Retreat Workshop – Script – *Teaching the Whole Student*

**I. Pre-Retreat :** Send off 3 items:

1. Tim Garcia’s thesis documentary, [*Abroad at Home: Accounts of the Invisible*](https://vimeo.com/95435773)
2. Maxine Greene’s essay, *In Search of a Critical Pedagogy*
3. Questions to consider for discussion at the retreat (hopefully some written out):

Can we describe today’s student?

What are this student’s major characteristics?

Do they want to leave their own thumbprint on the world?

And how can we facilitate this?

What might be the *subjectivities* our students bring forth?

What are some of their concerns, issues, etc.?

**II. Retreat Workshop:**

1. Overview (7 - 10 min): Intros: us /participants. The workshop will try to mirror a working classroom where different issues may come up. To that end, we will write, discuss, and reflect. *Abroad at Home* was given to determine, early on, contradictions and interconnections between ourselves, as professors, Middlebury, and (some) students of color. *In Search of a Critical Pedagogy* was sent to you to (a) give you a background on the socio-historical-critical history, albeit a brief one, concerning *critical pedagogy* and (b) the challenges facing education – and educators in the classroom.
2. Answers to questions, #3, above (25-30 minutes): Before hearing from everyone, let’s place participants in groups, have them talk to each other, and one person records, another self-selects – or is selected – by the group, to be a spokesperson (10 min). Now we report back, each group saying 1 -2 things that are important/significant. We, in turn, record on newsprint or something (7-10 min). An opening question for discussion as a group: *How might these responses affect the way you perceive, say, your syllabus? What is a syllabus, ultimately?*
3. The Classroom as a Space for Discovery (15 minutes): **This is a writing prompt – short, a list of things, say 3 min or so, the discuss:** Since the classroom is a space for discovery and to excite students, as Greene suggests, what may be some activities that we could use to open up this space and make it safe? What might be some activities that might invigorate engagement with ideas, with others, and with the self? (we’re looking for : spontaneous activities, sharing work/group work, honoring voices – sharing as a whole class, meta-writing locate each in the work, privileging transparency, critical thinking modeled after the scientific method)
4. Meta-Writing & Closing (7min): **This is a writing prompt:**  What did we do in this past hour? How did you find yourself/selves in the work? What are some of the values you see in breaking down the work like this? This is then followed by a group share: let’s go around the room and each person share 1 – 2 things tops – read or just summarize.
5. Invite them to talk to us individually during the retreat or after to go over syllabi, concerns, ways of implanting activities, etc.