

### Risk Taking, Gr. 3

Female: **[00:00]** And I love the way your, your students feel free to take a risk, which is a condition ...

Female: Yes.

Female: ... in the classroom that is very important to create, but not always easy to do.

Female: Yeah.

Female: You know, you actually listened to Erica's suggestion. And she knew she'd be listened to.

Female: Mm-hm.

Female: And that's one of the strengths in a classroom like this as well, where the students can put out their ideas even if they're not always fully formed.

Female: Mm-hm.

Female: Or not always good ideas. But they know that that's okay. How do you think you create that environment?

Female: **[00:26]** I think part of it is the fact that I, I model for them that I, I'm not an expert and that I'm a team player and let's, let's play as a team. I also give them time to talk amongst themselves. Because sometimes when you have an idea and you're not really sure of it, if you have that talk time with someone else before you actually bring it up to your class discussion, it gives you more confidence. Also that they're not going to criticize your idea.

Female: Yeah.

Female: So if they come up with an idea, and, and if someone doesn't agree with that idea, it's o—they, they, they're very open to listening to someone else's criticism and, and perhaps shifting their thinking. But they're okay that someone doesn't think the same way that they do.

And of course you have to develop that over time. I, I mean, September was a lot different than how it is now. But I feel that my kids are very accepting of each other's thinking and that they're okay with people thinking different ways. So there's not that, "I, I don't want to bring up my idea because it's going to be criticized."

[END OF RECORDING – length, 01:33]