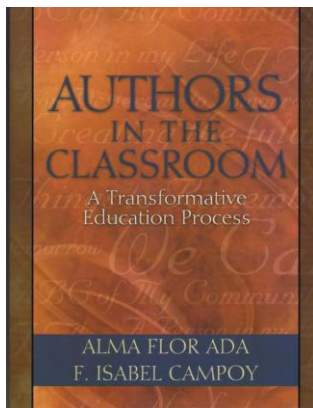


AUTHORS IN THE CLASSROOM A TRANSFORMATIVE EDUCATION PROCESS

ALMA FLOR ADA & F. ISABEL CAMPOY.

www.almaflorada.com
www.isabelcampoy.com
www.delsolbooks.com

A complete description of this methodology can be found in:



AUTHORS IN THE CLASSROOM. A TRANSFORMATIVE EDUCATION PROCESS

Part I offers the principles of transformative education as well as Anti-Bias activities.

Part II presents ten effective models to engage teachers, students and families in the process of authorship through the creation of highly effective self-published books.

Numerous examples of authentic books created by teachers, students and families support the process.

TRANSFORMATIVE EDUCATION

Transformative Education, as defined here, seeks the emancipation of the individual as an instrument for social liberation and the attainment of equity, inclusion, justice, and peace.

It promotes the development of all aspects of intelligence and strengthens critical and reflective abilities through practices that are interactive, creative and joyful.

Transformative pedagogy supports the creation of loving and caring relationships and environments, and recognizes diversity as essential to life. It fosters respect for all forms of diversity (gender, sexual preferences, culture, ethnicity and beliefs). It recognizes the prevalence of biases and prejudice as well as the need to unlearn racist practices and assumptions in order to achieve a just society. In the authors' interpretation of Transformative Education, a number of fields provide ideas for a comprehensive understanding of its fundamental strengths:

- **CONSTRUCTIVIST THEORY**
Human beings are beings of knowledge. To construct new knowledge is to foster the human essence.

- **FEMINIST/WOMANIST THEORY**
Human beings are beings of love and caring. All human beings have the right to attain their fullest potential regardless of gender or any other differences.
- **AESTHETICS**
Human beings are intrinsically drawn to beauty and creativity.
- **CRITICAL THEORY**
Human beings are the sole constructors of social reality and as such are responsible for improving it.
- **MULTICULTURALISM**
The nature of Earth is diversity. Human beings are as diverse as the reality of this planet. They all deserve respect in their uniqueness.
- **ANTI-BIAS EDUCATION**
Prejudice and bias have been prevalent throughout human history. Most cultures are ethnocentric and promote seeing others as less than themselves and/or dangerous. The majority of people don't see their own biases. Biases are destructive, and when they become institutionalized they bring about injustice and even crime against other human beings.
- **CRITICAL PEDAGOGY**
Most forms of public education, anywhere in the world, promote the domestication and colonization of the human mind in order to maintain the status quo.
- **BILINGUAL EDUCATION**
Language is one of the strongest elements of self-definition as well as one of the most significant elements of a culture.

BENEFITS OF SELF-PUBLISHED BOOKS

The self-publication of books, in the classroom or school, brings about multiple benefits. Self-published books will:

- ❖ Build bridges between home and school by increasing mutual knowledge of each other through the process of sharing life experiences and personal reflections.

For everyone involved, self-published books will:

- ❖ Invite self-reflection.
- ❖ Lead to deeper understanding of everyday life.
- ❖ Bring out the artist, the creator hidden in each of us.
- ❖ Build self-esteem.
- ❖ Promote the validation of life experiences and our history.
- ❖ Facilitate understanding of others, bridging cultural differences.
- ❖ Empower us, as protagonists of our own books, to look at our lives from the perspective of a protagonist, not just a secondary character.
- ❖ Contribute to creating a print-rich environment in our schools, classrooms, and homes of our students.
- ❖ Provide an opportunity for children and their parents to engage in meaningful, lasting experiences.
- ❖ Become valued treasures to keep as reminders of important moments of our lives, and to preserve those memories throughout time.
- ❖ Make beautiful and valuable presents.
- ❖ Motivate us to:
 - Remember
 - Reflect
 - Dream
 - Be authors, artists, creators

- ❖ Sponsor transformation in our lives, and the lives of others.

And, of course, these books will have a definite effect in enriching students' vocabulary and improving students' literacy and writing skills.

FIRST CREATIVE ACTIVITY: Book “I Am”

BY MYSELF

Eloise Greenfield

When I am by myself
and I close my eyes
I'm a twin,
I'm a dimple in a chin
I'm a room full of toys
I'm a squeaky noise
I'm a gospel song
I'm a gong
I'm a leaf turning red
I'm a loaf of brown bread
I'm a whatever I want to be
And anything I care to be
And when I open my eyes
What I want to be
Is me.

UNIQUENESS

F. Isabel Campoy

I am a woman, creator of life.
I am Latina, passionate, familiar.
I am an emigrant,
conscious of my two horizons.
I am bilingual,
capable of negotiating contradictions.
I am the granddaughter of peasants.
I am the daughter of tenacity and love.
I am mestiza of cultures, of races,
of ways to see life.
I am a voice without fear.
I am here, building new roads
to go forward,
true to myself.

1. CREATE YOUR OWN “I AM” BOOK

- Metaphoric “I Am” book

Present yourself in terms of: colors, fragrances, feelings, food, music, and song.

As a part of nature: ocean, mountains, desert, fields, trees, or flowers, animals, birds, fish.

As a place or object in your house, an element of your life.

As a culture icon

As any image that represents you.

- Relationship “I Am” book

Present you as daughter/son; sister/brother; aunt/uncle, etc.

- Acrostic “I Am” book

Use each letter of your name to guide the structure of the book

- Combination or Original structure “I Am” book

Dare to be creative: the sky is the limit

2. CREATE A COLLECTIVE “I AM” POEM WITH THE CLASS

- Share your poem with the students and ask each one to give you one sentence.

3. ENCOURAGE STUDENTS TO CREATE THEIR OWN INDIVIDUAL POEMS

4. CREATE A CLASS BOOK

- Include your poem, the students' collective poem and their individual poems.

5. SHARE THE CLASS BOOK WITH PARENTS

6. INVITE PARENTS TO CREATE THEIR OWN POEMS

7. CREATE A PARENTS COLLECTIVE BOOKS FOR THE CLASSROOM, SCHOOL AND PUBLIC LIBRARIES.

Once you have mastered this process repeat with books of easy format, like the Acrostic.

You can create a classroom book with the names of all the students.

Students, in turn, create an acrostic book with the names of each of the persons in their family.

SECOND CREATIVE ACTIVITY: WHERE I COME FROM

Where I Come From

F. Isabel Campoy

I come from a street that leads to the desert.
and from a house with balconies facing the sea.
 I come from clothes drying under the sun,
 and the smell of soap, of Mondays, of work.
I come from María and Diego,
peasants and poets, laborers of love.
 I come from jumping rope and playing marbles,
 molding mud into cups and sauces, building castles in the sand.
I come from rice and fried chicken,
watermelon, tortillas y pan.
 I come from poverty and hard work,
 from honor and pride.
I come from a country that lost a war against itself
and suffered 36 years of crime, of silence, of shame.
 I come from the certainty of giving voice to our hearts
 so that together we create new days of peace.
Full of compassion,
 full of pride and pain,
 I say: This is where I come from

I. CREATE YOUR OWN WHERE I COME FROM BOOK

To write your own **Where I Come From** poem you can follow these steps, but do not feel limited by them. Feel free to begin each sentence with the words: "I come from" or "Where I'm from".

1. Imagine yourself at a specific age in childhood: 7, 8, 9, 12 years old
2. List some of the most memorable items you see in your childhood home
3. Step outside. List what you see around you: in the front yard, the backyard, the street, the neighborhood.
4. State the names of relatives or caretakers, those who link you to your past.
5. Write down frequently heard words, sayings or expressions. Which sentences that you heard over and over would distinguish your family from others?
6. Name food and dishes from family gatherings, daily meals or special treats.
7. Think of social, political, cultural or educational ideas that were reinforced around you as you were growing up. How do they reflect

- who you are today?
8. Name the place where your childhood memories are kept: physically (photo album, diaries, boxes) and metaphorically (branches of a tree, shady porch).
 9. Think about the beginning and ending of your poem: where you are from, who you are, where you are going.

II. SHARE YOUR BOOK WITH THE STUDENTS' PARENTS/CAREGIVERS AND INVITE THEM TO CREATE THEIRS.

III. GUIDE YOUR STUDENTS IN THE PROCESS OF CREATING THEIR BOOKS.

IV. DO "AUTHORS VISITS" TO OTHER CLASSROOMS TO READ AND SHARE YOUR BOOKS.

THIRD CREATIVE ACTIVITY: A PERSON IN MY LIFE

It will be easy to have our students write a poem to an important person in their lives by simply following this process.

1. First create your own poem following the process, in order that you can model it with conviction and authenticity.
2. Invite the group to be silent, to have paper and pencil ready, and to be prepared to write following your prompts.
3. Invite the reflection of how much we owe the people around us, who have allowed us to survive, who support us, to celebrate who we are. Then ask them to think about one of the many people in their lives who are important to them. Emphasize that it could be anyone, a grandparent, a parent, a sibling, a relative, a neighbor, a teacher, a friend.
4. Read each of the prompts slowly. Give your own response to the prompt. Pause to give them time to write. Then repeat successively with every prompt.

You will find here the prompts, as well as my own response to them.

Be aware that this process can bring about emotions, be ready to accept them, validate them, and be supportive of the person feeling the emotions, without interrupting the activity. Trust the process. It is very enriching.

A person in my life

I hear...
I smell...

I pretend...

I feel
I experience

I suffer

I wish

I decide

I hope

I believe
I am

My grandmother

I hear her steps as she enters my room.
I smell her soft fragrance of talcum powder
and ilang-ilang
I pretend to be still sleeping so that she
will take me in her arms
I feel safe being with her
I experience her brisk steps as she takes
me to the fields
I suffer knowing there are children who
will never know this unconditional
love.
I wish her memory will continue to be
alive in my family.
I decide I will try to share what I learned
from her.
I hope her dreams for justice, equality and
peace will come true
I believe in life and the power of love.
I am a grateful granddaughter.

AUTHORS in the CLASSROOM
STRATEGIES FOR ELL STUDENTS
and/or YOUNGER STUDENTS

- Acquiring a new word requires multiple encounters (typically between 40 to 70).
- This process can be shortened and strengthened when words are encountered:
 - In highly meaningful context
 - In situations of personal significance
 - Supported by aesthetic experiences [art, plays, songs, poetry]
- Creating authentic books of personal experiences is an excellent way of promoting language acquisition.
- These books can also facilitate home/school interaction.

Examples of the Authors in the Classroom process
of self-published book with ELL students

UNIT I - Strengthening of self-esteem I AM

Different types of I AM books can be produced with language appropriate to the students abilities:

1. I AM Book of sentences completion [a sentence per page] with nouns and adjectives;

I am a... boy/girl
I am ... intelligent/nice/athletic
I am...

2. I AM Book with images

I am ... like...
I am bright like...
I am quick like...
I am strong like...
I am intelligent like...
I am gentle like...
I am ... like...

When necessary the nouns to complete the images can be provided in a separate space [chart paper/board/paper] for students to choose.

3. I AM Book as member of a family

I am a son [daughter] ... this is my mother
I am a son [daughter] ... this is my father
I am a brother [sister] ... this is my brother [sister]
I am a nephew [niece] ... this is my uncle [aunt]
I am a grandson [granddaughter]... this is my grandfather
I am a grandson [granddaughter]... this is my grandmother
I am a cousin ... this is my cousin.
I am... this is...

UNIT II - Recognizing human qualities: ACROSTIC

Help students prepare a list of adjectives that can be applied to human beings. Help them organize the list in an alphabetical chart.

1. BOOK of ACROSTIC This is who I am

[One adjective for each letter of the name of each student]

2. BOOK of ACROSTIC This is my family

[One page for each member of the family.

One adjective for each letter of each name]

These same books can be created writing a sentence or a paragraph for each letter depending on the student's language mastery.

UNIT III - Strengthening of self-identity: MY NAME

1. BOOK of MY NAME

My name is

There are ... letters in my name.

There are ... vowels in my name.

There are ... consonants in my name.

There is [there is not] another person in my family with my name.

My chose my name.

My name means

or

My name does not have a special meaning.

UNIT IV - Identification with family and environment: ABC

1. ABC BOOK - OUR CLASSROOM ABC

Because the ABC books have many pages, it is very appropriate to create ABC books collectively. Encourage students to identify objects or actions related with the class that begin with each letter of the alphabet. Letters can be assigned to individual students or groups to illustrate them.

2. ABC BOOK - MY FAMILY ABC

For this individual book, encourage students to identify words that are related to the family for each letter of the alphabet. If they are able to write sentences and/or paragraphs encourage them to do so. Words can include proper names of all members of the family, names of pets, names of the street they live on, the towns their relatives are from, household meaningful objects or actions.

UNIT V - Personal history: THE DAY I WAS BORN

Encourage students to speak with their relatives about the day they were born, and to share orally or in writing, as much as they are able.

UNIT VI - Self-empowerment: I CAN

This structure is particularly suitable for ELL students. Encourage them to begin with one-word pages, and move on to complete sentences and paragraphs depending on their language mastery.

1. I CAN BOOK -- Things I can do

Initially, a book of verbs has multiple possibilities for expansion, both in language structure and in content, as it moves from physical actions to more complex behaviors.

As verbs:

I can run.
I can jump.
I can play soccer.

As verbs with modifiers:

I can jump high.
I can run fast.
I can play soccer very well.

As sentences:

I can [verb] with [noun] in [phrase]
I can play in the park with my friends on Saturdays

With richer content:

I can listen to my friend when he wants to share.
I can help my friend when she needs it.

2. I CAN BOOK - Based on sensorial experiences

Again, this book can be created with different levels of language complexity:

I can + verb + noun

I can see [the clouds/the dog]

I can smell [the flowers/ the food]

I can hear [my father's voice]

I can taste [the ice cream flavor]

I can + verb + noun object + phrase

I can watch the flowers in the garden.

I can listen to music on the radio.

I can smell the food my mother is cooking.

I can feel the breeze on a cool afternoon.

I can taste the salt in the ocean water.

3. BOOK OF FEELINGS

Creating this book will contribute to enrich students vocabulary and concepts related to feelings.

Encourage students to find photos or illustrations reflecting different emotions. Help them identify the name of the emotions and to explain when makes them experience those emotions.

I feel happy when I am with my grandfather.

I feel anxious when I don't know the answer.

I feel afraid when I am by myself.

I feel sad when someone suffers.

I feel unhappy when I quarrel with a friend.

I feel excited when...

UNIT VII - Growth and transformation: BEFORE AND NOW

Contrast is a good way of cementing language learning.

It is also a good cognitive skill to be developed.

Encourage students to discover contrasting moments in their lives to create this book.

UNIT VIII - Personal history: A PERSON IN MY LIFE

Students can write about a person in their life according to their language abilities.

UNIT IX - Self-empowerment: DREAMS AND GOALS

Proceed in similar way as with the books in Unit VI - I CAN.
These are some possible structures. A complete book could be made with multiple pages or any one of them, or a combination of all four.

I want to learn to ... [swim, roller skate, ski, etc.]

I want to be able to ... [make a sculpture, write a book, drive]

I want to become ... [a doctor, an astronaut, a professor]

I want to always be ... [nice, kind, generous, helpful]

UNIT X - Personal history: WHERE I COME FROM

Follow the structure proposed in the book Authors in the Classroom and presented in the first part of this handout.
Simplify it as the students' language needs require.

I come from a [color] [house, apartment]

I come from [names of relatives]

I come from [favorite foods]

I come from [favorite games]

THANKS!

- 🌿 For having chosen the challenging profession of education.
- 🌿 For your professionalism and your caring.
- 🌿 For valuing your students' family and supporting the maintenance and development of their home language in order that their parents will be able continue being their educators

Thanks...

- 🌿 For being who you are and doing what you do.
- 🌿 May all your generous efforts bloom!

