

## **Assignment 5: Brainstorming Ideas for a Carnival of a New (Old) Type**

*(due by Friday, Jan. 28)*

This assignment should be done in small groups of three to five students. This assignment may be done individually, although it is not recommended. This assignment may be done in groups larger than five students, although it may be difficult due to the larger number of schedules to coordinate.

As a group, take a few minutes to discuss what you learned about new ways to teach and learn from the workshop conducted last week by Tony Osumi. Focus on how Tony has been able to expand teaching-learning outside the walls of a college classroom and promote approaches that are simple and interactive and not dependent on transmitting information through lectures, books, and presentations. Moreover, although Tony is an experienced artist and activist, the activities that he designed do not require participants to have the same expertise as he has.

Next, as a group, discuss carnivals that students have attended, especially as children. Which activities (e.g., games, booths, etc.) at carnivals were particularly memorable and why?

Based on insights from the above group discussion, create a carnival activity that can carry out education around at least two of the following three themes. Write up a description of this activity and be prepared to present the idea in our class. (Note: in the actual carnivals that we do for campus groups and in the community, the themes will be different, but this homework assignment will help students think about ways to integrate important ideas into a holistic learning-teaching approach).

1. College students in AAS classes have a responsibility to use their knowledge and resources to serve the communities that nurtured them.
2. In this period of attacks on immigrants, college students have a responsibility to defend immigrant rights.
3. For UCLA students, immigrant workers are a largely invisible sector of Asian Pacific Islander communities, but students can learn valuable lessons from the struggles of immigrant workers.

Your group's carnival activity can draw from the special skills and talents of students in your group (e.g., music, poetry, singing, dancing, etc.), but remember that the purpose of the activity is not to showcase these talents but to enable "ordinary" participants to join in the activity. Learn from the mindset of Tony Osumi: although he is a talented artist, his teaching-learning activities are not designed to showcase his own artistic skills but to engage those who do not even consider themselves artistically talented.

For the carnival activity that your group creates, make sure that it fits the following

guidelines:

1. Like the activities of Tony Osumi, it is relatively simple to set up and relatively inexpensive. It does not require elaborate equipment, extensive set-up time, or a lot of money.
2. The activity is interactive and does not depend on having people listen to a lecture or presentation, do extensive reading, or only watch or listen to media.
3. The activity can be easily adapted to a range of populations, such as people from different age groups, people from different language groups, people from different ethnic groups, and people with different levels of skills and expertise.

For students having difficulty developing a carnival activity, feel free to develop ideas around any of the following activities:

Game booths

Origami-making, Chinese ribbon-making, or other forms of traditional Asian Pacific arts and crafts

Button-making (similar to Tony's workshop)

Jewelry or pendant-making

Community murals (taking one small portion of Tony's mural in Little Tokyo or from the large Filipino Town mural and helping people quickly create a simple and small version that they can display in their rooms, so that they feel linked to that mural and that community)