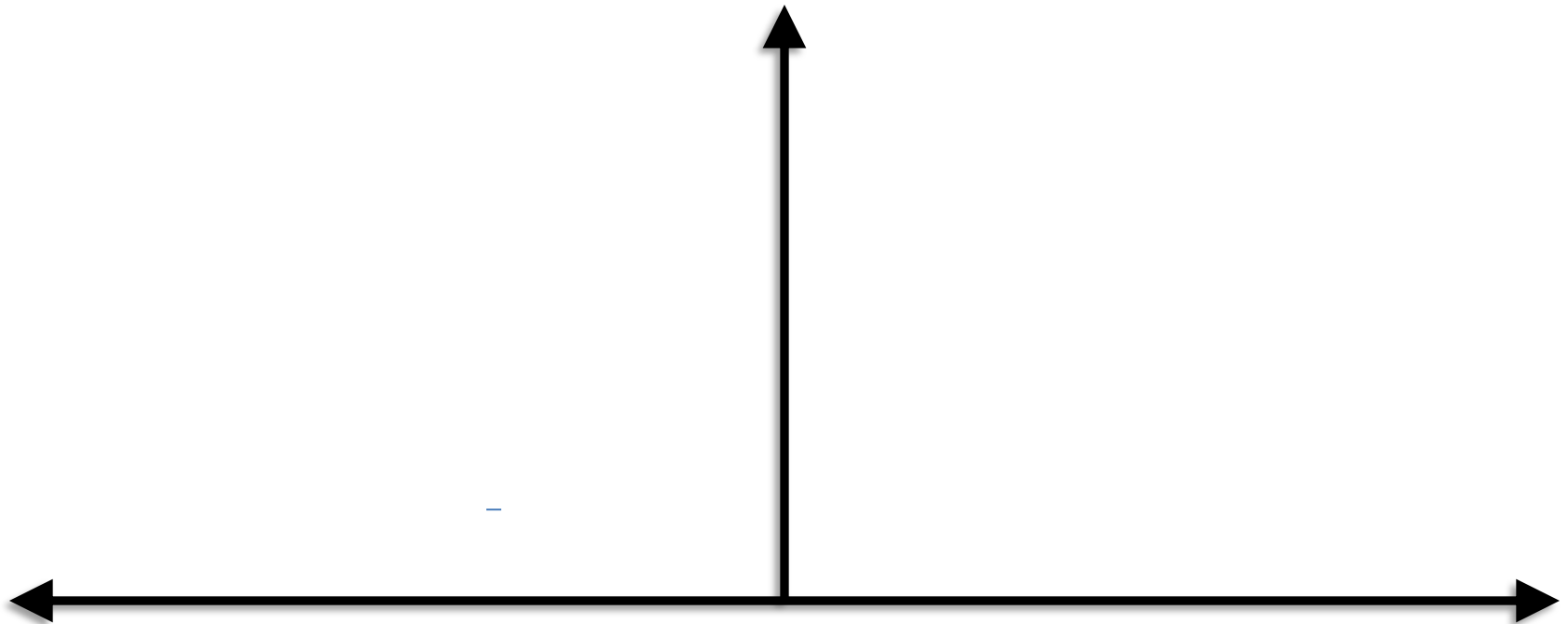
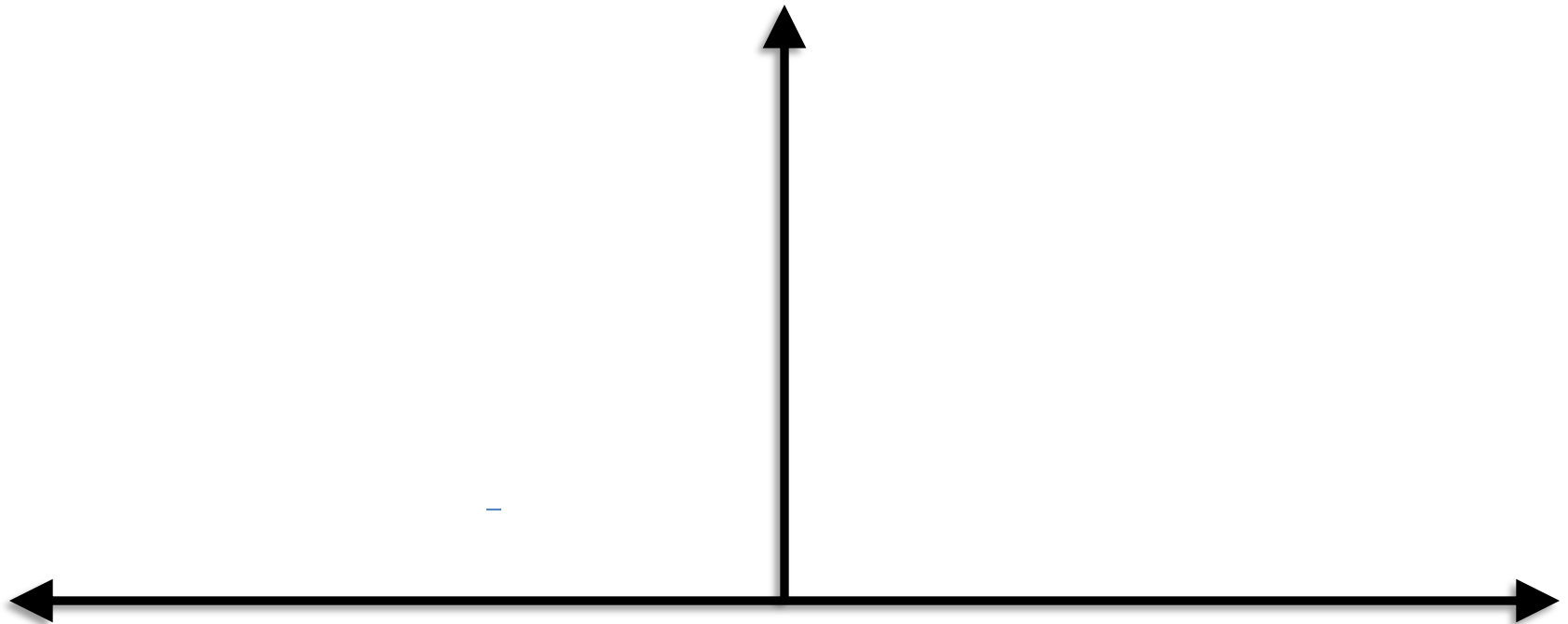


THE *PRAXIS* OF *AFFIRMATION* (THE *CONSENSUS* PROCESS) IN THE CLASSROOM



Positive =
the child “enjoying” the carnal pleasures
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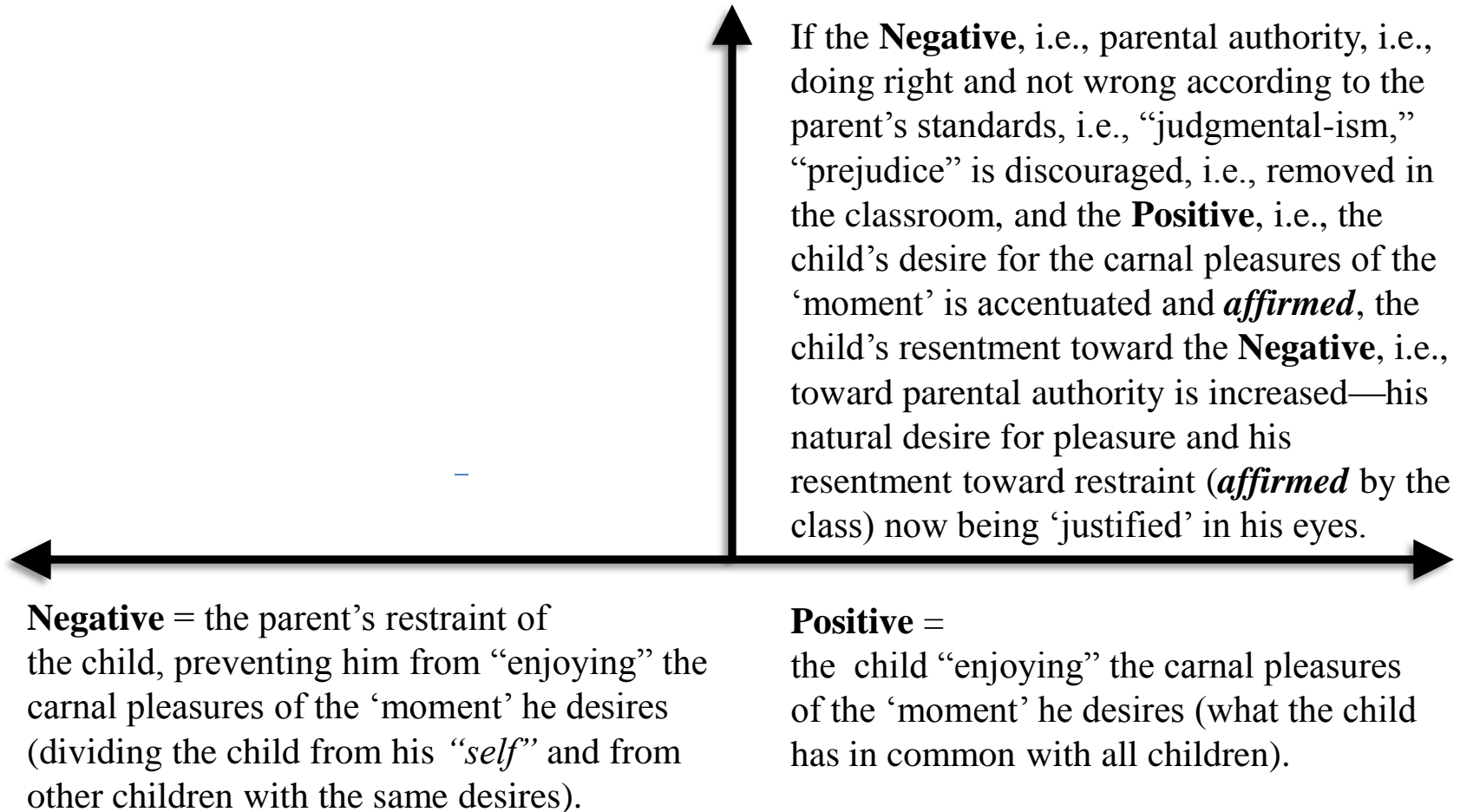
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Negative = the parent's restraint of the child, preventing him from "enjoying" the carnal pleasures of the 'moment' he desires (dividing the child from his "*self*" and from other children with the same desires).

Positive = the child "enjoying" the carnal pleasures of the 'moment' he desires (what the child has in common with all children).

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Back home, when parental authority is brought against the **Positive**, i.e., the child's desire for the carnal pleasures of the 'moment' (which now includes *affirmation* by the class) the child's resentment toward the **Negative**, i.e., toward parental authority is made manifest (in the form of hostility), his addiction to *affirmation*, i.e., to the **Positive** having now taken control of his life.

If the **Negative**, i.e., parental authority, i.e., doing right and not wrong according to the parent's standards, i.e., "judgmental-ism," "prejudice" is discouraged, i.e., removed in the classroom, and the **Positive**, i.e., the child's desire for the carnal pleasures of the 'moment' is accentuated and *affirmed*, the child's resentment toward the **Negative**, i.e., toward parental authority is increased—his natural desire for pleasure and his resentment toward restraint (*affirmed* by the class) now being 'justified' in his eyes.

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THE *PRAXIS* OF *AFFIRMATION* (THE *CONSENSUS* PROCESS) IN THE CLASSROOM

The *praxis* of *affirmation* in the classroom *negates* the *Negative*, i.e., *negates* respect for parental authority in the child's feelings, thoughts, and actions, as well as in his relationship with others and the world, turning him against parental authority.

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"There are many stories of the conflict and tension that these new practices are producing between parents and children."

(David Krathwohl, Benjamin S. Bloom, *Taxonomy of Educational Objectives Book 2: Affective Domain*)

THE *PRAXIS OF AFFIRMATION* (THE *CONSENSUS* PROCESS) IN THE CLASSROOM

All I have to do as a facilitator of ‘change’ is “encourage” the students in the classroom to dialogue their opinions to a consensus (affirmation) and the rest, i.e., rebellion against parental authority will naturally follow.

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