1. Past and Present Day Mayan Culture: Why the World Didn’t End in 2012
   Sharon Sullivan Mújica, CHICLE Language Institute
   This session will concentrate on both the ancient and present day Maya who still live in the Mexican states of Yucatan, Quintana Roo, and Campeche. There will be a short overview of their history from Pre-Columbian times to the present with emphasis on the language and culture of these indigenous people. A discussion of the 2012 phenomena - where did it come from, what did it mean to the Maya, and was it good for the Mexican and Guatemalan economy - will also be included.

2. Latinas/os & the U.S. Educational System
   María DeGuzmán, Program in Latina/o Studies & English and Comparative Literature, UNC at Chapel Hill
   This presentation will address some of the basic challenges facing Latina/os at all levels of the educational system from kindergarten through graduate school, and María DeGuzmán will attempt to illustrate the discussion with, among other sources, excerpts from literary texts that deal with Latina/o experiences in the U.S., challenges in educational systems, and scenes from a few key films. Lastly, she will make connections between these challenges nation-wide and in the particular case of North Carolina and its Latina/o populations.

3. Food for Thought: A Tour of Latino Food Culture and Identity
   Carina Cordero Brossy, Outreach Network, World View
   Food is essential to human survival, but it doesn't just stop there. Food serves as a window into societal values, attitudes, conflicts, and resolutions. This session explores the foodways, traditions, and culinary history of Latin America, specifically the Caribbean and Mexico. We will examine what ties Latino cultures to specific food choices and the group identities that remain even after migration. Don't forget to bring your appetites!

4. Yo Veo: Using Images to Understand the Lived Experience of New Latino Immigrant Students
   Mimi V. Chapman, School of Social Work, UNC at Chapel Hill
   Robert Colby, Art History, UNC at Chapel Hill
   This session will use a new approach to discuss the experience of immigration for youth immigrating from Latin America. We will focus on a series of photographs from the award winning photo-journalist, Janet Jarman, who has chronicled one family's migration experience over 15 years. Implications for teachers and others working with this population will be discussed.

5. Costa Rica’s National Institute of Learning: An Educational Empowerment Model
   Jennifer Horschman, Immersion Abroad Costa Rica
   Imagine an educational employment program for low income individuals ages 15-35 that is funded primarily by 1.5% of every Costa Rican employee’s payroll, yields an 85% success rate of graduates, and began in 1965 with an enrollment of 261 students and increased to 286,225 by 2008. Costa Rica’s INA (Instituto Nacional de Aprendizaje, National Institute of Learning) is an innovative public entity that offers a unique opportunity for low income men and woman to gain key life skills and training in all sectors of employment: agriculture, trade and customer services, food industry, mechanics, metal, fishing, crafts, electricity, textile, tourism, etc. This session will help answer the question: what can educators in the United States learn from Costa Rica’s INA program?
6. Arte Activista en Educación: Exploración de las Aspiraciones y Deseos de los Estudiantes Migrantes y sus Familias
(Note: This session will be offered in Spanish)
Raúl Gámez, Estudiantes en Acción con Campesinos

Por medio de un colorido mural y lleno de imágenes, creado por los Jóvenes del Instituto de Liderazgo Levante de Estudiantes en Acción con Campesinos (SAF por sus siglas en Inglés) los participantes tendrán la oportunidad de participar en una conversación dinámica sobre la historia de los campesinos y explorar probables implicaciones que tiene el ser un estudiante inmigrante/migrante y su éxito académico.

Through the use of a colorful mural full of imagery, made by Student Action with Farmworkers´ (SAF) Levante Leadership Institute youth, participants will engage in a dynamic conversation about the farmworker movement and explore possible implications that being from an immigrant family can have in the academic success of migrant children.

CONCURRENT SESSIONS II   TEACHING LATIN AMERICA & LATINO STUDENTS
2:15pm - 3:30pm
GRADES K-12 and Community College

Andrew Behnke, Family and Consumer Sciences, NC State University

This presentation will outline seven key steps to engage Latino youth. Participants will also learn how to put into practice "the 5 P’s of Personalismo" to assure youth feel comfortable participating in activities at school and engaging in academics. Andrew Behnke will discuss the research and practical implications of how to help Latino students succeed. He will also share how to engage parents as part of the solution to help families make college access possible.

2. Building Literacy in Hispanic Homes
Ashley C. Velazquez, Grimsley High School, Guilford County Schools

The parent-school connection is key to student success. How can we bridge the language gap with Hispanic families? Learn how a Motherread program can empower mothers with literacy and English skills. Classes taught through the use of children's literature equip mothers with the skills and tools needed to help young readers excel. Participants will learn how to begin a program to teach English/Literacy in their school/community and experience a demonstration of a short lesson.

3. Connecting with the Consortium: University-Based Resources in Latin American and Caribbean Studies
Emily Chávez, Consortium in Latin American and Caribbean Studies, UNC at Chapel Hill and Duke University

In this workshop, educators will learn about the variety of resources provided by the Consortium Outreach office, including curriculum, book clubs, culture boxes, film screenings and discussions, study tours to Latin America and the Caribbean, and other professional development opportunities. We will engage in hands-on activities that showcase a sampling of the Consortium Outreach office's offerings. All participants will leave with lessons they can use in and adapt to their classrooms.

4. The “Real Life” Latin American Resource Connection
Jennifer Horschman, Immersion Abroad Costa Rica

How can we extend our content to incorporate the Latin American perspective so that it is not merely stereotyped, contrived, or narrowly understood? This session will look at one of the greatest skills of effective educators - being good at finding and utilizing resources. Participants will explore three different kinds of "real life" relevant resources, including research resources, community resources, and student resources available to integrate Latin American themes and perspectives into a lesson or lab. Broaden students’ worldviews of Latin American culture by connecting to the Latin American resources available at your school, in your local community, and right in your classroom.
5. An Educator’s 2012 Travel Experience to Cuba
Gerald Waller, Electrical/Electronics Technology, James Sprunt Community College

You can’t help but be intrigued by Cuba - so close, but so far away to the average US citizen for fifty years now. Thanks to recent U.S. policy changes, the doors are slowly opening under certain guidelines. In this session, Gerald Waller discusses his educational tour to Cuba in June 2012 and shares his vivid photos and HD video clips of Havana and Pinar Del Rio. You will also learn how to travel legally by direct flight from the United States. As a follow up you will be provided with a direct link for an open source website Waller has created for educators to share the visual experience with their students.

CONCURRENT SESSIONS III

A STUDENT PERSPECTIVE

3:45pm - 5:00pm

GRADES K-8

1. From Page to Stage: Bringing Historical Figures to Life
Trevor Casstevens, Tyrionia Chambers, Anthony Giron, Kenneth Sanches, Melanie Sanchez, and Frazier Williams, Fourth Grade Students Benton Heights Elementary School of the Arts, Union County Public Schools

Come learn how fourth grade students transform non-fiction text into engaging dramatic monologues and two-person scenes. After sharing their process and presenting their dramatic pieces in Readers’ Theatre-style, the students will offer a Q&A session. During the final portion of the session, participants will explore first-hand how to adapt sample texts into first person monologue/dialogue scenes in small groups and have a completed piece to take back to their classrooms.

GRADES 6-12

2. A Peruvian Journey
Seventh and Eighth Grade Students, Mount Mourne School: An IB World School, Iredell-Statesville Schools

If someone were to ask what is so special about Peru, what would you say? Would it be the breathtaking landscape, with the colossal Andes, impressive Machu Picchu, arid deserts, cerulean Pacific Ocean, and tropical Amazon? Would it be the deep rooted history from 8000 B.C. that still awes us today? Would it be the diverse culture? Something definitely sets Peru apart from the rest, and our goal in this presentation is to uncover it by journeying through Peru’s landmarks, history, and culture.

GRADES 9-12 and Community College

3. Student Development through Latin American Outreach
Aaron Newman, High School Student, Global Public Service Academies for Health and Enloe High School, Wake County Schools

Study abroad experiences are most commonly associated with undergraduate schooling, yet students of a younger age also have the capacity to benefit significantly from such interactive learning environments. In a developing world setting, students will be exposed to a range of societal struggles that will force them to reconsider, and perhaps redefine their perspective on their own privileges and securities. By coupling such strong motivations with empowering service opportunities, mentors can teach students to recognize their individual potential to improve the world around them.

GRADES K-12 and Community College

4. Rising through the NC Educational System: A Latino Experience
Abigail Cruz, Moreno Rodriguez, Juan Ortega Ruiz, Salomon Pinargote, and Omar Villarreal, Community College Students, Forsyth Technical Community College

Forsyth Technical Community College students from the Latino community will share their experiences integrating into the NC Educational System. Each will share the unique challenges they faced ranging from adolescent struggles in K-12 to addressing culture shock during the acculturation process to the trials of reverse culture shock when visiting their home country. As young adults attending community college, new issues arise with setting scholastic goals. What does the future hold, and what is the potential impact of the Dream Act?

GRADES 9-12 and Community College

5. Mentoring for College Access
Emilio Vicente, Undergraduate Student, Scholars’ Latino Initiative, UNC at Chapel Hill

This session will focus on how mentoring changes lives. From Leonardo DiCaprio to President Dilma Rousseff of Brazil to Langston Hughes, mentoring played an important component to their success. Because no one ever knows everything, mentoring can play a crucial role in developing and giving someone the necessary tools to succeed. From personal experience, Emilio will talk about his personal journey through mentorship and how it empowered him to see that he too could go to college!