

| BELL HOOKS WORKSHOP – FACILITATOR TIMELINE | | | DOC PROMPT |
|---|---|---|-------------------|
| 5 | Welcome & Introduction | Goals of workshop: Love of book Make time and space for things we care about Create repository – option at end | X |
| 15 | bell hooks warm-up (Activity 1) | Discussion: engaging with quotes | |
| 12 | “What does your ideal class room look like?” (Activity 2) | 5/3/1 writing exercise | X |
| 10 | Small Group Discussion #1 (Activity 3) | Identifying 1 value, 1 concern 3 min/person | X |
| 5 | Go around twice to share | Fast, one word: First go around and “popcorn” values, then go around and do the same for concerns. Record in doc. | X |
| | CREATIVE CONSTRUCTION PORTION | | |
| 2 | Introduction to worksheet | Remind people about collaboration options at bottom | |
| 8 | Individual time to fill-out worksheet (Activity 4) | | |
| 23 | Small Group Discussion #2 (Activity 5) | Same groups 2 minutes to explain, 5 for feedback | X |
| 10 | Final go around – closing thoughts | Have everyone stand up in a circle. Ask for one sentence – Record these in the doc! | X |
| 90 | Total Time: 90 min | | |

Read out loud & pass: relish out loud!

Discuss & Reflect

“Accepting the teaching profession as my destiny, I was tormented by the classroom reality I had known both as an undergraduate and a graduate student. The vast majority of our professors lacked basic communication skills, they were not self-actualized, and they often used the classroom to enact rituals of control that were about domination and the unjust exercise of power. In these settings I learned a lot about the kind of teacher I did not want to become” (bell hooks, p.5)

“Even as I share strategies, these works do not offer blueprints for the ways to make the classroom an exciting place for learning. To do so would undermine the insistence that engaged pedagogy recognize each classroom as different, that strategies must constantly be changed, invented, reconceptualized to address each new teaching experience” (bell hooks, p. 10-11)

“Teaching is a performative act. And it is that aspect of our work that offers the space for change, invention, spontaneous shifts, that can serve as a catalyst drawing out the unique elements in each classroom. To embrace the performative aspect of teaching we are compelled to engage ‘audiences,’ to consider issues of reciprocity. Teachers are not performers in the traditional sense of the word in that our work is not to be a spectacle. Yet it is meant to serve as a catalyst that calls everyone to become more and more engaged, to become active participants in learning.” (bell hooks, p. 11)

“To educate as the practice of freedom is a way of teaching that anyone can learn. That learning process comes easiest to those of us who teach who also believe there is an aspect of our vocation that is sacred; who believe that our work is not merely to share information but to share in the intellectual and spiritual growth of our students.” (bell hooks, p. 13)

Be ready to give a **one word answer** to each of these when we regroup:

“Which **values** are important to you?” and

“What **concerns** do you have with incorporating critical pedagogy?”

Here are some helpful questions to consider:

Where have you already encountered personal struggles when embracing critical pedagogy?

Where do you anticipate personal struggles?

Digging Deeper through Timed Writing (Activity 2)

Total time: ~12 minutes

Object: walks participants through any sort of internal/reflexive question, as it promotes deeper, narrowed introspection with each iteration.

This writing exercise is borrowed from a radical social justice advocate before me. Thank you.

1. Have everyone start with a blank piece of paper. Invite them to write for the whole 5 minutes, encouraging them to write in prose (complete sentences) and with a “stream-of-consciousness” style, so that they aren’t overthinking their answer, but instead writing everything that comes to mind.
2. Offer a wide-answer question (not a yes-or-no). I put it on the screen for referring back to. For the bell hooks workshops, I ask:
 - a. What is your ideal classroom?

But I have done this exercise with questions like:

 - b. What is your resistance, and where is it located?
 - c. What is your favorite part of your self?
3. Announce “start” and start the timer for 5 minutes.
4. Either allow the timer to ring or announce the end of the writing period.
5. Thank them for their effort!
6. Ask them to look at their writing and underline one sentence, phrase, or thought that resonates the most.
7. Announce that now, we’re going to write about *that* sentence/phrase/thought for 3 minutes.
8. Announce “start” and start the timer for 3 minutes.
9. Again, either allow the timer to ring or announce the end of the writing period.
10. Smile with them, and thank them.
11. Ask them to, again, look at their writing and underline one sentence, phrase, or thought that resonates the most.
12. Let them know that this will be the last sprint to the end, as they will write about *that* sentence/phrase/thought for 1 minute.
13. Announce “start” and start the timer for 1 minute.
14. Finally, either allow the timer to ring or announce the end of the writing period.

This concludes the activity! This is a great jumping off point for discussion, and people generally want to discuss the process and/or their findings afterwards.

Activity #3: Small Group Discussion

Total time: ~10 minutes

Objective: To get people thinking about what they prioritize in the classroom. This activity comes after their initial bell hooks quote discussion and their 5/3/1 writing exercise, so there is lots of new fuel for this discussion. Many participants express discomfort at boiling it down to a single word, but are ultimately successful or simply request to “pass.”

1. Ask people to get into groups of 3
2. Ask each group to identify a “person 1”
3. Explain: This workshop wants to set the example for the values we see in the classroom. In that sense, we want everyone to have time to be heard and to receive attention and reflection. To that end, I will be announcing when to switch to Person 2, and subsequently, to Person 3. Each person will have 3 minutes to talk about their writing, either findings or follow up ideas or questions. Remember that we’re trying to identify one word answers about a value and a concern!
4. Set your timer for 3 minutes. When it rings, announce “Switch to Person 2”
5. Again, set your time for 3 minutes, and then announce “Switch to Person 3”

Text provided on the projector screen:

Small Group Discussion #1: Values and Concerns

Be ready to give a **one word answer** to each of these when we regroup: “Which **values** are important to you?” and “What **concerns** do you have with incorporating critical pedagogy?”

Here are some helpful questions to consider:

Where have you already encountered personal struggles when embracing critical pedagogy?

Where do you anticipate personal struggles?

Chimes will ring every three minutes to indicate a switch to a new person

“The classroom remains the most radical space of possibility in the academy” –bell hooks

Activity

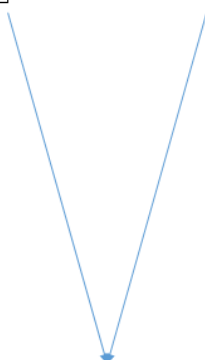
Orienting Value(s)

What already works?

- 1.
- 2.
- 3.

What could be better?

- 1.
- 2.
- 3.



What I want to do differently: The classroom reality of activity + value (Ex: 2-3 major changes)

Personal Reflection: What will be difficult for me as an instructor in facilitating this new version? (Ex: Where might I be inclined to replicate problematic power structures? How can I work to create different conditions?)

Other thoughts & things to consider:

I invite you to include your Activity 4 analysis and redesigned activity in our repository, to be hosted at nicoletcastro.weebly.com! If you are interested in sharing this with like-minded scholars, please mark an option below and leave it on the table:

YES, I want to share my critical pedagogy activity with others. Please share it anonymously.

YES, I want to share my critical pedagogy activity with others.

Please attribute it to my name: _____

Activity #5: Small Group Discussion

Total time: ~23 minutes

Objective: This is the time for discussion on specific syllabus (re)creation.

1. Ask students to get back in their previous grouping of three—participants have said that working in the same group helps them speak to each other’s interests over the course of the workshop.
2. Explain that each person will 7 minutes of group attention: 2 for explaining their activity and 5 for feedback.
3. Set the timer for 2, and then for 5, announcing “Time for feedback!” after two, and “Time to switch to Person 2!” after 5. (The display says chimes will announce the switch, and you can use the timer alarm, but sometimes that doesn’t cut through the sound of discussions.)
4. Repeat this for Person 2, and the transition to Person 3.
5. Repeat this for Person 3, and the transition into the closing.

Text provided on the projector screen:

Small Group Discussion #2: Activity Redesign

7 minutes each:

2 minutes to explain/share,

5 minutes for feedback/collaboration

Chimes will ring to indicate a switch to a new person

Questions for Group Consideration:

How are we accounting for race? Gender? Class? Queerness?