



# the **Change** Agent

An Adult Education Magazine  
for Social Justice

Issue 49    [changeagent.nelrc.org](http://changeagent.nelrc.org)    September 2019

## THE CHANGE AGENT

Adult Education for  
Social Justice: News,  
Issues, and Ideas

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Concepción Saracía (above as a child with her baseball bat, and left as an adult) begged her mother to let her play baseball. Read her story on p. 8.

**ENGAGING, EMPOWERING, AND READY-TO-USE.**  
Student-generated, relevant content in print & audio at various levels of complexity—designed to teach basic skills & transform & inspire adult learners.

**A MAGAZINE & WEBSITE: [CHANGEAGENT.NELRC.ORG](http://CHANGEAGENT.NELRC.ORG)**

## Teach Basic Skills with the “We All Need to Play” Issue of *The Change Agent*



New England Literacy  
Resource Center

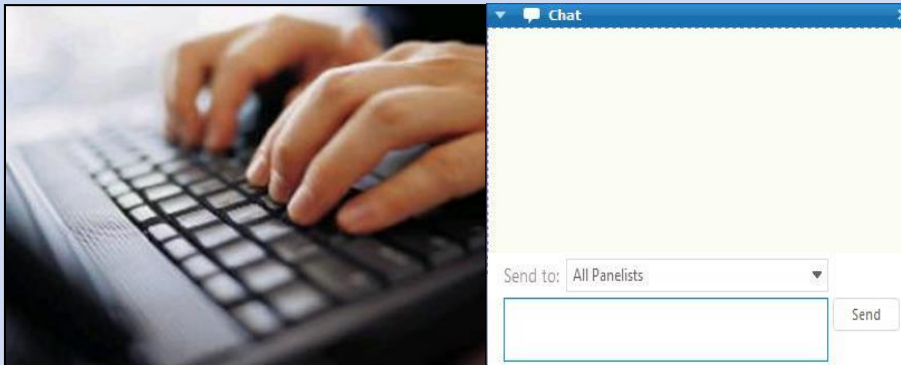


World  
Education

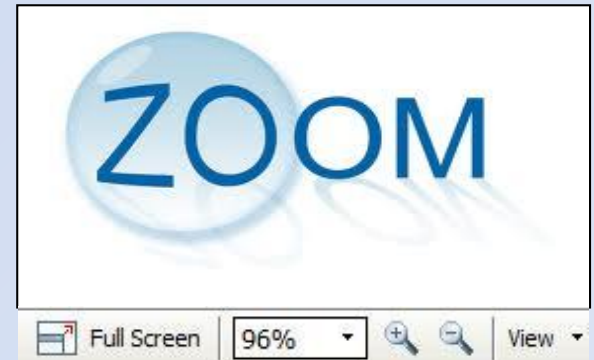
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# Webinar Tools

## Use chat box for discussion

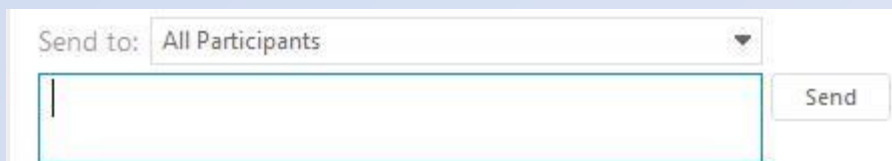


## Adjust Screen



Write your questions in the chat box.

*Please remember to please send chats to “**all participants**” NOT “all attendees.”*

A close-up of the Zoom chat interface. The 'Send to:' dropdown menu is open, showing 'All Participants' as the selected option. Below it is a text input field with a cursor, and a 'Send' button to the right.

**The Change Agent** is available in print (individual or bulk subscriptions), and online, where selected articles are available in audio.



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## **In this webinar, you will:**

1. Learn how to use student-written stories, as a springboard for learning basic skills, taking on more and more complex text, and adding knowledge.
2. See modeled some activities that teach vocabulary, math, science, geography, and history; as well as research and presentation ideas that help students take their learning further.
3. Find out how to access our Call for Articles, “Stand Up and Be Counted,” which marks the election and the decennial census, as well as other ways to make your voice heard.

# Everyone Needs to Play

Netty Prastika

**BEFORE YOU READ:** How would you define play?

Play has many definitions. Some say that for children, play is actually their work. Others say that play is for fun only. The Google dictionary says play is for enjoyment and does not serve “a serious or practical purpose.” But most of us know that play helps us relax, and in this busy life, that is very practical! It is hard to decide which definition is right. Let’s look more closely at play.

For a child, play is an essential part of his or her life—it is like their job. Researchers have shown that play can increase a child’s intelligence and creativity, and improve their emotional, social, and physical health. When the children are playing, they

## Play is a way to fuel yourself!

look focused. They take their play seriously! Also, they look free, enthusiastic, excited, and so alive. I think many of us never realized as we were growing up, how lucky we were to be able to play.

As adults, there are so many important things to do. We work and have serious commit-

ments. We face daily stresses at work and in our families. We are always looking for ways to solve our problems. We feel like we don’t have time to play.

But play is not just for kids.

*We all need to play.*

We need to forget for a while about work, deadlines, or problems. By playing, we give ourselves permission to have fun, relax, or even be silly. When we play, it is not the outcome that is important, but the process. There are so many ways to play, such as sharing jokes with friends, flying a kite at a park, baking with your kids, biking around with friends, or building a sand castle on a beach.

Play is a way to fuel yourself! When you play, you have a chance to be creative, use your imagination, and solve problems in a carefree way. So... what is play? Play is something we do for pleasure. But it is also serious. Play is something that we all—adults and children—need in our lives.

**Sources:** <[www.psychologized.org/jean-piagets-theory-of-play](http://www.psychologized.org/jean-piagets-theory-of-play)>; “Why It’s Good for Grown-ups to Go Play,” Jennifer Wallace, *Washington Post*, May 20, 2017.

Netty Prastika is studying English at Pima Community College in Tucson, AZ. She came to the U.S. from Indonesia in 2017. She has two young daughters and she likes to go traveling with her family.



“If you want to be creative, stay in part a child, with the creativity and invention that characterizes children before they are deformed by adult society.”

—Jean Piaget

LEVEL 6

**AFTER YOU READ:**

1. According to the author, what is play?
2. Read the quote by Jean Piaget in the box. Discuss what it means. Research Jean Piaget and share your findings.



“If you want to be creative, stay in part  
a child, with the creativity and invention  
that characterizes children before they  
are deformed by adult society.”

—Jean Piaget

# Walking is My Play

*Marie Nicolle Romelien*

As a child, I was worried about getting hurt playing games. So, as an adult, I still don't like to play games. Instead, I enjoy spending my free time walking around Cambridge. This past Saturday, I walked more than 12,000 steps.

I enjoy walking because I like to watch the boats in the river. I like to see people do their exercises. I get excited when I see buildings and construction. How intelligent people are! I love to stop and listen to people playing guitar or singing in the streets. I often watch kids play in the park.

They play basketball, soccer, and volleyball. And they ride their bikes, too. I feel emotional and happy to see kids that are doing well.

If I stayed in my house all the time, I couldn't see all of these beautiful things. As an adult, I enjoy walking because it makes me connected with the environment. I don't like to play games, but I love walking.



**LEVEL 5**

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*Marie Nicolle Romelien is originally from Haiti and is currently a student at the Community Learning Center in Cambridge, MA. She attends English class twice a week and loves meeting people from different cultures.*



## What Is Your Play?

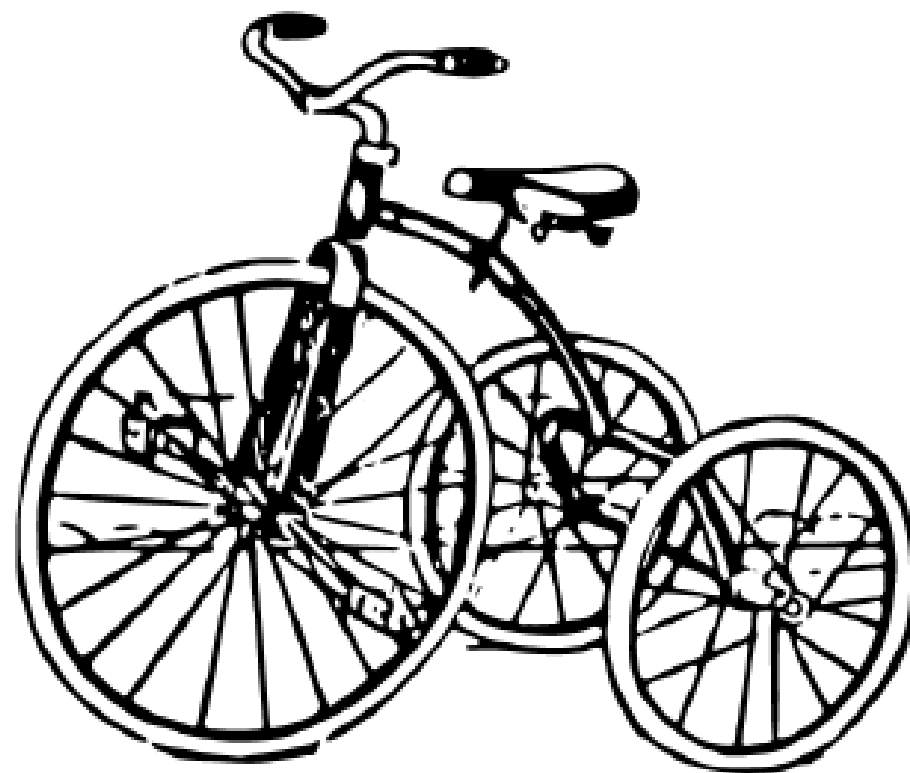
After you read Marie's story (above) and look at the images (below), describe the kind of play that you like the best. Explain. What is your definition of play?



# Red Tricycle

*Spozhmai Shahnan*

When I was young,  
I had a tricycle.  
It was fun to ride,  
easier than a bicycle,  
red with three wheels.  
I rode it outside.  
I loved my red tricycle.  
I miss my ride.

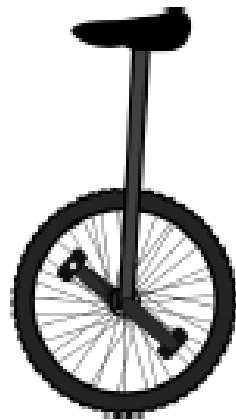


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*Spozhmai Shahnan is a student at the Family Literacy Program of IRIS (Integrated Refugee & Immigrant Services) in New Haven, CT. She came to the U.S. in 2014 from Afghanistan. She has two young children. She is studying English so she can talk to people in the community. Also, she wants to be able to help her children with their schoolwork when they start school.*

**LEVEL 2**

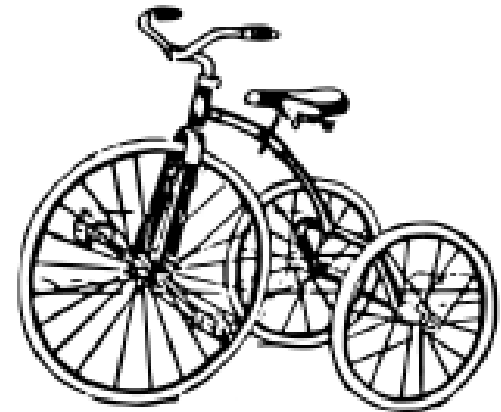
## Language Practice



Unicycle



Bicycle



Tricycle

1. Consider the prefixes “uni,” “bi,” and “tri.” What do they mean?
2. Beware! English pronunciation is tricky! You pronounce “cycle” differently in different situations. When you combine it with the prefixes bi- or tri-, “cycle” rhymes with pickle. However, when you combine it with “uni,” the “y” sounds like an “i.” How do you pronounce motorcycle?
3. Write and say several sentences using these nouns ending with cycle.
4. Which words rhyme in the poem by Spozhmai Shahnan? Try writing your own poem using some rhyming words. Don't forget to write a title for your poem.

# I Still Like to Hula Hoop

*Yol Hui Scott*

When I was a child, I liked to play. I liked to play hide-and-seek because I liked to run around looking for my friends. I liked to play cat's cradle with my sister because it is an interesting finger game. I liked to hula-hoop because it was fun. I still like to hula-hoop today because it is good exercise.

**YOU TRY IT:** Write your own sentences modeled on Yol's sentences.

I liked to \_\_\_\_\_ because \_\_\_\_\_.

I liked to \_\_\_\_\_ because \_\_\_\_\_.

I still like to \_\_\_\_\_ because \_\_\_\_\_.



*Yol Hui Scott is in the Level 1 English Class at Portsmouth Adult Education Program, Southern New Hampshire Services, in Portsmouth, NH. She moved to the U.S. from South Korea in 1980. She has two grown children and her hobby is gardening.*



**LEVEL 4**

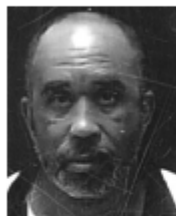
*KidTribe hula hoopers perform during the Easter Egg Roll on the South Lawn of the White House, 2013. Photo by Pete Souza (official White House photo in the public domain).*

# What Did They Learn?

The writers on pp. 40-45 talk about lessons they learned from play. Look up their stories and use the space below to write down some of the lessons they learned.

Writer

Lessons



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# Not Much Time to Play

*Ana Contreras*

**BEFORE YOU READ:** As a child, did you spend more time playing or doing chores? How was it different for the girls and boys in your family?

I do not have much to say about playing. When I was a child, I did not have time to play. I was the fourth child and the first daughter, so I had to help my mother. I remember I was too little to reach the stove, I stood on a box to make tortillas.

Sometimes I played with my friend in the afternoon. Her name was Roxana. We used plastic bags to make our own “homes.” We cooked food in cans over rocks with a real fire. However, we only played for a short time. My mother was waiting for me to clean and cook.

In school, we played soccer with the boys. Playing soccer was so fun because I lived in a small town, and I did not have much freedom.

My brothers helped my mother too. They grew the beans and corn. They worked hard too.



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*Ana Contreras is from El Salvador. She studies ESOL at World Education's workplace-based program at the Seaport Hotel in Boston, MA.*

**LEVEL 3**

## Girls Spend More Time Doing Household Chores by UNICEF

NEW YORK, 7 October, 2016 – Girls between 5 and 14 years old spend 40 percent more time, or 160 million more hours a day, on unpaid household chores and collecting water and firewood compared to boys their age, according to a report released by UNICEF ahead of International Day of the Girl on 11 October.

“Harnessing the Power of Data for Girls: Taking stock and looking ahead to 2030” includes the first global estimates on the time girls spend doing household chores such as cooking, cleaning, caring for family members and collecting water and firewood.

The data show that the disproportionate burden of domestic work begins early, with girls between 5 and 9 years old spending 30 percent more time, or 40 million more hours a day, on household chores than boys their age. The disparities grow as girls get older, with 10 to 14 year olds spending 50 percent more time, or 120 million more hours each day.

**Source:** <[www.unicef.org/press-releases/](http://www.unicef.org/press-releases/)



# Just This One Time!

*Concepción Saravia*

When I was a child, I liked playing with dolls, but I mostly enjoyed being the pitcher on my baseball team. We would play other teams from towns that were close to our little town. Practice was so important. We would practice at recess every day so that we would feel confident about ourselves. We never lost a game.

I always felt proud of myself and my teammates after every game. When I first started playing, I had no experience. However, our coach told me that I had a talent for pitching. I worked so hard to improve and to compete. Sometimes my mother didn't want me to go to the games, so my teacher would send her a note asking for permission. My mother would always reply, "Yes, but just this one time." Nevertheless, my constant begging proved to be a success because she almost always let me play.

When I'd come home from the games, I could tell that she wasn't really interested in baseball, but deep down, I know that she was proud of me for improving my skills. Baseball was my favorite sport. If you've never had a favorite sport, I hope you try something new. It made my childhood so much better.





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*Concepción Saravia is an ESL student at the Fort Smith Adult Education Center in Fort Smith, Arkansas. She came to the U.S. from El Salvador in 2003. She enjoys spending time with her husband, son, and two daughters.*

**AFTER YOU READ:**

1. According to the text, what are some of the ways baseball made Concepción's life better?
2. Note how the author uses "nevertheless" in the second paragraph. What does it mean?
3. Have sports made your life better? Explain.







*Women's liberation march, 1970. Library of Congress.*

## **Federal Civil Rights Law of 1972: Title IX**

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance."



## Change in Participation in Sports Since Title IX

### High School Participation

Year	1971-1972	2005-2006	Percent Increase
Female	294,015	2,953,355	904%
Male	3,666,917	4,206,549	15%

Source: National Federation of State High School Associations, 2006

### College Participation

Year	1971-1972	2005-2006	Percent Increase
Female	29,977	166,728	456%
Male	170,384	222,838	31%

Source: NCAA Sports Sponsorship and Participation Report, 1981-82–2004-05



## **Discussion Questions**

1. Study the chart above. Based on the information in the chart, what do you think Title IX might be?
2. Write several true statements about the information in the chart.
3. Read about Title IX below. Look it up online and find out more about it.  
Who fought to get the law passed?
4. What else does Title IX apply to, besides sports?
5. Take it further! Watch this video and do the lessons at <[ed.ted.com/lessons/equality-sports-and-title-ix-erin-buzuvis-and-kristine-newhall](http://ed.ted.com/lessons/equality-sports-and-title-ix-erin-buzuvis-and-kristine-newhall)>.
6. What are your thoughts about Title IX?

# Fun in a Farming Village Sneaking out at Night to Play Hide-and-Seek

Victoria Ciobanu

When I was little, I did not have many opportunities to play games. I grew up in a village in Moldova, and we had a large farm. It was the job of my sister, brother, and me to take care of it. Daily chores included cleaning, plowing, planting, and selling vegetables at the market. It was a hard life, and we did not have much time to play. However, once in a while, after all the chores were finished, we would sneak out into the night to explore the land and play games with our friends.

One of my favorite games was hide-and-seek. We would split into two teams. One team would hide in the village, and the other team would try to find those that were hiding. Before we started playing, we had to decide on the rules. The village was quite large—it could take half an hour to walk from one side to the other—so defining where we could hide was important. We had a “five-foot rule,” which meant that we could only enter the first five feet of a neighbor’s yard. These rules made it easier to find the ones that were hiding.

One night, I remember all of us hiding in a pile of corn stalks. We could barely breathe! Yet, no one found us that time. We won!

Frequently, we had problems with our clothes. This was a poor farming village, where children wore hand-me-downs that didn’t always fit well. I remember some kids wore clothes that were too big, and they would trip. They would usually stay barefoot after that.



A Moldovan town. [www.press.com/2011/08/14/moldova-photos/](http://www.press.com/2011/08/14/moldova-photos/)

happened  
neighbor  
I found  
be the  
want  
make  
laugh  
go  
with  
the

**Our parents were afraid that we could be kidnapped.**

government control, so our parents were afraid that we could be kidnapped. So we played hide-and-seek inside. Most of the time we didn’t have electricity, so we played

## Take It Further

**Read the stories** about hide-and-seek on pp. 14-16. Compare and contrast the conditions for the game and the way the game is played in each article. Find the countries mentioned in these three articles on a map. Find out if your classmates played hide-and-seek. Which countries are represented in your class? Add them to the map.

**Read another story** about play during wartime by Vanso Lim from Cambodia. It is available with issue “extras” at [changeagent.nelrc.org/issues](http://changeagent.nelrc.org/issues).

# Hide-and-Seek in War “It wasn’t safe to go out far from the house.”

Mirvat El Hamad

**BEFORE YOU READ:** Did you ever beg your parents for something? If so, share the story. Did you play hide-and-seek as a child? Describe how you played the game.

I come from Lebanon, and I have always been happy. When I was a kid, my favorite game was hide-and-seek. My parents could not play with me because it was not safe to go outside the house. Kids couldn’t go to school. There

## Everybody Played

Lais Caroline Pellenz

**BEFORE YOU READ:** Does your family play together? What is fun (or perhaps not fun) about adults and children playing together?

**LEARN AN IDIOM:** What do you think it means to “wolf down” your lunch?

When I think about my childhood, the first memory that comes to mind is playing hide-and-seek. I know that it is a very common game, but it was special to me because my whole family played, including parents, aunts, uncles, and cousins. It was a wonderful time when the adults in my family could be children again.

It was a weekend routine: every Sunday we had lunch with the whole family at my grandmother’s house. All of us kids would wolf down our lunches, so we could start the game as soon as possible. When it was time to play, kids and adults began running in every direction. I could see aunts helping nephews climb trees, kids hiding in small places, and my grandmother freaking out if someone—all dirty and sweaty—was hiding inside the house. Everybody was trying to find the best place to hide. I loved feeling of the wind on my face as I ran, and my heart beating fast in my chest as I hid quietly in my hiding place.

Our game could only be played at my grandparents’ house. They had a big property with a lot of grass and trees, and small huts with chickens and pigs. If you heard the chickens clucking and running, you could be sure that someone



Lais Caroline Pellenz is from Brazil and is currently living in New Hampshire, where she works as an au pair and is a student at Portsmouth Adult Education and Great Bay Community College in Portsmouth, NH.



Lais Caroline Pellenz with some of her family.

was hiding between their nests. If, around, some kid was missing, you’d find her at the top of a tree. She probably got there because I’m 20 years old and I

Today, I no longer have the chance to play with my family. I keep thinking about being a child: the innocence in every act, the surprise at every new thing learned, the sincere smile after seeing a loved one, and the happiness to run around with my cousins. Thinking of all the adults I played with kids makes me feel that adult myself isn’t so bad. That adult is inside me, and I always be inside me, and I hide-and-seek with my friends, nephews, nieces, and nephews.

## Intergenerational

Study this article, the pictures, and the pictures of some of the physical and social benefits of Write about it.

# Whole Body Development through Play

Jinping Li

**BEFORE YOU READ:** What is “whole body development”? Name the five senses.

When you see a toy that looks cute or interesting, you sometimes buy it for your child without thinking. How do you know whether the toy will be helpful for your child or not? In this essay, I will talk about all the different ways that kids can learn by playing. It doesn't always involve toys!

## Outdoors

I work with kids at a preschool daycare center in Boston, where we focus on the kids' whole body development. We have outdoor play every day, because when the kids jump and run, they develop their gross motor skills. The kids listen to the sounds of the outdoors — rain, wind, birds, traffic — and

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**Does this toy help develop my whole child, or is it just cute and flashy and will entertain her for a couple of minutes?**

---

we play a game with them where they guess what is making these different sounds. This helps develop kids' auditory sense. We also take them outside to observe and touch trees as they go through seasonal changes. These activities develop children's visual and tactile senses.

## Indoors

Indoors, kids develop their fine motor skills by playing with playdough or using scissors to cut along the lines. Kids love science and seeing how things work. For example, they love to watch a paper flower open in a bowl of water or a home-



made “volcano” erupt. They love to plant seeds and watch them grow. Construction toys can spark their creativity and imagination. For example, they might use building blocks to build a pretend house, car, or castle. When they play with cooking toys, they imagine themselves in different roles in the house. Little kids don't realize

that they are learning with everything they do, so it's our job as teachers to expose them to dozens of different activities and ways of playing.

## Social and Personal Skills

Indoor and outdoor toys and games do more than develop kids' gross and fine motor skills. They also help kids learn about sharing, taking turns, and waiting. Through play, they improve their language skills and learn how to communicate with peers. Through a wide variety of structured and unstructured play, kids have fun and learn many types of social and personal skills.

So, if you're in the toy store, and you're wondering if a toy will be helpful to your child, just ask yourself: does this toy help develop my whole child, or is it just cute and flashy and will entertain her for a couple of minutes?

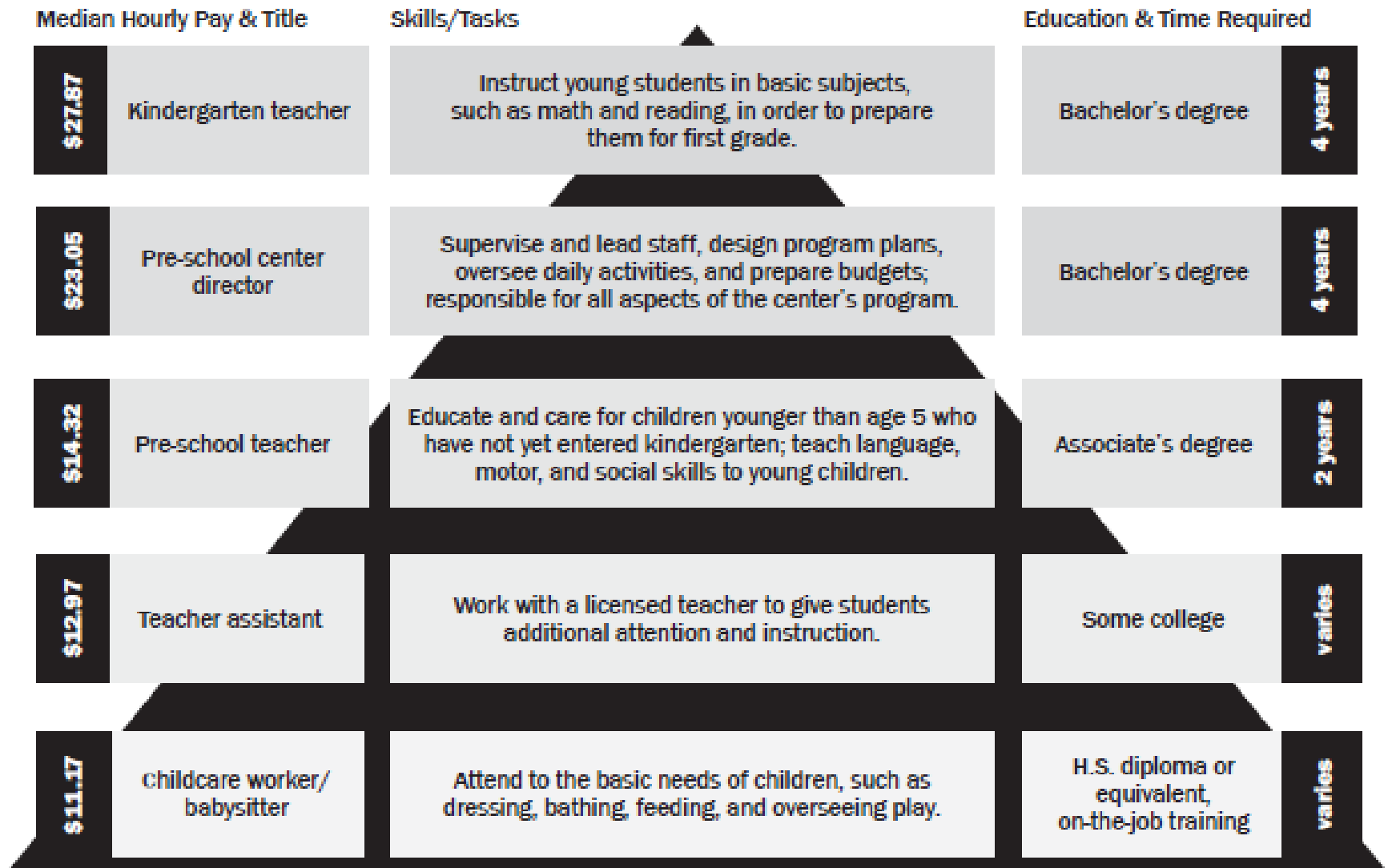
**AFTER YOU READ:** What do fine and gross mean in this context? What are some examples of gross motor skills and fine motor skills? Look at the career pathway on p. 49.

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*Jinping Li is an ESOL student at the Community Learning Center in Cambridge, MA. She is from China, and has been in the U.S. for eight years. She lives with her family and loves to work with kids.*



# Early Childhood Educator Career Pathway





# Write for *The Change Agent*

- Check out our “Call for Articles” The theme of our next issue is **“Stand Up and Be Counted”**
- Students can write for a national magazine.
- Their story will be read by peers.
- They will experience “the editorial process,” including revisions, etc.
- Next writing deadline is **November, 2019**.
- Students whose pieces are accepted receive \$50.

**Download “Call for Articles” at:**

**<http://changeagent.nelrc.org/write-for-us/>**

# Notes from a Student Writer

## (Ellen Wang published in the Hair issue):

- “I want to express myself and my emotions. Many students want to open their hearts so that others can know them.”
- “The first draft is very important -- ***it is the spirit of your essay***; later you correct spelling/grammar.”
- “When we read a *Change Agent* article, some of my classmates say, ‘Oh, something similar happened to me!’”
- “*The Change Agent* articles opened our thoughts and made us think, ‘Oh I can write about my experience too.’”

# CALL FOR ARTICLES: "Stand Up and Be Counted" (Issue #50)

**YOU MUST** include in *all* articles and emails the contact information for the student and/or the teacher.

**THEME:** "Stand Up and Be Counted!" With a presidential election and the decennial census coinciding, 2020 is a big year for adult education students. Because these civic events are of major importance to all our communities, *The Change Agent* is looking for stories by adult learners who address the following questions:

## **THE ELECTION:**

- Explain why voting matters to you. What difference can you make when you vote?
- If you are someone who chooses not to vote, explain why. Are there other ways you participate in your community besides voting?
- If you are not a citizen or can't vote for some other reason (such as being incarcerated or having a criminal record), what other ways do you engage in the debates and activities that come up during an election year?
- Share what you know about the history of voting rights in your state. What are the current struggles happening in your state to protect voting rights?
- Discuss one or two key issues at stake for you, your community, or the nation in the upcoming election.

## **THE CENSUS**

- What does the census mean to you and to your community? Why do you think it matters (or does not matter)? Do you plan on participating in the 2020 Census?
- What happens if your community is not fully counted in the census?
- Research the history of the census. Has the government misused information from the census? If so, how? Do the same risks of misuse exist today? What protections are in place now to keep people's information anonymous? (Make sure to discuss Title 13 of the U.S. Code if you write about this topic.)

## **OTHER WAYS TO TAKE ACTION**

- When it is not an election or census year, there are still important ways to "stand up and be counted." Describe ways you make your voice heard in your family, workplace, and community.
- What does the quote, "Speak the truth, even if your voice shakes" mean to you? Share a time you spoke up, either alone or with others. What happened as a result?
- Have you ever advocated for more money for adult education? How did you do it? What happened? Why does education matter in a democracy?

# Submitting Articles to *The Change Agent*



Each submission includes ***all relevant contact information*** for the student and the teacher.



Please email submissions as attachments.

# Subscribe to *The Change Agent*



***\$20 per teacher per year***

***[changeagent.nelrc.org/subscribe/](http://changeagent.nelrc.org/subscribe/)***



# Back Issues Still Relevant!

## For example:



Math



Career  
Pathways



Hair

<http://changeagent.nelrc.org/issues/>

# Finally...

A recording of this webinar will be available at [changeagent.nelrc.org](http://changeagent.nelrc.org)

Questions or comments? Contact Cynthia Peters [cpeters@worlded.org](mailto:cpeters@worlded.org)

Thank you for participating!



New England Literacy  
Resource Center



WORLD EDUCATION