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Chapter Reflection

This chapter has emphasized the importance of silence and also the benefit that comes from active listening. The end of each chapter offers a space for work and reflection. Workshops can be very useful and inspiring, but in the absence of teacher reflection, they are unlikely to have much influence on improving your craft. Now is the time for us to think and to write.

Think and write about a time when you made a connection with a student that was meaningful. Think and reflect on what made that connection meaningful and also what could have made it even more significant.

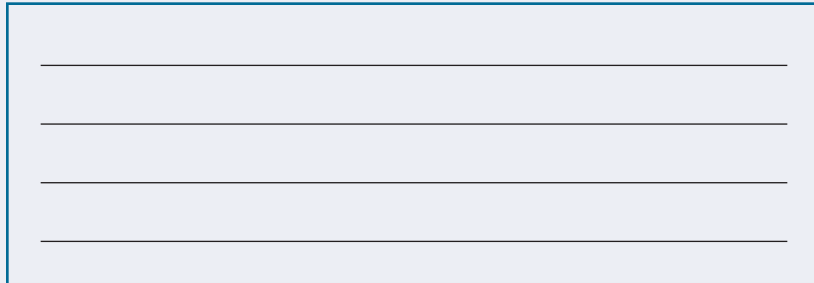
Think of a time when you missed an opportunity to connect with a student through active listening. Did you spend too much time talking when you could have been quiet? What questions could you have asked that student?

How do you think you can make a connection with a student in the future? Take the time to plan a specific time to make this connection and think deeply about your response.

Chapter Reflection

This chapter has explored the danger of *should* in our schools and classrooms. We can't possibly build connections with our students if we hold them to a predetermined paradigm that is likely at odds with their perspectives, particularly if those perspectives are built on their assumptions of what it takes to survive. Take the time to reflect on the questions below. Now is the time for us to think and to write.

Think and write about a time when you told a student what that student should be doing. How was that expectation received by the student?



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Was there ever a time when you could have been more open to learning about a student's family or home life? Can you now see if that student was responding to you from a survival perspective?

Where in your lessons can you build in a time to gain insight into a student's home life and neighborhood to fully grasp if that student is responding from a survival perspective?

Chapter Reflection

This chapter has encouraged you to enhance your perspective by seeing the world through your students' eyes and being open to their realities. Use the questions below to detail times when you felt you were able to help enhance your perspective along with your students'.

Think about your students. Have you ever honestly taken the time to visit their neighborhoods or examine any cultural nuances they carry into your classroom?

Was there ever a time when you needed to peel back the layers of a disengaged student to reveal who that student really was? Do you think exposure to other things, such as field trips, could have helped that student find inspiration?

How does having an understanding of your own biases influence your teaching style?

Chapter Reflection

This chapter was written to help us broaden our perspective by looking closely at a student's lived experiences and using that as a lynchpin to accentuate their positive attributes. When you reflect in the spaces below, be honest with yourself so you can be better for your students.

Think about your students. Describe a time when you used a state-mandated exam to scare a student into doing work. Was that fair to the student? What might have been a different course of action?

Was there ever a time when you could have found something positive in a student but neglected to recognize or acknowledge that attribute? What is something you wish you could have said to that student?

With the knowledge you have now, how will you design and utilize assessments for your students in the future?

Chapter Reflection

This chapter has allowed us to think more deeply about what is going on in our students' lives by allowing ourselves to refocus and broaden our perspectives and step into the students' shoes. To one person, a child may seem aloof, when in actuality, that child may be thinking about how they are going to get home or how they are going to provide water to their siblings. Use the reflection area to dig deeper into how you can help build a student toward self-actualization.

When you think about your students, think of one who you know is struggling with basic needs. How can you help that student?

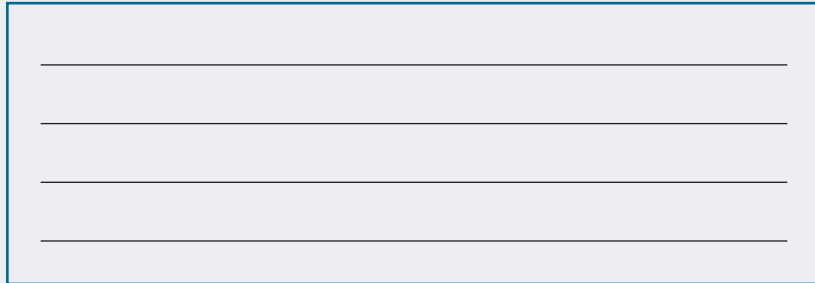
What additional options can you give your students to help increase their motivation?

With the knowledge you have now, how will you look at your students when they are late or do not complete an assignment? How can you refocus those students to rise above their personal situations and thrive?

Chapter Reflection

This chapter has allowed us to think about how being an educator can be difficult but also provides a chance for us to make good connections. Building that trust within your students can allow them to thrive and provide a safe space for them to learn in a healthy environment. Use the following to reflect on some practices that you have used or can use to connect and build trust.

When it comes to your educational practices, are you a practitioner of peace? Are you able to help your students break down barriers? How?



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*In what ways do you support your students outside of the classroom?
In what ways can you do more?*

With the knowledge you have now, how will you approach students from different backgrounds in order to help them fit in? How will you provide a safe space for them to thrive?

Chapter Reflection

Being an educator is a position in which one must wear many hats. Being responsible for another person's life and ultimate mental freedom can be stressful at times, but you are here for a reason: The passion you have as an educator will shape and save lives. Reflect on that while thinking of creative strategies you can use in your classes.

When was the last time you planned an activity that required you and your students to move around? How successful was it and what could have made it better?

Have you ever penalized a student for being fidgety or for moving around without permission? How has your perspective about that student changed after reading this chapter?

With the knowledge you now have, how can you introduce a more kinesthetic style into your lessons?

Chapter Reflection

Realizing that you don't know what you don't know may be humbling, but it can take you far. In this chapter we have received some great insight from a superb practitioner of culturally responsive pedagogy. Think back to what you've read in this chapter and determine how you can authentically connect with your students. And don't feel you have to go it alone. Colleagues and others from the students' own communities are there to help you.

Have you ever missed an opportunity to truly connect with a student because you did not want to seek help? If so, how could you have changed that with cultural responsiveness?

In what ways can you make time and space for people who look like your students to connect with them? Where in your lessons can you incorporate such exposure?

Being culturally responsive can make you look at yourself in a new light. Describe a time when your unintentional bias inhibited your pedagogical implementation.

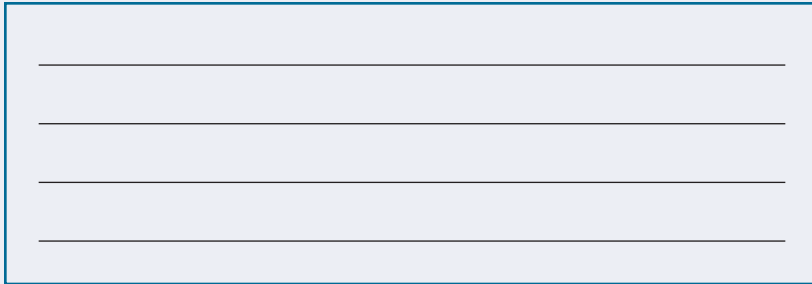
Chapter Reflection

In this chapter we have explored how the dreams and lifestyles that our students crave can motivate them to perform. Kids might not want to do something, but they will do it if they understand that putting in the effort will allow them to pass that course to get them one step closer to their dream. Have you noticed that most athletes only perform well during their sport seasons? Why is that? Because of eligibility: They are willing to do just enough to be eligible for the season. Having been a college athlete, I can tell you that if it wasn't for my sport, I wouldn't even have been in college. I've known other college athletes who have said the same. The lesson here is that we shouldn't try to deny our students their interests and passions. Instead, we just need to address those interests in creative ways to help shape their perspective. Use the spaces below to help you reflect on how you can ignite dreams.

Why, as an adult, is a dream important to you? How can you take that knowledge and build a connection with your students?

How can you begin to understand your students' dreams? List activities you can try in your next classroom to help make this happen.

Think of a time when you could have planned an enrichment activity for your students. How could you have used such an opportunity to ignite your students' passions?



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