

How-To Critical Pedagogy

**A guide to How-to lessons
and other activities in
Critical Pedagogy-Notes
From the Real World**

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My Message

- When I started reading *Critical Pedagogy* I just figured it was another one of those required reading texts that we all loathe... I put off reading it until the bitter end of the semester, opened it and began reading one of the best books I have ever read. I laughed, I cried and became involved in all of Dr. Wink's adventures through her teaching experiences. I will take her experiences with me through my teaching career and remember Dr. Wink's words:
 - I must challenge my long-held assumptions;
 - I must let practice inform my theory;
 - I must continually build theory that informs new practice;
 - I must find new answers for new questions;
 - I must grapple with multiple ways of knowing;
 - I must listen, learn, reflect, and act.

Thank you Dr. Wink for sharing your experiences...

These How-to lessons along with other activities can be found in *Critical Pedagogy*. I have compiled them together for further reference.



I Love You Activity

Translate into as many languages as you can:

I love you. _____

(Jose's response is the best... he wrote "Yo se'" on each of the lines... in English that means I know.. What a great response!)

This is my personal favorite activity!



Critical Pedagogy Definitions

Define each of the following three words based on your own experiences.

Critical: _____

Pedagogy: _____

Critical Pedagogy: _____



Conscientization

**Reflect on your own Conscientization:
Conscientization is...**

**The person I know who has conscientization is...
Because...**

**In my own personal development of conscientization,
I would say that I...**



KWL

This may not be considered an activity but I feel it is crucial to teaching and learning...

K(know) What do students know?

W(want to know) What do students want to know?

L(learn) How might they learn it?

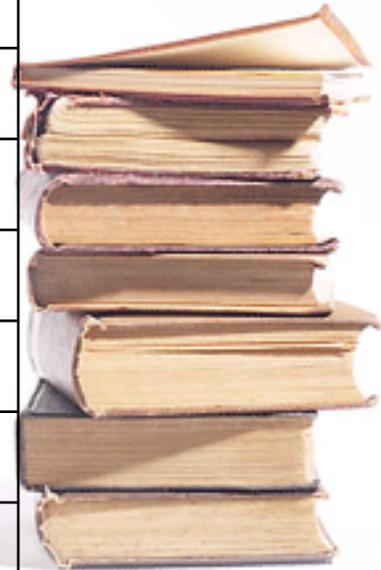
When learning about a new subject, place the letters K,W,L on the board and ask students these questions regarding subject. This is a great way to get all students involved.



Family Graph Activity

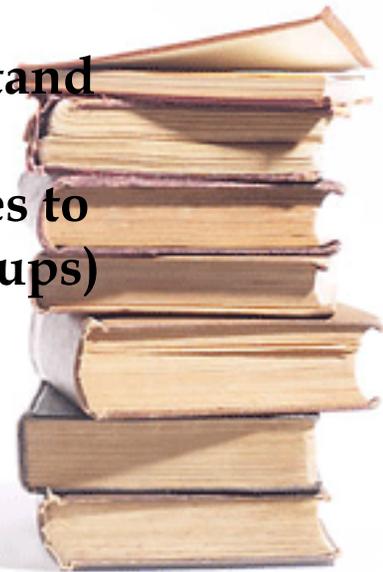
My Family				
	My Grandparents	My Parents	Me	My Kids
School				
Work/Career				
Religion				
Family				
Travel				
Politics				
Beliefs				
Daily Life				

This graph is used for participants to learn things about their historical roots. This is student-centered learning.



Popcorn (How-to-Do-It)

- **Students choose a small section from the text that they like or didn't like**
- **When each student has chosen, one student stands and reads her passage. Other students listen. No comments or questions until each student has shared individually.**
- **The first student calls a second student to stand and read. When all are finished with their individual readings, students are encouraged to share with the whole group (or in small groups) their reactions to the readings.**



Pair Share (How-to-Do-It)

- **Pair students; each individual within a pair then chooses and explains a specific portion of the text.**
- **Questions are asked and discussed within pairs.**
- **After pair sharing, pairs share their discoveries and reflections with the whole group.**



Dialogue Journal (How-to-Do-it)

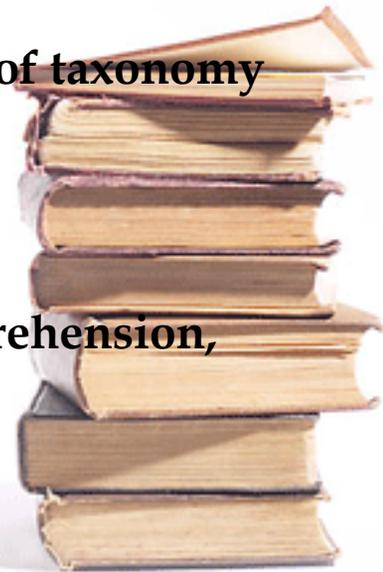
- **Students choose any portion of the text and read it silently.**
- **Students write privately in their journals their reactions to the passage.**
- **Each student shares the passage from the text and her written reflections with another.**



Bloom's Taxonomies (How-to-Do-It)

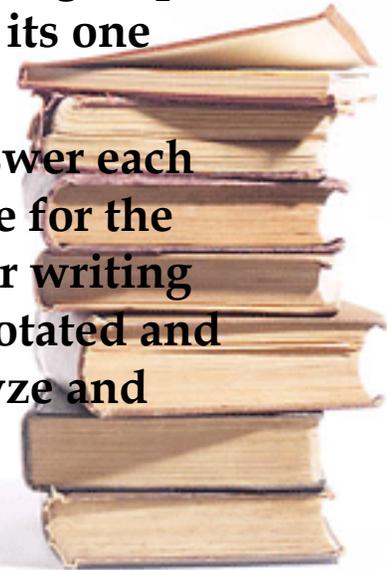
- Choose a specific and demanding piece of text prior to the activity.
- Assign and read it in class and silently.
- Divide the whole group into 6 smaller groups, each representing one of Bloom's levels of taxonomies.
- Assign each small group to relate their assigned level of taxonomy to the reading assignment.

There are 6 taxonomies which include: knowledge, comprehension, application, analysis, synthesis, and evaluation.



Four Corners (How-to-Do-It)

- Tape a large piece of butcher paper to the wall at each of the four corners of the room.
- Each piece of paper can be blank for student-generate questions that they need to be studied, or the instructor can write a specific question on each of the four pieces of paper.
- Divide the whole group into four smaller groups; each group needs one colored marker, and each group uses only its one color, which is different from the other groups.
- After each small group has discussed how it will answer each question (or which question it would like to generate for the whole group), the smaller groups rotate to each paper writing their answers (or questions). After the groups have rotated and answered their questions, the whole group can analyze and discuss the answers.



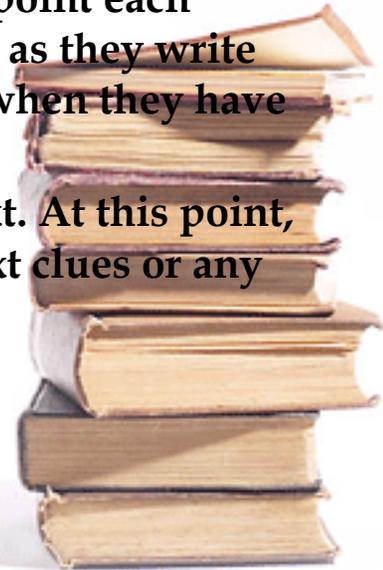
The Messenger and the Scribe (How-to-Do-it)

- Prior to the activity, the instructor chooses one piece of text.
- Make copies of the text and tape in multiple places on the walls of the classroom.
- Place the students in pairs; one is the messenger, one is the scribe.
- When the activity begins, all who are messengers run to the wall, read the text, return to the scribe, and repeat the text exactly. The scribe writes exactly what the messenger says.
- Throughout the activity, the instructor can change the roles of the scribes and messengers.
- The instructor needs to stay out of the way. This is lively and fun whether 5-year-olds, 15-year-olds, or 55-year-olds are doing it.
- When one pair finishes, the activity stops while this pair reads exactly what is written on their paper. If there are any errors, the activity begins again.
- Obviously, this activity works well for listening, for spelling, for grammar, and punctuation.



Comprehending/Comprehension (How-to-Do-It)

- Students are paired or placed in small groups. Each reader will also need a private journal or blank paper.
- The instructor decides on the three stopping places in the text prior to the activity.
- First, students read until the first predetermined stopping place in the text. In pairs, the students orally predict with their partner.
- Second, students read until the next stopping place. At this point each reader connects their new knowledge with prior knowledge as they write privately in their journals. Each reader shares with partner when they have written-if they choose to do so.
- Third, everyone reads until the last stopping place in the text. At this point, in pairs the readers share their meaning making from context clues or any other thoughts that popped into their heads.



Problem Posing (How-to-Do-It)

- **To name:** Form small groups and ask each person to name (state) a problem in her school site. After each has named a problem (or contradiction, or conundrum, or sticky situation, or mess), the small group builds consensus and chooses one problem to name.
- **To reflect critically:** Each small group reflects critically and searches for various approaches to improve the situation.
- **To Act:** The small group lists a recommended action to be taken.



A Mess

Start with a mess (problem, contradiction, difficult situation). Define it. Name it.

Learn more about it.

How can we learn about this?

Who knows about this?

How will we share information with the group?

Alternative approaches.

List all of the ideas that might work. Think wildly and passionately. Dream. Think up utopias. Collectively, choose an approach.

Preparation.

What are the roadblocks? How can we prepare for them? What new problems might this approach create? What are possible solutions for these new problems? What could go wrong? What role might others play if we decide to try to change this?

Action plan and evaluation.

Create a timeline and plan of action. Do it; fix it. Do it; fix it.

Write a commitment statement.

We commit too... I commit to... Members of the group share personal commitment statements and agree to use their own expertise to help fix the mess.

Begin again. Redefine and rename the new mess....

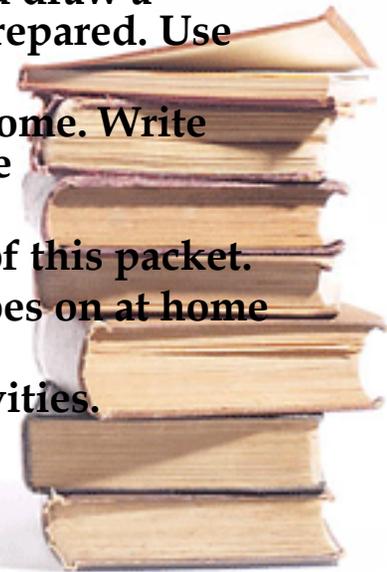


Homework Packet 1 Activity

- Please complete three of the following five activities with a parent.
- *Activities:*
- Find an old family photograph you have never seen before and ask your parent about it. Answer who is in the photo, when it was taken, where it was taken, and if it was taken on a special occasion. Also give any other information about the photo. Please describe what the photo looks like. Use page (1) of this packet to write your answers.
- Ask a parent about their favorite recipe. Write the recipe and draw a picture of what it would look like when the food has been prepared. Use page (2) for this activity.
- Talk with your parent about some of the rules you have at home. Write ten of these rules on page (3). On the same page, tell what the consequences would be if you broke one of these rules.
- Help a parent write a grocery list. Write the list on page (4) of this packet.
- With the help of a parent, write down the agenda of what goes on at home each day. Write this agenda on page (5) of this packet.
- I have helped my child complete three of the five above activities.

Parent Signature

Date



Homework Packet 2 Activity

- Please complete three of the five following activities with a parent.
- *Activities:*
- Draw and color a comic strip of something funny that happened this week at home to a parent or sibling. Draw the comic strip on page (1) of this packet.
- Ask a parent to tell you about one of their favorite days. What happened this day to make it so special? Write the date and the special events that occurred on this day on page (2) of this packet.
- Find an old family photograph you have never seen before and ask your parent about it. Answer who is in the photo, when it was taken, where it was taken, and if it was it taken on a special occasion. Also give any other information about the photo. Please describe what the photo looks like. Use page (3) of this packet to write your answers.
- Take a walk with your parent around the neighborhood. When you return, draw a map of your neighborhood. Make sure to include street names, parks, schools, and anything else important in your neighborhood. Draw your map on page (4) of this packet.
- Read to your parent for 20 minutes. Have your parent retell what you read. On page (5) of this packet, write down your parents retelling of what you read.
- I have helped my child complete three of the five above activities.
- _____
- Parent Signature Date

