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Human Relations Report for East High School

The first classroom I observed in was a FAQs classroom consisting of freshmen, sophomores, juniors, and seniors. Students would perform labs on the days that I observed, which consisted of making different foods. Throughout the class period I would talk to students and asked them what they thought about the class. I would also assist them in their cooking if they needed any help or asked any questions. At the end of the class period, I would check their kitchen stations to make sure they were clean before the students were dismissed from class. The special education classroom I observed had a very different atmosphere. There were only six students in the class, yet they still consisted of freshmen through seniors. This was a math class that taught simple math computation. During these class periods, I sat in the middle of the room and watched to the students while listening to the lesson. When the lesson was over, I would talk with the students and help them with their homework. This classroom was very casual being that the students could freely talk without raising their hand. They also played a lot of games like UNO, Bingo, and Monopoly. I was able to lead them in many of these games.

Through this activity, I was able to enhance my ability to communicate with older students. In the FAQs classroom, I was able to talk in a casual manner with the students yet effectively provide them with the knowledge I had in cooking. I did find that it was harder to form a relationship with these students than the students in the special education classroom. This is because there were many more students in the FAQs classroom compared to the special education classroom. Because of this, I realized that a lot more effort has to be put out by a teacher with larger classes to connect with each individual student. Also I learned when communicating with

some of the special education students, I need to be very attentive to what they are saying and be clear with my responses. When the teacher or I did not listen to everything the students had to say, the student could get very upset.

- A. Students of different ethnic, racial, cultural, differently abled, and economic groups are able to contribute largely to the lessons taught and benefit their peers. Through the teaching of the lessons, students are able to make connections to their life. For example, in FAQS class, some of the students were able to compare the foods that were made in class to the ethnic foods that they made at their house. The connections that are made by minority students are world connections that not all students would be able to make.
- B. While being at East High School, there was a large amount of diversity compared to Bethany. When a person walks into East, students are not looked at for the color of their skin. Instead they are looked at as an individual and what their talents are. The teachers look at what each student can offer to the class and how to enhance their abilities. This also enhanced my abilities to look past stereotypes that are often put on minorities. I have never considered myself one to discriminate, but working with these teachers showed me how to look solely at the student. The more that I talked to the students, the more I realized that all of the students (no matter their race) wanted to talk about what was going on in their lives.
- C. The teachers that I observed did an excellent job in making sure that their classrooms were welcoming to everyone. They made a point to talk to each individual student, and because of this they knew personal information about them. This allowed them to form relationships with each of their students. If they heard anyone talking down to another student, they would quickly correct them and tell them why it was wrong. This type of environment is

one that I would like to carry over into my own classroom. I want my students to feel welcome and safe when they enter my classroom. In order to do this, I will have to make sure that I interact with each student and remember details about what they tell me. This will help my students to learn more effectively in the classroom.

- D. Through this experience I was able to appreciate diversity; whether it was racial, ethnic, or physical disabilities. I was given multiple opportunities to effectively communicate concepts and engage in casual conversations. All students should be given the same opportunities to learn and express themselves. Through this they will be able to contribute to the class and teach their peers things that the teacher would not be able to convey because of world experiences.