

## **Building Independence**

Then we model. So somewhere between when we see like, okay, everyone's here. So we're like, okay, so today we're going to model journal making. So we'll take about 5 minutes to just say this is what we're doing today. The key for us has been not solving every single problem that happens. We're going to model for you and after that you have to check in with your peers. You have to problem solve if your journal comes out sideways. That's just what it is. Make a new one if you're not satisfied. And that's okay.

Like I remember one of the students, he was like, he was, it was the first time that he was in makers and he was like, "But my journal, my journal is sideways!". And I said, "Do you like like that or not"? And he's like, "No." I said, "All right, make a new one". And he was like, "Oh, like I can make a new one?" And that's okay. And some are like my journal sideways and this is perfect for me and that's okay. So again, those 5 minutes, is you're just modeling what the activity is going to be you're working out with, with them on any problem solving things that come up.

And then the other thing is that as you do the journal, you might the program, you might have returning members who remember these activities from last year, which has happened because they feel so free and so happy and they build these relationships for makers. So that's, once they go off to practice and to try out the activities, the expert makers, which we call them expert makers, they go around and they help each other out.

So this is when I started, earlier, I said that the social piece is just as important as the production. I feel that sometimes we're so focused on the production and make sure that everything's done. The social piece is just as important because if not, if you're the only one going around helping 20 students, you're going to get fatigued and you're going to feel like makers is overwhelming.

You cannot do this alone. And if you're working with someone that's perfect, you could work with the teacher. But it's great to see the students take ownership, take leadership skills and say, "Oh, I remember how to do this. You know, I can help you." Another thing is we say, "Ask three before you ask me.", and they ask three people if they need help. And honestly, by the time they ask a third person, they figured it out because sometimes they huddle and it's like, "Oh no, you're doing like this. Oh, no, you do like that."