

Anti - Bias Education Conference Budapest, 1998 Hungary

1. Workshop

Title: Linguistic Human Rights: Basis for a Democratic Society

Contributor: Alma Flor Ada

Director of Doctoral Studies, Multicultural Program, University of San Francisco where she teaches and guides the work of educators involved with multicultural and multiethnic populations. She is a widely published author of children's literature and books for teachers on the use of bilingual literature in the classroom.

Abstract: After viewing the video "teach me to dance" from the National Film Board of Canada, participants will engage in dialogue concerning linguistics, i.e. discrimination based language usage. Some of the important issues to be discussed in the workshop include the role of the mother tongue in identity formation, the relationship between home language maintenance and healthy family relationships, and the power and richness of bilingualism. Experiences of bilingualism of literary experts will be shared in order to be analyzed and discussed by participants in small groups. Participants will also be asked to reflect on their own relationship with language and the role of language in their personal, social, and professional lives.

2. Workshop

Title: Roma, Racism and Writing

Contributor: Linda Christensen

English teacher at Jefferson High School in Portland, Oregon, poet, Director of the Portland Writing Project, Rethinking Schools Editor and National Coalition of Education Activists steering committee member.

Abstract: In this workshop, participants will view slides of Roma students from Slovakia in school and home, and listen to stories told by Roma students, parents, and educators about the Roma schooling experience. Participants will write dialogue poems, interior monologues, or focus on their own education experiences after viewing the slides. As these pieces are shared, participants will discuss how students' and teachers' racial and cultural identities influence how they experience schooling, as well as ways to alert teachers to their own biases.

3. Workshop

Title: Pedagogical and Organizational Change from an Anti-Bias Perspective

Contributor: Enid Lee

Director of Enidlee Consultants, Enid currently divides her time between the Mellon Project of the Center for Minority Language Education and Research (CSU-Long Beach) and the

Milwaukee Public Schools. She is the author of *Letters to Marcia: A Teacher's Guide to Anti-Racist Education* and a frequent speaker nationally on school reform from an equity perspective.

Abstract: In this workshop we will view a Canadian/made video called REFLECTIONS in which teachers from Kindergarten to High School talk about their efforts to infuse anti-racist principles in both the formal and informal curriculum. We will 'respond' to these teachers making connections between the experiences of teachers in the video and our own teaching work. We will then examine our own social identities through the Petal Exercise to deepen our understanding of discrimination and privilege. The workshop will conclude with the identification and discussion of specific ways in which during instruction, classroom organization and work with colleagues and parents we can use our institutional power to create more equitable classrooms for all students with specific emphasis on the Roma students.

4. Workshop

Title: Walking in Someone Else's Shoes

Contributor: Deborah Menkart

Director of the Network of Educators on the Americas, she has developed a course for in-service teachers in the DC Public Schools titled "Teaching for Equity: Theory and Practice of Multicultural education." She is co-editor, along with Enid Lee and Margo Okazawa-Rey of *Beyond Heroes and Holidays: A practical Guide to K-12 Anti-Racist, Multicultural Education and Staff Development* (in press).

Abstract: A simulation, BafaBafa, will be modeled which requires participants to experience how someone of a different cultural and/or class background from their own might feel. BafaBafa divides participants into two groups with distinct cultures. After each group has mastered its culture, observers and visitors are exchanged for a few minutes at a time. For many participants of the dominant culture, this is the first time they experience what it is like to have one's own culture values disrespected or devalued. The simulation is followed by a debriefing in which participants discuss the analogies in their cultures. Information about other simulations will be shared.

5. Workshop

Title: Interrupting the Cycle of Oppression: What Educators Can Do

Contributor: Beverly Daniel Tatum

Professor of Psychology and Education at Mount Holyoke College, psychologist, and author of *"Why Are All the Black Kids Sitting Together in the Cafeteria?" And Other Conversations About Race*. She is the principal investigator of a two-year demonstration project funded by the Carnegie Corporation, "Improving Inter-ethnic Relations Among Youth: A School-Based Project Involving Educators, Students, and Parents." A central component of this project is anti-racist professional development for educators.

Abstract: Prejudice and discrimination are often perpetuated in the culture by stereotypes, omissions and distortions. This misinformation is often communicated to children and adults by

not only family members friends, but by educators, clergy and other respected adults who are simply teaching what they were taught. However, schools are often places where this cycle could be interrupted. This workshop will focus on the ways that oppression operates often without our active awareness, and will explore ways that some educators have found to be a powerful force for social change in their classrooms.

6. Workshop

Title: Through Students Eyes: The Use of Video

Contributor: Debbie Wei

Curriculum Specialist in Asian/Pacific American Studies for the School District of Philadelphia. Founder and board member of Asian Americans United Youth Leadership Project which works with youth and parents in the South East Asian and Chinatown communities.

Abstract:

Part 1: After viewing the video 'My Brown Eyes', participants will discuss:

- a. problems in education which the experience portrayed in the video raised and applicability of similar problems for Roma and other minority students in their respective countries, and
- b. brainstorm list of possible solutions for the problems and discussion of use of video as a staff development tool.

Part 2: Face to Face- The screening of a video, "It's not What you Think" made by Asian American teenagers in Philadelphia which highlights their situation in their own voice. Participants will view the video with an eye to think about the use of video with young people to create voice and expression for use with broader audiences.

7. Workshop

Title: The Holocaust, Citizenship and Antiprejudice - Addressing the Past Building the Future

Contributor: Stephen Smith

Director of the Beth Shalom Holocaust Education Centre, England. Stephen Smith is an international speaker on the Holocaust and its implications for contemporary Society. He is also project consultant for the Cape Town Holocaust Education Centre, addressing the issue of the Holocaust in post-apartheid South Africa.

Abstract: This workshop examines how the historical precedent of the Holocaust can be used as a tool for further examining the role of the individual in society. It will demonstrate that through use of workshop analysis, the roles of perpetrators, bystanders, victims and rescuers can be better understood. Applied to the individual in contemporary society, this module then reflects on the role of citizens in making decisions and challenges prejudiced behavior, where in societal stereotypes prejudice inhibits the individual's ability to make moral choices.