

Brion-Meisels Clip 4 Transcript

SPEAKER 7: And there was one part-- I don't remember who said it-- but just that they could see if teachers aren't fully committed and motivated and enjoy the content. So that's also a strategy think about.

SPEAKER 6: Yeah, love your job.

SPEAKER 7: If you don't think the content's important, then your students won't either.

SPEAKER 6: Yeah, totally. The last point that was made, that was only the last student who made something similar, but the idea of building strong relationships amongst all the students, and where everyone is-- feels family--

SPEAKER 8: With each other?

SPEAKER 6: Exactly. I think that's also part of the relationship building that teacher is doing, because it's-- so I feel like it's so interconnected. It could also relieve some of the burden that the teacher--

SPEAKER 1: Totally.

SPEAKER 6: --could be seen as--

SPEAKER 1: As the only person building relationships.

SPEAKER 6: Yeah.

GRETCHEN BRION-MEISELS: All right, 5, 4--

SPEAKER 6: It's the community aspect.

GRETCHEN BRION-MEISELS: --3, 2, 1. So let's just generate-- what are some of the building blocks of positive adult-youth relationships? Jess and I are going to write them up. So people can just raise their hand and just share out a short idea that came up in their group or that came up on your paper from either the readings or the videos. We're going to try to create a list. Go ahead. Shout them out.

AUDIENCE: Getting to know students on a deeper level, including their name, their character, just the fact that they're here.

GRETCHEN BRION-MEISELS: Great. Awesome. What else?

AUDIENCE: Treating each student as an individual with value.

GRETCHEN BRION-MEISELS: Great. Josie.

AUDIENCE: Relevance and making connections to the lives of your students and [INAUDIBLE].

AUDIENCE: If we want students to be passionate, teachers need to be passionate.

GRETCHEN BRION-MEISELS: Great. Keep going.

AUDIENCE: Mutual trust.

SPEAKER 2: Mutual trust?

AUDIENCE: Openness.

GRETCHEN BRION-MEISELS: Say that once more.

AUDIENCE: Openness.

GRETCHEN BRION-MEISELS: Openness-- great.

AUDIENCE: Showing support.

GRETCHEN BRION-MEISELS: Great.

AUDIENCE: Authenticity.

AUDIENCE: Treat students like adults-- not necessarily adults, but don't infantilize them. That's the word that I came up with, but it's negative if--

GRETCHEN BRION-MEISELS: That's OK. It's true. Anything else that people want to add to that? Go ahead, Meg, and then--

AUDIENCE: This is related to a lot of what's been said-- care that extends outside of the classroom. They care about you outside of the 50 minutes they see you.

GRETCHEN BRION-MEISELS: Great.

AUDIENCE: I was going to say genuine care and concern.

GRETCHEN BRION-MEISELS: Great. Arla, did you have one?

AUDIENCE: I said, showing support.

GRETCHEN BRION-MEISELS: Showing support. I think that one's up there.

AUDIENCE: Yeah, it is.

GRETCHEN BRION-MEISELS: Oh, I saw your hand and I got confused. Go ahead, Emily.

AUDIENCE: Carlin said something awesome, showing your humanity--

GRETCHEN BRION-MEISELS: Yeah, that's nice.

AUDIENCE: --which I think is similar-- showing your vulnerability.

GRETCHEN BRION-MEISELS: Great. Morgan?

AUDIENCE: Boundaries, but also-- we were talking about this in our group-- also opening up space to create those relationships.

GRETCHEN BRION-MEISELS: Mm-hmm. Great.

AUDIENCE: Notice things.

SPEAKER 4: Yeah, so basically the power of seeing and being seen, and to notice things and name things that you're seeing with young people.

GRETCHEN BRION-MEISELS: Any last ones? Go ahead-- one, two.

AUDIENCE: Humor.

GRETCHEN BRION-MEISELS: Humor-- go ahead.

AUDIENCE: Building community-- not just with students, but among students.

GRETCHEN BRION-MEISELS: Yes. OK, are we good? So a lot of these are things that we have talked about over the course of the first part of class, particularly as we were talking about this idea of working around a pedagogy of care or building around a pedagogy of relationships.

Just as a way of reminding folks, I often talk about the fact that I spend about 20 minutes of every hour of my own project with youth doing games and community building. So that's not an insignificant amount of time. And when I skip that part, because I come unprepared, it usually has a negative impact on the rest of our day, in terms of people's ability to connect into what's happening.

Plus the students will ask-- wait, we didn't do a check-in. So there is certainly something that I think is carried through from our other classes around this central importance of building trust, building community, being authentic and open, and getting to know students at a deeper level. And one of the nice things about YPAR-- which is not necessarily always true, when you're in a classroom and you have to follow a certain curriculum-- is that you can make space to do a lot of these things.

So if you're in a classroom, often you have to get creative about how and when you're going to make space to do these things. If you're working on a YPAR project, it can be a lot easier because you can work it into your plan.