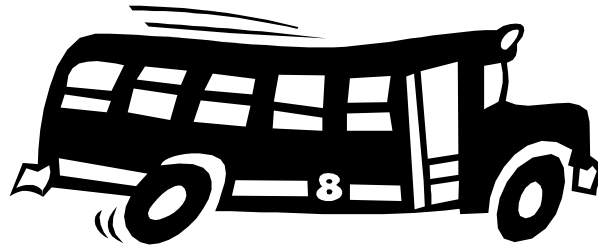


Exploring the Home Communities of our Learners: Bringing to School a Strength Within



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Purpose of the Activities

- Wanted Teaching Fellows (TFs) to experience real-life situations involving diversity
- Wanted TFs to experience a sense of “otherness” so that they could connect with their students
- Wanted TFs to recognize their privileged or (un)privileged status in society
- Wanted TFs to be culturally immersed in the community.
- Wanted to challenge TFs to venture “across the tracks.”

**Step 1: Who Am I: The
Traveler
(Moving from Inside
Out)**



**The Factual Me:
Personal
Autobiography**

**The Me I Want
Others To See:
Bio-Poem**

**The Me Others Do
Not See: The
Privilege Walk**

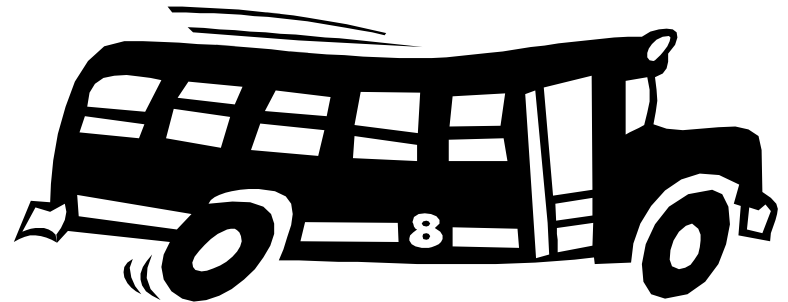
Step 2: Going into the Neighborhood – “Neighborhood Camera Adventure”



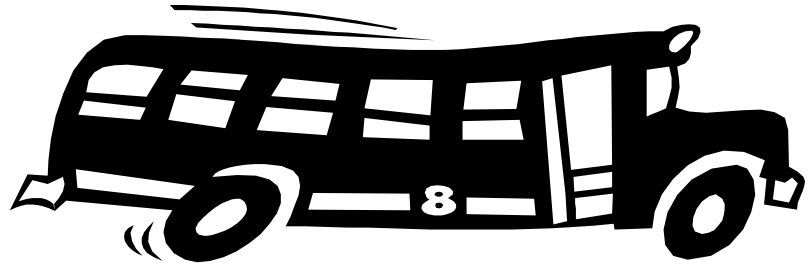
- Preservice teachers researched school feeder neighborhoods of the learners with whom they worked in their internship classes.
- They chose an ethnically diverse school feeder neighborhood to explore.
- With only a camera in tow, preservice teachers described the neighborhood using the following criteria:

Camera Adventure, cont.

- Something historical that you weren't aware of.
- Something that shows the natural beauty of the area.
- A scenic or panoramic view.
- Something that shows how the area is changing.
- Something that could be used in a tourism brochure to advertise this part of the school community to entice people to come to the community.
- Something that shows growth in the area.
- Something that shows change in the area.
- Something that you or your group feels could be improved about the area.
- Other scenes that will add to the project.



Step 3: Enduring the Ride: What Some Families Experience



- “Get on the Bus” – Employment and Travel
- “On the Town” – Maneuvering with Disabilities
- Subsidized Child Care
- “I Have Two Mommies”
- Subsidized Housing
- Finding the Next Meal
- “I Gotta Feed My Family” – Applying for Food Stamps
- “HealthServe Ministries”
- Alcoholics Anonymous
- Montagnard Dega Association
- Southeast Greensboro Resource Search
- “Crime and Punishment” – Patrolling the Beat

Step 4: Community Immersion

- Attend at least two different services at the predominant center of worship in the community;
- Make purchases and spend time in the community grocery store. You must go to the grocery store at least two times, but not in the same week. Note the environment of the store; use comparative eyes to determine explicit and implicit messages.
- Participate in at least one recreational experience with community members (i.e., a park, playground, or other recreational facility).
- Make a home visit (with your OSTE if possible) or telephone call to the parent/guardian of a struggling student you have been working with in your class. Highlight what the child can do. If you need assistance in solving a problem involving the child, make sure that you INVITE the parent's involvement.