

PATTY FERRANT: When something is really hard for you in math class, but then your whole purpose is to make sure you get it. So, what's one thing that you do? Tell your partner what's one thing you do. So, could someone share something that you could do to help you get it?

STUDENT: Ask a partner.

PATTY FERRANT: So, asking that partner? So that's going back to what Nicko was talking about. Jazzlyn?

STUDENT: You could go after class and ask the teacher for extra help.

PATTY FERRANT: So maybe go after class, and I heard over here, asking the teacher. How are you going to make sure you get it? What do you think?

STUDENT: Ask the people around you.

PATTY FERRANT: So, asking the partner around you. What if you're doing something and the teacher asked you to do it alone? The teacher said, "You got to do it alone right now," and it's not making sense to you. What are you going to do? What could you do Nicko?

STUDENT: Study whatever problems over night.

PATTY FERRANT: So, if you had some previous work you could study it. All right. What if you just look at a problem and you read it, and you don't get it?

STUDENT: Read it again.

PATTY FERRANT: Read it again. Yeah, maybe you just read something again. That makes sense. Read something again. All right, no one in here has told me what type of math student they are.

STUDENT: Shy.

PATTY FERRANT: A shy math student? How come? How could we get you to still raise your hand in class?

STUDENT: I don't know.

PATTY FERRANT: Not sure?

STUDENT: Not sure.

PATTY FERRANT: Anybody have an idea? If you're shy.... Who else is shy in here? So what could happen in a classroom even though you are shy? How could we make sure that in the class you still feel comfortable sharing?

Like, I kind of believe, like, yeah, some people are shy. I get that, but I think there might be a deeper issue. Why do people not want to volunteer? I mean shyness, I guess, is kind of, part of the reason, but why do you think people don't want to share? What do you think?

STUDENT: There's not enough motivation.

PATTY FERRANT: So, not enough motivation. Motivation meaning the student doesn't have enough motivation? Remember if you haven't volunteered yet I would love to see some other hands. Damian, is that a hand?

STUDENT: Scared of getting something wrong.

PATTY FERRANT: Raise your hand if you've ever been scared of getting something wrong.

STUDENT: All the time.

PATTY FERRANT: All the time?

STUDENT: Every day.

PATTY FERRANT: Every day?

STUDENT: Yeah, every day.

PATTY FERRANT: Okay, so what's going to support you so you don't have to be scared? And you can't say you don't have to volunteer. What's going to support you in this class, in a math class actually, hopefully in any class, that's going to give you that confidence to share? Talk to your partner.

STUDENT: If like you say something wrong other students would be like, "Ha ha ha."

PATTY FERRANT: I want to know what do you think would support or help a student who is shy or scared of getting the answer wrong. Why are people scared? Are they scared?

STUDENT: Inaudible

PATTY FERRANT: Say it again.

STUDENT: Because they're embarrassed.

PATTY FERRANT: Because they're embarrassed.

STUDENT: If they get the wrong answer.

PATTY FERRANT: If they get the wrong answer, but are they embarrassed in like, they think, like, "Oh my gosh, the teacher's going to think I'm not smart because I got it wrong?" Do they really... do they care what the teacher thinks?

STUDENT: Yeah.

PATTY FERRANT: Oh, you think, oh they care what the teacher thinks.

STUDENT: Yes.

PATTY FERRANT: Oh! So, I don't want to put words in your mouth, but when you say "be open," are you talking about like open, like these are the people that are in your class? This is your community?

STUDENT: Try to like, get to know them better so you don't embarrass yourself.

PATTY FERRANT: Interesting! Can someone restate what he said? To your partner, restate what Nicko just said.

STUDENT: To be comfortable with the people around you so you won't get embarrassed if you get the answer wrong.

PATTY FERRANT: Good conversation. I think it's a very important conversation that we need to continue.