



**SAN DIEGO CITY SCHOOLS**

EDUCATION CENTER

4100 Normal Street

DATE September 8, 1980

MEMO TO Elementary and Secondary School Principals,  
Children's Centers and other members of the Management Team

FROM Y. Johnson *[Signature]*

SUBJECT RACE/HUMAN RELATIONS INSERVICE BOOKLET

On the following pages are proposed race/human relations inservice offerings for the 1980-81 school year. The Race/Human Relations Inservice booklet is in the process of being finalized, however, for planning purposes use the information included in this packet.

If there are any questions, contact the following:

- Yvonne Johnson - Director, Urban Affairs 293-8300
- Barbara Uhlir - Race/Human Relations Facilitator Team Leader 275-3922
- Facilitator assigned to your site. 275-3922

YJ:jgm

Attachment

SAN DIEGO CITY SCHOOLS  
COMMUNITY RELATIONS DIVISION  
RACE/HUMAN RELATIONS PROGRAM

REQUEST FOR WORKSHOP

DATE: \_\_\_\_\_  
(Today's)

To guarantee coverage, please submit to Race/Human Relations Office,  
Longfellow School B-1, at least one month prior to date of desired  
workshop.

GROUP/SITE: \_\_\_\_\_

WORKSHOP DESIRED: \_\_\_\_\_

DATE OF WORKSHOP: \_\_\_\_\_

ALTERNATE DATE: \_\_\_\_\_

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## ASSERTION TRAINING

Assertion training seeks to help individuals develop behavior that allows them to express their feelings honestly, to be open and direct, and to exercise personal rights without denying the rights of others and without experiencing undue anxiety or guilt. As a result of the socialization process, rigid racial and sexual stereotypes or roles are imposed upon people. This workshop examines these roles and discusses options for responding to them. Participants examine patterns of behavior described as passive, aggressive, and assertive. Various skills and techniques are presented to help participants bring about wanted changes in behavior, thoughts, feelings and beliefs.

### ASSERTION TRAINING - LEVEL II

Level II - Advanced assertion training provides the opportunity for participants to look at blocks in their development of more assertive behaviors. Participants will be involved in self-assessment activities, small group interactions, role play, practice sessions and feedback. The goal is for each individual to learn to communicate effective messages.

### AWARENESS: PREJUDICE, LABELING, STEREOTYPING

Through audiovisual aids, strategies and small group discussions, the range of overt and subtle prejudice, labeling and stereotyping in school/communities is explored. Discussions and activities are designed to help participants explore behaviorally the perceptions and misperceptions about people who are different because of race, age, sex, position or physical ability. Participants are joined by facilitators and other resource persons in a constructive climate for discussion, action and commitment to overcome the effects of these practices.

## COMMUNICATION STYLES OF TEACHERS

Teachers in this workshop establish knowledge of personal communication styles, exploring the effect of different communication styles on classroom climate, planning, curriculum, and evaluation of students. Each participant has the opportunity to explore how personal communication style can affect students, both positively and negatively, and learns to make adjustments if they are desired.

## COMPONENTS OF MULTICULTURAL EDUCATION

An essential goal of multicultural education is recognizing and honoring the value of cultural differences. A multicultural classroom provides experiences in which the strength of a multiethnic society is felt in an authentic way. Participants identify the components necessary for a successful multicultural program, including the following: 1) The importance of ethnic/cultural identity and self-awareness; 2) The relationship between ethnic background and self-concept; 3) The impact of the school/curriculum upon ethnic/cultural self-concept; and 4) Effective multicultural strategies for the classroom.

Ideally, participants will also be exposed through small-group discussion to the variety of cultural/ethnic values and experiences which exist within their group. See also Developing a Positive Self-Concept as a desired prerequisite.

## CROSS-CULTURE SIMULATION AND ROLE-PLAY

Participants experience role-play and its relationship to the discovery method of learning. They become more aware of simulation as a tool that aids in exploration of values, feeling, models of action, levels of awareness, alternate perspectives, and group behaviors. Bafá Bafá, Star Power and other simulation activities may be experienced and related to the participants' school sites. Participants share other personal role-play experiences that have been found effective, and develop some new themes and strategies that promote growth in race relations for themselves and their students.

## AWARENESS: PREJUDICE, LABELING, STEREOTYPING - LEVEL II

This workshop includes a conceptual review of Awareness: Prejudice, Labeling and Stereotyping and focuses on the attitudes, experiences and behaviors of people who are racially and ethnically different. Research data, articles and other information may be utilized by participants. A climate of acceptance and group norms will be developed.

### BASIC COMMUNICATION SKILLS

This workshop explores climate-setting, communication stoppers, defensive communication, and unique differences among various groups that exist on school campuses. Participants will explore the differences between behavior, impressions, and feeling as they apply to intergroup communication.

Suggested follow up: Who Me?

Intergroup Conflict Management

### BRIDGING DIFFERENCES - NEW GAMES AND CREATIVE PLAY

Having fun, sharing laughter, and being childlike are a common denominator in bridging differences in age, sex, race, and culture. The "New Games" concept promotes fair play and noncompetition and there are no winners and losers. Creative play is an extension of gaming that can be transferred to the classroom allowing children and adults to release energies and learn more about themselves. Each person will participate, experience, and create new games. This workshop is designed to train staff to conduct New Games at their site.

Note: Dress is casual; shorts or loose-fitting clothes and tennis shoes are suggested.

## ASSESSING THE SCHOOL CLIMATE

How do people feel about being at this school? What is the quality of relationships between people? How well do the school programs meet student needs? What could we change to make it better? If you are interested in examining what affects school climate and in developing procedures for improving your school site, this workshop will provide techniques for assessment and implementation. It is recommended that representatives from certificated and classified staff, students, administrators, and parents be involved in this process.

## CULTURE AND SELF ESTEEM

This inservice is designed to create an awareness, understanding and appreciation of the relationship between culture and self esteem.

The participants will look at how self concept and self esteem are drawn from that culture in which we hold membership. They will explore how children of the non-dominant cultures can be taught most effectively as it relates to their cultural influence.

The main activities consist of small group discussions which explore the dynamics of the various aspects of culture and their relationship to self esteem.

## DEVELOPING A POSITIVE SELF CONCEPT

The goals of this workshop are to become aware of: 1) areas where increased support is needed; 2) generally effective and ineffective techniques used; 3) new approaches and strategies designed to further increase effectiveness of techniques.

The participants of this inservice will be exposed to various techniques and strategies designed to promote in students the development of positive self concept. Participants will engage in small group discussions to explore methods by which curriculum, guidance, peer and teacher support may enhance the development of the students positive self concept.

## FROM DESEGREGATION TO INTEGRATION

What is desegregation? How can we tell whether a school is integrated? Why do students often resegregate themselves along racial lines within a desegregated school? In this workshop, participants identify specific behaviors which characterize desegregation, resegregation, and integration, and look at alternatives which reduce the occurrence of resegregation at a school site.

### DESEGREGATION TO INTEGRATION - LEVEL II

In this second session, participants will take a close look at resegregation at their own school site, assess needs and develop appropriate solution procedures. Staffs are encouraged to follow this sequence with curriculum implementation workshops such as: Student Team Learning and/or ME TO WE.

### DISCIPLINE IN TODAY'S CLASSROOM

This class focuses on discipline in the classroom. Several approaches and strategies are presented as methods to deal with discipline. Lee Canter's Assertive Discipline is used as a basis for the class as well as including a variety of other methods.

Emphasis is placed on both student and teachers rights, dealing assertively with student behavior and discipline as it relates to teaching in a multiethnic classroom.

### FROM RACISM TO PLURALISM

An intensive two-part workshop which examines institutionalized racism. Participants will begin at a personal level: how has institutionalized racism impacted their own lives, and then move to the implications of institutionalized racism for the schools and community. Participants will explore classroom behaviors that get in the way of integration and share successful strategies that promote integration. Participants will explore their roles as change agents and develop action plans (personal and group) which lead to the elimination of discriminatory practices.

The high risk nature of this workshop means that two group norms will operate: 1) everyone will have a chance to talk and be listened to; and 2) no one will be put down.

## INTRA/INTERGROUP CONFLICT MANAGEMENT

Conflict is a part of our daily reality. Learning appropriate strategies for managing conflict is a way of preventing crisis or open disruption. Various responses to conflict will be discussed. The group will identify major problem issues and learn skills for resolving these issues. Conflict management skills can be used within one's own group or between various groups. This workshop could be particularly helpful for school sites that have multiple state and/or federally funded programs. The strategies can also be taught to students.

### ME TO WE: ELEMENTARY

#### Orientation:

The Me to We Program consists of K-12 sequential developmental activities designed to contribute to positive intra/interpersonal relations. These activities are intended to meet certain program requirements of race/human relations, social studies, special education, career education, guidance, and multicultural education. Orientation to the Me to We Program familiarizes participants with the philosophy, organization, and activities of the program.

#### Implementation:

Implementation of the Me to We Program enables participants to explore strategies/skills needed to implement the program successfully. Topics covered include communication, behavior management, and infusion into existing curriculum.

### ME TO WE: SECONDARY

#### Orientation:

Me to We in the Secondary School is a continuation of those concepts developed for the K-6 program but aimed at the needs of the secondary student. Orientation of the program will familiarize participants with the philosophy, organization and activities of the program.

#### Implementation:

A follow up to the orientation workshop will give participants an opportunity to become familiar with strategies and skills needed to carry out the Me to We activities as they pertain to certain program requirements such as special education, race/human relations, career education, guidance, multicultural education, and oral communication.

ME TO WE: SECONDARY - continued

Strategies for infusing Me to We into the on-going secondary curriculum will be addressed.

MORAL REASONING IN RACE/HUMAN RELATIONS

A Discussion/Oral Communication Approach

This 6-8 hour workshop presents strategies, materials and theory for teaching moral reasoning with an emphasis on race/human relations. Increased moral thinking and problem solving skills are promoted through structured discussions of moral dilemmas which elicit student debate as to the "right" thing to do. Strategies and materials are available to be used on a K-12 basis.

MEANINGFUL INTEGRATION IN A DESEGREGATED SCHOOL

In this advanced-level workshop series, participants will discuss the requirements for reaching integration in the school setting. Research findings will be presented and discussed in three areas: realistic expectations of students, teacher and administrator behavior and curriculum in support of integrated education. In each area participants will consider new strategies and programs as they relate to needs at the school site.

Prerequisite: From Desegregation to Integration

RACE RELATIONS

An intensive workshop in which participants will explore attitudes, behaviors, experiences regarding people who are racially and ethnically "different." The goal of the workshop is to increase awareness of hidden racism and its effects upon individuals in the school setting and in the community. Class members examine positive and negative images projected in society and develop responses to "Black and Brown power," "White is right," and other expressions of various ethnic groups. Individuals will investigate bridging roles between school/communities as they relate to the San Diego Plan for Racial Integration.

Suggested prerequisite: Awareness: Prejudice, Labeling, Stereotyping

### SMALL GROUP FACILITATION SKILLS

Participants identify specific skills important to the success of small group discussion. Participants conduct simulated groups in a supportive climate and learn by critiquing others. Additionally, participants will explore the following areas: 1) The stages of group growth; 2) The dynamics of building trust in a group; 3) The benefits of group interaction; 4) Application to race relations, positive self-esteem, classroom climate; 5) Teaching versus facilitation; and 6) Resources and strategies currently available.

### STUDENT TEAM LEARNING

Student Team Learning utilizes the team concept to increase learning in the basic skills while building positive interstudent relations and improving the feelings of self esteem. One of the problems teachers first face when placing ethnically different students together is preventing resegregation. Student Team Learning offers teaching techniques and strategies designed to increase the comfort among students and prevent resegregation from occurring. The workshop will give an overview of the Student Team Learning concept and introduce teaching strategies which can be adapted to either the elementary or secondary curriculum and classroom structure.

### STRESS REDUCTION AND MANAGEMENT TECHNIQUES

Not all stress is distress; all stress is manageable. This workshop explores theories of stress and examines stress factors in people's lives. Models for self-monitoring and management are presented.

The workshop will deal with the stresses of teaching as they are reflected in the changes of the past several years and the effect on both teachers and students as well as means of dealing with this stress.

## TEACHING THE SOCIOECONOMICALLY DIFFERENT STUDENT

It has long been established that most teachers have a middle class value system. This workshop explores ways of reaching students who do not hold the same values due to different socioeconomic backgrounds. It deals predominantly with students from lower economic backgrounds, but it also addresses itself to high-income groups. Discussion and strategies enable teachers to understand some of these differences and therefore reach all children more effectively.

### TEAM BUILDING

Team building can help to create a more cohesive, trustful, productive group by improving communication and increasing respect for individual and/or group roles and functions. Participants can choose to focus on team building within their own group or with other groups. Level I will develop an understanding of group roles, trust levels, group decision making and leadership.

Level II will build on the concepts from Level I and apply them to a particular group situation. It is important for all members of a working team to attend and build together.

### WHO, ME? ... RACISM IN THE ENGLISH LANGUAGE

Among adults as well as students, behavior and speech patterns may frequently be interpreted as "inflammatory" or "demeaning" or "racist" by members of other ethnic groups. In this workshop we will examine racism in the English language and "check out" differential interpretations of body language. We'll list and explore the words and phrases which trigger confrontations and consider the changes necessary for improved interracial communication.

What Did I Say?

What Did I Do?

## RACE RELATIONS SUPPORT NETWORK

The purpose of this workshop is to allow an interchange of ideas and experiences among participants from different sites. Emphasis is placed on sharing strengths of the race/human relations programs with which they are involved and possible applications for other sites. Discussion also considers common problem areas; attempts are made to devise appropriate solutions.

## DEVELOPING POSITIVE RACIAL ATTITUDES

This workshop will address itself to ten specific approaches the teachers can implement in the classroom that develop positive racial attitudes. It is recognized that a healthy racial/cultural identity plus skills to combat racism are essential to all children's self esteem. This inservice will help to foster growth in this direction by providing adults with the training to not only respond to children's concerns, but also initiate activities and discussions.

## INCREASE YOUR A. D. A.

What can be done about high absenteeism? Are the problems related to academics, race relations, lack of motivation, etc., etc?

Participants will explore some positive approaches and strategies for motivation of self and others.

## TEACHING TOWARD A PLURALISTIC CLASSROOM

Our society reflects a multiplicity of values. This workshop will explore ways for teachers to assist students representing varying values to achieve their maximum potential. Strategies, techniques and sharing of ideas will provide teachers with concrete suggestions to permit the student to develop as an individual and as a member of a group in a pluralistic classroom.

RACISM IN THE NEWS

Media Sensationalism - or a Real Concern?

Participants in this workshop will explore race relations issues in the media and discuss topics such as:

What are some local race relations issues?

What are some global race relations issues?

How do these issues affect our District's Voluntary  
Integration Plan?

What is the role of current events in a school/site  
race relations program?

How can we deal effectively with these issues in the  
classroom - in the community?

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