

# MIGRANT OUTREACH EDUCATION PROJECT

ELI390/LIN386/EDU390/RCSOCSCI390





# Sustainability...

## Sustainability

- Of the agricultural system
- Of our food production
- Of agricultural reliance on migrants

## Sustainability

- Communities as resources to be defended
- Forging close-knit relationships with community and peers
- Transformative impact on individual behaviors and attitudes



# Pedagogical Goals: Engagement with Material

## **1. Knowledge**

- US Agricultural System
- Food Production in US
- Migrants in Agriculture: History of Immigration
- Migrant: Educational, Health, and Legal Issues
- US-Mexico Relations
- ESL

## **2. Skills**

- Critical Analysis
- Lesson Planning
- Presentation Skills
- Adaptability/Flexibility
- Creativity/Innovation

# Pedagogical Goals: Self-awareness

- Knowing who you are and where you live: How you are part of the system. This, in turn, will also inform you as to who you are in relation to others.
- Responsibility for who you are and where you live.
- Engagement with your surroundings and its communities.
- Respect for your surroundings and its communities.

Self-awareness is a key point to sustainability. You need to understand yourself before you are able to make and sustain strong connections.

# Sustainability in the Classroom

## **Engagement with the subject matter:**

1. What is the system?
2. How do you 'fit' in the system?
3. What would you like to change?
4. Available lines of action?

# Activities

- **Interactive Presentations**: Group presentations on a topic related to subject matter, but that other students do not read. Must connect information and design activities that will engage their peers in analytical critique.
- **Visualization Exercise**: For complex topics, ask students to visualize the system and all of its components, highlight the 'weaker' links and how they would go about attacking/improving these weaknesses.
- **Games**: Visualizes complexities (*Getting Out of the Migrant Stream*).

# Sustainability in the Classroom

## **Awareness of 'selves': Who are we? Who are the 'migrants'?**

1. How do you move away from 'migrant' as an abstract notion?
2. How do you make 'issues' in the migrant community real?
3. How to you bring out each student/instructor's invisible barriers?

# Activities

- **Skits**: Dramatization of case studies. Later we discuss how they felt in the situation, what the problem(s) was/were; possible solutions...
- **Role-playing**: Modification of “Theater of the Oppressed”. Students act out roles given. Issues that arise must be resolved on the fly. Scenario can be stopped by other students, who enter the scene taking over one of the roles to provide solutions.
- **Drawing/Personal Experience**: Drawing childhood room or writing about their favorite teacher. Highlights student expectations and beliefs.



# Sustainability in the Field



## **Fostering sustainable relationships:**

1. How do you “engage” with the community?
2. How do you maximize the results of these short-term relationships (with migrants/with community agencies/with peers)?
3. How to you address student/instructor’s “visible” barriers?

# Activities



- **Reflections**

- Topics tie back to academic readings

- **Debriefing**

- Discussion of situations arising at camps
- Sharing of experiences and teaching strategies

- **Collaboration between students**

- ESL team-teaching
- Pesticide presentation in Spanish

- **Collaboration with communities**

- Assisting medical clinics
- Assisting other agencies at the camps
- Volunteering for Migrant Welcome Week.



## RESULTS

1. 10-year collaboration with the Migrant Resource Council and Community Action Agency.
2. Students continue into graduate and/or Professional Schools: Public Policy, Law School, Medical School, Nursing, Education, ESL, Social Work, Spanish, etc.
3. Internships/Summer employment: Migrant Health Promotion, Proyecto Puente, etc.
4. ESL program created by former student for Latino community in Ann Arbor and surrounding areas. Runs all year.
5. Students continue teaching at the camps after the official end of the 'course'.
6. Adults sit and wait at picnic tables with notebooks for class. Children run to our vans to greet us and help set up.

# Activities: Pre-camp

- **What ifs....**: Discuss issues that have arisen in the past and brainstorm on solutions.
- **Skits**: Dramatization of case studies. Later we discuss how they felt in the situation, what the problem(s) was/were; possible solutions...
- **Role-playing**: Modification of “Theater of the Oppressed”. Students act out roles given. Issues that arise must be resolved on the fly. Scenario can be stopped by other students, who enter the scene taking over one of the roles to provide solutions.
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# Activities

- **Reflections (written or oral)**
- **Action plans/Personal objectives**
- **Connecting Community and Classroom: Study Abroad/Field Trips/Guest speakers**
- **Visualization exercise**: For complex topics, ask students to visualize the system and all of its components, highlight the 'weaker' links and how they would go about attacking/improving these weaknesses.
- **Interactive presentations**: Group presentations on a topic related to subject matter, but that other students do not read. Must connect information and design activities that will engage their peers in analytical critique.
- **Games**: Visualizes complexities (*Getting Out of the Migrant Stream*).