

Abby Wegner

Dr. Pfeifer

EDUC 360

4 May 2016

Human Relations Report for Cleveland Public School

For this clinical, I taught fifth and sixth grade science at Cleveland Public School. The content being taught throughout the three weeks were weathering, erosion, and deposition. There were two thirty minute class periods composed of an even mix of fifth and sixth graders. The first class was quiet and responded well to direction. This allowed for more flexibility throughout the lesson. The second class was more rambunctious and it was difficult to gain their attention. Because of this, I had to have more attention getters and couldn't have as much flexibility.

This class taught me a lot about how my patience needs to grow with older students. It's hard for me to tolerate rudeness from a student because I know that they know better. When I'm working with younger students, I expect them to misbehave because they literally don't know better. Through this I learned that in fifth in sixth grade they are still learning self control and I should still expect misbehavior from them as well. Of course, it should still be corrected so that the students learn what acceptable behavior is.

A. Through this clinical I learned that students of all backgrounds are able to contribute to society. I've always felt that working in poverty schools is more worthwhile because there are so many struggling students and families that need help. Working with these students, I found that all students need to be helped and given attention. The students at Cleveland were very willing to learn and still needed in many aspects of their life past

academics. When all students are reached, they can all become more educated and effective members of society.

- B. Working in mostly poverty schools, I have always thought that rural schools were filled with privileged children. Because of this, I went into this clinical prejudging the students as being well off and privileged. This simply was not the case. There were quite a few students who were struggling in numerous ways. Whether it be economically, emotionally, or academically this class was filled with a variety of challenges. Therefore, I needed to be more accepting of them and willing to listen to them.
- C. In this clinical I noticed that a lot of the students liked to be, or appear, in control. This meant that a lot of the time they were trying to appear better than their peers. They would point out things others were doing and tell them why they shouldn't be doing it. This bothered me because it was bordering on bullying. When I intervened I told them to not worry what others were doing or telling them that if someone is doing something that they're not doing, it's not always wrong. I think that it is important to create an environment in which students are able to do what they want without being chastised for it.
- D. I learned through this clinical that people from rural communities have much to offer to society. Therefore they have the same right to a quality education as everyone else does. Children also should be not brought down emotionally or physically by their peers or teacher. If a child is made emotionally unstable by their classroom, that would make their academics suffer.