

## Learning from Each Other, Gr. 7

Female: **[00:00]** So let's talk about disagreement then, and I think when I think of disagreement of(?) this class and the breakthrough that you ga—guys make [sic], it had to have been the presentations during the Napoleon inquiry ...

[Laughter]

... and the feedback you were giving each other and the shifts.

[Talking over each other]

Female: So in terms of when disagreement happens in our classroom, what have we learned about that? What have we learned about disagreement and disagreeing with each other and how to handle that? Ben?

Student: Well, sometimes disagreement can be constructive because you can see what the other people are thinking and their point of view, and that can help you build up your knowledge and make it better for the next time you do it.

Student: **[00:41]** When you're in disagreement, it usually leads to an argument, and when you're in argument you have to understand the other person's point of view and perspective on the entire topic. Because that way, even then you can learn from that because if you don't completely understand them then you don't—you don't really have the right, I guess, to say that they're wrong about it.

Student: **[01:02]** It(?)—with disagreement with this class, it's not even really disagreement. It's constructive neg—negativity. Like, you will never, Owen ...

[Laughter]

Student: If you ...

Female: We have stories to tell.

Student: If you don't get any, like, with our Napoleon projects, if you don't get any constructive negativity, you will never learn from your mistakes. If you're always being told, "That's good, that's good, that's good," you're not going to fix it and you're going to go into a job interview and you're going to think, "Well, I was always told I was right, so I don't get why this is wrong." So with Owen's very harsh but—but—but they were worth hearing because now you know that, "Okay, well, one person doesn't like this. Maybe I should change it for the—in the long run, it might help me out." So it could be really bad in your brain but it could be something that could make it or break it for you in the long run.

Female: So valuable to have because you need to hear that you're not always right or you—you can improve something?

Student: Well, we really learned to give constructive feedback because if it wasn't constructive it was just negative, and we needed to find a good way to say it to help them get better, not just to put them down.

Female: Mm-hm.

[Laughter]

Female: So learning how to frame your language, right? Was a huge amount of time we spent through that process of, “Well, how do we say it when we disagree or find that there’s weakness in their logic or their construction?”

Student: **[02:34]** You have to have, like, lots of resources, not just one friend. So you ask one friend. They give you one opinion. Ask another friend. See if they give you the same opinion. So maybe then you know that they’re just trying to make you feel better about yourself and not having—like, you could have a really bad story but you wouldn’t know that because your friends are trying to make you feel good that you say—they say you have a good one. And so, you go to the publisher and then they say, well, they’re going to give you the hard truth that your story is horrible. And they’re not—they’re not—they’re not, like, calm about it. They’re going to tell you because they’re not supposed to be calm. They’re supposed to be—they’re go—they’re supposed to give you the hard truth because that’s their job. They’re supposed to get the best of the best.

Female: Mm-hm.

Student: So that’s kind of—like, you have to have other friends and, like, very loyal friends that you know will give you the hard truth before you go into something big like that.

[END OF RECORDING – length, 03:33]