WELCOME!

LEARNERS LIVES AS CURRICULUM

THIS SESSION BEGINS AT 7:00 P.M. PST.
INTRODUCTIONS

- Dr. Sharon Chappell
  - Specialties in social justice and bilingual education, arts integration, and youth activism
  - 6 years teaching K-8 ESL in the Southwest

Your turn:
- Use the chat box to introduce yourselves and your educational/professional areas
NORMS

- Interaction and active learning
- Microphones off, use chat box
- Questions are welcome
- Post web links in chat box if you have resource suggestions
- NOTE: All URL links and resources will be noted on the final slide.
PRINCIPLES OF LEARNERS LIVES AS CURRICULUM

- Families and communities are important to schools
- Home languages and cultures should be infused throughout the school year
- Teachers should be allies and advocates for students and families
- Asset-based approach (not deficit-based)
  - Funds of knowledge (Moll, Amanti, Neff, Gonzalez, 1992)
Cultural and Linguistic Responsiveness to Youth

- Bicultural and multicultural identity development
  - Language, culture and identity are intertwined
  - Language is local meaning making
  - Cultures are dynamic and fluid
  - Cultures utilize tools, engage in relationships, enact values and beliefs

- Django’s culturally sustaining pedagogy
  - Young people’s identities are more hybrid and fluid than ever before
  - Young people assemble knowledge and skills from multiple communities of practice
FAMILY LIVES AS CURRICULUM

Teaching the interviewing process:

- Positioning family and community lives as central to the curriculum
- Asking and answering questions through interviewing
- Observing the interviewing
- Celebrating stories
Lives as Curriculum

- Writing stories and poetry
  - Storyboarding, poetry, visual arts (photography, painting, collage)
  - Using literary techniques (lists, first person voice, concrete details, juxtaposition)
  - Future use of technology: wordle, Keynote, Educreation
My Name is Alonso
I have 8 letters in my name

My Story...

It was a little tricky to find a name because it had to sound good in English and Spanish, and it had to start with an A. My mom liked Alvaro until she remembered the name of her childhood friend Lorenzo. She always liked that name, and it sparked a connection to Alonzo. Finally, my parents decided that Alonzo was the name for me, and everybody loved it. My middle name also starts with an A, Adrian, like my dad.
LIVES AS CURRICULUM: TEACHER POEMS

English Only

Speak English only says Dad
You don’t want to have an accent
Why? I wonder...
But I don’t question him. I don’t worry.
Mom and Dad speak Spanish
Only to hide their conversations
We speak English only
I don’t question. I don’t worry.
I am American

Playing the Game
In school
In class
With teachers
I speak English.
It’s what’s expected.
It’s what I do.
But on the soccer field,
With my compadres,
We communicate in our own way
A little English,
A little Spanish
It’s how we speak,
It’s how we bond.
Hijole!
There’s nothing to question, nothing to ponder.
Born in America, following the rules of the game,
On and off the field.
It’s all good.
LANGUAGE/CULTURE PRACTICES AND POLICIES AS CURRICULUM

- Learning local history
  - Looking at artifacts: photos, news articles, policies, newsletters, globes, maps

- Using “anchor texts”
  - Books that emphasize multilingualism, multiliteracies
  - World cultural artifacts
OTHER anchor texts
CRITICAL THINKING AS CURRICULUM

- Presenting stories in historical context
  - Making connections
    - Text to text
    - Text to self
    - Text to world

- Positioning author as change agent
  - Presenting work in public
    - Using art-based formats
    - Implementing social actions
Youth Participatory Action Research

- Problem-posing curriculum, driven by youth
- Qualitative research model
- Emergent curriculum
- Action-based
- Public exhibition of findings
OUTH PARTICIPATORY ACTION
RESEARCH EXAMPLES

- Photo Voice
- Service Learning
- Protest Art and Performance
- Political action
- Grassroots Journalism
Other Examples of Practice

- Community mapping
- Ethnic studies (community cultural history)
- Family, youth decision-making projects and teams
FINAL DISCUSSION

- How do you envision integrating your learners lives as curriculum in your classroom?
- Comments, Questions

Links from Slides:
- Slide 14: Photo Voice:
  - http://hpp.sagepub.com/content/5/1/49.short?rss=1&ssource=mfc
  - https://www.youtube.com/watch?v=X8lSw5Cdi8k
  - http://www.youth.society.uvic.ca/node/286
  - http://www.photovoice.org
  - http://www.fresno.k12.ca.us/divdept/keepstudents/home.html
- Grassroots Journalism:
  - http://indykids.org/main/
  - http://edr.sagepub.com/content/41/4/121
  - https://youthradio.org
  - http://kgalb.org
- Slide 15:
  - http://www.fao.org/docrep/v1490e/v1490e02.htm
  - http://www.aalead.org/blog/page/12/