



PHILADELPHIA WORLD HERITAGE EDUCATION PROGRAM



Proposal for Norris Square Community Alliance



Now that Philadelphia has become a World Heritage City, the challenge is how to put this new status to use. One of the first goals of the Philadelphia World Heritage initiative is to ensure that all Philadelphians learn about the importance of Philadelphia's heritage and the place that Philadelphia holds in a global context.

Our goal is to teach children and youth about what the world has given to Philadelphia as well as what Philadelphia has given to the world.

In a steadily globalizing market, it is imperative that today's students are equipped to interface with individuals from diverse cultural backgrounds. Multicultural experiences prepare students to interact with people who may not share the same perspective or values. Scholars and teachers maintain that global education is a 21st century skill that should be accessible to all students. Global education not only heightens the awareness of other cultures, but also encourages positive attributes such as diplomacy and interdependency. It illustrates to students that "citizenship" is not necessarily tied to a region or their place of birth. Moreover, World Heritage studies and global education provide the proper framework to discuss dynamic concepts that are crucial to the positive development of children and youth: global citizenship, "us" vs. "them", acceptance vs. tolerance, religious freedom, human rights, and their role in the global economy. Philadelphia is a progressive city of immigrants, diverse communities, and first-generation professionals. The city's recent designation as the first World Heritage City in the United States provides a ripe opportunity to capitalize on this rich diversity by enhancing students' interaction with global education and heritage studies.

Global Philadelphia Association (GPA) and the World Heritage City Project is excited to partner with the Norris Square Community Alliance in this new and fascinating endeavor. We have curated a program that we believe speaks to the diversity of Philadelphia and cultures across the globe. Programming will focus on five world regions: The Caribbean, Latin America, Africa, Middle East, and South Asia. During this program, students will engage with local Philadelphia educators and artists to consider their Caribbean heritage and various identities in Philadelphia through mural arts; study the African diaspora through the Brazilian martial art of Capoeira; dissect the perpetuation of stereotypes witnessed in South Asian short films; learn how to express their frustrations through the art of African storytelling; map their neighborhoods, homes, and areas in the modern Middle East; and culminate with an exploration of Ancient Egypt and cultural heritage at the Penn Museum.

Below you will find a proposal for programming on each world region and a total cost for the project listed on the last page. We are truly grateful for the opportunity to work with Norris Square on this project and look forward to the impact that this World Heritage Education Program will have on the students and communities that you serve.

CAPOEIRA WORKSHOP PROPOSAL

For the Global Philadelphia Association &
The Norris Square Community Alliance Intensive Prevention Services (IPS) program



What is Capoeira? Capoeira is a martial art disguised as a dance, with its own acrobatics, songs and music. It is not a contact sport: participants ‘play’ together in pairs and seek to outmaneuver each other without hitting their partner. Neither is capoeira competitive: the objective is to improvise moves in response to your partner’s and develop a complex game together. Most of all, Capoeira is a lot of fun and its multiple facets make for a rich learning experience as well as a great workout.

History and Values of Capoeira: In many ways, Capoeira’s heritage and values mirror the role that the city of Philadelphia played in American History – particularly in bringing together people from different ethnic and social backgrounds, providing a safe harbor for them and then transforming their cultural diversity into a core strength that has grown over time.

Afro-Brazilian slaves, who weren’t allowed to defend themselves, created Capoeira in the 16th century. They would pretend to be dancing and celebrating, but in fact were preparing a means to escape and form communities in the Brazilian forests called ‘Quilombos’. Four centuries later, the country’s President recognized Capoeira as an ‘authentic Brazilian art form’. *In 2014, UNESCO listed the Capoeira ‘roda’ (or circle, inside which capoeira is played in pairs) as an intangible cultural heritage of humanity.*

Because of its heritage and values, Capoeira promotes sharing, respect and diversity in all its forms. Every ‘roda’ - or capoeira circle - that we form becomes a space for men, women and children from different social, cultural and ethnic backgrounds to get together and play capoeira.

Instructor Profile: Mestre Maxuel started playing Capoeira when he was five years old in his native village of Arraial d’Ajuda, in the Brazilian state of Bahia where Capoeira originated. He has hundreds of students across France, Chile and the USA, runs his own studio in Paris (France), and has taught classes and workshops all over the world. *He represented the global Capoeira community onstage at the UNESCO headquarters in 2014*, when Capoeira was voted an Intangible Cultural Heritage of Humanity. For him, Capoeira is a mode of expression, a life philosophy, and a way to give back to society.

How will participants benefit? Capoeira has numerous physical, psychological as well as social benefits.

Capoeira develops physical abilities such as flexibility, coordination, muscle tone, balance, speed and strength. It also helps master self-defense: participants learn to dodge blows, evade their opponents and put them off balance without hurting themselves or others.

Capoeira also helps develop musicality: it will enhance participants' sense of rhythm as they learn traditional songs and to play our instruments.

Furthermore, Capoeira is immensely beneficial for one's personal and social development: it helps overcome shyness, open up to others and embrace our differences, learn to win and lose, to follow the rules of the game, to excel without having a competitive spirit, and get rid of stress.

Workshop structure: Each two-hour workshop will be structured as follows: a warm-up to Brazilian music, following which participants will learn basic offensive moves (kicks), defensive moves and acrobatics (e.g., cartwheels or handstands). They will then learn to play different Capoeira instruments and be introduced to some of its songs and history. Participants then form a capoeira 'roda' (or circle): participants accompany the instructor on instruments or by singing and clapping while two people play capoeira in the center of the circle. When one pair is finished, they join the circle and another pair takes their place. The workshop finishes with some stretching exercises to avoid sore muscles the next day!

Logistics:

- Two 2h workshops for 15-20 participants (one for middle-school and one for high-school students)
- Instructor: Mestre Maxuel (possibly with an assistant depending on dates and availability)
- Possible Dates: week of January 30th, February 20th or February 27th.
- Time: 4-6pm
- Cost: \$300 per workshop (+\$50 for space rental if we provide the location)
- Location options: at your location (any room with an even floor and enough open space to move around freely) or at one of our class spaces:
 - Mondays at the Performance Garage (1515 Brandywine Street, Philadelphia, PA 19130)
 - Thursdays at the LC-HC community center (2111 Sansom St. Philadelphia PA 19103)
- We will provide all musical instruments, recorded music, exercise mats and other necessary equipment.
- Participants should wear loose pants, a t-shirt and tennis shoes (or barefoot), and should bring a bottle of water.



World Heritage Education Project Workshop Proposal

- Region: Asia (South Asia)
- Facilitators: Natasha Cohen-Carroll and Hariprasad Kowtha

Our workshop will be comprised of several elements designed to encourage dialogue and exchange around South Asia, and to connect students to this region through film, conversation and movement. Philadelphia has the fastest growing South Asian immigrant population, and is home to several different communities from various countries in South Asia such as Bangladesh, India, Bhutan and Nepal. From this perspective, we seek to make this connection between South Asia and Philadelphia a much more tangible and accessible one.

To do so, we propose to showcase films and film excerpts from South Asia that explore topics like class, race, mental health and gender identity in a nuanced and thoughtful way. We imagine showing two short films that can provide insight into this region and its culture while still being relevant to the students' day to day experiences. Following the screenings, we will lead a conversation with the students, asking them what resonated with them, what surprised them or what they already knew. This conversation will lead us directly into theater games and movement based work.

The second part of the workshop, centered around movement, will provide an opportunity to learn through the body in a 'low-stakes' and encouraging environment. We will lead games that explore language and meaning, allowing the students to experience first-hand what constitutes communication in a multilingual, multicultural context.

As organizers of the Mustard Seed Film Festival, the only South Asian film festival in Philadelphia, we have heavily researched socially engaged South Asian films and have experience working with very diverse communities. We also co-teach an after-school program that combines theater and filmmaking for high school. Hariprasad leads Theater of the Oppressed workshops on topics such as race, community and boundaries, and has experience breaking down these abstract or complex subjects into relatable and accessible exercises for students of various ages. He also teaches yoga and mindfulness classes to youth in shelters and various cultural centers. Natasha is a filmmaker and photographer whose work revolves around community, culture and storytelling. She has been a teaching artist/counselor with the West Park Cultural Center for the past two years that works with underserved communities.

We are very excited at the prospect of working on the World Heritage Education project and look forward to furthering the connection between the South Asian community and the larger Philadelphia community.

- Workshop/ Space needs: Room that would provide space for movement exercises and A/V set-up, to a screen or through a projector (we can provide a projector if need be)
- **Workshop fee:** \$300.00/session, **Total fee:** \$600.00

Baba T. Kala Jojo Starling

Storytelling in Education? *YES!*

Storytelling helps students be active not only in presenting but also in focused listening and reacting, enhancing the vital skills of communication. Storytelling is an ancient art that strengthens and enhances skills that children need to acquire to function in today's world. As adults, we work in groups, sharing ideas and building upon them. Students practice the same skills, often working collaboratively in cooperative groups. We know that storytelling produces enthusiastic and engaged learners; furthermore, qualitative and quantitative research studies show that storytelling can improve academic performance. Through storytelling:

- Connections and understandings are formed about and between the past, present, and future
- Horizons are broadened
- Understandings of empathy towards other races and cultures is increased
- Auditory processing skills and listening skills are supported and practiced
- Visualization skills are expanded as children form pictures in their minds
- Sensory imaging is heightened as all senses are elicited: tasting, touching, smelling, hearing, and feeling
- Order is brought to students' worlds through use of thinking skills
- Decision-making skills are discerned
- Memory is enhanced and attention spans are stretched
- Fear of public speaking is reduced
- Writing skills are strengthened as students examine the structure of a story
- Character, events, and settings are brought to life
- New Vocabulary emerges
- Cultural literacy is conveyed

Storytelling is an art, a tool, a device, a gateway to the past and a portal to the future that supports the present. Our true voices come alive when we share stories.

Stoetry: Students will be asked to create or find a poem that could reflect some aspect of their lives. Kala Jojo (Artist/Educator) will model and initiate the activity to establish a common ground to possibly parallel a personal story and a selected poem that someone in the group can identify with. Often times this can get their creative sensibilities flowing. Artist will be mindful to emphasize that we are hoping to create stories of victory regardless of their stoetry beginnings.

Our Objective: Demonstrate that more often than we realize, we share many of the same stories of vision, hope, challenges, successes, commitment and growth. Note that this is not a linear activity, so the outcomes may vary.

Outcomes: Students will articulate their work or write short narratives to be shared with the focus group.

Personnel: Thomas Starling (Kala Jojo) - Folklorist, Educator, Musician, Artist

Workshop Fee: \$400.00/session, **Total Cost for 2 Sessions:** \$800.00

World Heritage Education Project Workshop Proposal
Norris Square Community Association
February 2017
“Map Me, Map the Middle East!”
Approximately 2 hours for each group (middle school, high school)

Region: Middle East
Facilitator: Sarah Sharp

Overview:

The goal of this workshop is to enable participants to begin to see and understand the history and culture of the Middle East (ME). The workshop’s sections will enable both groups (middle school, high school) to create colorful maps of their own neighborhoods, including favorite sites such as homes and other locations, then make maps of some areas in the modern Middle East showing cities, buildings, ideas and food, and, sample some Middle Eastern food. Participants will discuss what they achieved and display their results in the Norris Square Community Association (NSCA) building.

Section 1: Starting Point! Map Me! (30 min.)

We will start where the students live and go about their lives. They will have the chance to draw maps of the locations of their homes, favorite places to go, favorite foods to eat, favorite activities outside school, drawing all of these features against the backdrop of the city of Philadelphia. Students may also use their phones to get some ideas for locations around Philadelphia that they would like to draw on their maps.

Section 2: Transport! Map the Middle East (ME) (concentrate on cities of Cairo and Istanbul)! (60-70 min.)

Students will utilize these materials:

- a) certain publications (such as *Anatolia Before You* series from the Museum of Anatolian Civilizations in Ankara, Turkey; *Nasreddin Hodja* stories from Turkish folklore, *Top 10 In Istanbul* architectural cards “Istanbul Brochures” by Serif Yenen);
- b) the presenters’ photographic images of scenes and artifacts in Iran, Saudi Arabia, and Turkey; and,
- c) material regarding the history and present day of Cairo; and,
- d) background information which the presenter provides about the history of the ME region and its youth populations.

Students will select certain ME features (such as architecture, Arabesque designs, people, faith traditions, natural resources, food, drink) and ME ideas which they wish to portray on their maps. We will acknowledge that both Istanbul and Cairo are World Heritage (WH) cities. Students may also use their phones to get some ideas for locations around Philadelphia that they would like to draw on their maps.

Section 3: Eat! Experience Middle Eastern Food! (20 min.)

We will sample some ME food such as hummus, pita bread, falafel and baklava and talk about their tastes, compare them with foods we might know better, and understand that

ME cuisine is available in Philadelphia -- making some connections with our WH city status.

Section 4: Wrap Up! Share! Display! (20 min.)

We will have some time for students to share their maps and drawings, as well as their ideas about what they accomplished, then put them up on the available wall space in the NSCA building.

Needs:

Display space for the completed maps (2 maps per student)

Large wall map of the world

Samples of Middle Eastern food (hummus, pita bread, falafel, baklava)

Drinks such as water, juice

Colored pencils and pens

Large size colored paper (8 ½ x 14" or so)

Book of Arabesque designs to photocopy some pages, such as

https://www.amazon.com/Creative-Haven-Arabesque-Designs-Coloring/dp/0486493164/ref=pd_sbs_14_img_0?encoding=UTF8&psc=1&refRID=EXEN0VBAT0NH3TDAP7QW

Budget:

\$300 for each workshop for facilitator, total = \$600

Costs of food and all items listed above in Needs (NSCA may already have the paper, pens, pencils?)

Amber Art and Design

Ernel Martinez

Proposal: GPA Philadelphia World Heritage City Project and Norris Square Workshops to be facilitated: February 28 and March 2, 2017

Ernel Martinez enthusiastically submits the following proposal to implement 2 workshops with youth at the Norris Square Community Alliance, in partnership with Global Philadelphia Association, as part of the Philadelphia World Heritage Project.

Background:

As co-founder and member of the prolific Philadelphia-based but internationally-reaching art collective, [Amber Art and Design](#), he is an artist working in the public realm, primarily in community-based projects and initiatives. While his work often explores and examines cultural identity, he also brings his own life experience to this project with GPA. The oral and intangible cultural heritages of his birth country of Belize were recognized by UNESCO as part of the Masterpiece in 2001, to encourage recognition and protection of the Garifuna peoples' nonmaterial traditions.

Workshop Proposal Details:

- Ernel will lead 2 workshops, each spanning 2 hours with middle and high school youth.
- The overarching themes of the workshops will be Movement, Color, and Rhythm. These elements will inspire all the imagery that the youth create.
- Ernel will start off the workshops by introducing U.S.-based artists with Puerto Rican and Dominican backgrounds to have conversation and generate ideas with the young people, as well as to encourage them to consider the various identities they assume within Philadelphia. He will show the work of Pepon Osario (large scale installations) and Freddy Rodriguez (paintings) and ask the youth what they see in the pieces; this process will prep the youth for their own participation by offering opportunity for inspiration and reflection.
- The students will then make their own banner. Ernel will bring partial-banner templates on parachute cloth to the workshops and guide the students in painting and collaging on the templates. They will add imagery, color, and line.
- Ernel will then put the two banner pieces together off site and add any needed details to complete the piece, readying it for reproduction or hanging.

The goal of these workshops, in keeping with the goals of the World Heritage City Project, is to give the students a sense of curiosity about their city and the world around them, while engaging them in art-making, creativity, and self-expression. By

viewing other artists' work and making their own they will be encouraged to take pride in their layered cultural and social identities. They will be asked to think about their layered identities as Latinos, as Americans, as Puerto Ricans and Dominicans, as teenagers/adolescents and as city dwellers -- and will consider how these layers they carry fit within the broader context of Philadelphia.

Supply list for 20 participants: estimated cost \$200

Parachute cloth, Paint, Collage materials, Brushes, Containers, Aprons, Gloves

Workshop Fee: \$300.00/session, **Total Cost for 2 Sessions:** \$600.00

FIELD TRIP

University of Pennsylvania Museum of Archaeology and Anthropology

- 1) **Outreach Pre-museum visit program:**
45 min session on the Ancient Civilization & Heritage /Archaeology (Egypt)
One day during the week of Feb 20th. After-school hours (starting at 4pm)
Two sessions (one for the middle school, the other for the high school students, back to back)

Program Fee:

First session \$200; Second Session \$100 (50% discount)

Total: \$300 for two groups (30 students)

- 2) **Museum Visit on March 1st (Wed) 4:30-6:30**

The museum is open in the evening on this date.

The educator that made a pre-visit outreach session will meet the group and offer a museum based program on Ancient Egypt and cultural heritage. (1-hour program Short guided gallery tour and a classroom workshop)

Two groups of students (Middle School and High School) will each experience an hour program of a museum workshop on ancient Egypt/Ancient culture.

One teacher or chaperon is REQUIRED per 10 students. So three adults should accompany the group.

Program Fee:

Museum Admission Fee - Student Group rate: \$7 /student (Teachers/Chaperons are free). $7 \times 30 = \$210$

Museum Workshop Fee - \$100 flat rate. $100 \times 2 \text{ sessions} = \200

Total Fee: \$410

- **COMBINED COST (1 &2): \$710**

WORLD HERITAGE EDUCATION PROGRAM
Norris Square Community Alliance
February 2017

TOTAL COST OF PROGRAM BUDGET	
Item	Cost
Brazil Capoeira Workshop (with gym rental)	\$700.00
African Storytelling	\$800.00
South Asian Short Films - Media & Movement	\$600.00
Map Me, Map the Middle East	\$600.00
Penn Museum Outreach Program & Field Trip	\$710.00
Caribbean Heritage Exploration - Movement, Color, Rhythm	\$600.00
GPA Program Development & Onsite Management	\$1500.00
Materials, Food, Staff Transportation	\$800.00*
TOTAL COST:	\$6,310.00

**Estimated cost*