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Human Relations Report for Mount Olive

The kindergarteners at Mount Olive Lutheran School were very kind yet rambunctious at the same time. They enjoyed to constant movement, which is not surprising for this age group. Ms. Sehloff was very good at getting their attention and drawing them back into the lesson. After learning a new concept, they held a sense of pride and wanted to show you what they learned. The students were also very good at making connections from the new concepts to something that they have either heard before or something they experienced. In every lesson, there was repeated concepts to ensure that nothing was forgotten. This also gave the students who were struggling numerous chances to understand the concepts.

This age group required a lot more of my attention. The students need and crave one on one instruction. They are able to achieve when they work on their worksheets because the teacher is able to walk around and address an issues on an individual bases. Students are also still developing their learning styles, therefore the teacher needs to address many learning styles throughout the lesson. Because of this they will need concepts explained to them in numerous ways. I taught two units on the letters “S” and “I” with the concepts of twin consonants and consonant blends. This allowed me to discover new ways in which to teach concepts. I also had to think of many attention getters because their attention span is only so long. Through this I learned with teaching younger grades, a teacher’s lesson has to have an entertainment value to it. Otherwise, the students will find other things around the room to focus on and they will not learn any of the desired concepts. I also learned that a teacher needs continuously give positive encouragement to younger students. They can get very frustrated with themselves and need to know that someone is approving of their work.

A. These children have been given a lot and are able to utilize it in the classroom and their home life. Many children cannot depend on their families to help them with their school work. The children at Mount Olive have a lot of support from their teachers and home life. This alone is setting them up for success in their school life. A lot of their families are very well off so they can pay for other outside resources to support the students. This is important to keep in mind because other schools, especially inner city schools, are not as privileged as other schools.

B. It is very important that the teacher is able to see when their students are feeling bullied. With this particular class, if I witnessed any form of bullying it was if a student understood a concept very well, and one of their peers did not. The students liked to prove to their peers that they were smart and could do this work on their own. If a student did understand the concept, they would take over their peers work and complete their work for them. Other times the student would keep making remarks on how easy their work was. This would make the other students feel bad about themselves and not want to do their work anymore.

How I addressed this was through talking to the student that understood the concept. I would explain to them that their peers need to do their work on their own and figure out the new concept on their own. They would then try to explain that they wanted to help their peers learn as well. I expressed that I was glad that they wanted to help, but right now their peer needs to do their work on their own. If the student was making constant remarks about how easy their work was, I would congratulate them on that fact. Then I would explain to them that not everyone finds this to be easy and that they would appreciate a quiet classroom to finish their work.

C. A teacher must also create a positive environment where students efforts are applauded and recognized. There was one student in particular who the teacher was thinking that could have some sort of learning disabilities. While the students were working on their worksheets, I saw her with her head on the table looking utterly defeated. She was frustrated with her ability to write the letter “S.” I was able to lead her through the steps of writing the letter “S,” then reminded her that this was a hard letter to write and she should be proud of herself for how well she did. She then had a small smile on her face and was able to the rest of the worksheet with some assistance from me.

That being said, there was another student who needed to be constantly reminded to keep working. She was easily distracted and did not always want to do her worksheets. I could only help her in small amounts of time because sometimes my presence alone would distract her. Therefore I could not praise her like I did the others. Normally my praise would consist of compliments on their abilities to draw letters and form words. For her, she received praise for keeping herself on task and finishing her worksheets. From this I learned that each student needs a positive environment that allows students to keep themselves focused. At the same time, it needs to be able to meet their emotional needs.

Another reason to create a positive environment is because of an unstable home life. One of the students came from a home where her parents were divorced. She was very upset one day because she was going to be staying at her dad’s that night, which she did not want to do. When I finished reading the story for literacy time, she became upset and began to cry at the thought of having to go to her dad’s. These feelings made it very hard for her to continue with the rest of class. She expressed that she just wanted to go home

with her mom. The teacher needs to then help her focus back on her work so that she can learn the necessary concepts of the day and not fall behind.

D. The students in this classroom had similar backgrounds, coming from white Lutheran homes. These homes I have found are more privileged to have more wealth and support from their families. This can have a huge impact on the students' education. Ms. Sehloff can give the students books to read at home, knowing that their parents will help them read the book. Working in schools in which the families are better off financially can give both the students and the teacher a higher advantage that some students are not able to have.