**Track 48**

If you want to develop good study habits, consider the following advice: Don’t procrastinate by waiting to study until the night before an exam. Pace yourself and study for small amounts of time for several days. You should set specific goals for each study period. Choose a quiet place to study and eliminate distractions, like your phone and the television. Focus on the goals you set for the given study period. And remember to think positively and try your best!

**Track 49**

You’ve probably heard of Malala Yousafzai. Malala is a brave young woman who stood up for her right to education. When Malala was born in 1997, some of the people in her Pakistani village pitied her parents because she wasn't a boy. Now as an adult, Malala commands attention as the youngest ever Nobel Peace Prize winner. During her journey to the world stage, she took on the Taliban as an 11-year-old blogger, survived an assassination attempt, and co-founded the Malala Fund to support education around the world. There's even a film about her life, He Named Me Malala.

Without parents who believed that girls should get an education, her life would be very different. The marriage age for females is very young in Pakistan. Most girls and women never have control over the course their lives take.

Malala’s parents supported her right to speak and right to an education. She credits her parents for allowing her to speak out when most of the girls her age could not.

An important part of Malala’s message to children and young people is to recognize that their voices are powerful, and to use them to create a better future.

**Track 50**

Ruby Bridges is an important person in the struggle for equal education for all in the United States. On November 14, 1960, Ruby was six years old. On that day Ruby walked past an angry crowd to become the first child to integrate a public elementary school in the American South. At this time, some public schools in the country were segregated, meaning white children went to one school and African American children to another. To change this, schools began to integrate students so that there would be a mix of students in every school. Decades later, Ruby is a mother, grandmother, and activist. She also heads the Ruby Bridges Foundation and travels all over the United States to tell her story.

Going to school that day took courage from Ruby and her parents alike. Ruby says her parents had to be brave and let her walk past the protesters if they wanted to see change in their lifetime. According to Ruby, the crowd of shouting people didn’t frighten her. Living in New Orleans, she was accustomed to parades and screaming crowds at the annual Mardi Gras celebration.

The Ruby Bridges Foundation’s mission is to “empower children to advance social justice and racial harmony.” She draws on her own experience to try to bring kids together.

Ruby worked hard to have the William Frantz Elementary School included in the National Registry of Historic Places. In 2005 it was finally dedicated. Then, in 2014, a statue of Ruby as a child walking to school was dedicated at the school. The statue is unique because it is a monument to a child. Ruby has said that it’s important to “lift up the extraordinary work of children.”

**Track 51**

A Brazilian Businessman Redefines Education

In the early 1990s, Brazilian entrepreneur Ricardo Semler set about implementing a series of unusual business practices. He had recently been named CEO of a manufacturing firm called Semco. The firm was struggling and it looked like many employees were going to lose their jobs. Semler decided that the solution was to give employees more freedom and responsibility. He let workers make more decisions, choose their own hours and bosses, and even set their own salaries. Experts predicted that the company would fail immediately. Instead, the project was a success. Over the next twenty years, the company hired thousands of new employees and revenue grew from $4 million to $212 million. Semler spoke about his approach in his 2015 TED Talk, ‘How to run a company with (almost) no rules’.

After his experience at Semco, Semler decided to found a school. He thought that what had worked for his company could also work in education. Why not give children the freedom to pursue their own interests and decide what they wanted to learn? After all, children are naturally curious. Semler thought that by giving students more control over their education, kids would retain their innate love of learning and would want to study as much as they could.

With this philosophy in mind, Semler opened the first Lumiar School in São Paulo in 2003. One of Semler’s first ideas was to reinvent the role of the teacher. Instead of having traditional teachers, Lumiar students are assigned tutors and mentors. Tutors look after students’ emotional wellbeing, and mentors come in and teach things they are passionate about. Many mentors are senior citizens and have decades of experience in specialized areas. Because they really believe in what they are teaching, they are able to motivate their classes. Mentors design their classes based on students’ needs and interests. If no mentor is knowledgeable about something a student wants to learn, the school brings in someone new.

Semler’s second change was in the way classes are organized. Rather than divide kids by age, he decided to group them according to subject. At Lumiar, if a six-year-old is interested in the same subject as an 11-year-old, they can be in the same class. Semler believes that this system has two advantages. First, it eliminates problems such as cliques and bullying that exist in traditional schools. This is because students mix constantly and get to know each other. Second, students work hard, because they have chosen what they want to learn. Students feel more responsibility for their education, just as the employees of Semco felt more committed to the company.

Examples of classes offered at Lumiar are building a bicycle, reggae, and World Cup soccer. Everything students do in these classes is a learning experience. For instance, when students try to build a bike, they quickly realize that mathematical knowledge is essential. This is because it isn’t possible to construct the wheels unless they understand the concept of Pi. So students learn math, but they learn it in a way that is immediately applicable to a practical skill. Similarly, in reggae, students realize that music is all about timing. They also learn the history of the genre and practice English as they analyze the lyrics of popular songs. World Cup soccer is an opportunity to study geography and world cultures. Fascinating new classes are invented at Lumiar all the time.

Semler’s ideas about education turned out to be correct. By the time his first students had turned 17, they had studied roughly 600 different topics and had learned everything the Brazilian national curriculum expected them to know. However, at no point were they forced into studying anything.

**Track 52**

Linda Cliatt-Wayman, How to Fix a Broken School? Lead Fearlessly, Love Hard

1. It was November 1, 2002, my first day as a principal, but hardly my first day in the school district of Philadelphia.

2. In one outburst, Ashley had expressed what I felt and never quite able to articulate about my own experience when I attended a low-performing school in the same neighborhood, many, many, many years earlier.

3. So, I assembled a top-notch leadership team who believed in the possibility of all the children.

4. We decorated every bulletin board in that building with bright, colorful, and positive messages.

5. We got the lightbulbs replaced, and we cleaned every classroom to its core, recycling every, every textbook that was not needed, and discarded thousands of old materials and furniture. We used two dumpsters per day.

6. And, of course, of course, we tackled the big stuff, like rehauling the entire school budget so that we can reallocate funds to have more teachers and support staff.

7. We rebuilt the entire school day schedule from scratch to add a variety of start and end times, remediation, honors courses, extracurricular activities, and counseling, all during the school day.

8. And as we lead, we must never forget that every single one of our students is just a child, often scared by what the world tells them they should be, and no matter what the rest of the world tells them they should be, we should always provide them with hope, our undivided attention, unwavering belief in their potential, consistent expectations, and we must tell them often, if nobody told them they loved them today, remember we do, and we always will.

**Track 53**

Statement 1

The head of my school wants to invest in more digital technology. I hear what she’s saying, but in my opinion we have other needs that are more important.

Statement 2

Are you really saying that students should do all of their homework online? I’m afraid I can’t agree. What will happen to the students who don’t have internet access at home?

Statement 3

It’s a complex issue with no easy answers. Maybe we should take some time to think it over.

Statement 4

I know what you mean. George did a good job explaining the issue, especially since it isn’t black and white.

**Track 54**

Question 1

I see several key differences between my education and my parents’ education. The biggest difference is of course technology. These days, students need access to the internet in order to do the majority of their schoolwork. When my parents were at school, that wasn’t the case. Another difference relates to the subjects that are taught. When my parents were at school, they had a subject called home economics, which taught them how to cook and manage a household. We don’t study that subject anymore. The languages they learned were different too. They studied French, whereas today it is more common to study Spanish. Finally, in the past, teaching methods were different. Today classrooms are more interactive and students do more group projects than they used to.

Question 2

In my opinion, all school classrooms should have at least one computer – or possibly two, if it’s a big class. It goes without saying that the computer should have access to the internet. These days computers aren’t very useful unless they can go online. I think the computer should primarily be used for research. You know, so that students can look up extra information when they are doing projects, that kind of thing. I don’t think it’s necessary for all students to have a computer in school, and I think students should spend most of their time learning from the teacher or studying from traditional books. If there were only one computer it wouldn’t be very expensive to install or maintain, so I think the cost would definitely be worth it.

**Track 55**

1. I see your point, but there's more to it than that.

2. I agree to a certain extent, but I'm not completely convinced.

3. I hear what you're saying, but there are other options.

4. I agree to a degree, but that's not the whole story.

5. I hear where you're coming from, but I can't agree with you.

6. I know what you mean, but it's more complicated than that.