Rachael Heidorn

Human Relations Report Form

I was in a first grade classroom that has 16 students. There were six girls and 10 boys, all of Caucasian decent. I was there from 7:30ish to about 10ish everyday. I was there when the students were working on literature. There was no writing or phonics taught while I was there. There were times when they had to write but the focus was not correct sentence form. The students also did practice their handwriting in the mornings but I never taught that.

This experience taught me not only how to act around children but how I act around the teacher and substitute teachers. I found that making a strong relationship with the main teacher is crucial. She was the one I went to if I needed help or advice. If I hadn’t formed that relationship in the beginning, I might not have felt comfortable to approach her the way I did in the last three weeks. Acting around substitutes is very different. They like to walk in the room as if they are the main teacher. I experienced some attitude with two of the substitutes. Not towards me but towards each other. I needed to remember not to badmouth either one of them. I know it is easier to go along with whatever someone in authority says but I remained neutral with both the substitutes.

1. Since the entire class, and most of the school was Caucasian, I didn’t gain a whole lot of ethnic racial, or cultural understanding. The class even celebrates Christian holidays. The class seemed predominantly Christian or acceptable to Christianity.
2. There were some racial comments said by some people in the school, not about students, that I noticed and I immediately thought they sounded inappropriate. The people saying them didn’t mean to come off as politically incorrect but if they were talking about students, and the student heard, they would have been really offended. So hearing that conversation made me realize how aware I am of stereotypes and discrimination.
3. I created an environment where the students had the freedom to speak their minds. I encouraged any answer whether it was right or wrong. If they said a wrong answer than I asked more questions to get their minds to think in a different direction. Whenever a student did something right I complimented them, especially if they were a student that didn’t speak up very often. Whenever I did that, the student got this huge smile on their face. I could tell that they were proud of themselves and that was one of my goals, to make the students feel proud.
4. Every child I dealt with during this clinical was different. At the end, I knew exactly how to approach each and everyone. I knew that one boy loves it when I listen about his video games. One girl loves to talk about her baby sister. Knowing how to talk to all of them made teaching them easier. Building that relationship with them made them respect me that much more. Recognizing there differences exactly what they wanted me to do.