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ABSTRACT

The difficulties of social complexity in discipline in large urban schools and other multiethnic schools may be treated as a resource for curriculum. This paper describes social communications curricula, strategies for their development, their usefulness particularly in large multiethnic urban schools, and a list of resources. The first of three parts discusses the rationale for social communications curricula, arguing that there can be such differences in cognitive ordering of shared experiences and differing expectations for and perceptions of behavior that social communications instruction can help students to cross cultural boundaries to deal with others who think differently from themselves and to help students benefit from school. The second part includes an abstract of some skills that may be developed within urban and multiethnic public schools including content and knowledge learning experiences, understandings derived through combinations of content learning and simulation experiences, and skills learned by students through group simulation and group process activities. The third part is a 59-item annotated bibliography concerning the development of social communications curricula at grade levels kindergarten through grade 12 under the following 4 headings: (1) multicultural curricula and other curricula; (2) resources that may be adapted to appropriate grade levels or adapted from other fields for use in public schools; (3) activities or literature that may be adapted for instructional activities; and (4) theoretical information that may be important in developing various ideas contained within the curricula. Contains 25 references. (JB)

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The Development of Social Communications Curricula: A Proposal and a Resource Compendium

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The difficulties of social complexity in discipline in large urban schools and other multiethnic schools may be treated as a resource for curriculum development. The thesis of the present paper is that there are certain instructional resources amid these social problems which can benefit teaching and learning. In this sense, curriculum and community problems go hand in hand (Doll, 1992). The following paper is in three parts: the first includes a rationale for a social communications curriculum. The second part includes an abstract of some skills which may be developed within urban and multiethnic public schools. The third part is a resource compendium for the development of social communications curricula at grade levels, K-12.

Introduction:

The difficulties of dealing with discipline in urban schools and other socially complex schools are well-known. Among children coming to school are represented families with vastly different background experiences, values and behavioral expectations. As children converge on schools the many different kinds of values and cultural behavioral patterns and ways of thinking come to school. It is tempting to suggest that the problems of the society are acted out when the children come to school (Strodl, 1988, 1989).

RATIONALE

Language, perception and experiences are the basis upon which we organize learning processes. Differences in cognitive ordering of shared experiences is the basis for discord underlying many urban school behaviors. Accordingly there is high potential for conflict in urban schools because everyone has differing expectations for and perceptions of behavior.

One cannot assume that everyone thinks alike. There cannot be one single standard "cultural literacy" which is based upon the way the majority culture thinks. The multiethnic curriculum must assume that children think differently, choosing differing routes to get to the same place. No curriculum can assume that there is one expressed literacy for one culture. "Cultural Literacy,"

as developed by Hirsch (1988), assumes one monochromatic tapestry of knowledge limited to the logic and knowledge of middle America.

There is no "cultural literacy" unless we can deal with the multi-dimensionality of many cultures, many peoples and many ways of thinking. Learning is not extrinsic, it is intrinsic to the human personality and the inner drives which organize thinking and perception. These inner drives are closely connected to culture, language, ethnic background and experience. Children cannot learn anything unless schools come to terms with spirit of the person; the psychological and cultural drives the child brings from home to school. There can be no successful school program without accounting for the rap and ragtime rhythm that beats in the mind of the learner. Schools cannot fix all the problems of the civilization, but we need to face the psychological and cultural patterns of social relationships. We need to help students cross cultural boundaries, to deal with others who think differently from themselves and to help students benefit from school. (Lefton, 1991; Maslow, 1950).

Potential for Cultural Conflict

When people experience shared events according to differing perceptual frameworks there is potential for conflict. Conflict is in the "psychological realm of perceptual divergence of interest" and profound differ-

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ences in cultural group values, purposes and experiences. Conflict deals with cross-purposes, and differing perceptions and motivations. Cultural conflict involves pressures of opposing groups, perceptions of divergent interests, absence of alternatives and relationships with other ethnic people nearby. (Pruitt and Rubin, 1986, pp. 4-7)

Social controls place limitations on the range of individual behaviors within a culture. The person's own needs, such as the need for approval from others, provides the cognitive conditions under which we conform to external demands. People respond only to those external forces which they perceive within a culturally-determined cognitive framework. The persons' cultural conditioning causes repression of dissimilar environmental stimuli. These fundamental psychological controls are derived from cultural or ethnic group membership. (Lewin, 1936).

Language, perception and experience closely connect. New events are defined by previous events, including ethnic and cultural experiences. Information is withdrawn from the stimulation of the moment and interpreted and categorized in terms of familiarity and known experiences; particularly cultural background. People perceive experiences in the way they expect to perceive them, fitting them together with known sets of information. Events are perceived and understood in terms of cultural symbols, values, norms, and roles (Hollander, 1970, p. 127-131).

Cultural Perceptions

Given differing arrangements for perceptions and cognitive processing the school climate is the basis for potential conflict when people deal with common events in differing terms.

The climate of the school is the organizational equivalent of personality. Schools have personalities which control the flow of human activity and the predictability of human interaction. If we walk into a school building we immediately have a feeling about it. The school is a happy place, or a serious place. The school has a lot of art work up on the walls, it is a place where students do a lot of expressive work. It is a place where there are nurturing relationships among teachers and students. Whatever we might say about individual personalities, we can say much the same thing about schools. (Strodl, 1980, 1988; Halpin, 1966; Stern, 1971).

School climate is usually discussed in terms of teachers and administrators as the source, but community contributions come from the children. As every teacher knows, when a new child comes into the classroom, the class changes slightly to accommodate differences in the social environment. Strodl (1988) has shown that children from different ethnic backgrounds have differing natures and psychological drives concerning their experiences in school. It might even be said that given multiethnic school environments, children from different ethnic backgrounds have differing

processing techniques for dealing with tasks involved in dealing with these environments.

Some groups of students may feel less affinity for the school environment and will involve themselves differently in it. For example, minority students in a school with non-minority teachers may express other attitudes about school than if the school had numerous minority teachers. The students will feel differently about school if they are members of a large identifiable group vs. a member of a small minority group within the school. Group identity is a part of the life for youth, more so than for adults. The size of the group, the self-concept of the cultural group members affects the degree of participation and the quality of interaction with members of other groups.

Social acceptances and disapprovals point to the ruthless nature of social relationships. Inclusion or exclusion may be on personal, or ethnic grounds. Group identity begins with ready-made cultural endowments shared with a group determined by birth, language, religion, family, custom and identifiable cultural symbols. These identifiable symbols are attached to prior experiences, making the person feel comfortable with others that are trusted with awareness of a bond of commonality (Stone and Church, 1968, pp. 383-4, 437; Glazer and Moynihan, 1975, pp. 31-33).

When given choices in informal situations students associate together within according to various experiential, community, ethnic and cultural arrangements. They tackle school work while relating to associates with whom they identify. Awareness of skin color, and physical kinship has always been a strong unifying force. Each child brings his own nature as an individual to school, while society assumes that he or she is an empty slate ready for writing down the code for the ideal man. As in Hirsch (1988) "cultural literacy," society would like to imprint its middle American ideal image on the minority child. As a consequence of this many children are moulded into the social ideals of the majority culture, but many become alienated from the benefits of schooling. (Coleman, 1965, p. 22; Bowker, 1970, pp. 4-17).

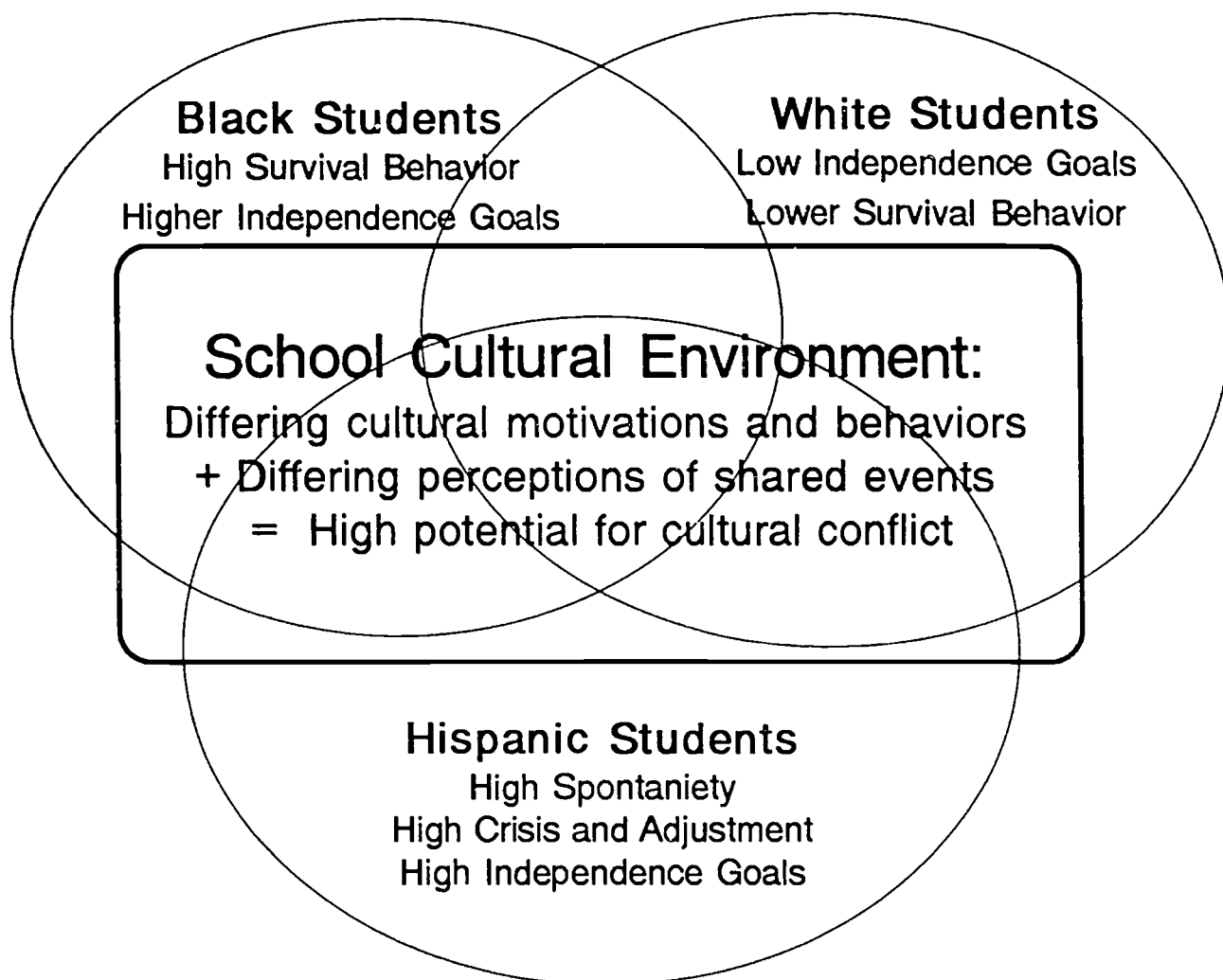
Cultural Differences in Approaches to Schooling

Perceptions are dependent upon the cognitive filters of language and culture. These are instruments for processing and understanding behavior for their cultural subgroup. The concrete universe is spontaneously perceived supported by the cultural habits of the group. Even though events are shared simultaneously with other groups, the ethnic customs of a language or cultural group predispose definite choices for interpretation of perceptions. (Sapir, 1949, pp. 75-93)

Language and culture execute this synthetic chopping up of the boundless stream of reality in a unique cultural system. Upbringing underlies school experiences. Cultural behaviors are socially learned and transmitted social inter-action forms. (Levi-Strauss,

fig. 1:

Socio-psychological Environments of Multicultural Schools



1962, pp. 14, 21, 66-67).

Table 1 on the following page summarizes discriminant functions of the various ethnic and cultural groups investigated by Strodl (1988). Figure 1, on this page, above, illustrates the disparities in school experiences as indicated by students in this study. These four functions successfully predicted cultural group membership 61.4 percent of the time. Function 1 describes the behavioral goal of independence. Function 2 describes the behavioral goal of adolescent crisis and adjustment. Function 3 describes the behavioral goal of Spontaneity. Function 4 describes the behavioral goal of survival behavior. Briefly summarized, these functions indicate the following potential sources for conflict.

Hispanic students anticipate to the future as independent adults, but white and oriental students de-

emphasize this. Black students are not nearly as crisis-oriented as Hispanic students. Oriental students are much less spontaneous than White students. Oriental students are much more practical than White students. It must be accepted as a ine fundamental difficulty of urban schools that the motivational characteristics of ethnic students is psychologically and culturally different. (Strodl, 1988, 1989).

Urban Schools have always been staging grounds for the social problems of communities. Classroom stresses might be dealt with as a positive issue. Changing around the classroom so it is a social communications development space will invite growth toward the goal of making multicultural interaction positive. In this way the adept teacher may bring together people with significant differences, motivating and involving students in the learning process.

If potential for cultural conflict is an underlying aspect of urban schools, then all aspects of school relationships should be adjusted. Those human and cultural differences which divide students may be crystallized into curriculum content. What is proposed here is a deeper approach for involving students together in discovering deeper human relationships across cultural boundaries. We propose that this can be done by providing effective social communication strategies and skills.

The Social Communications Curriculum involves active instructional strategies of debate, role play and group simulation activities. Based upon literature from human relations, assertiveness training, negotiations, cross-cultural communications, leadership, and organizational behavior the Social Communications Curriculum can instill communication strategies for cooperative life and learning.

A PROPOSAL FOR SOCIAL COMMUNICATIONS CURRICULA

The first undertaking of the social curriculum must be the student in the next desk. These are urgent issues of social and emotional importance. The blood, sweat and tears of human relationships is the basis of active social studies and communications curriculum. Writing and mathematics will flow more successfully because students are motivated by overcoming cultural boundaries with peers nearby. It is through a culturally-sensitive curriculum, oriented toward human relationships, that students can be approached and motivated. This social communications curriculum would include: issues of cultural cooperation, strategies of conflict management, constructs for information flow and feedback, participation in the communication process, respect for the ideas of others, physical appearance, nonverbal communication strategies, body language, eye contact, touching behavior, the use of physical space in communications, and paralanguage or the vocal elements that accompany verbal messages.

(Borisoff and Victor, 1989; Pruitt & Rubin, 1986)

Some skills may be developed within a social communications curriculum may include the following skills as initial topics. Other activities and broader approaches to a social communications curriculum are recommended, or may be developed from resources identified in the resource compendium in the following section of this paper.

Content and Knowledge Learning Experiences

- acknowledgement of another person's viewpoint
- appropriate facial expressions
- connotative meaning of words
- context issues in cross-cultural communication
- cultural differences in conceptions of time
- cultural differences in roles children, teenagers, parents and teachers
- descriptive vs. evaluative language
- differences in language and concepts of context
- eye contact and what it means to different cultures
- semantics and word choices
- social organization: social definitions of reality

Understandings derived through combinations of content learning and simulation experiences

- ascribing equal status to friends and peers
- ascribing blame
- attribution of belief
- chaos and incongruity in cross-cultural situations
- control and competition vs. collaboration
- cultural differences in thought processing
- denial of responsibility
- differences in behavior in school and at home
- differences in conceptions of authority
- effect of bad language on behavior of others
- empathy for people of other cultures

Table 1:
Canonical Discriminant Functions Evaluated at Group Means

Group	(N)	Function 1	Function 2	Function 3	Function 4
Black	(188)	0.331	-0.800	0.149	0.104
White	(196)	-1.019	0.152	0.093	-0.068
Hispanic	(173)	0.690	0.676	0.241	0.090
Oriental	(18*)	-0.127	0.220	-2.266	1.673
Other	(39*)	0.520	-0.009	-1.210	-1.331
Eigenvalue		0.521	0.336	0.272	0.203
Variance		39.12	25.12	20.38	15.26
Correlation		0.585	0.503	0.46	0.411

* Too few cases to be non-singular.

ethnocentrism and authoritarianism
gender issues across cultures
hostile remarks
interrupting behavior
judging others by asserting one's own values
non-verbal communication,
observing how others communicate feelings
offensive symbols and emblems
personal attacks and reprisals
sarcastic remarks
sensitivity training for cultural differences.
slang and meanings to different people
stereotyping of other people
syntactic selections: jokes, threats, sarcasm
touching behavior
use of space and communicating friendship

Skills learned by students through group simulation and group process activities:

articulating more than one point of view
assertiveness skills
assessing what friends and peers want
assessment of social problems
avoiding and changing topics
avoiding negative criticism
avoiding stereotyping
conflict handling behavior
confronting issues as necessary
creativity and solving cultural conflict issues
debating skills in presenting a point of view
decision-making in peer relationships
determine appropriate behavior for the situation
establishing credibility
establishing trust in relationships with friends
examining one's feelings toward the other person
expression of divergent viewpoints
feedback
friendship formation and maintenance
generating viable solutions
integrating problems solving proposals
keep channels of communication open
listening to other people
making friends
mediation and arbitration
observing culture in other people
paralanguage: the use of voice
paraphrasing what someone has said
peer problem solving skills
personal negotiations
problem solving procedures
revising behavior as social understanding increases
seek continual feedback
sensitive spontaneity in behavior with peers
showing willingness to modify communication behavior
sticking with immediate issues

support an atmosphere that supports interaction
supporting communicative environments
the words and feelings of an apology
understanding anothers' perspective
verbal constructs for feedback
watching your language

Instruction for Successful Communications
Culturally diverse students need to know what it is they must adapt to. A written curriculum is not enough. Curriculum must exchange knowledge issues within the action of simulating communication activities and the energy of people who are learning to get along. These activities must be meaningfully expanded to permit students to relate to one another day by day in school.

The job of the teacher is to help students adapt to changing requirements in a complex society—to set up a basis for and understanding of general differences among students from various cultural groups. Applying social communication curriculum to the real activities of getting along with peers makes language and social studies curricula compelling.

Teachers become increasingly effective as they empower students as learners and followers. As students are empowered they are more self-confident, and more understanding of cultural and ethnic social relationships. Signs of strain in the classroom then become a part of the elements of the human relations skill building activities.

All day teachers are involved in social interchanges. The intensity of teaching is to lead students to adapt to the social dynamics of the school. As a critical link in the relationships of public education, teachers can provide the common denominator that transcends cultural attitudes and differences. When we organize instruction we show students how to resolve human issues and how to get along with peers who are unlike themselves.

Resource Compendium for Social Communications Curricula

Resources listed within the following compendium include references under four kinds of headings: (A) multicultural curricula and other curricula; (B) resources which may be adapted to appropriate grade levels, or adapted from other fields for use in public schools; (C) activities or literature which may be adapted for instructional activities; and (D) theoretical information which may be important in developing various ideas contained within the curricula. Information in the following descriptions was mostly obtained through computer searches of bibliographic references, as well as direct review of materials cited.

A. Multicultural Curricula: Primary Resources

Angry, R. (1990). Enhancing ethnic relations through teaching multicultural education in the secondary schools. Doctoral dissertation, Ed.D. Practicum, Nova University. (ERIC Document Reproduction Service No. ED 329 459). A social communications skills resource for middle and junior high school curriculum development. Skills developed through these activities were communications skills to enable students to work in collaborative learning groups without feelings of inferiority or superiority.

Banks, J. A. (1987). Teaching strategies for ethnic studies (4th ed.), Boston: Allyn and Bacon, Inc. A thorough informational resource for curriculum developers. Extensive information is included on multiethnic curriculum development and the major contributors to the ethnic composition of the United States. Banks also indicates how these groups contribute toward the overall environment of individual schools.

Buckland, F.; and others. (1983). Curriculum units on nonsexist teaching. Boulder: Colorado Univ: Women's Study Program. (ERIC Document Reproduction Service No. ED 248 806). Issues of gender communication should be included within the context of social and cultural communications. Includes more than 35 nonsexist curriculum units for students (preschool to post secondary). All units can be adapted to fit needs of teachers in other grades. Instructional data is included for female mythologies, feminism, historical and contemporary relationships between men and women in Asian countries, life choices for women, Navajo women's culture, nonsexist childrearing methods, nonsexist fairy tale presentations, nonsexist mathematical problems, nontraditional careers, nonverbal behavior, sex role stereotyping and social bias, sexism in schools and alternative futures for women, sexual equality in literature, social development of boys and girls, teaching preschoolers about equity, track and field day experiences, understanding math anxiety, understanding nonsexist language and sex roles, women and the military, women in history, women in World War II, women world leaders, women's lives in ancient and modern Greece.

Butts, R.F. (1988). The morality of democratic citizenship: Goals for civic education in the republic's third century. Center for Civic Education, Calabasas, CA. (ERIC Document Reproduction Service No. ED 341 593). Advances instructional content for citizenship, constitutional principles, conceptions of citizenship. Develops 12 values: authority, diversity, due process, equality, freedom, human rights, justice, participation, patriotism, privacy, property and truth.

Clair, M.H.J.; and others. (1980). Strand III: Social

conflicts. Multicultural education, Grades 4-6. Pomona Unified School District. (ERIC Document Reproduction Service No. ED 212 729). Multicultural curriculum guide for grades 4-6 includes instructional materials for teaching about conflict management techniques, discrimination and segregation, prejudice, and problem solving. Sample teacher directed activities and individual student activities. Appendices include glossary, bibliography, etymological commentaries on concepts of prejudice, discrimination and segregation, and strategies for dealing with confrontation.

Condianni, A. V., Comp.; and others. (1983). Multicultural education: Content, materials, strategies and behaviors. A series of seminars for school districts in the metropolitan St. Louis Area. (ERIC Document Reproduction Service No. ED 234 106). 394 pages contribute information on issues of teacher behaviors, multicultural classroom materials, staff training. Teacher behavior needs to be discussed as a part of the social communications curriculum since much of the "hidden" curriculum occurs not just through what is said and done, but through non-verbal behaviors and attitudes on the part of teachers.

Hammond, D.R.; Garcia, J (1985). Reducing prejudice in the classroom. How to do it in the social studies classroom, series 4, number 2. Washington, DC: National Council for the Social Studies. (ERIC Document Reproduction Service No. ED 258 881). Resources to help K-12 social studies teachers answer the question of prejudice in the classroom. Discusses effective strategies for dealing with prejudice. Lessons are presented about stereotypical assertions and behaviors directed toward Native Americans, Mexican Americans, explores religious discrimination, elderly, women in non-traditional roles and annotates a listing of teacher resources.

Kalantzis, M; Cope, B. (1986). Pluralism and equitability: Multicultural curriculum strategies for schools NACCME Commissioned research paper No. 3. National Advisory and Coordinating Committee on Multicultural Education, Woden (Australia). (ERIC Document Reproduction Service No. ED 300 171). Suggests a core curriculum that prepares students for general cognitive, conceptual and linguistic skills promoting understanding of self, family and society.

Kitao, K. (1986). Intercultural communication bibliography. (ERIC Document Reproduction Service No. ED 273 125). Reference materials listing 131 citations, primary source materials of interest to Japanese teachers of English. Fourteen categories include general studies and area studies, bilingual education, cross cultural studies, cross cultural training, culture in language teaching, general theory, intercultural research, international communication, interpersonal communi-

cation, mass communications multicultural education, nonverbal communication, teaching culture, and teaching ESL, and other communications. The point of view in this resource is directed toward Japanese perspectives and culture.

Lewis, C.H. (1990). Developing an inclusive curriculum: A curriculum guide for multicultural education. (ERIC Document Reproduction Service No. ED 326 089). Bibliography lists resources and provides a conceptual framework for developing curricula for multicultural material across all aspects of the curriculum. Resources for multicultural teaching content are presented for anthropology, art, business, economics, composition, global education, history, humanities, language, rhetoric and communication, literature, mathematics, music, political science, psychology, religion, science, sociology and women's studies. Resources are arranged by cultural groups including African-American, Anglo-European, Asian-American, Chicano/Latino, and Native American and by concepts such as class, cultural privilege, ethnicity, power, sex/gender. Some resources have descriptions.

Manitoba Dept. of Education (1989). An inventory of human rights teaching materials - Repertoire du materiel pedagogique relatif aux droits de la personne. Manitoba Dept. of Education, Winnipeg.; Manitoba Human Rights Commission, Winnipeg. (ERIC Document Reproduction Service No. ED 320 841). This bilingual document provides an inventory to discover resources for teaching human rights in the classroom. Includes filmstrips, guides, reference books, multimedia kits, supplementary curriculum materials, tapes, teaching units, video cassettes, and other bibliographies. Topics include human rights, prejudice and discrimination (sex/gender, race and general), and ascribing stereotyped behavior to various group members.

New York City Board of Education (1992). Promoting harmony: A compilation of sample lessons, grades K-12. (ERIC Document Reproduction Service No. ED 342 758). Contains a series of procedures for teachers to use during Kid's Week (Feb. 17-21st, 1992). The assortment includes strategies for early childhood, elementary, middle school and high school grades. Lesson plans are provided for topics on discrimination and reducing prejudice, looking beyond labels, socialization skills, and understanding cultures of other people.

New York City Board of Education (1990). Children of the rainbow: Implementing a multicultural kindergarten curriculum. New York: Board of Education of the City of New York. A exhaustive curriculum guide for teaching Kindergarten children about cultural and ethnic relationships. A practical guide, it is loaded with lesson plans and instructional

activities. This manual includes activities for use throughout the school year, assessment strategies, pictures, second language activities, songs, and whole language activities. The curriculum suggests a thematic approach integrating multicultural instruction in most major areas of the Kindergarten curriculum. Clearly this resource would provide information for other grade levels as well as Kindergarten. Other grade level guides are planned for publication by the New York City Board of Education. The first grade curriculum was out of print at the time of arranging this compendium. The first grade curriculum has several pages of material which has been controversial among some of the community school boards of New York City.

Norton, D.E. (1990). Teaching multicultural literature in the reading curriculum. Reading Teacher; 44, 28-40, Sept. Presents teaching recommendations to study literature of Native American cultural groups as they may be used with Afro-American and Hispanic cultural groups. The value of this approach is that the children will learn about cultural differences among people they most likely will not have contact with and may transfer information on culture, ethnicity, discrimination and prejudice to their own situation.

Sims, K.M. (1980). Agaliha. Indian self-esteem curriculum activity book. Seattle WA: Educational Service District 121. (ERIC Document Reproduction Service No. ED 239 832). Agalia is a Cherokee word meaning "light of the sun shining on everything," constructed to provide instructional activities to encourage Indian children (K-8) to appreciate their Indian cultural heritage. 23 activity sections illustrated with drawings, objectives, tools, procedures, suggestions and goals. Activities build self-esteem and pride in heritage. Activities emphasize awareness of Indian history, harmony with nature, the importance of personal interests, individual values, respect for other people's opinions and individuality, the uniqueness of each individual, unity and differences among Native peoples. Has particular value for teaching students about many cultures and that other peoples deal with issues of prejudice and discrimination as well as themselves. In particular, Indian cultures have value in teaching children to appreciate the power of nature and multitudinous aspects of the natural sciences.

Smith, G.R. (1979). Cultural sight and insight: Dealing with diverse viewpoints and values. GPE Humanities Series. New York: Global Perspectives in Education, Inc. (ERIC Document Reproduction Service No. ED 237 429). Grade 6-12 instructional activities including global perspectives and ready-to-use activities dealing with the concept of cultural differences. Sensitizes students to many perspectives of culture and ethnicity. Includes instructional information including an analysis of a Grimm fairy tale used to

study sex role stereotypes, case studies are discussed, how and why people are labeled, misconceptions of others, the multicultural world, perceptions, photographs are judged, readings analyzed, subconscious cultural influences in daily lives, and lessons for understanding the students' own culture from the perspective of other peoples.

Solomon, I.D. (1988). Strategies for Implementing a Pluralistic Curriculum in the Social Studies. Social Studies; 79, n. 6, pp. 256-59; Nov-Dec, 1988. Investigates the concept of cultural pluralism and methods for implementing concept in social studies curricula. Includes cultural biases, identifying biases and remedies for instructional settings.

Yao, E.L. (1984). The infusion of multicultural teaching in the classroom. Action in Teacher Education; v6, n. 3, pp. 43-48, Fall 1984. Suggests procedures for infusing ethnic expansion of existing curricula, including numerals, abacus, calendars, money exchange successfully implemented into a mathematics unit. Using this procedure curriculum is expanded without major changes in existing curricula. This procedure may be valuable as a first step in developing more extensive multiethnic curriculum endeavors. Or, this procedure may be helpful in communities where media attention and prejudice are particularly sensitive issues, or may be likely to unravel the work of curriculum developers.

B. Adaptable Curriculum Resources

AboutFace (1992). We all have different faces [Packet]. AboutFace, 99 Crowns Lane, 3rd fl., Toronto, Ontario, M5R 3P4 Canada. (ERIC Document Reproduction Service No. ED 344 386). Provides instructional materials for teaching compassion for facial disfigurement for K-3 students. For grade 4 there is a videotape featuring young people who have facial disfigurement discussing experiences and feelings. Includes group discussions, creative activities, self esteem reinforcement techniques and resources for helping children. Similar techniques may be developed using pictures of children from many ethnic groups and cultures, including gender differences, life styles, clothing styles, etc.

Bergin, J.J. (1989). Building group cohesiveness through cooperation activities. Preventive and developmental counseling. Ada, OK: East Central U., School of Education & Psychology. Describes a unit of activities to help students build cohesive peer groups. Activities focus on cooperation and communication skills, including social attending behaviors. Instructional activities promote group process and development of rapport for group discussion and problem solving.

Broome, B. J., (1991). Building shared meaning: Implications of a relational approach to empathy for teaching intercultural communication. Communication Education. Vol. 40(3), pp. 235-249; July 1991. Includes background information for developing instructional materials for teaching students compassion and empathy. Relational empathy is advocated for intercultural encounters, emphasizing productive approaches to understanding, including de-emphasis of similarity, concentrating instead on the development of a "third culture" between communicators, providing a basis for building shared meaning and relationships among students.

Cartledge, G.; Kleefeld, J. (1989). Teaching social communication skills to elementary school students with handicaps. Teaching Exceptional Children, 22(1) 14-17 Fall 1989. Teaching strategies are described for teaching social communication skills to 8 to 10 year old students. Included are instructional prototypes for determining which behaviors need to be taught, assessment of skills, transferring skills. A checklist is included.

Christensen, C.P. (1989). Cross-cultural awareness development: A conceptual model. Counselor Education and Supervision, 28, 270-89, June, 1989. Recommends a five stage model for majority and minority groups members to go through in developing cross-cultural awareness. The five stages are unawareness, beginning awareness, conscious awareness, consolidated awareness, and transcendent awareness. These five stages have potential for a curriculum pattern based upon Kohlberg's child development concept of an expanding world of moral and social awareness.

Educational Management and Evaluation Consultants, Inc., (1978). Peer support training workshop notebook. Workshop given at Rutgers University Continuing Education Center, Feb. 3-5 and Feb 12-14, 1978. Sponsored by NJ State Dept. of Ed., Trenton, Office of Equal Ed. Opportunity. 213 p. (ERIC Document Reproduction Service No. ED 213 364). Peer support training workshop advanced skills for peer leadership groups as a means of dealing with the student problems connected with school desegregation. The notebook included: communications, decision making, giving and receiving feedback and group process, materials for use in workshops and group activities, sharing and trust, meaning and purpose of peer support, and problem solving and action planning, workshop activities.

Fleisher, S.J.; Berkovitz, I.H.; Briones, L.; Lovetro, K.; et. al. (1987). Antisocial behavior, school performance, and reaction to loss: The value of group counseling and communication skills training. Adolescent Psychiatry; Vol. 14, pp. 546-555. Counseling program information may be adapted to provide in-

structional content for a social communications curriculum. Communication skills, and skills for discriminating between assertive and aggressive behaviors are included.

Fogg, R.W. (1985). Dealing with conflict: A repertoire of creative, peaceful approaches. Journal of Conflict Resolution, Vol. 29, no. 2, June, pp. 330-358. Intended for professional use of negotiators and organizational administrators, this material may be adapted and translated into the language and actions of young people to offer children and adolescents a wider range of successful behaviors in dealing with difficulties with peers. Included in the article are numerous strategies for improving relationships including acceptance of new purposes, agreement on procedures, agreement to violate an agreement, avoidance of tactics, cake-splitting method, changing the situation, common means for different ends, controlled communications, coupling and decoupling, disownable concessions, "Donkey beaten over the Head" interpretation, encounter groups, face saving, feeling-out procedures, moot decision, neutral parties, motivation to new values, problem solving workshop, random decision, rationalization of loss, restatement of arguments, single-text negotiation, unilateral settlement, varying how issues are involved, "yesable" propositions, and other strategies. These may be adapted for use with secondary students and in some cases may work with older elementary students. Each strategy may be used with unfinished stories, developed with role play to discuss school problems, or to negotiate issues being developed within instructional strategies.

Gehrig, G. (1991). Strategies for teaching greater tolerance of cultural diversity. Teaching Sociology; 19, 62-65. Jan. Course description and pedagogical design for a course counteracting intolerance. This course may be translated downward for various aspects of the public school social communications curriculum. May be useful in combination with the following several course development resources.

Gudykunst, W.B. and others. (1991). Taming the beast: designing a course in intercultural communication (Master Syllabi). Communication Education; 40, 272-85. A curriculum outline for a higher education course in multicultural education. Outlines a master syllabus for introductory intercultural communication courses. Major issues described, philosophical and pedagogical problems, course material, functional resources and teaching methods.

Haviland, L. (1989). Student discriminatory harassment. Journal of College and University Law; 16. Although this article is directed toward the legal parameters of higher education, the information may recommend approaches for teachers at all levels for dealing with the problems of classmate harassment.

Courses of action, information and activities may be incorporated into social communications curriculum for much younger age groups.

Hollinger, J.D. (1987). Social skills for behaviorally disordered children as preparation for mainstreaming: theory, practice, and new directions. Remedial and Special Education, 8, 17-27, July-Aug. Suggests skills which need to be taught to special education students. Many skills which are assumed to be known by mainstream students are never developed in the classroom and thus problems arise since children have not been taught these skills. Skills taught by special education teachers should be reviewed by mainstream classroom teachers and other regular classroom teachers for social communications skills which may have been overlooked in the various curricula.

Hymel, S.; Woody, E. (1991). Friends versus nonfriends: Perceptions of similarity across self, teachers and peers. Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20). Study examines biases in perceptions of themselves and others. Findings support similarity attraction hypothesis. Although biases serve an adaptive function in maintenance of relationships, they also work against the development of other relationships. Teaching children to expand social relations may help reduce problems associated with relating only to people with similar characteristics. Curriculum developers should consider the advantages of teaching children to look beyond similarities in their informal and unstructured social relationships.

Ing, C.; Gabor, P. (1988). Teaching conflict resolution skills to families. Journal of Child Care. Vol. 3(6), pp. 69-80. Presents approaches to teaching conflict management and conflict resolution methods in families. Suggestions may be adapted for use in schools and classrooms in teaching children to deal with multicultural conflict and social problem solving.

Koester, J.; Lustig, M.W. (1991). Communication curricula in the multicultural university. Communication Education; v40, n.3, pp. 250-54. Describes procedures for expanding curriculum to include broader perspectives in cultural course content. Offers five broad recommendations for approaching multicultural communication curricula.

Lewinski, M. (1981). Methodology for teaching intercultural communication: Social studies and languages. Studies in Language Learning; v3,n2, p. 10-16. Fall, 1981. Methodology recommends procedures for integrating foreign language instruction with social studies, as well as music, art and historical vistas. Techniques for activating cross cultural concepts in regular classes are recommended.

Liegeois, J.P. (1987). Gypsies and travellers: Socio-cultural data, socio-political data. Dossiers for the intercultural training of teachers. Council for Cultural Cooperation, Strasbourg (France). (ERIC Document Reproduction Service No. ED 288 662). Available from Manhattan Publishing Company, 80 Brook St. PO Box 650, Croton, NY 10520 (\$23.). Information from this document would be most helpful in developing curricula on prejudices and stereotypes that lie behind what is done to students. Because these are European issues, students may then relate information in which they are not involved to situations in which they are involved. Information on Gypsies includes such cultural information as art, economic organization and family, habitats, language and dialects, marriage, names given, religion, social control, social organization, travelling. Information is included from 18 countries and recommendations concerning the social situation of nomads.

Parish, T.S.; Wicks, T.G. (1990). Enhancing social communication skills. Journal of Instructional Psychology; Vol. 17(3), Sept. College students were taught ways to recognize their own dominant social behaviors and were provided instruction regarding ways to enhance communications with others. Information may be adapted to develop content for curriculum of social communications at other age levels.

Ratliffe, Sharon A. (1989). Strategies for assessment of basic undergraduate interpersonal communication course. Paper presented at the Annual Convention of the speech Communication Association (San Francisco, CA, Nov. 18-21). (ERIC Document Reproduction Service No. ED 310 831). An interpersonal communication course designed to help students develop communication skills, evaluate effectiveness of these choices, implement choices effectively through verbal and nonverbal means, understand criteria used in selecting most appropriate way to communicate. Conceptual basis for seven competency based skills: clarifying perceptions, expressing emotions, initiating managing a conversation, responding with relational feedback and using active listening techniques, and using assertive messages, using descriptive language. Skills are assessed in the Interpersonal Communication Laboratory. Peer assessors are evaluated by instructors on ability to create a supportive climate, give behaviorally descriptive feedback and assist students in learning any skills they were unable to master. Skills were applied to ESL and remedial English courses. These skills may be adapted to other curriculum areas as social communications curricula.

Richie, D. (1986). Communication relationships, conventions of meaning and social representations. Paper presented at the Annual meeting of the International Communication Association (36th, Chi-

cago, IL, May 22-26). (ERIC Document Reproduction Service No. ED 277 051). Suggests new ways of conceptualizing the social communications process among individuals who are from the same social class and group, vs. different classes and groups. This resource may suggest new approaches to strategies for teaching children to communicate more effectively among themselves and across cultural and ethnic dissimilarities.

Rouson, W.E. (1982). A training guide for peer group counselors. Revised. Riverside County Superintendent of Schools, Calif. (ERIC Document Reproduction Service No. ED 220 763). Students are taught to listen to difficulties and perceptions of other students, learn problem solving and decision making tactics. Includes training in communication skills, leadership and peer counseling techniques. Designed for high school students to assist school counselors in incorporating career guidance and job training skills into the school guidance curriculum. Sample worksheets, handouts, and evaluation forms for student workshop activities are included.

C. Instructional Activities and Literature

Brooker-Gross, S.R. (1991). Teaching about race, gender, class and geography through fiction. Journal of Geography in Higher Education; 15, 35-47. Presents a case study using a novel to teach racial, gender and class bias. Fiction was used in teaching geography as a way to introduce students to ambiance of time and place.

Disney, Dick, Comp. (1978). Materials developed from American Indian culture based curriculum workshop. Book Two. (Tacoma, Washington, October 24-28, 1978). Tacoma School District 10, Washington. (ERIC Document Reproduction Service No. ED 253 386). 135 p. A resource guide presented materials oriented toward Native American dance, music, and games. Numerous instructional activities develop American Indian ways of thought and culture. May be useful in developing children's perceptions of cultures other than their own and provide a useful medium for discussion of cultural differences among peoples not represented in the urban situation.

Krumbein, G. (1989). Student leadership groups at the middle level. NASSP Bulletin v73, n.516, pp. 40-44. April. A new assistant principal designed a program to work with middle school offenders referred to his office. Peers and instructors improved the school ethic. This case study provides an excellent example of how a problem can be turned into a curriculum solution.

McClintock, M. (1990). How to interrupt oppressive behavior. Camping Magazine; 63, 32-34, Nov-

Dec. 1990). Describes behaviors which may be taught to children in responding toward social injustice, sexism and racism. Children can be taught to respond appropriately to negative behavior by interrupting and educating, supporting and proactive responses, initiating proactive responses.

McKendy, T. (1988). Gypsies, Jews and "The Merchant of Venice." English Journal; 77, 24-26; Nov. Uses Shakespeare to teach students about their own assumptions and stereotypes.

Wurzel, J.S.; Holt, W. (1991). Teaching aids for multicultural education. Communication Education; 40, 286-91. July). Outlines materials and resources that facilitate multicultural education in elementary, middle, secondary and higher education. Underlying philosophy and objectives are included for six models of multicultural education.

D. Theoretical and Background Information

Bandura, a. (1990). Selective activation and disengagement of moral control. Journal of Social Issues; 46, 27-46; Spring. Explores moral exclusion as a psychological pattern of behavior.

Banks, C.A.-McGee; Banks, J.A.; (1989). Teaching for multicultural literacy. Louisiana Social Studies Journal; v16, n. 1, pp. 5-9, Fall 1989. Discusses paradigms in multicultural education and the importance of culture in teaching multicultural literacy.

Didham, C.K. (1990). Equal opportunity in the classroom—making teachers aware. Paper presented at the Annual Meeting of the Association of Teachers Educators (Las Vegas, NV, Feb. 5-8). (ERIC Document Reproduction Service No. ED 319 691). Includes information on gender, nonverbal behavior, race, and socio-economic status as they pertain to expectations of teachers. Unconscious biases in the treatment of particular children can lead to self-fulfilling prophecies. An observation form is included to record observations of teacher behavior and bias.

Fine, M. (1990). "The public" in public schools: The social construction/constriction of moral communities. Journal of Social Issues; 46, 107-19, Spring. Describes moral exclusion in public schools. Presents three case studies of secondary schools concerning exclusion of groups of students over issues of merit, choice, and tradition. These studies may be adapted for use into social communications curricula.

Garcia, R.L. (1991). Teaching in a pluralistic society: concepts, models, strategies; 2nd. ed. New York: Harper Collins, Pub. Provides the basis for a comprehensive theoretical understanding of pluralistic

issues in education. Students issues are dealt with in terms of classroom management and human rights strategies.

Hall, E. & Hall, C. (1988). Human relations in education. New York: Routledge. Directed toward teachers Hall and Hall direct their work toward classroom management strategies. In some cases these strategies may be developed in curriculum activities with children. In other cases teachers may find these strategies helpful in dealing with difficult classroom situations.

Johnson, J.M.; Watson, B.C. (1990). Stony the road they trod: The African American male. Runta (Truth). National Urban League, Inc., Washington, DC, Research Dept. Fact Sheet; 3. (ERIC Document Reproduction Service No. ED 328 887). Describes problems of this group physically, economically, dysfunctional sociopsychological conditions, self-image problems, drug abuse and violence. The problems of this group must be dealt with in order for social improvements to occur for the rest of our society. Education improvements are recommended in order to improve the future of this group of people.

LaGumina, S.J. & Cavaioli, F.J. (1974). The ethnic dimension in American society. Boston: Holbrook Press, Inc. May be used as a resource for information in developing historical information on ethnic relations and ethnic groups in America. Included is information on Europeans, Asians, Mediterranean Peoples, Canadians, Mexicans, American Indians, Puerto Ricans, Cubans, Virgin Islanders, Haitians, African Americans.

Pruitt, D.G. & Rubin, J.Z. (1986). Social conflict: escalation, stalemate and settlement. New York: Random House. Provides a theoretical understanding of conflict as ultimately psychological perceptions of divergence of interest. Intended for adult learning many strategies could be translated into learning activities for students who are adolescents and early adolescents. The elements of conflict are dealt with in terms of aspirations, power, struggle, perception, cross-purposes, reconciliation and group experiences.

Ravitch, D.S. (1989). Multiculturalism in the curriculum. Paper presented before the Manhattan Institute (New York, NY, Nov. 27, 1989). (ERIC Document Reproduction Service No. ED 329 622). Describes curriculum inclusion, contrasted in curricula in New York and California. Ravitch demonstrates how approaches to multiethnic curriculum can be limited by bureaucratic thinking and negativism. She suggests that curriculum needs to emphasize positive roles, contributions to society, democratic behaviors and human rights. She shows how racism is overstated in the New York City curriculum, encouraging racial

chauvinism and superiority behavior.

Staub, E. (1990). Moral exclusion, personal goal theory, and extreme destructiveness. Journal of Social Issues; 46, 47-64, Spring. Describes how people are excused, provides a framework for moral conduct and obligations of bystanders. May be used in developing various aspects of the hidden curriculum of middle schools and high schools.

Strodl, P. (1988). Ethnic differences in dealing with experiences in multiethnic middle schools. Paper presented at the Urban Educational Research Conference (Brooklyn, NY, April 18, 1988). (ERIC Document Reproduction Service No. ED 297 044). Descriptive research study indicates high potential for conflict among students within middle schools. Students from differing ethnic groups, but within schools, had significantly differing perceptions of their schools' climates. Highly significant differences were explained in terms of the combined effects of ethnic and socio-economic differences. Statistical functions (discriminant analysis functions) indicate areas for work among peer groups within schools. Suggests peer problem solving skills, development of social awareness and communication skills which might be developed in a social communications curriculum.

Van-Dijk, T.A. (1987). Communicating racism: Ethnic prejudice in thought and talk. Newbury Park, CA: Sage Publications, Inc. (ERIC Document Reproduction Service No. ED 284 933). Book analyzes cognitive basis of racism and discrimination in intergroup interaction. Chapters six and seven discuss how prejudice occurs in speech and group activities. This information may be useful in developing activities for teaching positive intergroup communications.

Zanger, V.V. (1984). The social context of bilingual education: Bilingual and monolingual students' attitudes at a Boston High School. (ERIC Document Reproduction Service No. ED 331 281). Investigates attitudes of various groups of students towards others. Findings underline the need to teach students about one another. Similar studies among students in other schools may provide an immediate basis for speaking with students about these problems.

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