

How We Learned to Fly | Deeper Learning 2022 | Session Plan

Schedule: 10:30-12:30, 2:00-4:00

Essential Question: What cross-cultural teaching practices elevate and inspire students?

Time/Facilitator	Activities	Supplies/Tech
10:30-10:55 25 min	3 Part Handshake Pass the Energy Merida Mosquito	
10:55-11:15 20 min.	Story Nuggets <ul style="list-style-type: none"> - 9 trios (and one pair) bring story nuggets to life - Perform Sections of <i>The Year We Learned to Fly</i> - Building tools we'll need for the later exhibition - Plan, as a group, how you powerfully communicate your text—read it, talk about what it means. - Consider: <ul style="list-style-type: none"> - remixing the text - repeating, rearranging - choral readings - varying single, pair, whole group - minimal staging 	Story Nuggets Printed
11:20-11:30 10 min	Introduction - Big Ideas <ul style="list-style-type: none"> - translanguaging - narrative plentitude - community - multiliteracies - self-directed learning 	
11:30-11:50 20 min	The Year We Learned to Fly <ul style="list-style-type: none"> - Group reading - 1. Focus on illustrations. - 2. Cue the movement when reading: lift your arms, close your eyes, take a deep breath - Thinking Routine: Sentence/Phrase/Word <ul style="list-style-type: none"> - Individual time for thinking - Trios or whip around the group (depends on time) 	Slides of Text Handouts of Text in English and Spanish
11:50-12:05 15 min	I Could Tell A Story About <ul style="list-style-type: none"> - Transition: Freire, Narrative Plentitude - I could tell you a story about . . . (teaser) - Groups of six - Model - Times in your life when you learned to fly - People who have helped you to fly - people today, 	

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	your ancestors, when you were a child	
12:05-12:20 15 min.	<p>Story Listening</p> <ul style="list-style-type: none"> - Choose one story <ul style="list-style-type: none"> - Tell your story in 5 minutes to your partner - Listen as the most “attentive listener” in the world. - Tell your partner’s story back to them in 1 minute - Switch and repeat - Write story on a notecard - Share model story beginning with the line “I could tell a story .. ” 	
12:20-12:30 10 min.	<p>IQ</p> <ul style="list-style-type: none"> - If time insight questions - Share with group 	
12:30-2:00 min	Lunch	
2:00-2:40 40 min	<p>Visual Art Installation</p> <ul style="list-style-type: none"> - Introduce artists - Create a visual representation of your story - Design Criteria <ul style="list-style-type: none"> - Use either black or brown as your base. - Use only cut out shapes. - Only scissors, paper, glue (no pens, pencils, or words) p.s. Scraps are treasures. - Models from other project 	
2:40-3:00 20 min	<p>Storytelling and Story Selection</p> <ul style="list-style-type: none"> - Place participants in groups of 5 - Move around the group reading your stories and showing your silhouettes. - Choose one to bring to performance. 	
3:00-3:30 20-30 min	<p>Rehearsing Stories</p> <ul style="list-style-type: none"> - Narrator reads the story - Group silently helps bring story to life - Minimal movement, props, chairs etc. - focus on amplifying the power of the narrator’s voice 	
	If time, Cordel Presentation	
3:30-3:45 15 min	<p>Performing Stories</p> <ul style="list-style-type: none"> - Share performances around the room - Volunteers to perform for the group 	

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3:45-4:00 15 min	Reflection <ul style="list-style-type: none">- TnT Thoughts and Takeaways- Share on the board - open up to the room for conversation	
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