

# MAKING CHOICES FOR MULTICULTURAL EDUCATION

## HUMAN RELATIONS

### CHAPTER 3



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# HUMAN RELATIONS

- TO REDUCE PREJUDICE AND STEREOTYPES AMONG THE RACES, HELPING MEN AND WOMEN TO ELIMINATE THEIR GENDER HANG-UPS, AND HELPING ALL PEOPLE TO FEEL POSITIVE ABOUT THEMSELVES.



# GOALS

- SOCIETAL –PROMOTE FEELINGS OF UNITY.
- SCHOOL- PROMOTE POSITIVE FEELINGS AMONG STUDENTS, REDUCE STEREOTYPING, AS WELL AS PROMOTING SELF-CONCEPT.

# PRACTICES

- CURRICULUM- LESSONS ABOUT STEREOTYPING, EXPLORING INDIVIDUAL DIFFERENCES AND SIMILIARITIES.
- INSTRUCTION- COOPERATIVE LEARNING, USING REAL EXPERIENCES.

# CLASSROOM DÉCOR

- EXHIBIT EXAMPLES OF ACCOMPLISHMENTS OF STUDENTS.
- ENCOURAGE PARTICIPATION FROM ALL STUDENTS.



# PREJUDICE AND STEREOTYPING

- ALLPORTS COGNITIVE THEORY
- CONCRETE EXPERIENCES-PEOPLE CREATE CATEGORIES TO ORGANIZE SIMILAR SITUATIONS.
- LABELING AND THE EMOTIONAL CONSEQUENCE.

# DEVELOPMENT OF PREJUDICES

- IDENTITY IS ACQUIRED FROM ASSOCIATIONS WITH OTHER *LIKE PEOPLE* OF A PARTICULAR GROUP.
- ie. RACE
- RELIGION
- EXTRA CURRICULAR ACTIVITIES
- ECONOMIC STATUS
- GENDER
- PEER GROUPS

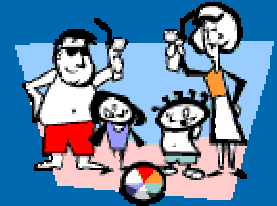
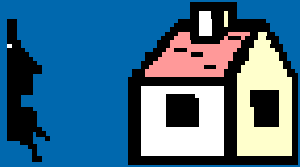
# CREATION OF SELF-CONCEPT

- FINDING *LIKE PEERS* ADDS TO THE FORMATION OF A POSITIVE IDENTITY.

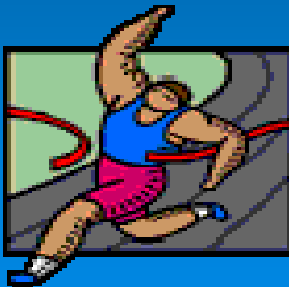




# COMMON DIMENSIONS OF SELF-CONCEPT(Beane and Lipka)



- AS A MEMBER OF A FAMILY
- AS A PEER
- AS A STUDENT
- AS A PERSON WITH ATTRIBUTES



# STRATEGIES FOR CLASSROOMS

- GENERAL PRINCIPLES
- ACCURATE INFORMATION
- GROUP PROCESS
- ROLE PLAYING
- COMMUNITY ACTION PROJECTS
- TEACHING SOCIAL SKILLS

