

Mistakes Happen Number 2

Teacher's notes

Print out graphic 10-13 on heavy stock and post it for several days prior to addressing this topic. Call your students' attention to the graphic, but make no immediate comments.

Previously, your students were asked what they did about mistakes, particularly if they were on a test or on homework, which had been handed back to them. Did they just put their tests and homework in their desk or notebook and forget about it? It was pointed out that they should look at these mistakes to determine why they made them and to try to avoid them in the future.

None of us particularly cares for criticism, and not all criticism passes the constructive test. However, if we learn to respond appropriately to other people when they identify our shortcomings, we may benefit from the criticism and not necessarily feel a need to endlessly defend our position.

When you deem it appropriate, ask your students if they ever make mistakes. After you receive their comments, hand out *Mistakes Happen*, page 14-06 to be taken home and read. Encourage your students to discuss this with their parents. In a few days, have a class discussion about accepting criticism. Ask your students how they feel when someone points out something that they did wrong. What action do they take?

The effect of criticism varies from person to person. Unfortunately many students and adults find criticism paralyzing. Discussing it openly, and finding that others have the same fears, may just release some of your students from this paralysis.