

Students Building on Ideas, Gr. 7

Girl: **[00:00]** When people make a good comment or a bad comment, it—they, like, they're shooting up the ladder of inference, and it, it takes a lot more thought to make a—to give constructive feedback to someone. And it's constructive feedback that helps people. Like, saying, like, "This is one thing you could work on," could be something that could help someone in the future, but it's giving, like, a good explanation of what's wrong or what's good with something that really helps people evolve.

Female: Okay.

Boy: **[00:29]** What the ladder of inference is, is when something happens. Say someone cuts in front of you when you're driving your car. You select what you want to think about, like, "That guy's a jerk. He cut in front of me. He's rude. He's mean." But—and then you have to add meaning—meaning to it. "Like, he probably has(?)"—no. "Maybe he has to get somewhere or he's busy." But then, you make assumptions. "He's always mean. He probably does this to everyone else. And he wasn't thinking or he's just not in the right set of mind."

[01:10] And then you draw to conclusions. "I do not like this guy. He—I don't like him." And then—well, after that you can—you believe in—tha—that's your final—that's one of your conclusions. You believe that that's, that's he—that's what he does. And then you take actions and probably do something wrong, go tell him that and—you go tell him that he is mean and that he cut in front of you. So—but then—but you could have made a wrong assumption, could have selected the wrong data. He probably has to get somewhere, he has to get to the hospital. So you selected the wrong information about him. And you're wrong.

Boy: **[02:00]** Well Justice(?) had said that you're going to take actions and you're going to make your belief on things that he might have done. But you might take your action and he might tell you, and that—you're going to draw yourself right back down into the data pool. And you're going to start climbing up the ladder of inference again of what actually happened, to think about the difference on what actually happened and what you think happens.

Boy: **[02:25]** Well when you first start at the bottom of the ladder of inference, you decide on what information is salient out of everything that happened. And as—when you move up ba—based on what you chose at the bottom, you get—you can get a really biased opinion on what actually happened. And then because of that you'll take poor action upon it. So what we do when we're giving constructive criticism is we take in all the facts and we realize what, like, what needs to be changed and we go up the ladder of inference a lot slower and smarter than we normally would have.

Teacher: **[02:58]** So, with the ladder of inference then, are you using that in your personal lives or outside the classroom? Are you recognizing when you're shooting up and when somebody else is shooting up? Anybody want to talk about that? Ben?

Ben: **[03:10]** Well, after having the experience with the ladder of inference and you kind of educating us on what it is, after that you really don't even notice that you're using it outside of school. Because, I mean, most schools—if they were, if they were taught to say, just think, "Oh, let's(?) just using(?) this in school." And then when they go

home, just, they kind of forget about it, maybe. But then with us, I think that—I don't know if you guys have this, but I kind of don't even notice that I'm doing it at home.

Teacher: **[03:40]** So, so you're automatically using it? Is that what you're trying to say? Or you don't use it outside of the classroom yet?

Ben: Oh no, I, I use it all the time. I just don't know (inaudible) ...

Teacher: So you use it automatically. You don't—not even aware or—you just, you just use it. Okay.

Ben: **[03:49]** Well, outside—I mean, I'm talking to my mom sometimes and she'll say something and I don't entirely maybe agree with it. And then I, I think to the ladder. I mean, it's like a little picture in my head that I kind of, I look up at and it's a different level of what I have to do. I select the data of what she said—she said that seems important to me. And from there I move up the, the ladder and finally in the end, I take action and I respond. And that all happens very quickly. And I think that after learning this, we're, we're very good thinkers now and it's, it's helping us definitely become better people, I mean, out—outside. I mean, school helps you a lot, but this is just a whole 'nother level of becoming a, a better person, I think.

Teacher: **[04:44]** Okay. Sophie?

Sophie: I think when we make an assumption about someone and we jump up our ladder of inference, they don't exactly understand what we're thinking. So we kind of have to, like, tell them what we're thinking. And it just makes us a better person because we're communicating and we're figuring out other people's points of view.

Teacher: **[05:06]** Alright. Jessica.

Jessica: The ladder of inference—just learning it made me a different person because, like, before learning it, I used to be, like, the kind of person who would always jump to conclusions. Like, if, like, my brother stole something, I would, like—and they didn't even, in the end. I'd jumped to them. So after learning it, I usually stop and think over what I'm about to do, and usually just, like, like, you—think over it.

Teacher: **[05:40]** Okay. Gage?

Gage: Well, everyone uses the ladder of inference. A lot of people just don't know what they are. But because now we recognize what it is, we can use it a lot better. And we can understand that choosing the information to base your actions and conclusions off of is the most important part of everything.

[END OF RECORDING – length, 06:07]