# **What You “Read” Exercise**

Encourage students to think broadly about everything they read. EVERYTHING. Text messages, social media posts, things on the web, newspapers, books, articles, recipes, stock reports, box scores, graphics on television, notes from friends, spouses or family, instructions, lists. Tell them that in most people’s lives, we read fast, and for information. Does this describe most of the reading they do? In what areas do they have to slow down?

As a second part of this exercise, share Paolo Freire’s quote about how education is getting people to “read the world.” If you look at “reading” as “comprehending” or “understanding,” as in, reading body language, or someone’s emotional state, in what ways do they “read” that have nothing to do with decoding words?