WHILE THEY WERE SLEEPING

by:
Emmanda C. Cruz

Every day, we follow a particular routine. As defined in the dictionary, routine is performed as part of a regular procedure rather than for a special reason. But then, I think that contradicts to what I discovered about the routines done in school like checking the atmosphere, attendance, assignment, and conducting a review or recall. Those routines were actually done for a purpose. As observed in class, students are raising their hands to get the chance to be heard, recognized, acknowledged, praised, and noticed. But you know what? Students sometimes become quiet, stay in one corner, or even sleep for the same reason: to call for attention.

Being a teacher for years made me see life and this world in mosaic. In the past, I thought I would only know the needs of my students if they would directly approach and communicate their thoughts and ideas. But as time goes by, I discovered that sense of feeling is not all about listening to what students share; it is more of having a sense of sensitivity to the atmosphere of the class. Even in the middle of silence and distance, a teacher should be able to hear, listen, and feel.

A student will not be acting strange or negatively without any particular reason. More so, he will not confine himself in one corner just like that. Consequently, a teacher should not let that observation pass or go out of hand. In fact, that is the best time to make the child realize that he is felt in spite of his silence. It is a day-to-day discovery and reflection. Indeed, many things can be learned while one is teaching.

To conclude, teachers have to be sensitive and open-minded of the possible situations and conditions their students are in. Thus, while they were asleep, let’s all take time to see and read their faces. Are they living in nightmares that they would rather
sleep where dreams are closer? Let them wake with your welcoming, gentle, and optimistic countenance.

Reference: