

1979

Building Rapport and Changing Attitudes

Owen Primavera
Milford Community High School

Follow this and additional works at: <https://scholarworks.uni.edu/istj>



Part of the Science and Mathematics Education Commons

Let us know how access to this document benefits you

Copyright © Copyright 1979 by the Iowa Academy of Science

Recommended Citation

Primavera, Owen (1979) "Building Rapport and Changing Attitudes," *Iowa Science Teachers Journal*: Vol. 16: No. 1, Article 26.

Available at: <https://scholarworks.uni.edu/istj/vol16/iss1/26>

This Article is brought to you for free and open access by the IAS Journals & Newsletters at UNI ScholarWorks. It has been accepted for inclusion in Iowa Science Teachers Journal by an authorized editor of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

Offensive Materials Statement: Materials located in UNI ScholarWorks come from a broad range of sources and time periods. Some of these materials may contain offensive stereotypes, ideas, visuals, or language.

BUILDING RAPPORT AND CHANGING ATTITUDES

Owen Primavera
Milford Community High School
Milford, Iowa 51351

During the past few years there seems to be a growing apathy on the part of high school students towards education. It seems that many are weaker in the basic skills of reading, writing and mathematics and could care less about their progress. Why do students feel this way about education and what can educators do to improve the situation?

In an attempt to answer these questions all science students in the Milford Community High School were scheduled for ten minute mandatory conferences. At the end of the first nine weeks of school, each student was scheduled before or after school for such conferences. The results were rewarding, the only regret is that it took twelve years to start the project.

Many students are reluctant to seek help, much less ask for advice. The conferences provided an opportunity to meet all students, not just the nonachievers or troublemakers. Such conferences provided an opportunity to assess the overall goals of each student.

Each conference began with a discussion of the student's grade as well as attitude and progress. Each student was given a chance to express an opinion about the course; constructive criticism was welcomed. If a student had a discipline problem this also was discussed. The second phase of the conference dealt with future plans and goals. The final phase dealt with hobbies and interests with the premise that if a student was uncertain of his or her future, a hobby might provide a key to a career.

Many of the poorer students lacked goals and saw little relevance to high school education. The conferences helped establish areas of interest. Upon establishing an area of interest, each student was referred to the guidance counselor to discuss educational opportunities and careers if the interest was outside the area of science. A record was kept for each conference and was used as a reference for future conferences.

Upon completion of the conferences, a survey was conducted. Over ninety-five percent of the students felt they were beneficial and should be continued. Although some educators may be skeptical of the value of such conferences, the students felt they were worthwhile and they did help to establish rapport and change attitudes.