



First Voices:

Encountering
The World & The Word

The 8th Annual Habla Teacher Institute
July 30-August 5, 2016



ITINERARY

PRE-INSTITUTE WORKSHOPS

Participate in a range of workshops offered by visiting artists and educators that are also open to the Mérida community. All of these workshops are included in the overall institute cost.

THURSDAY, JULY 28


4:30-7:30pm

FIRST STORIES: WEAVING COMMUNITIES THROUGH STORYTELLING

Catalina Ocampo, Evergreen State College

In the section “First Voices,” Eduardo Galeano begins his trilogy *Memory of Fire* recounting origin myths from indigenous communities of the Americas: it is a way of honoring those “first stories” that help us understand who we are as individuals and as a community. In this workshop, we will use writing and oral storytelling to dip into the first section of Galeano’s trilogy and tell our own “first stories.” We will also explore how those stories fit within a broader history and also develop collective stories that will begin to weave together a community among those at the workshop. Please bring a pen and a notebook to the workshop.

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FRIDAY, JULY 29


10:30am-12:30pm

PARTNERSHIPS WITH PURPOSE: DESIGNING CURRICULUM WITH EVENTS AT THE CENTER

Eileen Landay, Brown University

This workshop will describe a partnership among teachers and students in eight classrooms and a performing arts organization. Integrating literacy and the arts, the project provides support, engagement, purpose and real-world connections for teachers, performing artists and students. Using a curriculum design framework flexible enough to accommodate each classroom's unique environment yet clear and specific enough to apply to all eight diverse settings, teachers work with a common theme, choose among several recommended texts, and select from a menu of teaching approaches and methods. They collaborate in person and digitally to design curriculum and share materials and outcomes. Students in each teacher's class attend a professional performance of a play connected to the theme and texts, then prepare their own culminating "performance of understanding" that they present to family, friends and peers at the theater. The first segment of this workshop will describe the project and engage participants in some core activities. The second portion will focus on institute participants discussing and sharing ways to apply aspects of this project to their own teaching.

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4:30-6:30pm

BENDING BACK THE LIGHT: THE POWER OF SELF-PORTRAITS IN THE CLASSROOM

Tommaso Iskra De Silvestri, Habla: The Center for Language and Culture

How can we learn more about ourselves through self-portraiture? During this workshop we will reflect on the importance of self-portraits and art in the educational and personal development of children by examining the art projects and experiences of primary school kids in the community. Each participant will have the opportunity to create his/her own self-portrait, explore various art techniques, share their reflections of the artistic process, and discuss the pedagogy behind developing self-appreciation in the classroom.

SATURDAY, JULY 30

10:30am-1:30pm

SOUP FROM STONES: CREATING SOMETHING FROM NOTHING

Debbi Arseneaux, Resident Teaching Artist, The Learning Alliance

“Imagination is the capacity to think of things as if they could be otherwise.”
–Maxine Greene

What does it take to create a compassionate community of learners?
At the heart of compassion and creativity is imagination. With it, anything is possible. Without it, we are limited and alone. In the story of Stone Soup, a great feast is created from a simple pot of stones, one ingredient at a time. When we create something together, we grow connections with each other, and we bring forth something into the world that would not be possible on our own. Taking inspiration from the classic tale of road weary travelers who come upon a village suffering famine and hardship and teach them the power of community and collaboration, we will develop our own capacity for imagination and creativity through drama, movement and literature. Learn strategies and processes to invigorate the imagination and to facilitate powerful learning with each other and with your students.

TEACHER INSTITUTE OPENING

5:30-7:30pm | WELCOME AND INSTITUTE OPENING WORKSHOP
MEMORY: A POINT OF DEPARTURE
by Maria del Mar Patrón Vázquez

8:00pm | OPENING CONCERT
Live music with Son del Sur, traditional Latin American music

SUNDAY, JULY 31 | FREE DAY!

The Institute Week

Please note that every morning at 8:45am, breakfast will be served at Habla. Lunch will be served at 11:45am each day. All food will be traditional Mexican and Yucatecan dishes. Coffee, tea, refreshments, and snacks will be available throughout the day.

MONDAY, AUGUST 1

8:30-9:00am | ARRIVE AT HABLA

9:00-9:30am | WELCOME

9:30am-11:45pm | FIRST VOICES
a performance, language, and literacy workshop with Kurt Wootton and
Maria del Mar Patrón Vázquez

11:45pm-12:30pm | LUNCH

12:30-3:30pm | **VISUAL FRAGMENTS: BUILDING FROM THE PIECES**
a visual arts experience with Cynthia Weiss

TUESDAY, AUGUST 2

9:00-9:30am | **CAPTURING EXPERIENCE: MORNING REFLECTION**
reflection on the previous day

9:30-11:45am | **THE SOUND OF DAY AND NIGHT**
a music and language workshop with Darío Bernal Villegas and Kurt Wootton

11:45-12:30pm | LUNCH

12:30-1:15pm | **WRITING OUR OWN HISTORY: MOVING BEYOND GALEANO**
a presentation by Catalina Ocampo

1:15-3:30pm | **PORTRAITS OF MEMORY**
a photography workshop with Ana Paula Martínez and Cynthia Weiss

WEDNESDAY, AUGUST 3

9:00-9:30am | **CAPTURING EXPERIENCE: MORNING REFLECTION**
reflection on the previous day

9:30– 11:30am | **PORTRAITS OF MEMORY, PART II**
a photography workshop with Ana Paula Martínez and Cynthia Weiss

11:30am-12:15pm | **LUNCH**

12:15-1:00pm | **THE HISTORY THAT WILL BE**
a presentation by Nick Rabkin

1:00-3:00pm | **THE POWER OF A ROOM**
Presentations and conversations from Institute participants

THURSDAY, AUGUST 4

9.00-9:30am | **CAPTURING EXPERIENCE: MORNING REFLECTION**
reflection on the previous day

9:30-11:45am | **THE SOUND OF DAY AND NIGHT**
a music and language workshop with Darío Bernal Villegas and Kurt Wootton,
Part II

11:45-12:30pm | **LUNCH**

12:30-1:00pm | **DOCUMENTING TO LEARN: ASSESSMENT IN EDUCATION**
a presentation by Arnold Aprill

1:00-3:00pm | **THE JAGUAR: PATTERN AND REPETITION**
a visual arts integration workshop with Cynthia Weiss

FRIDAY, AUGUST 5

9:00-10:40am | **CAPTURING EXPERIENCE**
a summary reflection on the week

10:40-11:10am | **OUR WEEK IN VIDEO AND PHOTOS**
Documentation presentation by Arnold Aprill and Team

11:10am-2:00pm | **FIRST VOICES**
a collaborative workshop led by Cynthia Weiss, Arnold Aprill, Kurt Wootton, and Darío Bernal Villegas

2:00-3:00pm | **FIRST VOICES: A COMMUNITY EXHIBITION**

3:00-4:00pm | **FINAL INSTITUTE REFLECTION**

8:30pm | **CLOSING CELEBRATION AND FIESTA**
meet at Habla at 7:30pm for transportation to the estate


The closing fiesta will take place at a spacious Quinta (estate) outside of Merida. Traditional Yucatecan food, drinks, live Latin American music, and dancing will carry us through the night.

PRESENTERS 2016 TEACHER INSTITUTE

Kurt Wootton is a co-founder and director of Habla: the Center for Language and Culture and is one of the founding directors of the ArtsLiteracy Project in the Education Department at Brown University. He has piloted several lab schools in the United States, Brazil, and Mexico and has worked with Boston, Hartford, St. Paul, Providence, and Central Falls on multi-year, district-wide initiatives. He is the coauthor of *A Reason to Read: Linking Literacy and the Arts* published by Harvard Education Press. The New York Times writes, “Mr. Wootton remains every bit as convinced of education’s power to transform lives. He has changed his tool of choice, however, from a mirror in which students see only reflections of themselves to a window that opens onto the rest of the world.”

Arnold April founded the Chicago Arts Partnerships in Education (CAPE) in 1993 and the Radical Compliance Arts and Learning Laboratory in 2012. He comes from a background in professional theater as an award-winning director, producer, and playwright. He has taught at the University of Chicago, National-Louis University, Columbia College, and the School of the Art Institute of Chicago. He is one of the co-editors with Cynthia Weiss and Gail Burnaford of *Renaissance in the Classroom: Arts Integration and Meaningful Learning*. He consults nationally and internationally on the role of the arts in effective school improvement and has been recognized for exceptional leadership by the Chicago Community Trust and the Ford Foundation. The Fulbright Scholar’s program has named him as an arts education Senior Specialist.

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Catalina Ocampo was born in Bogotá, Colombia. She studied comparative literature at the University of Virginia, completed her Ph.D. in the Department of Comparative Literature at Brown University. She is currently a Member of the Faculty at the Evergreen State College college in Washington state, where she teaches Latin American literature and culture in interdisciplinary courses co-taught with faculty members from a variety of disciplines. Her passion is integrating creative writing and storytelling into teaching a variety of subjects, using the power of stories to help students connect their personal lives to the material and establish relationships with communities beyond the university. She also leads workshops in community settings and regularly works with Latinx youth from the Tacoma-based organization Proyecto MoLE.

Debbi Arseneaux is an Educational Consultant and Teaching Artist with The Learning Alliance. She has been a teacher in the Washington DC public school district and worked as a professional Theatre Teaching Artist and Director in the DC area for over 15 years.

Nick Rabkin is a research affiliate of the Cultural Policy Center at the University of Chicago, and the principal investigator of the Teaching Artist Research Project at NORC at the University of Chicago. He teaches cultural policy at Columbia College Chicago.


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Darío Bernal Villegas is a drummer, composer, and improviser, originally from Mexico City, trained in Mexico and London. Improvisation is an essential part of his job as a music creator, both in his openly improvised pieces and his compositions. He seeks to create an intense and creative interaction between musicians and the score, fostering the conditions for a fruitful dialogue between performer and composer. He is known for helping students create original, modern compositions using a variety of instruments and found objects.

Eileen Landay was the Clinical Professor of English Education at Brown University, Director of Brown's MAT Program in English Education and Brown Summer High School. During that time, she co-founded and was faculty director of the ArtsLiteracy Project. Landay also teaches and consults regionally and nationally on adolescent literacy development, arts integration and English education. She holds an M.A. from the Bread Loaf School of English, Middlebury College and an Ed.D. from Harvard Graduate School of Education. She is the co-author of *A Reason to Read: Linking Literacy and the Arts* (Harvard Education Press, 2012).


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Ana Paula Martínez is a visual artist who lives in Cholula, Puebla, Mexico. Her work is centered in photography and graphic arts, always exploring the possibilities between the limits of these two visual languages. She studied fine arts in UDLAP and after a 2 year collaboration in photography and video projects in small communities in the mountains of Oaxaca she did her graduate studies in visual anthropology in the University of Barcelona. During her stay in this Spanish city she worked as an assistant to Janelle Lynch, an American photographer who deeply influenced Ana Paula's artistic path. She has also recently assisted artist Jan Hendrix. In addition to working as a visual artist she is a yoga and meditation teacher. She teaches not only the practical field but also the philosophy.

Tommaso De Silvestri was born in Milan, Italy in 1986 and moved to Mexico at a very young age, when his passion for art bloomed. Tommaso studied Fine Arts at the Accademia di Belle Arti of Urbino in Italy. During his undergraduate studies, Tommaso found another passion: working with kids. In 2010, Tommaso moved to Merida and participated in the Habla Teacher Institute to further pursue his enthusiasm for early-childhood education. This opened the door for him to become a teacher at Habla. Today he continues his work at Habla as an artist in residence and English teacher. Whenever he can, Tommaso attends art and teaching workshops to enhance his creativity in his professional and personal work. His passions include painting, videography, photography, animation, music, and yoga. Watching the excitement his students express when creating art and exploring their own imagination is what drives his passion for teaching.

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María del Mar Patrón Vázquez

was born in Merida, Yucatan, Mexico where her family has lived for generations. She studied literature at Universidad de las Américas in Puebla, Mexico and then went on to a graduate degree in Hispanic Studies at Brown University in the United States. Her work is focused on how reading and literature can be part of the daily life of communities. At Brown she received the prestigious Presidential Teaching Award for her teaching of Spanish language classes to university students. Her unique approach to teaching involves the literature and culture of the language. Marimar has presented talks and workshops on language teaching in a variety of settings including Brown University, Florida Atlantic University, and for SmART Schools, an arts-integration organization. Perhaps the greatest lessons she's learned about teaching are from her daughter Sandra who is growing up bilingual.

Cynthia Weiss

is an award-winning public artist, painter, mosaic artist and educator. She is the Director of Education at Marwen, a free visual arts program for underserved youth in Chicago. She is also an adjunct faculty member at Columbia College Chicago. Cynthia is co-editor with Amanda Leigh Lichtenstein of *AIMprint: New Relationships in the Arts and Learning*, Columbia College Chicago (2008), and co-editor with Gail Burnaford and Arnold Aprill of *Renaissance in the Classroom: Arts Integration and Meaningful Learning* (2001). Cynthia adores teaching at Habla, is fluent in Spanish, and is always inspired by translations across art forms, language, and culture.

Habla
CENTER OF LANGUAGE AND CULTURE

habla.org | contact@habla.org | [f hablamerida](https://www.facebook.com/hablamerida)