

Valuing the Opinions of Others, Gr. 7

Female: **[00:00]** So fostering sort of different opinions in the classroom, you know, I want to make sure that the kids understand that all of their opinions are valued in my classroom. And you know, I—how does that—that happens by sort of ex—allowing opinions to happen—to—different opinions to happen. Teaching them to take a critical stance, and letting them know that, you know, research may say this or research may say that, and to go out and research what other sort of texts have to say about that and then formulate their own opinion. And know that even if it's not the same opinion as everyone else in the classroom, it's okay, it's valued, and it's accepted. And that teaches students confidence. And it can sort of convey to sort of all other areas where is—where being confident in the classroom to say their own opinion even though it's different from somebody else, and then maybe even outside on—at recess, having their own opinion and being okay with just that and—and knowing that it doesn't have to be the same as everyone else.

[00:57] So for, specifically, because you had a different opinion than everyone else, what skill did you need to sort of put your hand up, have your own opinion, and be very okay with it?

Student: I think that I'm helping out Deanna because m—maybe the rest of the class may not agree with her, but she knows that her opinion is recognized in the classroom and it's accepted. And that's why she has the confidence to say it no matter what anybody else thinks. It's just like she's putting it out there because it's important.

Female: (Inaudible), that was great.

Student: I kind of agree also because also about what makes it, like, what makes people feel confident is that when you're going through and you're saying, "What do you think, this text is informing or persuading you or just to entertain you?" there really is no wrong or right answer because it is—it's—it's persuading you but it's also informing you about what these companies are doing with all the harmful toxins.

Student: Yeah.

Female: Right, so I guess it could be both, right?

Student: Yeah.

[Talking over each other]

Student: And when ...

Student: So there is no wrong answers.

Student: And when you believe that your answer's right, you ju—like, you just go for it and, like, even if it's not right or if it's wrong, like, yeah. So if you believe if your answer's right, then you should go for it. So that's (inaudible).

Student: Yeah, and you have a lot more confidence if you know.

Female: Yeah.

[END OF RECORDING – length, 02:20]