October 21, 2016
Patrick Henry High School
Minneapolis, MN
Theme: Upset the Setup

There’s a lot cooking in the Twin Cities and the social justice pot is bubbling over! Whether it’s student walkouts, teach-ins, takeovers and/or curriculum restructuring, students, staff, and families are sending a clear message that the educational system is fundamentally flawed and they’re out to reclaim what is rightfully theirs—an educational experience that challenges the status quo and forces us to think critically and act radically. From K-12 education to Adult Basic Education (ABE), all the way to the colleges and universities, many of us know that we are learning, teaching and laboring in spaces that were designed without many of us in mind. We’ve entertained the existing educational system’s politricks for far too long, which is why we’re calling on youth, educators, families, school staff, and communities to “Upset the Setup!”

Upsetting the Setup requires a commitment to radical politics. “Radical” comes from the word “radix” which means “root” in Latin. We can no longer invest our time and energy in educational reform that does more to till the soil of power and domination than uproot systems of oppression. We are interested in change from the ground up. In the spirit of Audre Lorde, attempting to fix the setup with the tools provided to us by those in power will only support the foundations of the setup rather than dismantle it. We all have the capacity to be better builders. However, we must also learn what systems of power and oppression must be destroyed in order to build an educational space that is both for us and by us.

As we work together to dismantle hierarchies in the spaces we learn, we seek a liberation education that frees us from biased curriculum, isolated classrooms, school resource officers (police), teachers and educational standards that deny our collective empowerment. We know that as social institutions, schools can never be the sole gatekeepers of knowledge. For those whose (intersecting) identities are constructed as deficits, schools tend to examine, extract, and exploit the rich gifts and contributions of (multiply) marginalized students. Community remains one of the most valuable sites of knowledge production, and there are plenty of under-cover intellectuals without formal credentials who could teach the educational system more than they can ever be given credit for. So while we upset the setup, we must also step up and support the informal systems of education rooted in our communities. In other words, as we uproot the unequal elements of traditional education, we establish roots in the spaces we call home. We invest our hopes for revolutionary educational change in one another, not the setup.

Come through and help us imagine and plan for a new educational system. We need you to step up and help Upset the Setup!
Clarita Miranda: As the eldest daughter of immigrants from Guatemala and a visionary for international social change, Clarita Miranda has been a resounding voice and leader in the Labor Community Strategy Center’s Fight for the Souls of the Cities Campaign. She was originally attracted to the campaign’s vision to build a social welfare state and not a prison, policing, and privatizing state. These large visions in conjunction with her direct experiences of seeing the militarization of the border and the militarization of her neighborhood have fueled her leadership to “End the Occupation of Schools.” As a core leader on her South Los Angeles high school campus—Augustus F. Hawkins—she has organized rallies, classroom presentations and recruited youth and teachers to pressure Los Angeles Unified School District to return the tank, grenade launchers and 61 M16 rifles they received from the Department of Defense 1033 program. With all her extra time, Clarita is also committed to bringing her school’s basketball team to victory while slaying her AP classes.

Monique Jones is a senior at Augustus F. Hawkins High School (CHAS) and a youth organizer with the Fight for the Souls of the Cities, a project of the Labor Community Strategy Center. Born and raised in South Los Angeles, her commitment to the liberation of black and brown folks and willingness to struggle defines Monique’s passion for movement building. During her three years of fighting with the campaign, Monique has been a critical voice in ending the criminalization of young people and ending the war on youth in schools. She has played an active role in reducing citations distributed by the Los Angeles School Police Department to predominately black and Latino youth, which has led to a 40% decrease in overall citations distributed. As a core member of the student led Taking Action club on her campus, Monique develops political education and organizes to recruit new members to the campaign. Specifically, Monique was a primary leader in the campaign to end the Los Angeles Unified School District’s participation in the Department of Defense 1033 Program that distributes military grade weapons to local police agencies. When Monique is not organizing in school or in her neighborhood, you can find her in front of crowds performing with the dance team that she leads.

We also welcome moderator Mica Grimm, local youth advocate and activist with Black Lives Matter Minneapolis.

With recognition to the innumerable invaluable youth activists who mobilize for action, social justice, and change throughout the Twin Cities, including other local keynote nominees: Vanessa Taylor, Cypress Kenney, La’Zeya Sims, Makkah Abdur Salam, Destyn Land, and Aishah Mohamed, as well as the Social Justice Education Movement Youth Track Keynote leads: Amir Shariff, Ndolo Elate, Sophia Meza, and Leo O’Ryan, Ashley Franklin from the Labor Community Strategy Center in L.A., and other supportive Social Justice Education Movement members.

General Schedule

8:00 - 9:00 Registration
9:00 - 9:30 Welcome (Auditorium)
9:40 - 10:55 Session 1 (Third Floor)
11:05 - 12:05 Keynote (Auditorum)
12:05 - 12:25 Lunch 1 (Lunchroom)
12:25 - 12:45 Lunch 2 (Lunchroom)
1:00 - 2:15 Session 2 (Third Floor)
2:25 - 3:40 Session 3 (Third Floor)
3:50 - 5:00 Session 4 (Third Floor)
5:15 - 7:15 Open Mic (Gym)

ALL DAY: Childcare (Rm. OO1)
ALL DAY: People of Color Healing Space (Rm. 101)
1:00-5:00pm: Million Artist Movement-led Participatory Art Making (Gym)
What are tracks?

Why tracks? Tracks at the Twin Cities Social Justice Education Fair exist to build a collective of social justice-minded education folks around specific issues and organizing or to center the voices and perspectives of groups of people that already are upsetting the setup. Tracks have emerged through volunteers and the organizing committee taking initiative to create these spaces at the fair and throughout the year, including the following tracks (many new this year): Young Activists, Ethnic Studies, In-School Organizing, Adult Basic Ed, and Teacher Ed. We desire for tracks to serve to build community among affinity groups, strengthen the work that is already happening within each of these areas, and to continue to grow a decentralized social justice movement in Twin Cities education. We invite you to consider what new spaces we might create throughout the year using this track model: What are targeted issues (immediate, specific, winnable) for strategizing within the next year in our schools? How will we work across, outside, and inside institutions to create the change and flip the script on the status quo toward racial and social justice in education?

Adult Basic Education

Adult Basic Education (ABE) helps adult learners navigate a variety of continuing educational hurdles. From ESL to GED to vocational training, Adult Basic Education teachers serve immigrants, refugees and working class people who have gaps in their traditional education. The ABE track, new to the Social Justice Education Fair this year, brings together teachers who work in ABE to discuss how to overcome some of the unique challenges of working with our student population and in our field.

Ethnic Studies

The workshops within the ethnic studies track are organized around telling stories, raising awareness, and educating participants about ethnic studies in Minnesota and the various experiences surrounding minoritized groups. With the knowledge obtained from the workshops, participants will be able to reflect and figure out what actions they can take to build off of the current efforts. Target audience is anyone who is interested in learning about ethnic studies and how to disrupt Eurocentric dominant narratives within our schools and society.

Teacher Education

The teacher education track is meant to be a space to bring together folks who are doing powerful work across the Twin Cities for justice in teacher preparation and development. This includes folks in teacher prep, P-12 (especially in continuing teacher development), community org’s who are working for changing how teachers are prepared, and folks invested in P-12-higher education partnerships/coalitions. Together, we are invested in the question “how do you imagine upsetting the set-up of teacher preparation and education from your location?”

In-School Organizing

Are you an educator who is frustrated with the problems in your building and the lack of staff voice to make change and defend ourselves? Do you want to transform the education system so schools are run by the educators, students and families actually in them? Are you looking to fight systemic racism and other forms of injustice in our schools and society? Then the staff organizing track is for you.

Members of the Social Justice Education Movement (SJEM) have put together a collection of workshops designed to help you build power in your school building. We will talk about everything from growing organizing from nothing, standing up to abusive administrators, building staff power in your school, and doing anti-racist organizing so that Black Lives Matter in our school buildings. It is the hope of SJEM members that this year’s fair will build relationships and collaboration across staff at different schools so we can support each others struggles in our individual school buildings and across the school districts. The Social Justice Education Movement is the K-12 Education organizing committee of the Industrial Workers of the World (IWW). The IWW is a labor union for all workers. We believe in replacing capitalism with a people run world by organizing workers and communities for freedom, justice, and harmony with the earth.

People of Color Healing Space

Music Room, Room 200

On the first floor, there will be a designated POC healing space. Here, all folks who identify as POC can debrief, be in community, and share space together. This space will be held for POC throughout the day of the fair.
The Youth Activists Track was designed by youth with youth in mind. Anyone is welcome to attend, recognizing the need to center youth voices and not have adult voices take over the space. The track starts with a Keynote Panel of youth activists of color from L.A. and locally. After the keynote, youth are invited to stay for a more intimate youth-only discussion. There will also be artmaking available through the Million Artist Movement.

In the afternoon, there’s a youth organizing session for youth to gather around issues and actions, in conversation with each other. At this session, youth may identify specific ideas and strategies for upsetting the setup in the schools this year. There are two more sessions in the youth track in the afternoon followed by an Open Mic to close out the fair (but not the movement). The Open Mic space gives youth a place to relax, express, and enjoy themselves after a long day of workshops and discussions.

What is the Youth Activists Summit? #TCYouthAct

The Youth Activists Track was designed by youth with youth in mind. Anyone is welcome to attend, recognizing the need to center youth voices and not have adult voices take over the space. The track starts with a Keynote Panel of youth activists of color from L.A. and locally. After the keynote, youth are invited to stay for a more intimate youth-only discussion. There will also be artmaking available through the Million Artist Movement.

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**Youth Activists Workshop Schedule**

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<th>Time</th>
<th>Session</th>
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<tr>
<td>10:00 - 10:45</td>
<td>Registration</td>
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<tr>
<td>11:05 - 12:05</td>
<td>Keynote (Auditorium) (Youth-only Keynote Q&amp;A 12:05 - 12:45)</td>
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<td>12:45 - 1:15</td>
<td>Youth Lunch (Lunchroom)</td>
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<td>1:25 - 2:15</td>
<td>Youth Organizing (Media Rm. 200)</td>
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<td>2:25 - 3:40</td>
<td>Workshop Session I (3rd Floor)</td>
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<tr>
<td>3:50 - 5:00</td>
<td>Workshop Session II (3rd Floor)</td>
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<tr>
<td>5:15 - 7:15</td>
<td>Open Mic (Lower Gym)</td>
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**Youth Activists Session A (2:25-3:40)**

- **Room 323: Ain’t I a Queen?**, Amari Vaughan, Simone Glasper, Charrell McGee, Nyadouth Kueth
- **Room 300: Democratic Education for Collective Liberation**, Room, Democratic Education for Collective Liberation, Starri Hedges with staff and students from Gaia Democratic School, Room 301
- **Room 301: Identity Gallery**, Claire Mathews-Lingen, Avalon School, YEAIMN (climate justice group)
- **Room 302: Teaching Social Justice Through Travel Studies**, Brynne Macosko Paguyo, Southside Family
- **Room 303: Youth talk: How Adults Can Ally**, Facilitators were youth or adult counselors during St. Paul Public School's summer camp, Courageous Leadership Academy for Youth.
- **Room 304: S.C.O.R.E**, Audrey Clausen, CEO, Start A Conversation On Race Equality Nina Boyd, Facilitator Dr. Shvonne Johnson, Professor, Metro State,
- **Room 305: Power of Youth Media**, Deacon Warner, Independent Filmmaker Project MN (IFP MN) + high school aged youth involved in IFP MN's after school media production program
- **Room 306: Responding to Racial Incidents**, Idil Mohamud and Elise Toedt Southwest Dare 2 Be Real Students
- **Gym: Revolutionary Basketball**, Kai Russell, Million Artist Movement

**Youth Activists Session B (3:50-5:00)**

- **Room 322: Gentrification and Privatization: The Minneapolis Housing Crisis**, Kahaa Nasteexo, youth organizer and artist
- **Room 323: Anti-CVE - Countering Violent Extremism**, Aishah Mohamed
- **Room 300: Shared $, Shared Power: using co-ops to take control of our own economies**, Jesus Lucero & Jason Rodney USA Cooperative Youth Council
- **Memorialization on the Margins, Living Proof Print**, Room 301: Collective: Noah Exum, Andrew Gramm, and Aaron Rosenblum
- **Room 302: Histories of Afro-Asian Solidarity**, Marie Johnson, Oanh Vu, Sarah Garton — all from RAD AZNs
- **Room 303: Youth Media Force**, Chou Xiong, Asian Media Access
- **Room 304: Mathematical Mindsets**, Melissa Favero Math Specialist, Minneapolis Public Schools
- **Room 305: Our Place in Politics: How to Read Through the BS that is Politics**, Leo O’Ryan, Destyn Land, Zoe Sbendorio, All Alumni of Como Dare 2 Be Real
- **Room 306: “Know Your Rights” Self Agency in Student Activism**, Bailey Boelter, MN Alliance with Youth/MnEEP; Brandon Brooks, MnEEP/Solutions Not Suspensions
- **Gym: Revolutionary Basketball**, Kai Russell, Million Artist Movement
*There will be a designated Prayer Room, tbd, and clearly marked on the day of the fair.

**Registration table volunteers will secure a comfortable space for folks who need to nurse or pump, see registration table if needed.

***There will be gender neutral bathrooms at the Fair, which will be marked with signs, per usual!
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<tr>
<th>Room</th>
<th>Track</th>
<th>Session I (9:40-10:55)</th>
<th>Session II (1:00-2:15)</th>
<th>Session III (2:25-3:40)</th>
<th>Session IV (3:50-5:00)</th>
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<td>Balancing Bias and Facilitating Difficult Conversations in the Classroom</td>
<td>Creating Spaces for Recent Arrival Adult Refugee Learners</td>
<td>Making Adult Education Livable</td>
<td>Wrap around schools for all our kid's needs</td>
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<td>In-School Organizing</td>
<td>The Basics of Female Circumcision</td>
<td>Leading and Working with a Racially-Conscious Lens,</td>
<td>Sky Woman: Using Diversiform Storytelling to Deconstruct Single Story and Create Inclusive Learning Spaces</td>
<td>What is Reproductive Justice?</td>
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<td>321</td>
<td>Teacher Education</td>
<td>Nothing to Something: Experiences Organizing for School Change</td>
<td>Workplace Bullying: What It Is and How to Fight It</td>
<td>Making a Plan to Change Your School: Staff Organizing Style</td>
<td>Intro to the IWW and In-School Organizing</td>
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<td>Disruption</td>
<td>Schooling as a Colonial Enterprise,</td>
<td>Reset the Setup: Redesigning learning environments,</td>
<td>Dismantling the &quot;standard&quot; language ideology: Use of vernacular languages and literature in schools</td>
<td>Developing Class Consciousness in an Unequal World</td>
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<td>Framing and Mapping the Politics of Teacher Education in MN</td>
<td>Exploring the whiteness of teacher education curriculum</td>
<td>Asking “How you doing?” Is a Conversation About Race</td>
<td>The Coalition to Increase Teachers of Color and American Indian Teachers in Minnesota: Interrupting Business as Usual</td>
<td><strong>Teacher Education Track Connecting Space</strong> **</td>
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<td>319</td>
<td>A Guided Discussion on Food, Media, Colonialism, &amp; Resistance</td>
<td>Art and social justice</td>
<td>Beats, Rhymes &amp; Resistance: Art as Direct Activism</td>
<td>Activating Power: Creating Culture</td>
<td><strong>Teacher Education Track Connecting Space</strong> **</td>
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<td>318</td>
<td>#NoSROs: The School-to-Prison Pipeline and the Role of Police in the Schools</td>
<td>A Voice in the Streets: Making an Impact with Small Protest Posters</td>
<td>Bi-cultural Active Living Lifestyle</td>
<td>LGBTQ Inclusive Pedagogy and Curriculum for Secondary STEM Educators</td>
<td>Green Card Voices: Using Storytelling to Empower Immigrant Students</td>
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<td>311</td>
<td>Creating A Safe Classroom For Students With Disabilities</td>
<td>Politicizing your Parent Teacher Organization (PTO)</td>
<td>Re-centering Gender Diversity in the Classroom</td>
<td>School Intervention Systems and Social Justice</td>
<td><strong>Teacher Education Track Connecting Space</strong> **</td>
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<td>312</td>
<td>Understanding &amp; Disrupting Status Hierarchies in Groupwork Settings</td>
<td>What does racism have to do with capitalism?</td>
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A Guided Discussion on Food, Media, Colonialism, & Resistance
Eunha Jeong Wood, RadAznsTC

This workshop is a guided group discussion on Food + Identity + Politics. Food is central to culture, heritage, family, community, and life. Food is an essential part of how we care for ourselves and each other; thus, food is also central to resistance. When we talk about our food, we are talking about ourselves, and our people. After a short contextual overview, we will share in a discussion guided by questions around such topics as: Food Orientalism; Cheap, fast, and exotic; White settler food mythologies; “discovering a food”; Racist restaurant reviews: i.e. City Pages, Yelp; Queering the kitchen: Heteronormative food reporting; Capitalism, gentrification and tacos; School lunch and “diversity”; Authenticity is for artisans; Ways to clap back, write back, resist!

A Voice in the Streets: Making an Impact with Small Protest Posters
Leon Wang, Firebird Design Lab

We are often moved to speak or act during the struggle for social justice, but may feel that we have neither the voice nor the means to make an impact. In this workshop, we will discuss how one can make a positive contribution to the public discourse of a movement with only simple resources. We will demonstrate the conceptual, aesthetic, and technical elements of making an effective 11x17 size protest poster. Driven by a basic process of problem solving, we will link our hearts (passion), heads (intellect), and hands (industry) to shape our world. The session will include exercises in working with ideas and representation — with the goal of making an impact on both personal and civic scales. Each participant will make a 11x17 “master” copy suitable for reproduction or additional refinement. The workshop aims to equip the participant with the basic skills and confidence to produce additional designs and inspire/teach others. The ultimate objective of the workshop is a lesson in (re)connecting to one’s passion and allowing the inner voice to be heard.

Activating Power: Creating Culture
Jared Hanks | Modern Day Me

In ‘Activating POWER, Creating Culture’ we explore the process of tapping into our individual power and creativity as a means of personal development and achievement on multiple levels: social, educational, economic, and political. Key Objectives/Outcomes:

How can I identify and activate my power? Where are the opportunities to utilize this power to create impact? What ways can we collaborate with others in this process? Why is this important?

Ain’t I a Queen?
Amari Vaughan, Simone Glasper, Charrell McGee, Nyaduohtu Kueth

View a film made by the 4 of us for a class and have a discussion about it with participants. The film explores the effect of the media on black women's perception of beauty

Anti CVE- Countering Violent Extremism
Aishah Mohamed, High School Student

We will hold this space to inform other what the CVE program is about, why we are anti CVE and how they can help with this work.

Art and social justice
Jens Arzyayus Art teacher at Laura Jeffrey Academy

I would like to show a short music video our students made in my social justice art class about sexualising identity. It’s called “I Am?” You can find it on YouTube by typing in gender identity music video

Asian Activism in MN: Roots, Retrospective, and Rad Revolution
Eunha Jeong Wood, RadAzns-TC

Asian identity in the U.S. arose out of resistance, solidarity, a fight for self-determination, and love. The political roots of Asian identity have long been erased from public education and media narratives as an act of white supremacy. Reclaiming the stolen stories of our history and fighting to self-determine our futures are revolutionary acts.

What may today seem as merely a category of race and a box to check off for the census, is in fact an inherently political identity tied to a complex and beautiful fight against oppression—Asian identity holds a birthright legacy of resistance.

In this workshop we will: remember and give respect to the roots of Asian and Pacific Islander identity and activism, both in the U.S. and globally; share a retrospective of MN Asian activism from the 80s/90s to the present; discuss MN-specific perspectives of Asian activism/organizing; and take time to imagine what we want revolution to look like moving forward, drawing inspiration from the work of Grace Lee Boggs, local MN activists, and each other.

Asking “How you doing?” Is a Conversation About Race
Alissa Case, Ezekiel Joubert, David Melen dez, Nuhu Sims - University of Minnesota

As we reflect upon the collision of the beginning of the school year, teachers building relationships with students, and the racial reality of our country, we wonder how analyzing the question “How are you doing?” can help to shift teachers thinking and prepare for the always already present conversations on race in our classrooms across this nation. In this session, we will collectively examine the political, historical and affective consequences of this question and how it relates to social justice orientations and curriculums. The presence of racial melancholia (Cheng, 2000) in our country creates a constant emotional struggle, for students, teachers and families, where we are stuck grappling with the relationship with the racial ghosts of this nation. In our session, through an introductory activity, a brief outlining of theoretical frames, small group examination of classroom/school examples, and large group discussion of key questions, session participants will collectively struggle with the political nature of “how are you doing?”. We will finish the session with imagining how a shift to “what do you need?” could be a disruption of the system and create collectives for system change.

Balancing Bias and Facilitating Difficult Conversations in the Classroom
Allie Bezat Riley, Works in Adult Basic Education at Hmong American Partnership, St. Paul Community Literacy Consortium

This workshop will explore ways to examine your own biases as an instructor and effectively tackle and facilitate conversations about race and equity in diverse settings.

Beats, Rhymes & Resistance: Art as Direct Activism
William “Truth Maze” Harris, Universal Movement for the Advancement of Hip Hop, S.U.N. Academy, Black Lotus Circle; Reies Romero, Universal Movement for the Advancement of Hip Hop, James Dewitt Yancey Foundation, Muslim Youth Leadership Awards
Beats, Rhymes & Resistance is an exercise/expansion of the artists role in the contemporary context of liberation, activism and or protests. It serves as a means of action and resistance in and outside the class setting to Eurocentric mis-information and its pervasive nature. This workshop is designed to harness and acknowledge the power of artistic expression and the ability to cross lines of separation. BR&R is a creation to disrupt the status quo by using Hip Hop elements and art forms to challenge education that does not benefit the recipient and is designed to give examples to the reality thereof. It also recognizes the various ways that the spoken word can be used and has been via poetry, song and literature. This session will feature a writing exercise and sharing component aimed at allowing the creator and the audience to witness art being used in a purposeful way to motivate students to uplift themselves and fellow classmates.

Bi-cultural Active Living Lifestyle
Tie Oei - Asian Media Access, Dorian Petty - Pathway Learning Center, Aiysha Mustapha - Unique Begginings

Bi-cultural Active Living Lifestyle (BALL) has been an initiative of Asian Media Access for the past 2 years and we are going on our third year. This initiative promotes healthy living from a cultural lens in North Minneapolis, beyond just healthy eating and exercise ie. Green RX, Complete Street, as a few examples. Our Youth Media Force has been instrumental in promoting BALL through social justice lens and giving a youth perspective. We have partnered with Pathway Learning Center and Unique Beginnings to further the concept of BALL and social justice education. Each of these organizations has taken BALL and put a unique spin on it.

Blackout the Classroom
John Gebrehatosse - Blackout Improv Director/ Black and Funny Improv Festival Founder

Improv is about 2 simple things: 1) make the best with with you got and 2) everything you got is perfect. People of color have been improvising for centuries, giving birth to art so incredible that it breathes life into other cultures across the globe. Improv is life and improv is art. Blackout improv and the Black and Funny Improv Festival have come together to grow access to improv in the Black community. Blackout the Classroom is about making room for your students to create with you. We will walk through the basic tenants of improv, engaging in exercises that engage creativity, and have a dialogue about bringing improv into the curriculum, as well as showing our kids that they are worth believing in.

Civic Engaged Digital Storytelling-approach to curriculum
Paul Creager, Curriculum & Media Arts Coordinator, Gordon Parks High School

This presentation trains participant educators in Civic Engaged Digital Storytelling (CEDS) which is a synthesis of curricular practices from Gordon Parks High School and Video Volunteers (VV), a human rights NGO in India where I researched for 6 months. VV’s mission is to “empower marginalized communities through film.” Combined with practices from GPHS’ curriculum that resulted in winning $2.5 million to purchase a 5.5 acre parcel at Griggs & University, the presentation will expand awareness about how CEDS can be used in all subject areas to enrich curriculum, reach state standards, interrupt colonial influence on education, and support lifelong civic engagement.

Creating A Safe Classroom For Students With Disabilities
Nemeh Al-Sarraj graduate of Metropolitan State University with a BHS in Disabilities

This workshop will go over ways that teachers can make students with disabilities feel welcome and enable them thrive in the classroom. In addition I will go over ways that teachers can incorporate disability awareness in the classroom. I will do this by sharing my story of going to school with disabilities and what I wish all my teachers would have known and done to make me feel welcome.

Creating Spaces for Recent Arrival Adult Refugee Learners
Kristin Klas, Brenda Anfinson - Hmong American Partnership

Two instructors from the Adult Basic Education program at HAP will detail how teachers transformed the program from closed-off and staff-centered to open, inclusive and student-centered. Being that the refugee experience is inherently traumatic, the program also needed to fully embrace trauma-informed care. Participants in the workshop will explore the ways in which trauma impacts learning, and discuss ways in which instructors can design calm, low-stress learning environments. The session will focus primarily on adult refugee learners.

Democratic Education for Collective Liberation
Starri Hedges with staff and students from Gaia Democratic School

Learn about the history, philosophy and practice of democratic education and free schools! Join students and staff from Gaia Democratic School (GDS) for a lively interactive workshop. We will share ideas for implementing democratic process, academic freedom, and youth empowerment in your practice or organization. We will also discuss how small independent schools are part of a larger movement for collective liberation and answer questions about how our school operates. Founded by students, parents, teachers, and community members, GDS is Minnesota’s only K-12 grade democratic school. We promote learning together in fun and freedom and are the education revolution in action! GaiaDemocratic.org

Developing Class Consciousness in an Unequal World
Dane McLain, Social Studies Teacher @ Edison High School

Despite the U.S. being an immensely rich country it has the highest level of wealth inequality in the industrialized world. And although over half of working U.S. citizens make less than $30,000 a year many people still believe they are in the middle class. In order to break the damaging mythology of the “American Dream” and begin to realistically address economic inequality it is pivotal that we develop the class consciousness of our future generation. In this workshop I will introduce material(readings, graphs, comics, pictures, videos) that relate to economic inequality that I have used to teach my high school economics courses. Then through a jigsaw reading activity we will learn about key terms and concepts relating to economic inequality that include “historical materialism” “surplus value” “class consciousness” and “class struggle”. Afterwards we will debrief and I will open the floor for discussion on how to best address the uncomfortable truth about economic inequality in and outside our classrooms.
Dismantling the “standard” language ideology: Use of vernacular languages and literature in schools
Maria Schwedhelm

This workshop uncovers the myths and paradoxes around the use of students’ vernaculars in the classroom. Participants will work together to dismantle the “standard” language ideologies that permeate schools using literature written in different vernaculars. We will use a short linguistic questionnaire and language attitude survey to spark rich discussions and uncover our own linguistic ideologies before we dive into vernacular literature. Reading examples from different texts in African American English, Jamaican Creole and Spanglish, participants will explore how dominant ideologies are expressed through language, and how vernacular literature can be used to challenge and delegitimize them. Together we will explore pedagogical strategies to engage students’ vernaculars to develop critical language awareness, affirm students’ linguistic resources, push for innovation and reconstruct norms.

Disruption
Abigail Rombalski, U of Minnesota

How do we see, question, and disrupt practices and pedagogies that are damaging to students? Especially when questions open up conversations about identity, gender, sexuality, race, ethnicity, language, class, religion, politics, culture, and justice? Especially when power is always at play? This workshop is designed to draw from the knowledges and experiences of participants, using Patricia Hill Collins domains of power framework about colorblind racism. a positive contribution to the public discourse of a movement with only simple resources. We will demonstrate colorblind racism.

DIY first aid herb garden
Anne Ness, Gaia Democratic School

I will be outside with some plant cuttings and handouts about growing and using medicinal herbs for first aid. Health autonomy is the goal of Do-It-Yourself healthcare and herbal medicine is our planetary birthright. *Not in workshop schedule, look for Anne outside*

Do you know your school: working the system for your multilingual student
Fadumo Mohamed, University of Minnesota

There are 300+ languages in spoken in the state of Minnesota, so what are our school doing to accommodate our multilingual students? What should you as parents know about the school your students are enrolled in? And as a teacher what can you do to support you Emergent Bilingual/Multilingual students? To talk about concepts for parents to know, asset based discourse, creating competent bilingual/multilingual citizens.

Exploring the whiteness of teacher education curriculum
Rebecca Neal (Hamline) and Annie Mason (University of Minnesota)

How do we identify whiteness and white supremacy in teacher education programs? How do we actively dismantle white-supremacist ideologies and practices in teacher education? Session participants will also develop an antiracist set of questions/audit that can be used by people across institutions to challenge these structures.

Framing and Mapping the Politics of Teacher Education in MN
Paul Spies and Victor Cole (Metro State University)

Participants in this session will work together to map out the structures of teacher education in MN by asking key questions regarding the systemic set-up, underlying and overt assumptions, who participates and who doesn’t, decision-making, funding, and politics. Then, we will discuss key questions such as: How can we, as agents of change, demand a voice at the table? What alternatives exist to transform teacher education and dismantle oppressive systems built upon white benevolence and white supremacy?

Gentrification and Privatization: The Minneapolis Housing Crisis
Kaaha Nasteexo, youth organizer and artist

This workshop will be an overview of affordable & public housing policy locally and nationally, with a facilitated discussion following on how gentrification is encouraged through policy, how it impacts our lives, and education. It will be a discussion based workshop with games added in.

Green Card Voices: Using Storytelling to Empower Immigrant Students

The workshop will provide an overview of the innovative publishing of “Green Card Youth Voices”, written by 30 immigrant high school students. Tea Rozman Clark will offer insight into how the creation of the book worked to build confidence in the students by helping them realize the value of their unique experiences. Green Card Voices’ book, “Green Card Youth Voices: Immigration Stories from a Minneapolis High School” is a a unique collection of thirty personal essays written by students from all-immigrant, Wellstone International High School. The model used to make this book involved recording the students’ life stories on video, transcribing the dialogue, working one-on-one with the students to edit both their videos and their stories to create polished personal essays published in the book. The workshop is designed to offer further insight into how the creation of the book worked to build confidence in the students by helping them realize the value of their unique experiences. This model illustrates one way to engage students in writing while also showing them that their voices are valuable.

Historical Trauma: Ethnic Studies as a Healing Process
Kleber Ortiz-Sinch: Social Studies DPF 6-12, Minneapolis Public Schools Samantha Weiman: Ethnic Studies Leadership Resident, Minneapolis Public School

In traditional social studies and history courses, Eurocentric curricula not only perpetuate myths about dominant history while neglecting all voices of color, but also contribute to the trauma of institutionalized racism in pre-K-higher education institutions. The stories and voices of people of color are purposefully left out of state standards, AP and IB courses in order to sustain white supremacist systems of power. Ethnic studies bring voices and experiences of people of color to the forefront of the curriculum and discussion to begin to understand the current condition of people of color and begin the process of healing. Additionally, ethnic studies reveal the systematic way in which whiteness dominates all aspects of society and the world. Through genuine truth-seeking and the exposing of racial systems, both
Intro to the IWW and In-School Organizing
IWW Rank and File Education Organizers
Are you an education revolutionary? Come learn about the Industrial Workers of the World (IWW) and our approach to organizing in schools and how you can get involved with the Social Justice Education Movement and IWW education organizing. This workshop is a part of the in-school organizing track.

Justice and Injustice Lessons in Folktales and Fables
Beverly Cottman
Folktales, fables, and old cultural stories contain the knowledge and examples needed to address today's social justice and injustice issues. The wisdom of the ages is there for the taking. All it takes is the 'telling and the listening,' then the 'doing' based on what is learned.

Leading and Working with a Racially-Conscious Lens
Jazmin Danielson, M.A., Executive Director
Beyond Walls
Do you find yourself perplexed or speechless when you want to interrupt racism in your organization or personal life? Based on a study of racially-conscious leaders, this interactive session will share practical tools to help you initiate racially-conscious dialogue. Gain confidence and practice skills to create safe spaces for conversations about race and racism. Leaders have opportunities to impact deep-seated, systemic racism on all levels. This session is based on my interviews with seven white female non-profit leaders who are known to be racially-conscious. The findings from this study provided practical examples that can be shared with other leaders in order to elevate and transform leadership that pertains to diversity, racial-consciousness and eliminating systemic racism.

LGBTQ Inclusive Pedagogy and Curriculum for Secondary STEM Educators
Kyle Whipple, STEM Center, U of M
This is an introduction to LGBTQ inclusive pedagogy and curriculum. In particular, it is designed to help educators in the STEM subject areas create an LGBTQ inclusive atmosphere in their classrooms through small changes in pedagogy and curriculum.

Making a Plan to Change Your School: Staff Organizing Style
IWW Rank and File Education Organizers
Are you a staff person and want to see changes at your school? Staff have immense power to upset the setup and fight for racial and social justice, but only if we're organized. Come learn from past successes and gain tools and support to bring changes to your school through organizing. This workshop is a part of the in-school organizing track.

Making Adult Education Livable
Brendan Rogers, International Education Center
Adult Basic Education is an important part of our educational system. So why are ABE teachers so burned out? Why does it feel like the field uses teachers up and tosses them away? What can we do about it? Join our discussion to begin a conversation into these questions and possible answers.

Mathematical Mindsets
Melissa Favero, Math Specialist, MPS
Taking math courses matters. Yet many students are labeled "good at math" or "not good at math." The practice of tracking students and limiting opportunities to learn leads to more wide-spread inequality in education. This workshop will focus on the work of Jo Boaler, a professor of mathematics at Stanford University. Boaler's research focuses on brain development and how people learn mathematics. We will examine stereotypes people have about math learning vs. brain research and the power of a positive growth mindset as well as cognitively demanding tasks, and heterogeneous grouping to ensure that all students reach their potential in math. During this hands-on workshop, participants will have a chance to try out math tasks and have a conversation about how to make math meaningful, enjoyable and achievable for all students.

Memorization on the Margins
Living Proof Print Collective, Noah Exum
With a mix of demonstration, discussion, and hands on art making, this workshop will examine how marginalized communi-
ties honor role models and memorialize the dead in unique ways. We will examine how issues of cost, politics, and public awareness affect memorialization, and highlight how low-cost and public art forms such as memorial t-shirts, murals, graffiti, and signs are used to honor people ignored by the mainstream. Focusing primarily on communities of color, we will address both historical and contemporary examples before making our own art. Living Proof Print Collective will provide supplies and instruction for screen printing, relief printing, drawing, and collage, allowing participants to create their own works of art honoring someone who has impacted their life. https://wehaveliving-proof.com/

NoSROs: The School-to-Prison Pipeline and the Role of Police in the Schools

Nancy A Heitze, Professor of Sociology and Critical Studies of Racial Ethnicity, St Catherine University; William W Smith IV (Parent) Hennepin County Youth Counselor, Coalition for Critical Change

This workshop will be a brainstorming session, with primary input from students about their experiences with SROs at schools and their imagined alternatives. We will provide an overview of the school-to-prison pipeline (stpp) nationally and in Minneapolis with special attention to racial disparity in suspension/expulsion and arrest at school. We will also highlight recent local attention to problems with SROs in Twin Cities schools and efforts to remove them. Minnesota ranks near the top of the nation in racial suspension/expulsion and arrest gaps. Students of color, especially Black and American Indian, are arrested at school at more than 3x the rate of white students. Zero tolerance policies and police/security resource officers in school play a key role in creating the stpp and its racialized dynamic, and any discussion of ending the stpp must start here and move towards imagining transformative justice.

Our place in politics - how to read through the bs that is politics

Leo O’Ryan (Augsburg PASU), Destyn Land (Board member of Augsburg PASU), Zoe Sblendorio (St. Paul College), All Alumni of Como Dare 2 Be Real

We feel that an important aspect of the movement is policy and in order to get there we must elect people that will represent the best. But politics can be tough to understand. So we will have a discussion about it while adding to the wealth of knowledge by having mini presentations throughout the workshop to escalate the conversation.

Politicizing your PTO

Tiffany Dreher, SPPS Parent Activist, Groveland Park Elementary/No Cuts to Kids group

Many parent-school organizations typically function primarily as fundraising groups, but in the current state of our education system and society, we as parents must move beyond that and advocate for a high quality and equitable education system for ALL of our students. Using St. Paul Public Schools, we will share examples of education advocacy and issue discussion within a school community and within a district, serving as both leaders and facilitators. We will also engage in a discussion on beginning or additional steps to unite parents for change in their school communities. Communication, collaboration, and action are paramount to effect change, for our schools and to support all kids feel that we have neither the voice nor the means to make an impact. In this workshop, we will discuss how one can make a positive contribution to the public discourse of a movement with only simple resources. We will demonstrate

Power of Youth Media

Lizzie Hutchins and Deacon Warner, Independent Filmmaker Project MN (IFP MN) + high school youth involved in IFP MN’s after school media production program

Youth media provides a powerful tool for youth to explore issues around social justice. This workshop will provide a hands-on introduction to youth media. Youth filmmakers from Independent Filmmaker Project MN’s JuiceMedia will share their experiences producing films that explore issues they care about. Youth will also lead workshops for attendees through how to set up, conduct and film a professional interview. IFP MN will provide the professional film equipment including cameras, microphones, tripods, and a lighting kit. The workshop will also include a screening of a few youth produced short films and a Q & A with the youth filmmakers. (http://ifpmn.org/youth-programs/)

Power Play: Using Theatre of the Oppressed to Explore the Role of Power

Megan Hartman, Youth Program Manager, East Side Neighborhood Services, Venture Academy

The saying “Knowledge is Power” may seem encourage to young learners; however, the traditional educational model does not necessarily distribute power in a way that is mutually beneficial to adults and young people in an educational setting. As the manager of an after school program of middle school students, I sometimes question my own role and power. Because my program is enrichment-based, the focus is on ways of knowing and learning that are not necessarily rooted in reaching a particular academic standard. Each month, my colleagues (managers of other after-school programs) and I come together for a reflective practice meeting. One method we have used to explore the role of power between adults and youth, both in and outside the classroom, is Theatre of the Oppressed (TO). Developed by Augusto Boal in Brazil in the 1960s, TO is used in a variety of communities to explore the oppressor/oppressed dynamic and activate realistic solutions. In this presentation, I would give an introduction to Theatre of the Oppressed and then facilitate a series of activities for attendees to explore the ways in which the power dynamic in the education model is oppressive and explore solutions to this issue.

Re-centering Gender Diversity in the Classroom

Esmé Rodríguez - School Equity Specialist/OutFront MN

Patriarchy, white supremacy and colonization are the systems that allow institutionalized oppression to eclipse equity and practices that are rooted in intersectional justice. As educators and students, we experience this on a multiplicity of levels. It is oftentimes difficult to locate a ground-up point to unpack and destabilize these injustices. Yet, as we consider which of might have the strongest hold in maintaining inequities within our schools, it is important to focus on the ever-existent, sometimes paradoxical internal and external dialogue that we have surrounding gender.

Reset the Setup: Redesigning learning environments

Laini Szostkowski - University of Minnesota; Maggie McCaffrey - Mayflower Early Childhood Education Center/ St. Catherine’s University

How do we design liberating learning environments? In this workshop, participants
will use multiple learning modalities to critically examine existing educational spaces and possible new patterns. We will explore layout, decoration, accessibility, and adaptability as important aspects of design. We will compare and contrast learning spaces and theories from around the world. This workshop will look to engage participants to share their experiences being in and creating spaces for learning. Participants will create patterns for designing a liberating learning environment for their community context.

Responding to Racial Incidents
Idil Mohamud, Elise Toedt, Southwest Dare 2 Be Real Students

The goal of the workshop is to provide educators effective tools to recognize and respond to racial incidents. This workshop teaches educators how to identify and explain the difference between unintentional and intentional racism, institutional versus individual, and covert versus overt. In this workshop, the participants will get the opportunity to role play, respond to real-life scenarios and apply knowledge to their own teaching practice. In addition, educators can utilize these effective tools to interrupt racist practices in their institution alongside organizational and student leaders.

Revolutionary Basketball
Kai Russell, Million Artist Movement

Teams represent historical revolutionaries and announcer gives facts about them while calling the game!

S.C.O.R.E.
Audrey Clausen, CEO, Start A Conversation On Race Equality, Nina Boyd, Facilitator, Dr. Shvonne Johnson, Professor, Metro State

S.C.O.R.E., an acronym for Start a Conversation on Race Equality, is an exciting board game for players of all ages. Designed by Audrey Clausen of Cottage Grove, S.C.O.R.E.'s mission is "to create a safe-zone for insightful conversations between people of all cultures, races, and ethnicities". The "R" in S.C.O.R.E. refers to the human race, therefore sparking conversations on topics such as bullying, problem solving, friendship, and conflict, in addition to race and diversity. S.C.O.R.E. is a useful tool for homes, schools, churches, corporate offices, and any other organization. The S.C.O.R.E. team also offers workshops centered on S.C.O.R.E.'s mission. www.racismisbullying.com

School Intervention Systems and Social Justice
Kalonna Carpenter-Sansoy, Ed.S., Missouri Baptist University Doctoral Candidate, Kansas City Public Schools Vice-Principal

In this workshop, school interventions systems and social justice inquiry are examined. “School Intervention Systems and Social Justice” seeks to inform educators, parents, and students on how to build structures and policies within schools that empower racially-marginalized students, while dismantling the structures and policies that reinforce oppression.

Schooling as a Colonial Enterprise
Katie Johnston-Goodstar, University of Minnesota, Brian Lozenski, Macalester College

Colonization is typically thought of in a historical sense as something that happened once, a long time ago, that has been reconciled. This session frames mass schooling, and university-based teacher education, as a continuation of the U.S. colonial project on Indigenous land. We briefly explore the history of the Dakota peoples in order to establish how logics of coloniality were embedded in the social fabric of Minnesota and have never left. Our session explores how teachers learn to exist in and mobilize colonial logics every day in classrooms. Our purpose is to challenge educators to make a radical paradigm shift in order to understand our complicity in this colonial enterprise.

Shared $, Shared Power: using co-ops to take control of our own economies
Shared $, Shared Power: using co-ops to take control of our own economies

In schools, when we hear “there’s not enough money for that” it really means “the folk who own most of the city don’t want to pay for that.” So it’s time we start owning more. Meaning - we need to train each other to run businesses together, put land in community control, and return all power to all people. Join us to share your stories, play games, and dream how our cities could be owned and controlled by ALL of us, using co-ops as one tool to get there...

Sky Woman: Using Diversiform Storytelling to Deconstruct Single Story and Create Inclusive Learning Spaces
Wren Walker Robbins, Ph.D. Director, Changing Communities Consulting, Thomas Edward Carlson, Perpich Center for Arts Education

For over four years, this cross-cultural team of teachers has worked together in an English classroom using sacred space and Native American storytelling to help students contextualize science as a story that has been privileged over many other stories. Using the story of “Sky Woman,” a creation story shared by many Native American peoples, they have invited students into the circle to experience the lessons of Sky Woman’s story, reframing their understanding of how meaning is created, privileged, and transmitted. Students experience how learning is organized by story, how meaning is created in context, and how acceptance of a single story can be dangerous. Using diversiform storytelling, educators can create learning environments where students can bring their whole selves, where diverse discourses recontextualize course content, and where multiple voices and perspectives, especially those traditionally marginalized, begin to dismantle privilege.

Teaching African-American History as an African of the Diaspora: Educator and Scholar Perspective
Courtney S. Bell M.Ed. and North High Polar Scholars

Workshop participants will have the opportunity to interact with a current ethnic studies educator and her scholars through a panel discussion. Panelists will speak about their personalized experience with teaching and learning from an ethnic studies curriculum. Panelist Courtney S. Bell will also speak about the necessity and her per-
sonal development of critical pedagogy in the teaching of ethnic studies courses.

**Teaching Social Justice Through Travel Studies**
Brynne Macosko Paguyo Southside Family Charter School

Our K-8 Charter school has a social justice focus. Each year we travel with our 6-8th graders, learning about the history of oppression and resistance in our state and states nearby. Once every three years we also travel throughout the southern United States, meeting with people who were active in the Civil Rights Movement and are working for justice today.

In this presentation, students will share photos and information about our recent trip to northern Minnesota. In preparation for the trip and on the trip the students read excerpts from Dennis Banks’ autobiography, Ojibway Warrior, read articles, view videos and meet with protesters/protectors who were in Standing Rock. We also visit Dennis Banks at his home in Leech Lake and go to sites of local historical note such as the Soudan Underground Mine, the Forest History Center, the Hinckley Fire Museum, or the site of the lynching in Duluth. As a result students learn how struggles for workers’ rights, treaty rights, and environmental protection intersect with our history of racial oppression in vivid, firsthand ways.

**The Anoka-Hennepin Teachers of Color Coalition Mentorship Program: Introducing a Grassroots Approach for Recruiting and Retaining Teachers of Color**
Justin Grinage, Vantha Rasavong, Verna Wong, Meng Yang/Anoka-Hennepin Teachers of Color Coalition

This presentation will detail the creation of the Anoka-Hennepin Teachers of Color Coalition (AHTOCC), a grassroots organization dedicated to recruiting and retaining teachers of color. More specifically, the coalition will discuss the development and implementation of a mentorship program that matches pre-service teachers of color with cooperating teachers of color. Through this initiative, the presenters will share the challenges, successes, and setbacks of recruiting and mentoring teacher candidates of color as they enter a predominantly white workplace. The presenters hope the audience will leave with a framework for creating accessible pathways for future teachers of color to enter the field and approaches for retaining teachers of color who are currently working in schools.

**The Basics of Female Circumcision**
Hodan Osman and peer educators from the Twins Cities Teen Council - part of Planned Parenthood’s Education Department

The basics of female circumcision: the who, what, when and why and how it affects the Somali population here in the Twin Cities. It’s a topic that not a lot of people know about but it is extremely common in certain populations around the world. We’re trying to raise awareness about it so that when people hear about it, the are not so misinformed. We don’t want people to make assumptions or judgments about it, we just want to inform people so they can make their own decisions about it. Our presentation is non-biased.

**The Coalition to Increase Teachers of Color and American Indian Teachers in Minnesota: Interrupting Business as Usual**
Vichet Chhuon, University of Minnesota, Rachel Endo, Hamline University, Maurella Cunningham, University of Wisconsin at River Falls, Paul Spies, Metropolitan State University, Yvonne R-B Banks, Metropolitan State University

The Coalition for Increasing Teachers of Color and American Indians in Minnesota formed in the fall of 2015 as a statewide collaboration among local school districts, advocacy organizations, and teacher preparation programs. The Coalition is concerned that Minnesota’s teaching force remains 96% White, even though students of color and American Indian students comprise 30% of the K-12 population. The Coalition’s primary goal is to double the percentage of teachers who are American Indian and of color from 4% to at least 8%, as well as to concurrently address other persistent issues pertaining to the recruitment, retention, and support/advancement of aspiring and current teachers from historically underrepresented populations. Below are the intended outcomes of this session. Participants will: 1. Brainstorm ideas for how to improve the climate for American Indians and people of color who are looking to pursue teaching as a career and those who are currently in the profession, 2. Define how the Coalition’s work aligns with learning outcomes for K-12 students, 3. Solicit ideas from audience members about the Coalition’s key priorities and next steps for its ongoing initiatives and programs, 4. Network and create opportunities in this space for ongoing dialogues in their own institutions/organizations/affiliated districts.

**Theatre-Based Critical Literacy Strategies for Classrooms**
Maria Asp, Laura Mann Hill, Tessa Flynn Henderson, Community Engagement Manager, Children’s Theatre Company

What does Critical Literacy look like in the context of creativity and collaboration? How can it be used as a tool to disrupt the status quo? In this session, we’ll explore how to interrogate biases and assumptions in texts (written/oral language, images, bodies, spaces, etc) through the lenses of multiple perspectives, and use theatre-based strategies to identify, question, & upset social injustices. Neighborhood Bridges is a critical literacy program that uses storytelling, theatre arts and creative writing to empower students to become the animators of their own lives. The program flexes students’ abilities to identify the roots of social issues and systems of power in story and offer transformations in a group setting. Students bend and re-imagine tales through scenes and improvisation while highlighting characters whose voices are misrepresented or eliminated from the original tale. In this session, oral storytelling will serve as the springboard to engage in the reimagining of narratives. Attendees will upset the narrative by asking questions such as; “Who has power in this story? What kinds of power? Whose voice is missing? Who benefits from this version?” We’ll then use these interrogations as a springboard to create our own versions of the tale! www.childrenstheatre.org/education/neighborhood-bridges

**Understanding & Disrupting Status Hierarchies in Groupwork Settings**
Science House Professional Development Group at the Science Museum of MN

Groupwork: a common source of stress and anxiety for many. In groupwork, status issues can hinder access and equity.
Moreover, it can prevent group members from full engagement. If you think this type of situation is isolated to youth, think again—status plays out among adults as well and is an often-overlooked mechanism of social inequality. Unrecognized and undisrupted status issues not only lead to disparities in participation, but also to inequities in learning. When properly designed and implemented, however, groupwork can be a powerful tool to provide engagement and learning opportunities for everyone. This session will engage participants in thinking about what status is and the ways in which status hierarchies affect education and collaboration. Anyone who participates and/or leads groupwork (e.g., students, group leaders, educators, organizers, facilitators, etc.) will learn strategies to address status issues, delegate responsibility to group members, and foster equitable participation and engagement in group settings.

**What does racism have to do with capitalism?**
Cliff Martin. Young Peoples Action Coalition

We will go through a root cause tree visualization of interpersonal, institutional, structural, and systemic racism as it relates to capitalism and the creation of race to divide the working class. Has been very popular with students before.

**What is Reproductive Justice?**
Sandy Velazquez, Caitlin O’Fallon/Planned Parenthood

Participants will engage in dialogue about the meaning of reproductive justice and its future. Participants will also be asked to engage in creating a historical time line of reproductive justice to gain a better understanding of what it is and how it relates to the different communities of color we have in the U.S., additionally participants will gain a broader view of how different cultures and communities have been affected by the dominant culture’s advantageous approach to sexual health and how communities of color have reclaimed reproductive rights to gain representation and liberation from these systems. We will also explore how different communities of color experience and view sexuality among other topics that relate to human sexuality.

**Workshop Information (W-Z)**

**White People Working for Racial Justice: what’s our role?**
Lisa Albrecht, SURJ: Showing Up for Racial Justice & Social Justice Undergraduate Minor

This workshop will address ways that white educators, students and activists can best work to challenge systems of white supremacy and disrupt them. We’ll look at SURJ: Showing Up for Racial Justice (www.showingupforracialjustice.org), a national network of white people who work to end white supremacy, and share examples of how SURJ is educating white people and building a larger base of white people who will show up for racial justice. We will also discuss a model of leadership for white people called, “white followship,” as an example of how white people can work in solidarity with people of color.

**Workplace Bullying: What It Is and How to Fight It**
Simon Smedberg and Londel French, ESPs in Minneapolis Public Schools

The issue of workplace bullying has become widespread in education. When school staff organize or speak out in any way that upsets the setup in our schools, they often become a target for bullying. We also know that institutional racism is strong in ed, and that staff of color disproportionately get targeted. Workplace bullying can take a wide variety of forms, whether it be unfair criticism and pressure, or threats, discipline, and firings. The problem is widespread, and if we are to be able to upset the setup and change our schools, we need to be able to recognize, fight, and defeat workplace bullying. This workshop will be focused on ideas and discussion around defining the issue of workplace bullying, and identifying ways to fight it. This workshop is a part of the in-school organizing track, and will be very valuable to anyone doing organizing in their school, and/or for anyone who has experienced or witnessed bullying at their workplace!

**Wrap around schools for all our kid’s 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?

**Youth Media Force**
Chou Xiong / Asian Media Access

How to make a simple quality short film with accessible technology to advocate for your cause through free social media sites such as Youtube and Facebook.

**Youth talk: How Adults Can Ally**
Facilitators were youth or adult counselors during St. Paul Public School’s summer CLAY camp, Courageous Leadership Academy for Youth.

We are trying to bridge the gap between youth and adults (specifically students and teachers) and their communication especially around racial justice. We want participants to describe what a “Good ally” is to them. What are the student to teacher relationships you see? What do you want to see in your schools? There will be a chance for our st. paul staff/teachers and youth counselors who worked together for the past summer at Clay camp to debrief about their experience working with youth as workers and not students (all the time).

**Tabling Organizations**
- Saint Mary’s University of MN
- Takoda Institute
- CTUL
- Minneapolis Public Schools
- Kyle “Guante” Tran Myhre
- Minnesota Literacy Council
- Mn Alliance of Peacemakers
- Minnesota College Professionals Association
- Youthrive
- Laura Jeffrey Academy
- Incarcerated Workers Organizing Committee
- Umbra Search African American History (umbreseach.org) from the University of Minnesota Libraries
- Solutions Not Suspensions Coalition
- Ricardo Levins Morales Art Studio
- Neighborhoods Organizing for Change
- Gaia Democratic School
- 320 Members First
- Augsburg Fairview Academy
- ISAIAH
- In The Heart of The Beast Puppet and Mask Theatre
- Asian Media Access
- Minneapolis Federation of Teachers
- Green Card Voices
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.

Thank You to All Who Made this Possible!

SJEM & Fair Organizers

Aaron Rosenblum, Abigail Rombalski, Alissa Case, Amir Sharif, Ana Claudia Dos Santos Sao Bernardo, Bonnie Friedman, Brendan Rogers, David Boehnke, Elisabeth Geschiere, Erin Dyke, Elisa Rivas, Kathryn Wegner, Kyla Sisson, Leah Steiner Suter, Madeleine Pinkerton, Max Holland, Me’Lea Connelly, Ndolo Elate, Rahsaan Mahadeo, Sadie Cox, Sarah Garten, Shakita Thomas, Simon Smedberg, Tyler Cessor, Sophia Meza, Leo O’Ryan, Amani Ward, Sierra Al-Ahad, Saffiyah Alaziz, Awa Mally and all the other youth who inform youth on the daily!

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

Supporters and Sponsors

- Afro Deli
- Black Sheep Pizza
- Breaking Bread
- College of Education, Leadership, & Counseling, University of St. Thomas
- Cookie Cart
- Department of Curriculum & Instruction, University of Minnesota
- Eastside Food Coop
- Education Minnesota
- Industrial Workers of the World (IWW)
- Lanise Block, Office of the Superintendent, MPS
- Macalester College’s Educational Studies Department
- Minneapolis Federation of Teachers
- Mississippi Market
- Seward Co-Op
- School of Urban Education, Metro State University
- St. Paul Federation of Teachers
- The Depot Hotel

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Youth summit hashtag: #TCYouthAct