



**The Year I Learned to Fly
The 14th Annual Habla Virtual Teacher Institute**

Itinerary

This year the institute will be led in Spanish and English with materials in Spanish and English available. Please note that all listed times are in the **Central Time Zone (North America)**.

*Quotes throughout the itinerary are from this summer's core text, *The Year We Learned to Fly* by Jacqueline Woodson and Rafael López. This text will be supplemented by a constellation of poems, songs, and books for every age group.*

MONDAY, JULY 18

8:30am-9:00am **ARRIVE AT HABLA AND BREAKFAST**

9:00am-9:30am **WELCOME**

9:30am-12:00pm **LIFT YOUR ARMS**
a building community/performance/writing workshop with Kurt Wootton and María del Mar Patrón Vázquez

"Lift your arms, close your eyes, take a deep breath."

12:00pm-1:00pm **LUNCH**

1:00pm-3:00pm

DREAMING A THING

a visual and textual arts workshop with Cynthia Weiss and Tommaso Iskra De Silvestri

“So our people learned to fly, she said, They dreamed a thing and made it happen.”

TUESDAY, JULY 19

8:30am-9:00am

ARRIVE AT HABLA AND BREAKFAST

9:00am-9:30am

MORNING REFLECTION

9:30am-12:00pm

BEAUTIFUL AND BRILLIANT MINDS

a poetry reading, discussion, and writing workshop with Patricia Sobral

“free as our own beautiful and brilliant minds”

12:00pm-1:00pm

LUNCH

1:00pm-3:00pm

IMAGINING A DIFFERENT WAY

a visual and textual arts workshop with Cynthia Weiss and Tommaso Iskra De Silvestri

“Sometimes the first step toward change is closing our eyes, taking a breath, and imagining a different way.”

WEDNESDAY, JULY 20

8:30am-9:00am

ARRIVE AT HABLA AND BREAKFAST

9:00am-9:30am

MORNING REFLECTION

9:30am-12:00pm

COMPOSING SOUND AND WORD SYMPHONIES

a performance and music workshop with Darío Bernal Villegas, María del Mar Patrón Vázquez, and Kurt Wootton

“my brother and I reached for each other’s hand, flying, diving and laughing, and leaving all of our mad far behind us”

12:00pm-1:00pm

LUNCH

1:00pm-3:00pm

THE POWER OF A ROOM

presentations and conversations from Institute participants

THURSDAY, JULY 21

8:30am-9:00am

ARRIVE AT HABLA AND BREAKFAST

9:00am-9:30am

MORNING REFLECTION

9:30am-12:00pm

THE WORLD OF MY STORIES

collaboratively presented by a team of multidisciplinary teaching artists

“And with these wings, I have been able to ‘fly’ past even the hardest of times into the world of my stories.”

12:00pm-1:00pm

LUNCH

1:00pm-3:00pm

LEARNING TO FLY

a visual arts workshop with Cynthia Weiss and Tommaso Iskra De Silvestri

*“then one by one
they lifted their arms.
One by one
they too
learned to fly.”*

FRIDAY, JULY 22

8:30am-9:00am

ARRIVE AT HABLA AND BREAKFAST

9:00am-9:45am

OVERALL INSTITUTE REFLECTION

9:45am-10:00am

PULLING BACK THE CURTAIN: THE HOW AND WHY OF THE HABLA TEACHER INSTITUTE

a talk by Kurt Wootton

10:00am-10:15am

DOCUMENTING OUR LEARNING

a talk by Arnold Aprill

10:15am-12:00pm

HOW WE LEARNED TO FLY: EXHIBITION REHEARSAL AND PREPARATION

a rehearsing/revising experience led by Cynthia Weiss, Patricia Sobral, Kurt Wootton, and Darío Bernal Villegas

12:00pm-1:00pm

LUNCH

1:30pm-2:00pm

HOW WE LEARNED TO FLY: A CULMINATING EXHIBITION

exhibition of the week’s collective work

2:00pm-3:00pm

INSTITUTE CLOSING

7:00pm

HABLA’S 11TH ANNUAL CLOSING CELEBRATION AND FIESTA

meet at Habla at 6:45pm for transportation to the fiesta

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

PRESENTERS 2022 TEACHER INSTITUTE

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 children, Luis and Sandra, who are growing up bilingual.

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."

Cynthia Weiss is an award-winning artist and educator, and a national leader in creative youth development and arts integration. She was previously the Director of Education at Marwen, a program that provides free visual arts courses and career counselors for Chicago youth from low-income communities. Cynthia helped found and direct the AIMproject (Arts Integration Mentoring Project) at Columbia College in Chicago. She is part of the arts education team that creates and directs the summer institutes at Habla: The Center for Language and Culture in Merida, Mexico. She does consultations at the local and national levels to support educating artists in their professional development of arts learning and reading and writing. Cynthia has an MFA in painting from the University of Illinois at Chicago and has directed large-scale public projects around the city and is a member of the Chicago Public Art Group. She is co-editor, with Gail Burnaford and Arnold Aprill of *Renaissance in the Classroom: Arts Integration and Meaningful Learning*, and co-editor with Amana Lichtenstein of *AIMprint: New Relations in the Arts and Learning*.

Patricia Sobral was educated in Brazil and the United States and has lived all her life between and in the midst of several cultures. She holds a Ph.D. in Portuguese and Brazilian Studies from Brown University, where she is currently a faculty member. She is the Director of Undergraduate Studies in the Department of Portuguese and Brazilian Studies. Patricia teaches several courses in Portuguese via the arts, for example *Performing Brazil*, and three courses in English: a first-year seminar, *Belonging and Displacement*; a sophomore seminar, *Mapping Cross-Cultural Identities*, and *Artful Teaching*. Patricia Sobral is the recipient of the 2012 Harriet W. Sheridan Award for Distinguished Contribution to Teaching and Learning at Brown, and the Undergraduate Student Council Award for Teaching and Advising, and the recipient of the 2016 Karen T. Romer Prize for Excellence in Advising. She is a co-author of *Ponto de Encontro*, *Viajando através do alfabeto*, and *Mapeando o Português através das Artes*. She integrates the performing, visual, digital, and literary arts to enhance language acquisition, deepen cultural awareness, and demonstrate how the arts can promote change.

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.

Arnold Aprill 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.

Tommaso Iskra De Silvestri was born in Milan, Italy and moved to Mexico at a very young age, when his passion for art blossomed. 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, where today he is the Creative Director and continues to teach. He also works with EdúcaTE Yucatán A.C. as an arts literacy promotor for primary school students and PICIP (Comprehensive Participatory Community Intervention Program), where he collaborates with the people of Flamboyanes to create murals around the community. 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.