

**October 16, 2015  
Central High School  
St. Paul, MN**

**Decolonizing Our Schools: Building Asian,  
Black, Brown, and Indigenous Power**

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## **Theme: Decolonizing Our Schools: Building Asian, Black, Brown, & Indigenous Power**

Considering the roots of the U.S. education system as a tool of settler colonialism, we propose a theme that engages us to ask serious questions about what decolonizing our schools really means (like, can our schools even be decolonized?). We know that U.S. schools historically were, and still are, used as tools for linguistic and cultural genocide, “to kill the Indian and save the man,” to “civilize” Indigenous, Black, Brown, and Asian peoples. For example, boarding schools removed Indigenous children from their families and outlawed their culture and language, exiling them in their own land. The post-civil war white progressive project to create Black educational institutions sought to control Black people through strict authoritarian structures, patronizing dress codes, and an emphasis on silence and obedience over creativity or collective self-determination. These “civilizing” techniques continue to be used in schools today, including an emphasis on standardized testing and curriculum that continues to privilege Eurocentric knowledge at the exclusion of others, enforcing the norms of white supremacy and the cruelties of racial capitalism.

We are inspired by resistance movements against colonial domination, from the Minneapolis student-led walkouts in solidarity with Baltimore and to protest racist and classist budget cuts to the fight to keep ethnic studies in Arizona, from communities organizing against police in our schools to the struggle for adequate funding for reservation schools, among others. We draw inspiration from the powerful leadership, tensions, and questions raised by Black Lives Matter that challenges state violence against all Black people; recent Indigenous uprisings to stop oil pipelines and demand sovereignty; uprisings against the enforcement of borders and

# Fair Vision & Goals

## **Vision:**

Bring together educators, students, parents, and communities from across the Twin Cities Metro to collaborate, network, and organize social justice in education.

## **Goals:**

1. Promote high quality social justice practices and curriculum,
2. Identify and work to eliminate the ways schools perpetuate injustice, including but not limited to racism, hetero-patriarchy, ageism, ableism, and capitalism,
3. Organize K12 educators, students, parents, and communities to transform our education system on the principles of community self-determination and worker control, sustainability, freedom, and social justice.

the use of deportation by DREAMers and immigrant and Indigenous activists; and revolutionary struggles the world over.

We ask that you consider the following questions today:

- What does decolonization look like in our education justice work? How can we avoid interpreting decolonization as a metaphor and instead see it as a holistic program to transform society?
- How do the struggles of feminists, LGBTQ people, people with disabilities, Latinxs, Blacks, Asian-Americans, Indigenous people, poor and working class people, and immigrants overlap and connect with each other? What are the historical lineages, present arrangements, and future possibilities of our intersecting movements?
- How can we, in education, learn from the critiques of the white cooptation of radical anti-racism, for example, the modification of “Black Lives Matter” into “All Lives Matter”? Conversely, how can white people see their engagement in decolonization as more than allies and recognize that their struggle is not separate from the struggles of peoples of color?
- Artistic and cultural work have played an important role in decolonial movements. How do we mobilize these creative forms of resistance in our work? How can art re-center youth voices and the voices of people often marginalized within education institutions?
- How can we take our ideas of revolutionary social justice and connect them to organizing within the complex layers—internal, communal, institutional—of our education system? What skills, tools, and relationships do we need to fulfill these visions?



## General Information

Breakfast .....	Cafeteria
Parent Cafe (9:40am-10:55am).....	3101
Childcare Rooms.....	3404, 3405
Nursing/Pumping room.....	3402
Prayer Room.....	3205 (Staff Lounge)
Tabling .....	Cafeteria
Lunch.....	Cafeteria
Keynote.....	Auditorium
Open Mic Social.....	Black Box Theater

## Tabling Organizations

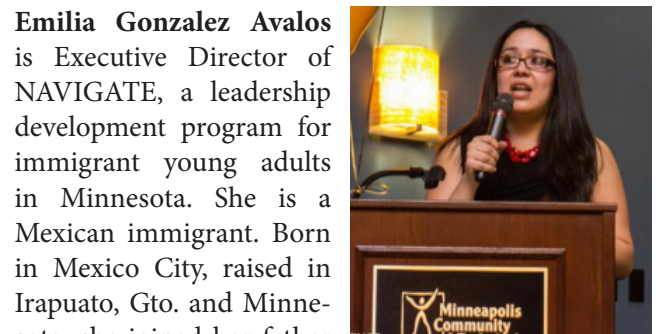
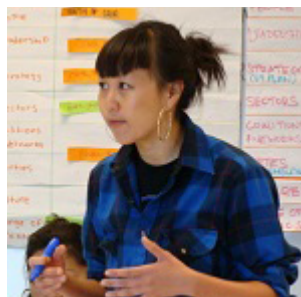
- The Barricades Project
- The Black Parent Group
- The Blended Feast
- Grassroots Indigenous Multimedia
- Green Card Voices
- HECUA
- Job Corps
- National Alliance on Mental Illness-MN
- OutFront MN
- Papa Lemon Children's Books
- RLM Art Studio
- REACH-Rank-and-File Educators Advocating for Change
- Saint Mary's University of Minnesota
- Saint Paul Promise Neighborhood
- Students Today Leaders Forever
- Twin Cities Industrial Workers of the World
- Twin Cities Save the Kids
- Wake Up 612!

## Keynote Panelists



**Kai M. Green** is a writer, scholar, poet, filmmaker, abolitionist, feminist and whatever else it takes to make a new and more just world. For the past six years he lived in LA building locally with Black LGBT communities. Through writing and organizing Kai has become a strong, visible voice in the Black Trans community and in the LGBT community generally. As a leader, teacher, and scholar, he is committed to raising consciousness around self-care, self-love, sexual health, emotional health, sexual and state violence, healthy masculinities, and Black feminism. He believes that writing and story telling are revolutionary acts. Kai is currently a Postdoctoral Fellow in Sexuality Studies and African American Studies at Northwestern University in Chicago.

**MK Nguyen** is a Midway-Frogtown girl. In 2005, she left home for San Francisco and New Orleans to incubate her skills in organizing for racial and economic justice. She owes a debt of education to the people she has worked with through the League of Young Voters (Twin Cities and San Francisco), Coleman Advocates for Children and Youth (San Francisco), VietUnity (Bay Area), Vietnamese American Young Leaders Association (New Orleans), New Orleans Organizer Roundtable. She returns home committed to using education as a tool for building wealth and health with the families at risk of being pushed/priced out of the Frogtown and Summit- University neighborhoods. She currently works in the Saint Paul Promise Neighborhood to increase parent and community participation in public decision-making spaces. She is an active member in the Victoria Theater Arts Initiative, Vietnamese American Organizers collective, and Don't Buy Miss Saigon Campaign.

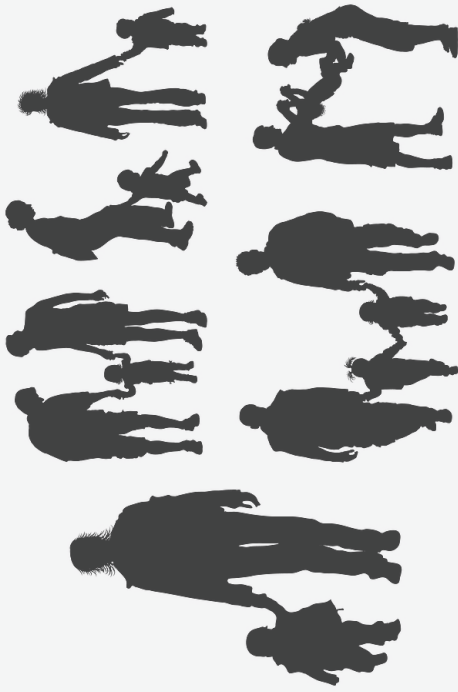


**Emilia Gonzalez Avalos** is Executive Director of NAVIGATE, a leadership development program for immigrant young adults in Minnesota. She is a Mexican immigrant. Born in Mexico City, raised in Irapuato, Gto. and Minnesota, she joined her father in Minnesota years after he left their town looking for better job opportunities and a better future for his family. Family separation, border consciousness and transnational economy shaped her life to become an immigration activist, feminist, & advocate for human rights.



**Deidre Whiteman** has worked in education since 2003. Her experience has taught her a lot about herself as an individual and how to work with students from all different backgrounds. "If there is one thing I have learned from teaching it's that everyone, from kindergarten to college, all desire to be respected and valued in the classroom." Deidre's passions are in language revitalization, community empowerment, and researching historical narratives that aren't taught in the classroom. In her free time, Deidre loves to spend time with her three awesome daughters and play old school lacrosse.

# Parents and Caregivers



## Parent Cafe Session I

9:40-10:55am

We hope all parents will attend the **Parent Cafe** to share our issues and stories and build Parent Power!

## Tabling

Check out parent organizations presenting or tabling at the fair, including the Black Parent Group, The Blended Feast, and Wake Up 612!

## Workshops

Check out workshops created by and for parents! Including...

- Wake Up 612 Parent Empowerment,
- Rethinking Conferences: Academic Parent/Teacher Teams,
- Parent Forum: Empowering Parents for Change
- Doing a Racial Audit for White Educators and Parents

YOUTH ACTIVIST SUMMIT OCT 16th

YOUNG ACTIVIST SUMMIT  
REGISTRATION: 11:30AM  
LUNCH performances  
12:30- 1:05P  
KEYNOTE 1:15-2:15p  
Workshop session  
2:25-3:40  
Workshop session  
3:50-5:05

5:30 to 7:30pm

## Open Miccccc!

@ Central's Black Box Theater

**Free food!**

**All ages welcome to perform**

**First come first serve**

Featuring,

Kaleem Alaziz/  
Kaleem The Dream

Amani Ward

Destiny Roberts

Haelee Honore

And more!

The **Youth Activist Summit** is about creating space at the TC Social Justice Education Fair for youth to speak their truth, to learn from their peers, and to gain skills in order to build power to transform their schools. We highlighted workshops that might be of particular interest to youth (see schedule insert), but all are welcome to attend any workshop!

**ADULTS** - Since YAS is about creating spaces for youth voices to be heard, please practice **active listening** during sessions with youth in attendance and prioritize youth voices.





# Feeling sad that the Fair is only one day?

Continue working toward education justice throughout the school year!

## Join the Social Justice Education Movement

### A brief history of SJEM:

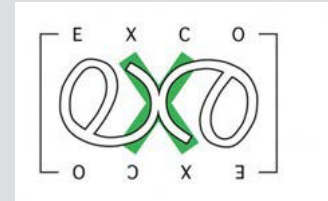
We formed after the 2014 Fair--an amalgam of the IWW Education and TC Social Justice Education Fair organizing committees--as a means to effect more direct change in Twin Cities education. Read our mission and vision below, connect with an SJEM organizer today, and/or check out and attend our upcoming **organizing summit** (see below for more info) to find out ways to get involved. Let's build or collective power and organize for change in our schools and communities!

### Our Mission:

We nourish Twin Cities movements for social justice in education so we may all survive and thrive. We create spaces to share tools, raise consciousness, and build people power; connect and collaborate with those fighting to transform our education system; and organize until our schools are run by the direct democracy of those who have been historically and systematically oppressed, including students, families, educators, and communities.

### Our Vision:

We dream of socially and culturally just education systems free from colonization, capitalist exploitation, assimilation, and the erasure of histories and languages. Our future schools can and should honor the wisdom of our children, elders, educators, and families; center the self-determination of the oppressed; and fight for creativity, social justice, and community flourishing. We invite all people who resonate with our vision and are committed to anti-racist, anti-capitalist, feminist, queer, and decolonial values and practices to join our efforts.



Join or start your own study group, workshop, class, or discussion group with:

### Experimental Community Education -Twin Cities

A free school dedicated to supporting community initiated educational opportunities as a means for social change.

[EXCOTWINCITIES.ORG](http://EXCOTWINCITIES.ORG)

## Organizing Summit: Working for Education Justice in the Twin Cities

November 7, 2015  
11am to 3pm

Industrial Workers of the World (IWW) Office  
2 E. Franklin Ave., Minneapolis  
\*Lunch and childcare provided\*



Photo from recent community efforts to save a neighborhood school in Chicago (Seattle Times)



Photo from recent Seattle teachers strike (In These Times)

### Feel like some things need to change in your school?

SJEM operates on the assumption that if we want change, then we have to organize together to make it happen!

The **Organizing Summit** will be a space for students, parents & families, and staff who are interested or already organizing in their schools and communities

- to come together to find ways to support each other,
- to build our organizing skills, and
- to build our power together!

# Workshop Information (A-Co)

## Aquaponics and Vermiculture-Urban Farming in the Classroom

Southside Family Charter School and Spark-Y

Join students from Southside Family Charter School and Spark-Y as they explain Aquaponics: how to grow fish and plants in a closed system, and Vermiculture: using worms to compost food waste. This hands-on, youth-led workshop will allow participants to see first hand how to use the classroom as place to grow food, talk about our food structure and form a connection with the food we eat. Participants will be able to create a small worm bag to start a worm composting bin at home.

**Tags:** #foodjustice #aquaponics #vermiculture #urbanfarming #kidpower

## Asian American Pacific Islander (AAPI) Herstory

Ariana Yang, Sara Cronquist, May Lososo, and Dr. Melissa Kwon, National Asian Pacific American Women's Forum (NAPAWF-Twin Cities)

The National Asian Pacific American Women's Forum (NAPAWF) is a non-profit organization that empowers AAPI women and girls to advocate for social justice and human rights. This session will focus on how AAPI women have influenced American history and how that history then shapes our current reality. This session will also explore these alternative narratives that were instrumental in constructing AAPI Herstory in the United States. Some fierce leaders will include Grace Lee Boggs, Yuri Kochiyama, Helen Zia, Ninotchka Rosca, and others. There will also be discussion around building power at both the individual and community levels. More specifically, the importance of knowing what power looks like in its many forms. We will also examine current issues affecting AAPI women and girls both locally and nationally, and how they intersect with other communities. Furthermore, this session will highlight the importance of strengthening alternative narratives, the Twin Cities Chapter's storytelling campaign, NAPAWF National's advocacy work through storytelling, and proactive movement building. This session that will focus on racial equity and the racial realities that many people encounter on a daily basis.

**Tags:** #togetherwerise #APIs4BlackLives #FierceAAPIWomen #KnowYourHerstory

## Asians as a Critical Force in Decolonizing Education

Chong Lee, Denise Hanh Huynh, Jouapag Lee, MK Nguyen, Saint Paul Promise Neighborhood, Coalition for Asian American Leaders, Don't Buy Miss Saigon Campaign

Asian Pacific Islanders share a complex history of both being set up to perpetuate white supremacist heteropatriarchal capitalist systems and being critical forces for racial and economic justice. In the midst economic and ecological catastrophe brought on by white supremacy and global capitalism, APIAs are well-positioned to play pivotal roles in advancing black, brown, indigenous solidarity on local, national, and global levels. To be APIA is to be a part of a diverse identity group, made up of complex forces that both complement and contradict each other. Collectively, APIAs make up over 30 percent of the St. Paul Public School population. Our ability to prepare our APIA youth to negotiate these complex forces and advance the work of past generations is contingent upon our ability to nurture deep cultural self-study and facilitate knowledge production that critically analyzes the contradictions that keep APIA from participating in social movement. How APIAs see our role in the 21st century is still open for us to define. We hope to bring together people who are committed to supporting APIA youth and their communities reclaim their ability to produce cultural knowledge within their schooling.

**Tags:** #APIA #ModelMinorityMutiny #APIA-resistance #APIAStudies #EthnicStudies

## The Beauty of Being You

Shavon Barth, The Blended Feast

The key to true and rare beauty is the inner and outer you. Each day we look at ourselves and often think "I wish..." Our outward appearance is not only seen as a pass or fail by some of us, but for some there's the nagging thought of getting a pass or fail by others. Often combined with that is an inner feeling of self that often is in a space of judgement. The truth is YOU are an original anyone else pretending to be you is a fake. YOU are beautiful. Come, sit, share your thoughts, listen to others as we discuss "the beauty of being you".

**Tags:** #Beautywithin, #TheBlendedFeast #Betheoriginal

## Build an Inequitable School

Julie Richards/651 Youth for Justice

651 Youth for Justice believes youth have innovative solutions that address the inequity they

experience within their education. We strive to equip young people and youth workers with historical context, real-life story-sharing and the skills they need to cause change. The experience in our session will include: A look back through education in the United States, especially as it has effected communities of color; A chance for participants to share their personal stories of bias, oppression, or equity; Collaborative space to envision what individuals can do to bring change to their school community; Time to build skills in organizing and advocacy.

**Tags:** #651YouthforJustice #Youthhavesolutions #schoolreform #educationalequity

## The Colonizing iPad in SPPS: Grassroots Organizing Against Corporatized, Soulless, and Uncritical "Personalized Learning"

Kathryn Wegner, Augsburg College

In this workshop we will discuss pros and cons to SPPS' "personalized learning" initiative, which involves assigning each child (pre-K-12) an iPad by 2016. The office of Personalized Learning mandates the use of this technology, and seems to require even parents of pre-K students to approve usage. I will contextualize the initiative within broader corporate education reform and research on screen time and the social and emotional development of youth. As parents, teachers, students, and community activists we will share stories of the iPad rollout, and brainstorm what we can do. As an organizing meeting, it is my hope that this conversation will lay the groundwork for action and perhaps plant the seed for an iPad curriculum taskforce to construct guidelines, workshops, or social justice curricula for teachers.

**Tags:** #personalizedlearning; #corporation-soverkids

## Comp's Got Ninety-Nine Problems, but Racial Equity Ain't One; The Risky Business of Engaging Racial Equity in Writing Instruction

Shannon Gibney, Taiyon Coleman, and Kathleen DeVore, Minneapolis Community & Technical College (MCTC)

White privilege in teaching writing at the college level shrinks through portfolios and accelerated pedagogies; real equity demands ending privilege in many sites.

**Keywords:** composition, white privilege, racial equity, writing instruction, critical race



# Workshop Information (Cu-F)

theory, higher ed, critical literacy

## **Comprehensive Sexual Education in Schools. Why It's Important.**

Fatima Camara and Laresa Avent, Planned Parenthood

This workshop will explore why comprehensive sexual education is important in our schools as well as why it is important in our communities. It will help people better understand the need for comprehensive education to keep our youth healthy, educated, and empowered.

**Tags:** #safesex2015 #comprehensivesexual-education

## **A Dangerous Time**

### **(A Paideia Seminar on James Baldwin and the Purpose of Teachers)**

Courtney Bell, North High, Minneapolis Public Schools, Abigail Rombalski, University of Minnesota

What is the purpose of education? How are we living in a dangerous time? Participants, youth and adults, read and discuss James Baldwin's Talk to Teachers in a Paideia seminar format, recognizing each other's multiple perspectives and taking time to understand why we disagree. Questions we explore together may include: Who is education for? How can education change us and keep us woke? What (and who) is at risk if we do and if we do not examine teaching with young people? Who should be a teacher?

**Tags:** #staywoke #ethnicstudies #Baldwin #talk2teachers #Blacklivesmatter #PaideiaPD #growyourown

## **Digital Crafting for Social Justice: Using Digital Media to Amplify Culturally Relevant Pedagogy in the Classroom**

Elizabeth Aschalew, William Toney, & Maggie Struck-KAYSC

This workshop is designed for educators interested in using the tools of digital media to amplify their use of culturally relevant pedagogy in the classroom. This workshop is framed by philosophies of Culturally Relevant Pedagogy (CRP) and Connected Learning (CL). CL is an approach to learning that asserts that relevant and meaningful learning happens when a learner has a personal interest or passion they are pursuing. It aims to connect and create pathways between school, home, and community learning environments. We will put the theory of CRP to practice by participating in a digital literacy projects that will be ap-

plicable for future use with students and also provide an opportunity for teacher/educator self-identity work.

**Keywords:** culturally relevant teaching, equity work, digital media, social justice

## **Doing a Racial Audit for White Educators and Parents**

Ariah Fine, parent, North Minneapolis

This workshop is all about self-reflection and making a careful analysis of the many components of your classroom or child's environment to consider what message and lessons they are learning regarding race and culture and what specific things you can do to make a change. This will be a mostly guided, interactive workshop where you will be talking mostly one on one with another participant.

**Keywords:** white anti-racist, curriculum, parenting

## **The Drum Connection/Hip Hop Pedagogy**

William "Truth Maze" Harris: President of Omega Zulu's twin Cities(UZN),  
Reies Romero: VP of Omega Zulu's Twin Cities(UZN), Co-National Coordinator of Save the Kids

What is the connection between the people in focus and the drum(beats)? The session will demonstrate the social function, communication and expression that the drum and or beats(Djing, beatboxing, music, etc) creates as a space to empower and for collective communication(ie; folk tales, oral tradition and interpersonal relative information). This workshop will provide the intellectual tools for youth, educators and revolutionary minded individuals engaged in using Hip Hop, art and cultural expression for uplift-ment of all people. We hope participants will discover that art and the drum is an all-encompassing phenomenon and not just a commercial commodity extracted from people of color to be exploited as entertainment. The need for such knowledge, such as presented is crucial to create a new narrative to broaden human consciousness and move from the "self" to the "collective".

**Keywords:** Edutainment, The Drum Connection, Hip Hop Pedagogy, Intelligent Movement, Hip Hop Knowledge

## **Education Representation: An Exploration Through Art**

Rachel Lawrence, Jackie Amos, Maria Sanchez, Malia Huseby, Alanna Diggs / Roosevelt High School

How do you feel you are represented in the ed-

ucation system? Do you feel that your struggles as a minority, disabled person, feminist, poor/working class person, immigrant, LG-BTQ person, etc. are invalidated or made invisible by the schools? In this hands-on workshop, we will be exploring these questions and creating art pieces that represent our individual and personal experiences in the education system. Come express yourself through painting, collage, spoken word, or any other art form you prefer.

**Tags:** #EducationRepresentation #SocialJusticeThruArt #TheBlackMonaLisa

## **Effects of Microaggressions on Youth and How to Overcome It**

Maida Abdi, Mayo High School, Connectz

In the workshop I will be educating those on the topics such as white privilege, internalized racism, and white supremacy through a panel.

**Keywords:** White Privilege, Internalized Racism, White Supremacy

## **Ending the Minneapolis School to Prison Pipeline:**

**Campaign to End Police in Our Schools**  
William W Smith IV (Parent) Coalition for Critical Change, Nancy A Heitzeg, St Catherine University and Coalition for Critical Change, and others

This workshop will provide an overview of the school to prison pipeline nationally and in Minneapolis with special attention to racial disparities in suspensions, expulsions, and arrests at school. It will also highlight recent efforts to remove police/SROs from Minneapolis Schools. This session will seek input from students, parents and teachers/school personnel, and offer a space for discussion of alternatives to police in schools, imagine new visions of safety that do not rely on police, and create strategies for continuing efforts toward a police-free MPS.

**Keywords:** School to Prison Pipeline, Zero Tolerance

**Tags:** #StudentsNotSusoects, #NoSROs

## **Finding Your Place in a Movement**

Camille Holthaus, Parent: Field Middle School/Washburn High School, Chair, Bisexual Organizing Project

Shouting another slogan, but wish you had the words to sway your senator? Do you find yourself having challenging social justice descriptions continued on p. 8

# Workshop Information (G-L)

conversations with your friends but don't think of yourself as an activist? This workshop will explore different styles of activism to encourage understanding about different ways of creating change. We will explore how to find opportunities in our everyday activities and our place in a movement. Attendees will be encouraged to think about the ways they are most effective at creating change while being challenged to stretch their comfort zone. Come join the conversation and find your place.

**Tags:** activism, community organizing,

## **Getting Sh\*t Done: Campaign-Style Organizing as the Piledriver of Social Justice**

Max Hoiland, Social Justice Education Movement, IWW

This interactive workshop will go over the main tools & ideas of campaign organizing, illustrate the stages of a campaign from beginning to end, and encourage participants to imagine possibilities for campaigns they can develop in their own schools and communities. Grassroots organizing is about creating power from the bottom up by bringing people together to take control of their situations. Talking about social change is easy, and so is showing up to a march or protest. The important work is in building an organized group, coming up with a plan to win, and executing it. If decolonizing our schools is the vision, campaign organizing is the strategy.

**Tags:** #grassrootsorganizing #directaction-getsthegoods #socialjusticeturboboosters

## **Giving Up Me to Learn with You: Why We Need Cultural Gifts in the Classroom**

Saffiyah Alaziz and Keleenah Yang, KAYSC, Soline Van De Moortele, South High, Cleveland Miller, Opt Out Twin Cities and s.t.a.r.t., Allies: Kate Towle, s.t.a.r.t. and Cyarra Swanson, KAYSC

We consider "colonized" classrooms to be environments where one-sided histories, culturally inflexible educators and standardized testing dominate learning. Our workshop will explore the importance of creating authentic integration (not forced assimilation) in the classroom. We hope to move students to a mindset where we must know who we are to learn. We would like to spark a love for learning by influencing curriculum/assessments that honor the cultural gifts present in the classroom as well

as building peer-peer and peer-teacher trust through shared experiences. We will introduce participants to new ideas and perspectives that build community as well as cultural awareness in learning.

**Tags:** #LearnWithYou, #LearningCultural-Gifts, #IdentityinLearning

## **Giving Voice to the Voiceless: Latin@ Youth Speak Out**

Washburn High School's Latino Club and South High School's Unidos

Our workshop is by Latin@ youth for Latin@ youth AND for any educators who want to learn from our perspectives and ideas. We are students from Latin@ rights activist groups bringing light to the misrepresentation and under-representation of Latin@ histories, cultures, and stories in our education system. We are speaking out to give voice to the voiceless. During the workshop we will share our personal experiences through an interactive activity that will also allow other youth to share their stories. Finally, we will be looking for feedback from educators.

### **Identity: Othering and Privileging**

Lyncy Yang; Nils Halker / Science Museum, Teacher Professional Development Group

This session considers how colonized society privileges, empowers, and marginalizes its members based on aspects of their identity. Participants will learn about the geography of one's identity and how these facets can either privilege, or do harm. Participants will learn the definitions of privilege and othering and explore how a (colonized) society's values and norms disempower or promote its members. This workshop will conclude with small group talking circles addressing how to intervene and combat the patterns of the single story—when an aspect of one's identity comes to define and "other" them.

**Tags:** #otheringandprivileging #geographyofidentity #intersectionality

### **Invisible to Invincible:**

#### **API (Asian-Pacific Islander) Decolonizing the Erasure of APIs**

Eiko is a queer, API, hapa, Japanese American and Irish, bodyworker, massage therapist, educator, & activist, Andrea is a radical teacher, writer, parent, & activist

APIs are consistently erased and made invisible by white supremacy and imperial colonization, and also within other communities of color, all of which render our work and our

bodies as disposable. Represented in historical narratives often as an absence, or as disposable, dominant powers depict our bodies as foreign, dangerous, exotic, and/or the model minority. We will discuss this history of erasure, orientalism, and identity politics, and also highlight radical API resistance to white supremacy in the United States. We will also discuss questions such as, "How have APIs been affected by the Black Lives Matter Movement?" and "Is the portrayal of APIs changing in media?" The presences of APIs in history, culture, and society is often defined by an absence, or to reinforce what others are not, rather than who and what APIs are. We will take time to imagine what our bodies could look and feel like if we recenter and reclaim our own narratives around race, identity, and belonging. We will conclude our session with some imagining and healing activities together. Everyone is welcome to this workshop, please be aware of the impact of your words and how you share space as an ally + accomplice.

**Tags:** #AsianandAPI #decolonizeAPIbodies #IgnitingtheModelMinorityMutiny #APIResistance

## **Joining the Movement: Critical Ethnic Studies in Minnesota in Schools, The Continuation of a Movement**

Kleber Ortiz-Sinchi- MPS Social Studies, Keith Mayes- U of M Professor, Jonathan Hamilton MnEEP

Discuss the implementation of the African American history course in all the high schools in MPS 2015-2016 and get feedback on the courses that will be piloted in the Spring (Latino American History Course and Asian American History Course).

**Tags:** #Ethnicstudies #MPS #SocialJustice

### **Learn to Read in Ojibwe**

Mary Hermes, Grassroots Indigenous Multimedia

This is a quick training on the double vowel system, and you will be able to read in Ojibwe when you leave. Knowing what you are saying, well, that will take longer than one session. Grassroots Indigenous Multimedia is selling children's books at the Fair as well! Everyone can be a part of revitalizing Ojibwemowin!

**Keywords:** Ojibwemowin, Decolonization, Linguistic Sovereignty, Revitalization



# Workshop Information (M-Res)

## **Mentacide: Examining the Socialization of Media Constructs on African American Males and African American Families**

Timothy R. Warren Univ. of Minnesota

Community members and educators will examine how education and the media causes the extirpation of our African American males. As we begin to understand the factors that contribute to Mentacide we can make people aware of the coping mechanism function of Mentacidal behavior, or Blacks adoption of values and beliefs that lead to the denial of self-knowledge. Awareness of Mentacide will allow students to stop using it as a coping mechanism and they will have to find a different way of addressing anger of self, how to cope and allow for interventions, and how to challenge the deficit lens.

### **Organizing at the School Level: Stories, Conversations, and Strategies**

Simon Smedberg (support staff) and Kristen Melby (5th grade teacher) at Andersen School in Minneapolis

Staff working in schools struggle with the pressures, inequities, and injustices of our current education system on a daily basis. What are ways that staff can organize themselves at their schools, to bring about change around the issues staff, students, and parents face in their schools? Over the past few years, staff at Andersen School have been organizing at the school level, and have made “the union” at Andersen something real, organized, and powerful. Staff at Andersen have organized and made change around issues such as school climate, professional development, and school cleanliness. In this workshop, participants will hear some stories about organizing at Andersen, and will participate in discussions around how staff can organize within their schools. Discussion will include sharing strategies for organizing and brainstorming ways participants can start organizing at their schools.

**Tags:** #organizeyourschool #workplaceorganizing #stafforganizing

### **Organizing for Power in Education: Taking Control of our Schools**

Arella Vargas and Brendan Rogers, Industrial Workers of the World

Join organizers from the Industrial Workers of the World, a global labor union with over a century of experience fighting for working people, as we explore tips and tech-

niques for organizing with your co-workers and community on the job! Come learn how to take control of your schools, education for liberation!

**Tags:** #edworkerpower #workercontrol #workingforeachother

### **Organizing Schools for 21st Century Realities**

David Boehnke, teacher PYC Arts and Tech, Industrial Workers of the World and the Social Justice Education Movement

The 21st century is going to be a big one, yet those realities rarely show up in our schools. How are our school communities, for example, preparing our children and ourselves for police murder, oil and water scarcity, gentrification, climate change, mass incarceration and deportation, responding to growing racist and sexist movements, changing US demographics, mass refugee streams, and actually getting paid? In this workshop we will grapple with these realities, ground ourselves in the colonial and factory models which still define our schools today, and construct a framework for how we as staff, students, families, and community can begin building and change making, today.

### **Organizing Teacher Unions in Charter Schools**

Scot Stephenson & Leah Steiner Suter, Twin Cities German Immersion School, David Hoaglund, Education MN

According to a recent study, 68 percent of K-12 public school teachers are unionized, compared with 7 percent of their charter school counterparts. Without a union, charter teachers are at-will employees, working under individual, year-to-year contracts with little job security or control over their work environment, pay, and contracts. The Twin Cities German Immersion School, in St. Paul was the first charter school in Minnesota to form a teachers' union. We hope to help others unionize with us. Along with field staff members from Education Minnesota, we will present our process in unionizing, as well as struggles along the way. Through facilitated discussion, we will explore what is needed to help your charter school teachers unionize.

**Keywords:** Teachers union, unionizing, charter schools, educator unionization, educator empowerment

### **Parent Forum: Empowering Parents for Change**

Camille Holthaus, Parent: Field Middle School/Washburn High School, Chair, Bi-

sexual Organizing Project

Come talk about how we as parents/guardians and community members can foster more social justice in our schools. We'll talk about more structured avenues like site councils and PTA's as well as how we can leverage our relationship with teachers, administrations, and school boards. We'll discuss barriers to involvement experienced by different groups of parents and generate ideas about how to help empower each other. Specific strategies will be presented. There will be lots of time for discussion of the specific situations of attendees.

**Keywords:** empowering parents for change

### **Protest Visuals: Sign & Banner Making**

Cole Sutton

This workshop will introduce basic techniques for making cheap, effective banners and signs for protests, marches, and demonstrations. The workshop will include a brief slideshow of inspirational protest visuals from past and present, demonstration of a simple banner making technique, and a hands-on demonstration of brush lettering for signs and placards. Learners will try their hand at brush-lettering a placard and get an information packet/handbook on sign-making and lettering.

**Tags:** #art #design #visuals #lettering #signs #banners #placards #protest #activism

### **Resilience and positive youth development among Somali, Latino, and Hmong Teens**

Luis Ortega Partnership for Somali, Latino, and Hmong Health and Wellness & Project TRUST, Jenna Cushing-Leubner: University of Minnesota, Project TRUST, Roosevelt High School

In this workshop, participants will engage in discussions and practice strategies for building on resilience among adolescents from immigrant communities. This is part of a larger curriculum derived from research done with Somali, Latino, and Hmong parents, and students, as well as teachers and youth workers identified as working well with immigrant youth. In this workshop, we will go through an inquiry cycle of an example topic. This workshop will outline ways building resilience can improve academic and civic engagement and will engage participants in an examination of their own assets in building resilience.

**Tags:** resilience, community-based research

descriptions continued on p. 10

# Workshop Information (Ret-T)

## Re-thinking Traditional Parent-Teacher Conferences: Academic Parent Teacher Teams (APTT)

Hannah Pierson (Teacher, Wellstone Elementary, SPPS), Kirinda Anderson (Parent, Wellstone Elementary, SPPS)

APTT is an alternative way to do conferences where parents and teachers meet as a large group, look at student data together and then practice activities that families can do at home to work on specific grade level skills. Through APTT parents and teachers work as partners to achieve specific grade level skills with their students.

**Keywords:** APTT, academic parent teacher teams, re-thinking engagement

## Roundtable: Disrupting the School-to-Prison Pipeline

ISAIAH, Faith-based community organizing

This roundtable discussion will describe ISAIAH's work with MPS and other districts to put an end to suspensions for non-violent offenses, and reduce the racial disparities in disciplinary practices. We will discuss the array of requests we are making to school districts and invite participants to have a conversation with us about how social justice-oriented educators and the faith community can work together to win changes.

**Keywords:** end school-to-prison pipeline

## Secret War: The Hmong and Their Contribution to U.S. History

East Metro Integration District (EMID)  
Youth Executive Board Leaders:

Our workshop will provide an understanding of the history of the Hmong and their impact in the state of Minnesota. The Secret War is the main reason why the Hmong people left Southeast Asia and settled in the US. Minnesota is home to the largest concentration of Hmong in the United States with a population of over 66,000. Our workshop will not only detail a rough overview of the Secret War, but also its underlying impact on each person at the Farir. The Secret War alludes to the recruitment and fighting of American soldiers and the Hmong people against Communist forces primarily in Laos and Thailand during the time of the Vietnam War. The goal of the workshop is to educate about the Hmong's role in the Vietnam War and their sacrifices for the U.S. and why it is important that the full history be taught in U.S. History classes.

**Tags:** #SecretWarNoMore #CovertAlert

## Self Care and Healing Justice Workshop

Eiko Mizushima, Malia Burkhart, People's Movement Center, eiko bodywork, Kochikara Healing Arts

Part of what school does is train in habits of body-suppression, which in our view is an act of colonization and sets in patterns of internalizing oppression. Our bodies can and should be our messengers and allies, and our relationship to our own body is a mirror of our relationship to others and to nature. Denying the body is a byproduct of a schooling system that trains us to ignore the signals from our cells, and asserting mind-over-matter dominance. During this workshop we will discuss bodywork, Chi-Kung, body-awareness, self care, share ways to de-stress, stretch, perform self-massage, and bodywork with each other that could be used inside and outside of the classroom. Please wear comfortable clothes if you are able!

**Tags:** #peoplesmovementcenter #healingjustice #selfcare

## The Seven Generations and the Seven Grandfathers

James Kaagegaabaw Vukelich  
MPS Indian Education

This talk will present the traditional teachings of the Anishinaabeg as a means of developing interconnectedness and interdependence. The seven grandfather teachings, the sacred law of the Anishinaabeg, show us how to lead Minobimaadiziwin 'the good life' a life of without contradiction or conflict, a life of peace and balance.

**Tags:** #sacredlaw #sevengrandfathers #seven-generations #minobimaadiziwin

## Self Awareness and Self Empowerment: Reflecting on the Social and Personal Impact of Race and Stereotype

Oanh Vu, Cyarra Swanson, Lyncy Yang, Nils Halker, Tou Saik Lee, Mimi Aschalew, William Toney

This workshop is designed to empower YOU as you explore your own and others' experiences with race and with stereotype threat, a situation where an individual feels at risk of confirming a negative stereotype, which can negatively affect one's performance. We will learn about the nature of race as a social construct and stereotype threat and listen to youth share their experiences. We will then reflect on and write about our own experiences with stereotypes and stereotype threat. Twin Cities'

own Hmong spoken word artist Tou Saiko Lee will then lead us in writing and creating our own spoken word piece using our reflections. The beginning of this piece will serve as an anthem and tool for self-empowerment and self-affirmation. This workshop will engage us in learning, exploring, reflecting, and ultimately, helping us challenge stereotype threat.

**Tags:** #reflectionandempowerment #race-andstereotypethreat

## Start a Conversation on Race Equality

Audrey Clausen – Executive, Curriculum Tool Developer – S.C.O.R.E., Nina Nelson – Assistant Director of S.C.O.R.E.

This workshop is a tool/game for having a Conversation on Race Equality. Diversity means understanding that each individual is unique, and recognizing our individual differences and commonalities. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about moving beyond simple tolerance to embracing the rich dimensions of diversity contained within each individual and community.

**Keywords:** Bullying, Race,, Culture

## Student Walkouts: Lessons and How to Have One

Student Walkout Leaders

Ever realize that something wrong with your school is something lots of students want to change, but don't know how? One way students can exercise our power is by walking out. Learn from walkout leaders in multiple schools about the racist and budget cut issues that led to their walkouts, how to plan a walkout, and what you can learn from them to deal with the your action's reactions and have even more power in your school. Actions are a powerful and fun part of organizing, and can be a step towards or result of a student union in your school.

## Twin Cities Toxic Tour

Eiko Elise Mizushima and Angelina Momanyi, Eco Education, Eiko Bodywork, and Fred Wells Tennis Center

Toxic means poisonous. The purpose of the toxic tour is to explore toxic sites and relationships in the Twin Cities with students. We use the word toxic to describe chemicals that have ended up in our air, water, food and bodies. Toxic is also a way to reference how we have treated people in poisonous ways which are harmful for our physical, mental and environmental health, for example



# Workshop Information (U-Y)

structural racism. We want to inspire youth and adults to think critically about our power to improve our natural, built and social environments.

**Tags:** #CBANOW, #foodjustice #conversationsaboutraceandpower

## Unlearning Whiteness: Creating Safe and Equitable Classrooms

Ryan Williams-Virden, Fellow at Cultural Wellness Center

Unlearning Whiteness focuses on how whiteness as an ideology filters our experiences in the classroom and impacts the outcomes for all involved. We will be exploring a brief history of whiteness as well as exploring potential tools for interrupting whiteness in our everyday interactions resulting in more just and equitable spaces.

**Tags:** Equitable Education, How to make Black Lives Matter, #unlearningwhiteness

## Using Personal Narratives to Transform Community Perspectives

Dr. Tea Rozman-Clark, Executive Director of Green Card Voices

Cultural stereotypes bias individual decisions, limit community connections, and invade policy issues. Personal narratives, however, have the power to quickly transform these perceptions. In this workshop, I describe how video-recorded, first person narratives can raise awareness and empathy for a vulnerable population: first generation immigrants. Utilizing digital storytelling, Green Card Voices documents each story in an authentic and unbiased way following rigorous oral history guidelines. The chronicles of those whose stories they capture are both awe-inspiring and thought provoking, portraying the diversity of the immigrant experience in the United States. In this era of the proliferation of social media, supporting authentic voices has enormous potential to build communities of trust and work toward achieving greater social justice.

**Tags:** #greencardvoices #immigrants #diversity #storytelling

## WAKE UP 612

### Parent Empowerment Workshop

Zaire Ishmael, Elizabeth Rosario, A.Z.  
Jacobson-Anderson, Avra Anagnostis

The WAKE UP 612 Parent Empowerment Workshop will give parents a framework for better understanding their rights and roles in their child's education as well as those of the school. Parents will help us further de-

velop our framework by expressing what they want from schools. We will also discuss ACTION PLANS for ensuring our demands are met in the classroom, school and district level.

**Tags:** #parentempowerment #equityineducation #wepaytaxeswedemandjusticeforourkids #whathappenedtomulticulturaleducation #endschooltoprisonpipeline

## What is a Free School?

EXCO Twin Cities/ Natalia Vargas Marquez,  
Andrew Gramm, Shoshana Gurian, Maria  
Moreno

In this workshop we will discuss and dissect what a "Free School" is and how it relates to traditional education. The main focus will be to identify and be mindful of the oppressive dynamics within the traditional educational system that go undetected or have been naturalized. We will also learn about historical examples of "Free Schools" and their relation with social movements and political struggles, and how non-traditional education has been and is an important part of community building and political movements. This workshop will be focused on group discussion and activities that will give a frame to introduce the work of EXCO in the Twin Cities and how to get involved.

**Keywords:** radical education, free schools, political movements,

## What is Exco? And How to Get Involved.

EXCO Twin Cities/ Natalia Vargas Marquez,  
Andrew Gramm, Shoshana Gurian,  
Maria Moreno

The session will serve as both an introduction to EXCO and a space to design a class. We are targeting people who are interested in creating an Exco class and would like the opportunity to workshop their ideas with Exco organizers as well as others who share a similar goal. This session is appropriate for both people who want to offer a class and those who are just curious to learn more – there is no obligation to commit to creating a class. In Exco, anyone can take a class and anyone can teach a class!

**Keywords:** radical education, free schools, political movements, community education, no teachers no masters

## Whiteness as a Visa

Rahsaan Mahadeo, Youthworker/Graduate student in Department of Sociology at University of Minnesota

First, I conceive of whiteness as a Visa in relation to the credit card's memorable slogan: "It's everywhere you want to be." Whiteness

is embedded in tastes, values, worldviews, institutions, and knowledge production. Second, whiteness functions as a visa (i.e. travel authorization document). Whiteness operates as a passport for some, as well as a pass-port for racially ambiguous others. As a form of citizenship, whiteness holds a transnational appeal allowing for its largely unquestioned acceptance across borders. Finally, I describe how whiteness is used as currency constantly being exchanged and negotiated by whites and nonwhites alike within racial economies, both domestic and global. I conclude with some ideas on how to "just say no" to the allure of whiteness.

**Tags:** #whitenessasavisa, #whitenessfreezones, #justsaynotowhiteness

## Wrap Around Schools for All Our Kids needs

KerryJo Felder

Learn about a program that provides a great curriculum, lots of after school activities, free dinner and snack, stays open on weekends and that has a full health care clinic (ears, eyes, teeth and illness). How do we get that?

**Keywords:** full-service schools, wrap-around, desegregation, curriculum, programs, education

## Youth4Education:

### Isn't it time you shared your voice?

Emily Uecker, Promise Fellow-Youth Initiatives, Hannah Reece, Promise Fellow-Youth Coach

Imagine a school where teachers understand why youth are not motivated. A school where diverse youth have a voice in the classroom. A school that challenges youth to look at the world outside of school. Then they investigate a community need, research the causes, and apply what they are learning to help resolve inequity in their schools and community. Youth work with each other to mobilize their plans and begin to see real change happen in their communities because of their knowledge. This is the power of service-learning. This interactive workshop allows participants to reflect on their own privilege and power while feeling empowered to support young people in creating service-learning projects to address educational inequity within the classroom. Leave with an action plan to Serve. Learn. Change the World.

**Keywords:** youth leadership, education, youth voice, service-learning

# Guidelines for a Healthy Dialogue

The Twin Cities Social Justice Education Fair recognizes and values that everyone comes from different places, backgrounds, and experiences. We seek to create an environment where people treat each other respectfully and where we can hold each other accountable.

With this in mind, we'd like to offer some guidelines for fostering productive, healthy, and just dialogue.

The following are taken from guidelines produced by Project South, Teachers 4 Social Justice, the Chicago Freedom School, and Free Minds, Free People for the 2013 conference:

- **Our time together is precious. WAIT (Why Am I Talking?).** Because we have limited time available, we want to make sure that as many people as possible can participate. Please make sure your comments and questions are concise and address the issue at hand.
- **In this space, we are all teachers and learners.** Everyone can learn from one another as well as bring their experience to the community.
- **Step up, step back.** In order to support everyone's participation, if you are usually a talkative person, be mindful of others and step back a bit. If you are usually quiet, we encourage you to step up a bit and be more vocal.
- **Keep an open mind.** Be prepared to listen to others, even if you do not agree with them. And be prepared to have your views challenged by others.
- **Challenge people respectfully.** Please focus your comments on the idea, not the person expressing it. Remember, we all make mistakes. Making mistakes is part of the learning process.
- **Be aware of power and voice in the room.** Be mindful of your privilege (e.g., being white, male, without a disability, straight, an adult, holding an advanced degree, etc.), and step back when appropriate.
- **Please turn off cell phones or put them on vibrate.**

# Thank You to All Who Made this Possible!

## **SJEM & Fair Organizers**

**Fayise Abraham, Sierra Al-Ahad, Saffiyah Alaziz, Malcolm Anthony, David Boehnke, Me'Lea Connolly, Sadie Cox, Lucas de Gracia, Erin Dyke, Shannon Edberg, Keno Evol, Elisabeth Geschiere, Jesús, Alissa Paris Gilbert, Max Hoiland, Melody Johnson, Helen Medhanie, Aaron Rosenblum, Kyla Sisson, Simon Smedberg, Amani Ward**

**Thanks to all our amazing volunteers on the day of the fair!**

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