

Steve Chester

12/9/11

I asked a student named Frankie Rodriguez to teach me something he thought I didn't know. Frankie has ADHD as seen by his inability to sit still during class. He is always moving some body part and while he is a VERY smart young man, his mind is all over the place. I was as excited that he was going to teach me something as he was having been asked to do it.

The story really starts before even sitting down with Frankie. I asked him on Monday if he would be willing to "teach me something he thought I didn't know." He was very excited and said, "Alright! I know exactly what I'm going to teach you!" (Rodriguez, personal communication, 12/5/11) We settled on meeting Tuesday morning during advisory.

On Tuesday we met at 8:05am and I asked him where he wanted to go. "Well Mr. Chester, I don't know what you don't already know. I mean, I can't think of what to teach you. Can you give me some guidelines?" (Rodriguez, personal communication, 12/6/11) I told him I just want him to teach me anything he thinks I don't know. There are no parameters. I asked him if he wanted another day to think about it and he said yes. I then asked him, "So do you really not know what to teach me or did you just forget? It's ok if you did." He sheepishly said yes and that he was sorry he forgot. I told him no problem.

This whole event was part of the reason I asked him to teach me because I assumed he would forget having never written down what he was asked to do. I

didn't remind him at the end of the day because I wanted this to be totally on him, other than that I sought him out. It turned out he actually forgot again when we were to meet on Wednesday and I told him no problem but he was very much down on himself for feeling that he let me down. I made sure to assure him it was ok and that we'd plan to meet on Thursday.

We finally met on Thursday at 8:10am during advisory. Frankie asked if I knew anything about Ancient Egypt and proceeded to teach me that there are scientists who believe the Egyptians to be the real inventors of the light bulb. He told me that because the pyramids were so air tight, there was no way the fires could be sustained without oxygen. He also told me that hieroglyphics inside the pyramids depict people holding "things" which look to be designed like incandescent light bulbs. He was very excited that I didn't know about this and that he knew something I didn't know; which I assured him there are MANY things he knows that I don't.

My one question came at the end when I asked him why he decided to teach me this. I asked him if it was because I teach history. He said, "No! I just told you this because I like history. You don't even teach Egypt." (Rodriguez, personal communication, 12/8/11) Right after this the bell rang, so he ran off to first period.

It was interesting to me how nervous he seemed to be. Also he seemed to feel a bit uncomfortable as the person of authority in this situation, even though I have an established relationship with him. Reflecting on it, it shows me how important building relationships with students really is because he felt nervous

teaching me something as a student I know, how must students I'm teaching feel who don't know me?

My experience was more about the process of preparing to be taught than the experience of being taught itself. This did not even come to my mind when preparing for this experience as I thought the reflection process wouldn't start until the actual teaching began. But I learned just as much, if not more, about Frankie through his genuine desire to "do it right" and fear that he had let me down. This experience has also given me the desire to do more projects and presentations in class as I believe students get very excited about being APART of the learning process and not just recipients of knowledge.