

**October 20, 2017**  
**Patrick Henry High School**  
**Minneapolis, MN**

**THIS IS NOT A TEST**

**White Supremacy, Climate Chaos,  
and the Future of Our Schools**

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# 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/cis 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.

# THIS is NOT a TEST

# White supremacy, climate chaos, and the future of our schools.

This is not a test. Schools divide students into “failures” and success, exclude families and communities, and marginalize staff who want change. We feel the hot, hurtful consequences everyday, and refuse to see more lives ruined. Yet, society, like our schools, is on fire. A new President brings nothing but another 4 years of mass deportations, climate chaos, police murder, rape culture, mass incarceration, gentrification, privatization, white supremacist terror, and war. When students walkout, families demand change, or staff stand up – retaliation comes, communities respond – and the future is born from our collective efforts.

This is not a drill. The drill is under the Mississippi River. Standing Rock woke the nation but liberals refused to fight to win, now oil will flow through the Dakota Access Pipeline (see [stopline3.org](http://stopline3.org) for another pipeline fight led by Indigenous youth and adults in MN). Yet our schools continue as normal, recreating their own pipelines. These pipelines funnel black and brown children from schools to prison: racist special ed labeling is a mental attack

on our capacities as human beings, while prison beds are set to third grade reading levels. The staff who fight these pipelines are fired. We are our only protection, we must fight back. Organize, or else.

The oceans are projected to be dead by 2050, when our current kindergarteners will be 38 years old. A majority of students face poverty and gentrification. Many face daily threats of violence, family collapse, no opportunities but low wage jobs or worse. White supremacists gather at the MN Capitol against immigrants, and for Trump. How are our assessment tools taking that into account? How can we defend our communities and ourselves? Playtime is over, new ways to expand our imaginations and change the world are what schools needs most; and yet all we get is more test prep in reading and math.

Will we change systems designed to maintain the status quo or be drowned by them? Will we connect our aspirations for ourselves – students, families, educators, and communities – with the broader struggles of all for justice and sustainability, self-determination and freedom? How? When?

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## Plenary: 11:05 - 12:05

*"Given this world we live in, what should we be doing in our schools?"* This question will drive this full group conversation on the state of the world, education, and what we as people can do in our schools. Bring your heart, voice, and listening ears as we put aside questions of electoral politics to focus on the power of the people - students, families, educators, and communities - in our year's theme and urgent reality...*This Is Not A Test: Climate Change, White Supremacy, and the Future of Our Schools.*

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## Organizing Session: 1 - 2:30

Our theme is a call to action. Our goal is to begin this work today. Together we are powerful and together we can make change. The organizing session provides a chance to transform the community brought together by the fair into a movement to create change. Find the session that speaks to you and explore how you can be a part of furthering organizing to combat oppression and transform our world.

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## Guidelines for a Healthy Dialogue

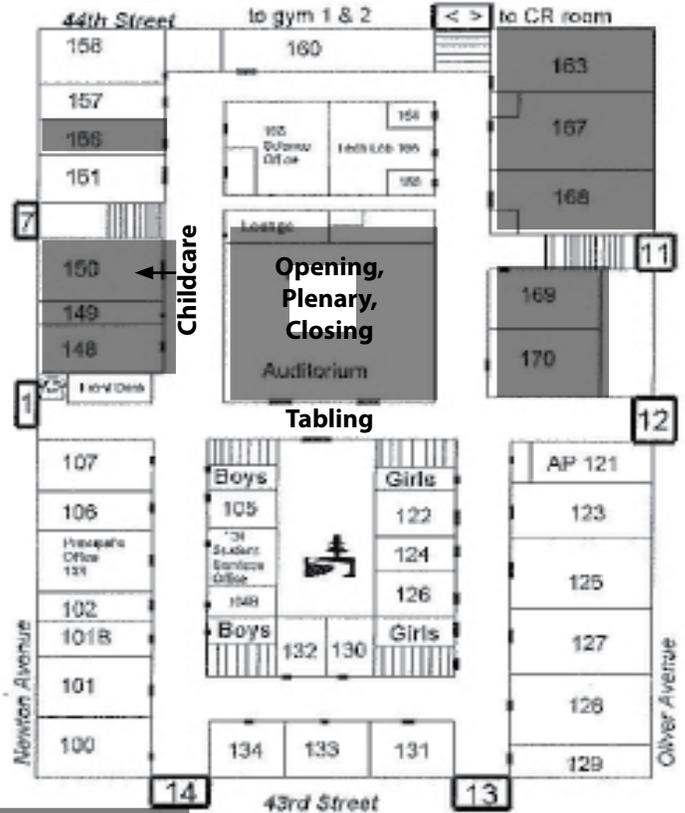
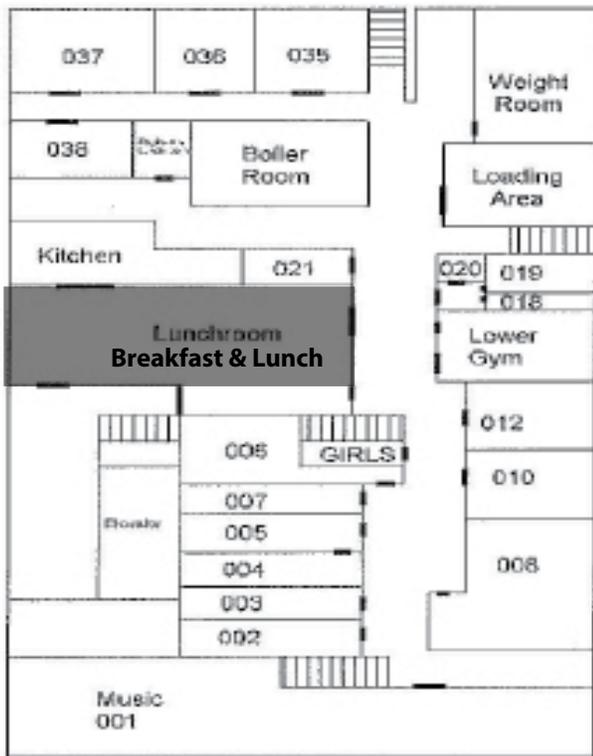
The Twin Cities Social Justice Education Fair recognizes and values that everyone comes from different places, backgrounds, and experiences. We seek to create an environment where people treat each other respectfully and where we can hold each other accountable.

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

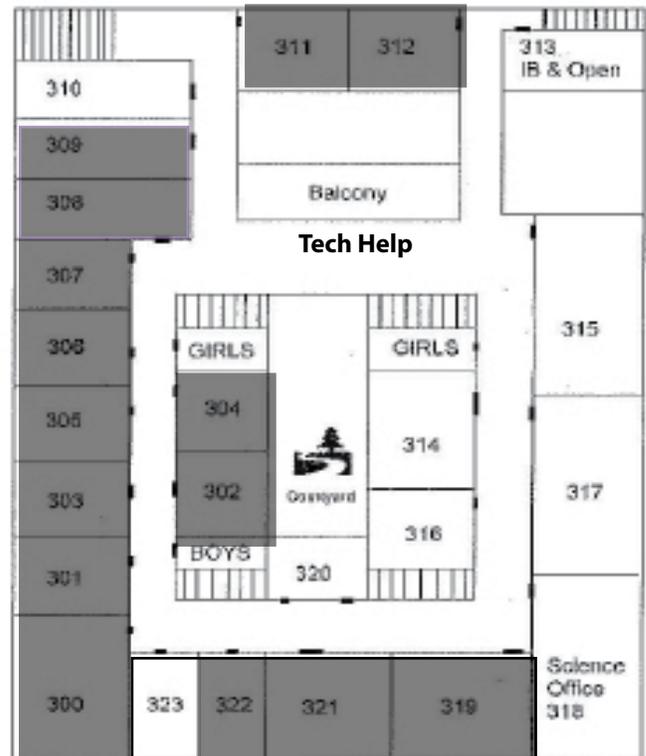
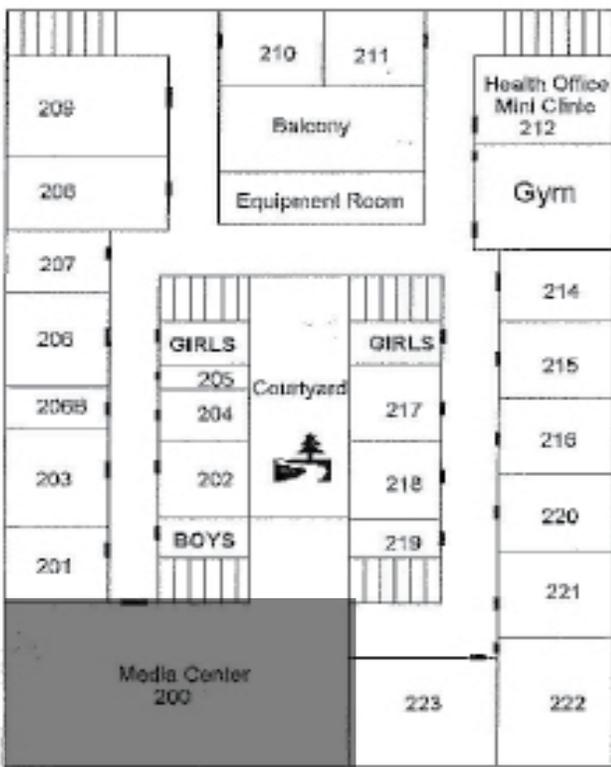
The following are taken from guidelines produced by Project South, Teachers 4 Social Justice, the Chicago Freedom School, and Free Minds, Free People for the 2013 conference:

- **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, with English as your native language, holding an advanced degree, etc.), and step back when appropriate.
- **Please turn off cell phones or put them on vibrate.**

# Map of Henry High School



**Rooms in grey are in use!**



**\*\*Childcare - Room 150**  
**\*\*Prayer Room - Room 151**  
**\*\*YPAR meets in Media Center, otherwise nothing is on the 2nd floor!**  
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**\*\*There will be gender neutral bathrooms at the Fair, which will be marked with signs, per usual!**  
**\*\*Pumping/Nursing Room - Lounge across from Room 150**  
**\*\*Workshops on 1st and 3rd Floors**

# Workshop Schedule and Room Numbers

Room	Morning Session (9:40 - 10:55)	Organizing Session (1:00 - 2:30)	Afternoon Session (2:40 - 4:00)
300	Where is the Youth Voice for Clean Transportation? Biking, Walking and Public Transit to Fight Climate Change**	Whose Schools? Our Schools! Educators Transforming their Schools from the Inside-Out with SJEM	Black Girls We See You: Unity Circle in the Urban High School**
301	Educating For Social Ecology: A Survey of Methods for Non-Professional Education and Organizing in the Fight for Life Itself.	Organizing Prisoners, Organizing Students: the Incarcerated Workers Organizing Committee and Youth Prison Blockade**	Teaching and Inquiring about Greed, Equity, and Racism (TIGER): A Popular Education Project by the St. Paul Federation of Teachers
302	Confronting Self-Awareness to Build and Strengthen Emotional Intelligence	(Re)Making the Road We Walk: (Re)Building Community Partnerships and Recovering Our Sense of the Possible	#IamABE: Amplifying Student Voices through Social Media Activism
303	Joyful, Painful, Creative Democracy: Composing Collaborative Novels in Secondary Creative Writing	Immigration Resistance for Educators: Rapid Response Network Training	It can be done: A charter school's success at preventing the school to prison pipeline.
304	#Changethename!: Providing a Counter to Dominant Narratives**	Supporting Survivors of Sexual Assault: The Pod Model in Action	Creating Inclusive Classrooms for Transgender and Gender Nonconforming Students
305	The Seven Generations and the Seven Grandfather Teachings	Anti-fascism and Education	Engaging Students with Dakota and Ojibwe Resources
306	Where are the Black American Male Teachers in Minnesota's Public School Systems?	The Coalition to Increase Teachers of Color and American Indian Teachers in Minnesota: Interrupting Business as Usual	Intersections of Islamophobia: How Sex, Race and Ethnicity Impact Islamophobic Attacks, and How to Address Them In Our Communities.**
307	Positive Discipline	#No2SROs**	Disrupting White Supremacy through Ethnic Studies**
308	Teaching About Genocide, Mass Violence, and Human Rights in the 21st Century	Student Power Now: Creating Change and Growing a Twin Cities Student Union	Student voice on climate change: Paideia Seminars**
309	Climate Change Curriculum + Youth Action	MPD150: Making Police Abolition A Reality	Police in the Schools: SROs and School Climate
311	Trans Youth Representation in the Media: Do we see ourselves?*	The Minneapolis Housing Crisis and Public Housing 101**	Power of Youth Media
312	Ethical Storytelling to Decolonize Science	<h2 style="text-align: center;">At a glance...</h2> <p>8:30 - 9:00 Breakfast &amp; Registration</p> <p>9:00 - 9:30 Welcome (Auditorium)</p> <p>9:40 - 10:55 Morning Workshops (Third Floor)</p> <p>11:05 - 12:05 Plenary (Auditorium)</p> <p>12:05 - 12:45 Lunch (Lunchroom)</p> <p>1:00 - 2:30 Organizing Session (Third Floor)</p> <p>2:40 - 4:00 Afternoon Workshops (Third Floor)</p> <p>4:10 - 4:30 Closing (Auditorium)</p> <p>ALL DAY: Childcare (Room 150)</p>	
319	Growing Change in the Garden**		
321	Staying WOKE to Peace: Literacy in Our Shared Humanity		
148	Folklife Education and Step (from Philadelphia)		
149	Gender Inclusivity in Math Modeling		
156	Know Your Rights - School Focus		
163	Racism x Climate Change x Capitalism**		
167	How to be a Social Justice Substitute		
168	Knowledge to Action: Students as Changemakers		
169	** denotes a youth led workshop		
170	YPAR meets in Media Center on 2nd Floor		
Media	YPAR Youth Gather for Radical Hope & Social Change**		

# Workshops A-Z

**#IamABE: Amplifying Student Voices through Social Media Activism**, *Jamie Kreil--Cedar Riverside Adult Education Collaborative and Kristin Klas-HAP English School*

The recent political climate has been a call to action for many and for others, especially our students, it can feel downright threatening. In this session, we will introduce a new curriculum with flexible lesson plans at the beginning, intermediate, and advanced/GED levels designed to launch a social media campaign which elevates student voices and shares the great work that we do in Adult Basic Education (ABE). Download lesson plans and materials, contact us, and find materials to share this project at <https://sites.google.com/view/iamabe/about-iamabe> and follow us on Facebook at [facebook.com/MNIamABE/](https://www.facebook.com/MNIamABE/)

**#Changethename!: Providing a Counter to Dominant Narratives**, *Semaj Rankin (Student at Henry High School), Jocelyn Lovick (Teacher at Henry High School)*

This student-lead workshop will explore the history and power that names and symbols have in perpetuating white supremacy and oppressive ideologies. Students will use recent examples of renaming (Bde Maka Ska (Lake Calhoun) and Justice Page Middle School (Ramsey)) and the removal of statues and symbols of the confederacy to offer an alternative and contrast what happens when these names and symbols are ignored or left alone, i.e. Charlottesville, etc. Students will conclude with a call to our community to support the renaming of Patrick Henry High School.

**#No2SROs**, *Members of the #No2SROs Coalition*

There is a history of SROs (School Resource Officers) criminalizing, intimidating, and using violence against students of color in Minneapolis. The presence of police in schools exposes young people directly to the Prison Industrial Complex and disproportionately affects youth of color. The Police and MPS Administration have controlled the public narrative surrounding the removal of police from schools, but we say #No2SROs. Come learn from youth organizers from a coalition of youth led organizations about the campaign to remove police from Minneapolis Public Schools.

**(Re)Making the Road We Walk: (Re)Building Community Partnerships and Recovering Our Sense of the Possible**, *Mary Mangan (North Emanuel Lutheran Church), Shannon Mangan (North Emanuel Lutheran Church), and Zack Pierson (Rice Street Library/University of Minnesota)*

What does it really take to address a neighborhood concern? How can ordinary people mobilize and take immediate, positive action in their own communities? What are the benefits (or drawbacks) of working outside of the usual delivery systems of social services? How can schools, churches, community centers, and similar groups pool resources and take back authority to set goals and agendas? Using as an example a project undertaken to provide free lunches to youth this past summer in the North End community of St. Paul, workshop co-leaders will give a short presentation on the project--which we offer for both reflection and critique from participants--followed by interactive activities and dialogue with workshop participants. The goals of the workshop are to stimulate discussion of the questions above and related questions raised by participants, and to brainstorm together ideas, strategies, and resources that participants can carry forward for their own community projects.

**Anti-Fascism and Education: Growing a Public Anti-Fascist Movement**, *Sam Wagner and RB*

The current cycle of media and state repression of Antifascists is not anything new. The fight against fascism here on Dakota territory and internationally is a fight against institutional and far-right white supremacy. Since president Donald Trump was selected, we have seen a swell of white supremacists attempting to organize in both a counter-revolutionary fashion and also within the halls of so-called American democracy.

As educators, we are opposed to fascism, but we are also against the capitalist mode of exploitation, patriarchy, and colonialism to name a few pillars of our politics. Before we are teachers we are learners; and as such, we need to study how these white nationalists (read: white supremacists) are organizing in our neighborhoods. It may be easier to ignore these things but the reality is most of us are not afforded that privilege. We have chosen a side and we want our friends, neighbors, comrades and fellow educators to actively work against white supremacy.

In this workshop we will go over a brief history of anti-fascist organizing, dispell myths of "free speech" and discuss modern "rebranded" white supremacist movements + how they organize.

**Black Girls We See You: Unity Circle in the Urban High School**, *Edairra McCalister--Osseo Area Schools*

Invisibility is traumatic; The absence of Black girls and their educational experiences in scholarly journals and educational spaces indicates they may be perceived as unimportant, thus rendering them invisible. This workshop will examine a phenomenological study, which explores the value and importance of deconstructing the invisibility of Black girls attending urban high schools through "Unity Circle", a contemporary adaption of Paulo Freire's Culture Circles. Unity Circle was designed to serve as the process by which participants grow their consciousness about issues that Black girls face in the school environment, dialogue to synthesize understanding of the impact those issues have on Black girls, and generate solutions to the identified issues, all in the company of other Black girls. Participants will engage in an adapted version of Unity Circle which includes a reflection.

**Blackout the Classroom**, *John Gebratose, Ashawnti Ford, and Blackout Improv*

Blackout creates a dialogue with the audience with our flagship format (The Swag Hat) and invite all experiences to the table so that we can have a conversation. Using this as a format to create dialogue to expose the fallacies of equality in our schools and a shared improvised experience that builds community Blackout shares the skills that can be brought back to the classroom to provide the sounding board for exposing obstacles the current educational system creates for our black and brown students and strengthen the whole community to stand up together and work for change. <https://www.blackoutcomedy.org/>

**Climate Change Curriculum + Youth Action**, *Jason Rodney, Climate Generation*

Experience a preview of different curriculum on climate change for Grades 3-12. Game of tag to teach the greenhouse effect, interactive timeline of climate change, and more. Plus, learn about YEA! MN, the network for Twin Cities high schoolers to learn organizing skills for climate justice.

**Confronting Self-Awareness to Build and Strengthen Emotional Intelligence**, *July Vang (Amherst H. Wilder Foundation/Planned Parenthood MN,ND,SD)*

Social justice is a cultural force that can transform the way we see ourselves and the world around us. To enhance our understanding and purpose in our social activism, we must proactively address the root cause of why we participate in the social justice work in our community -- our EMOTIONS. Emotional Intelligence is essential in effective social justice leadership and has a positive impact on relationship building and leadership development. Emotional self-awareness is the ability to recognize your own emotions and their effects, to identify how you react to cues in the environment,

and to understand how your emotions affect your overall decision-making and contributions in your work with social justice and activism. In this workshop, participants will confront and gain a better understanding of their self-awareness and self-management. This will give them great insight on how emotion influences their motivation and behavior, and provide better control over their actions and emotions. With a greater understanding of emotions, participants will experience a positive impact on their personal and social lives, and engage in more meaningful, conscious social justice work in their community.

**Constructing language that honors our peoplehood**, *St. Paul Promise Neighborhood, KAYSC, & Model Cities (Aiyana Machado, Reggie Glass, Mona Osman, Maria Balderrama, Sarah Zalanga, Alexandra Kantola-Kuck, MK Nguyen)*

This collaborative has been working together for just over a year to develop shared language around cultural resilience within Dr. JuanCarlos Arauz's E3 (education, excellence and equity) framework to learn how to translate the skills developed in lived experiences into opportunities for resource generation and community wealth generation. The youth and adults will share what this year long journey has been like and what they are learning together.

**Creating Inclusive Classrooms for Transgender and Gender Nonconforming Students**, *grey doolin, M.Ed. - greyspace consulting*

This workshop will provide educators with the tools necessary to think about gender more critically--their own and their students'-- and to grow their awareness of how to create more inclusive practices in their classrooms. Although everyone benefits from gender inclusion, this workshop will focus specifically on creating inclusive classrooms for transgender and gender nonconforming students. This workshop will include definitions and concepts specific to trans populations and ask attendees to self-reflect on their own gender. There will be small group discussion and the opportunity to ask the questions educators often bring to this topic, such as "how do I talk to students about gender? How do I talk to parents about gender?" Come join a relevant topic and be ready to learn.

**Where are the Black American Male Teachers in Minnesota's Public School Systems?** *Don Allen, M.A. Ed./MAT*

Is the pipeline broken? Is the Minnesota Board of Teaching and the new Professional Educators Licensing Board absent the core intelligence of success? Have teacher training universities failed the Urban Classrooms? Minnesota's educational theater is absent of important players who should have starting roles in Pre-K-12 school classrooms. When we tighten the focus and look at black men teaching in the public school systems – the numbers are less in Minnesota; it is almost nonexistent unless you count the instructors who double as a sports coaches or hall monitors, which I attest is glass ceiling created by social and political constructs that obstructs opportunities for the supply of the demand meaning there are competent black male teachers who walk away from this honorable calling. This discussion workshop seeks to come up with ideas designed to build capacity for more black teachers, especially males in K-12 Urban Classroom.

**Discrimination from Society Itself**, *Thao Xiong, Immigrant Movement for Justice*

How society and the community as a whole portrays one person, creating a situation where that person doesn't get an opportunity to achieve. Discrimination that happens in school will lead to prison. Expect to feel uncomfortable. Thao Xiong is a community organizer and advocate within the Twin Cities - the only Hmong involved in the movement for Minneapolis to win \$15/hr. He walked all the way from St Paul to Minneapolis city hall (9.7 miles) to help win. He was #48 of almost only 200

approved advocate speaker to talk to city councils. As of Sept 21, Thao Xiong is currently planning three events in St Paul to bring \$15/hr there. Thao Xiong also broke a record for graduating the fastest of all time through the Father Project of Goodwill Easter Seals. He also walked to South Minneapolis to achieve this status.

**Disrupting White Supremacy through Ethnic Studies**, *Kleber Ortiz and Melisa Robles, MCTC faculty and student*

History of the Ethnic Studies Initiative in Minneapolis Public Schools and what it can how we can better prepare teachers to teach Ethnic Studies. Student will give first hand account of her experience with Ethnic Studies and how it has supported her in her educational career. Also, how she is creating awareness of Ethnic Studies in the community.

**Educating For Social Ecology: A Survey of Methods for Non-Professional Education and Organizing in the Fight for Life Itself.** *Rick Young, IWW/GDC; Jessica Garraway, IWW/GDC/APC/ Mississippi Stand; Cameron Kennedy, IWW/GDC/Mississippi Stand*

This workshop focuses specifically on education as an aspect of social ecology in creating communities which can not only effectively engage in environmental defense struggles against industrial exploitation, but which are resilient and dynamic enough to adapt to changing social and climate conditions in real time. The facilitators will draw on many models of common education, some of which are anarchist "free schools," Theater of the Oppressed, grounding political resistance in the body; as well as their own experiences with the Harriet Tubman and Comandante Ramona School for Liberation in Faribault, MN (2014-16), which focused specifically on Land Defense, Black and Indigenous anti-colonial struggles, and the reciprocal relationship between study and practice as elements of resistance - each informing the other. This workshop won't provide hard and fast answers to the complex realities we have to face, but our experiences have taught us a few things which work, a few things which don't, and how to ask better questions.

**Engaging Students with Dakota and Ojibwe Resources**, *Odia Wood-Krueger, MPS Indian Education, Eden Bart, Minnesota Humanities Center*

The Minnesota Humanities Center's Resource Collection contains award-winning educator resources that reflect the authentic narratives of today's diverse student body. This session will focus on the Dakota and Ojibwe resources in the collection, including a closer look at the educator guides that accompany the Why Treaties Matter exhibit, a partnership of the Minnesota Indian Affairs Council and the Humanities Center.

**Ethical Storytelling to Decolonize Science**, *Siddharth Iyengar, University of Minnesota*

How can we as science educators/learners learn from, with, and through, stories? Storytelling is a foundational human practice, a way to share cultural information across time and space. There is never just one story for anything, and everything can come alive in story. Science education spaces privilege singular narratives of the world, refusing relations to the lives and cultures that everyone brings into the room with them. In this workshop, we will brainstorm how ethical and diversiform storytelling, both as creative labor and pedagogy, might bridge and start healing the gaps and restrictions that dominate science education. The practice of research in the natural sciences can involve diverse stories – but excludes them in spaces of communication and education. As a scientist, I would like to understand how graduate students committed to social justice can act in solidarity with school science educators. We will engage questions such as : What kinds of stories are missing,

or have been excluded, from science education spaces? Can we tell stories of nature that affirm multiple ways of being in the world? Can writing/telling and retelling stories become a healing practice for those in systems stifled by majoritarian narratives?

**Folklife Education and Step**, *Javitta Brockington - Folk Artist, FACTS School, Philadelphia (Folk Arts Cultural Treasures)*

Schools divide students into those who are deemed failures and those deemed successful. Schools also typically exclude the resources that families and communities could bring to helping students succeed. Folklife education, with its inclusion of community ways of knowing in classrooms, offers a more inclusive approach that could lead to the creation of ideas that support the inclusion and success of all students. In this workshop, community teaching artist, Javitta Brockington, will explore with participants how her folk art form of African American Step creates equitable classroom community, teaches leadership skills, and fosters an understanding of each student as valued and potentially successful. Come prepared to experience this community way of knowing by creating a few Step moves with Javitta and discussing why the folklife education approach would be valuable in schools

**Gender Inclusivity in Math Modeling**, *Sue Staats, Associate Professor of Math in Department of Curriculum & Instruction, and K.C. Harrison, Senior Lecturer in Youth Studies Program, CEHD, University of Minnesota*

The adoption of the Transgender Toolkit by the Minnesota Department of Education acknowledges that it is incumbent upon educators to create safe and supportive environments for transgender and gender nonconforming students. At a time when students already marginalized are further threatened by transphobic rhetoric and policies at the federal level, it is crucial that we share strategies for normalizing the full gender spectrum in both pedagogy and curriculum. Some might assume that a subject like Algebra doesn't lend itself to a social change-based curriculum. This discussion-based workshop is facilitated by two University of MN instructors who developed an assignment where students use math to predict how quickly the use of gender inclusive pronouns could spread. Join us to share your own and others' experiences and ideas about incorporating LGBTQ awareness through innovative classroom work. Participants at all levels of awareness and practice welcome!

**Growing Change in the Garden**, *Michael Chaney Project Sweetie Pie, Patsy Parker Green with Envy + St. Olaf Farm, Marcus Kar Youth Farm, Lucas Zeidner St. Olaf Farm/Growing North, Eric Wilson Cleveland Community Garden, Karl Hakanson UMN extension Green with Envy 2.0, STEP-UP kids*

After working at North High for seven years, this summer we matched community elders with UMN Agriculture students and STEP-UP students to community gardens in North Minneapolis. At one garden site we were able to compost/make soil-grow-cook-eat as a closed loop that gives back to the earth, gives to all the people involved new relationships and a new understanding of each other's lives. At the same time we have been working at North High, we have been keeping nutrients in the neighborhood, by doing decentralized composting in community gardens. In 2015-2016 we were named Homegrown Heroes for our work. If all the bins we built on the North Side were active and full each year we would be keeping 37.5 tons of organic waste out of the landfills and incinerators and giving back the compost that generates as a resource for the community and the earth. As part of our goal of creating a food system for the North Side that leaves no one out, we are hoping to begin creating jobs and opportunity for even more folks to participate in this loop that protects the earth and bring resources into the community.

**Hope-Dealers United**, *Lee Vang & Lisa Thao - St. Paul Public Schools*

We will engage questions such as : What kinds of stories are missing,  
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or have been excluded, from science education spaces? Can we tell stories of nature that affirm multiple ways of being in the world? Can writing/telling and retelling stories become a healing practice for those in systems stifled by majoritarian narratives?

**How to be a Social Justice Substitute: A Collaborative Workshop**, *Kristen, SJEM*

Participants will collaborate in identifying all the points in a typical substitute's day when that sub can act against racism, homophobia, transphobia, Islamophobia, ablism, and other oppressions. After that, participants will collaborate on creating a how-to guide to spread the word to other substitutes.

**Immigration Resistance for Educators: Rapid Response Network Training**, *Members and collaborators of MIRAC*

The Rapid Response Network is a network of people prepared to respond to ICE harassment in the metro. The network is connected to a hotline number that people can call if they see ICE activity. We will have two workshop blocks. We will discuss the history and present of immigration resistance (including the collusion between ICE and law enforcement). We will talk about what the border looks like in the twin cities metro area, explore how immigration issues intersect with education, and talk with participants about possible forms of resistance.

The rapid response training will include a run-down of the logistics of the hotline and how to be prepared as a responder. Participants will do a role-play, have a chance to connect by neighborhood with other responders, and be entered into the Rapid Response Network.

**Intersections of Islamophobia: How Sex, Race and Ethnicity Impact Islamophobic Attacks, and How to Address Them In Our Communities**. *Munira Alimire- Rochester STEM Academy*

With the rising tensions of Islamophobia, we have seen Muslim women of color receive the larger brunt of hatred, from the death of young Nabra Hassenen to the brutal beating of Rahma Warsame. This workshop will discuss what has led to this and what we can do to stop situations like these from increasing.

**It can be done: A charter school's success at preventing the school to prison pipeline**. *Letitia Basford and Joe Lewis, Hamline University and Joey Cienien and Tony Simmons, High School for the Recording Arts*

In our workshop we share how a charter high school designed specifically as a "drop-out recovery" school, uses strategic programming, carefully selected and trained staff, core community values, wrap-around services, and a flexible learning environment to help all of its students succeed academically and become productive members of society. The majority of students at the High School for Recording Arts (HSRA) have been chronically truant, suspended, expelled, and have had experiences in the criminal justice system. Located in St. Paul, MN, the school's website states that the school is "dedicated to providing all young people a chance to realize their full potential, despite any previous setbacks" and seeks to "change lives and society one student at a time by connecting with at-risk teens" (HSRA Mission Statement). Our workshop will describe school-wide practices that place meaningful relationships at its core and strive to educate and nurture the whole student thereby reversing the school to prison pipeline. We hope that a rich discussion with audience members will follow, and hope that audience members will leave with a variety of successful strategies to consider implementing in their schools.

**Joyful, Painful, Creative Democracy: Composing Collaborative Novels in Secondary Creative Writing**, *Nick Kleese - University of Minnesota, Literacy Education*

This workshop will be in three-parts: the first, reflections on the attempt to guide students through a collaborative novel-writing unit,

complete with retellings of unforeseen discussions about tokenism, censorship, the politics of peer editing, and stress-mitigation; the second, the logistics of facilitating such a project; and the third, a discussion on ways to implement this in other contexts. See a related reflection on the project here: <http://blog.nanowrimo.org/post/158636735906/working-through-the-worry-the-miracle-of>

**Know Your Rights - for Students in the Classroom**, *Chelsea Schmitz - Legal Rights Center*

Topics include overview of the Juvenile Justice System and consequences of court involvement, Understanding the School-to-Prison Pipeline, Youth Rights while in school, rules around search and seizure, rights at a protest, your rights when interacting in police, along with anything else you're interested in!

**Know Your Rights - School Focus**, *Jana Kooren, ACLU-MN*

This workshop will discuss student's rights with a primary focus for immigrant students to recognize what are their rights around police and what they should do if the encounter an Immigration and Customs Enforcement agent. The session will also include information about what are students' rights in schools and what teachers and administrators can do to protect undocumented and other immigrant students enrolled in their school.

**Knowledge to Action: Students as Changemakers**, *Mallory Wessle and Erica Ahlgren (World Savvy)*

Knowledge to Action (K2A) is a design thinking framework that provides all students with a unique opportunity to demonstrate their creativity, innovative thinking and drive to convert their learning into positive action that has impact at the personal, local and/or global level. In this interactive session, participants will engage as learners in a process that facilitates student driven research and inquiry, and results in an action oriented solution to a global (global to local) issue.

**MPD150: Making Police Abolition A Reality**, *Tony Williams, MPD150*

2017 is the 150th anniversary of the Minneapolis Police Department's founding. In those 150 years, MPD has shown time and time again that they are brutal, racist, and unwilling to change. But still, every time they do something horrible, people call for the same reforms that have been ineffective in the past. It's time for something different.

Over the last year, MPD150, a group of community members seeking to change the narrative around policing, has been putting together a report on the department's first 150 years, one that we hope moves us away from discussion of empty reforms and towards a real vision of police abolition.

Police abolition is possible. We can divest from police forces, piece by piece, and use that money to create alternatives, community safety networks that actually protect and serve us. Instead of paramilitary gunslingers, we can have more social workers, more mental health professionals, more teachers in our schools.

Police threaten us, our neighbors, and our students. Join us for a conversation on the history of the Minneapolis Police Department and how we can work together to make police abolition a reality in our schools, in our cities, and in our world. ----- [www.mpd150.com](http://www.mpd150.com)

**Organizing Prisoners, Organizing Students: the Incarcerated Workers Organizing Committee and Youth Prison Blockade**, *Stefanie, Kat, and IWOC and YPB Organizers*

The Incarcerated Workers Organizing Committee functions as a liaison for prisoners to organize each other, unionize, and build solid bridges between prisoners on the inside and those struggling on the outside, and support inside struggles, prioritizing work that builds power and decarcerates the prison system. The Youth Prison

Blockade campaign is organized to halt the construction of youth prison facilities in the Twin Cities. In this workshop, we will give a primer on our work so far and where we envision our work in the future. Presenters will give a status update regarding the Minnesota facilities that we organize and the issues that prisoners inside are facing. Presenters will make connections between youth and adult facilities, and highlight the ways in which the enforcement of technical violations act to imprison people for being poor and buttress the school-to-prison pipeline. Lastly, attendees will be asked to reflect upon how prisons manifest in their personal lives, schools, workplaces and neighborhoods and how consider how they can get involved and envision alternatives. What do you see and what kind of alternatives do you envision? How would reach that vision if you could?

**Placing Community At the Center of Our Schools**, *Robin Wonsley - Community Engagement Coordinator, Education Minnesota, Patrice Howard - Director of Community Schools & Partnerships, Brooklyn Center Community Schools, Chuayyi Thao - Director of Achievement Plus (Amherst Wilder Foundation & St. Paul Public Schools)*

Education Minnesota and its partners will share information on the Full Service Community schools model and discuss the impact and possibilities that result from such schools. Participants will learn the main components that contribute to the success of a Full Service Community School, and will get to dream up a Full Service Community School for their community and neighborhood. Links to Education MN & Full Service Community schools in MN: <https://educationminnesota.org/advocacy/at-the-legislature/issue-briefs/full-service-community-schools> Link to Education MN Report EPIC: [http://educationminnesota.org/EDMN/media/edmn-files/advocacy/EPIC/EPIC-community-schools-report\\_3.pdf](http://educationminnesota.org/EDMN/media/edmn-files/advocacy/EPIC/EPIC-community-schools-report_3.pdf)

**Police in the Schools: SROs and School Climate**, *Nancy a Heitzeg, PhD Professor of Sociology at SCU; William W Smith IV, MPA, Hennepin County*

This interactive session will discuss the role of police in the schools and their relationship to the school-to-prison pipeline, both nationally and locally. Minneapolis Public Schools face several challenges with regard to racial equity, and racially disparate rates of suspension, expulsion and arrest here exceed the national rates. This has been an ongoing issue for the district, and already the topic of concern expressed by parents and community organizations. The school to prison pipeline, in Minneapolis as elsewhere, is driven indirectly via suspension/expulsion and more directly by a police presence in the schools. The results here as elsewhere, are racially disparate, with students of color in schools that are segregated by race and class being criminalized at school.

In addition to race and class, gender and ability shape the contours of the stpp. The primary purpose of the session is a discussion with student participants about 1) their perceptions of and interactions with police in their schools, 2) their perceptions and experiences related to SROs and the stpp, and 3) their thoughts about alternatives to SROs and actions that can take to decriminalize school climate,

**Positive Discipline**, *Bonnie Frieden, SJEM member and teaching fellow at Bright Water Montessori*

Would you like your classroom or home to feel more like a democracy and less like a dictatorship? Would you like to shift from a model of reward and punishment to collaboration and shared responsibility? This workshop will give you some of the basic tools and theory that can make this practical, without your classroom/home falling into chaos or low expectations. This workshop is based on the book Positive Discipline by Jane Nelson, with some radical flavor added by yours truly!

**Power of Youth Media**, *Lizzie Hutchins and Deacon Warner, FilmNorth instructors + FilmNorth Youth*

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 FilmNorth's JuiceMedia will share their experiences producing films that explore issues they care about. Youth will also lead workshop attendees through how to set up, conduct and film a professional interview. FilmNorth will provide the film equipment including cameras, microphones and an edit station. The workshop will also include a screening of a few youth produced short films and a Q & A with the youth filmmakers. (<http://myfilmnorth.org/youth-programs/>)

**Race Matters**, *Malissa Adams & Cecilia Stanton Adams of Stanton Adams Consulting LLC*

This anti-racism training, taught by a multiracial/multicultural team, focuses on structural racism. The leaders review the history of racism in the USA, address individual attitudes and knowledge, explore the concepts of internalized oppression and privilege, and examine how agency based and society-wide institutional arrangements implicitly or explicitly foster racism. Stanton Adams Consulting encourages participants to apply the knowledge they gain to pursue racial equity in their workplace, school or community. Participants learn that they are institutional "gatekeepers" who can affect organizations either by acting to maintain or helping to undo racism.

**Racism in the name of Science**, *Adja Gildersleve and Youth Research Team, Science Museum of Minnesota*

Facilitators will take attendees on a journey to unpack the atrocities that have been historically linked to science and how it impacts our world today and seven generations to come. How was science used to create race and perpetuate anti-Blackness? What tools of STEM been used to destroy Indigenous lands and poison our communities? Attendees will explore the history and knowledge they probably didn't get from their school systems. Participants will take a critical look at ways in which various communities have been harmed by STEM injustices as tools of white supremacy. Come with questions, ideas, and ready for action.

**Racism x Climate Change x Capitalism**, *Theo Hofrenning*

This workshop will explore the ways in which a capitalist economic system necessitates racist climate outcomes; as well as ways to organize against those trends.

**Solar 101** - *Fun With The Sun, Just B Solar*

At JBS we teach youth on how to convert solar energy into electricity. Our program will give them the ability to become more self-sufficient and help their communities with spreading the word about renewable energy. Please visit our website for more information at [www.justbsolar.org](http://www.justbsolar.org)

**Staying WOKE to Peace: Literacy in Our Shared Humanity**, *Kate Towle, Project s.t.a.r.t. Leadership, Rosalind K. Sampson, Discussions that Encounter, Burt Berlowe, Author, Compassionate Rebel Series, Amira McClendon from YES! (Youth Equity Solutions)*

Our schools promise education in all kinds of "skills" (math, reading, writing and science), yet we spend little time on literacy in our shared humanity. Peace educator Paul K. Chappell suggests that our society is "pre-literate" when it comes to peace, placing our planet at great risk at a time when nuclear weapons, war, cultural tensions and environmental destruction are escalating. Why do we place more emphasis on training for war than we do for peace? Who needs peace, when dehumanizing one another can help our social movements gain traction? What is the intersection between racial/social justice and peace literacy? Our workshop will explore why peace requires as much—if not more—training than any other skill set. Every time we come together, we're creating a culture of peace or conflict—and a narrative about our values. Denial of the need for peace education in our schools and in community costs us greatly.

We will look at an exercise that explores how each of us plays a role in how Truth is passed on and how it's received. As racial justice activists who also fight for peace, we'll explore ways to prioritize peace literacy in our schools and organizations.

**Student Power Now: Creating Change and Growing a Twin Cities Student Union**

High school students have tremendous power in our school system, and students are supposed to be the purpose of our schools. Yet students are so often ignored, disrespected, and kept away from making real change. This workshop is for any high school student who wants to change their school for the better - and adults who want to become a support system for youth making change by disrupting oppressive systems.

**Student voice on climate change: Paideia Seminars in an EL-Collab classroom**, *Sonia Núñez-Gibbs & Elisha Tamura-Co-teachers, Hodan Yusuf, Lucy Lezama Espinoza, Jonathan Oyedokyn, 10th grade students Park Center Senior High, Brooklyn Park*

Creating spaces for student voice and exchange of ideas challenges the common classroom power dynamics and acknowledges ALL youth's ability to share their divergent stories and collectively question climate crisis and their realities. In Paideia (pie-day-a) seminar, students experience thinking deeply about a selected reading or art piece and then extending that learning outward to connect with their larger world. EL, SPED and bilingual students greatly benefit from Paideia seminars. Attendees will participate in a model 9th-grade seminar with a text that addresses the climate crisis for use as is or adapted facilitated by co-teachers. Students who have participated in seminars in EL-Collab classrooms will also share their experiences during the debrief along with discussion of classroom applications. We will discuss the poem "Abandoned Village" by Cheng Peng from Iron Moon: An Anthology of Chinese Migrant Worker Poetry.

**Supporting Survivors of Sexual Assault: The Pod Model in Action**, *Haleigh, Twin Cities General Defense Committee*

Participants will be introduced to a revolutionary way of organizing one's community to support survivors of sexual assault using a cluster of people called a "pod". Learn about past successful actions using pods and how you might get involved. This model centers the survivor's needs, provides alternatives to the criminal justice system (which re-victimizes the survivor), and is based in a philosophy of transformative justice.

**Teaching About Genocide, Mass Violence, and Human Rights in the 21st Century**, *University of Minnesota, Center for Holocaust and Genocide Studies, Genocide Education Outreach Program*

Mass violence often dominates the news cycle, be it the widely-discussed events in Charlottesville, or the strikingly limited coverage of the thousands of Rohingya Muslims fleeing from Burma/ Myanmar amid widespread claims of genocide. As educators, how can we best educate students about difficult issues of extremism, mass violence, and human rights which they encounter in their daily lives? By 2017, simply relying on Anne Frank's diary is not enough. Also at issue is the vast array of resources, some misleading or outright false, available to teachers and students alike. How can educators effectively discern quality information and materials from the rest?

This interactive workshop will introduce the award-winning Genocide Education Outreach (GEO) program at the University of Minnesota's Center for Holocaust and Genocide Studies. GEO connects educators with graduate students studying an array of topics related to the Holocaust, genocides, mass violence and human rights. GEO students can present to individual classes, lead engaging lessons around history, literature, and contemporary events, and help develop curricular materials. This session will feature three GEO students sharing lesson materials related to mass

violence, and human rights, as well as ways teachers can further engage with the GEO program.

**Teaching and Inquiring about Greed, Equity, and Racism (TIGER): A Popular Education Project by the St. Paul Federation of Teachers**, Kathryn Wegner, SPFT TIGER team, Groveland Park SPSS parent & Carleton College faculty; Marta Shore, SPFT TIGER team, University of Minnesota; Barb Hall, St. Paul Public Schools

This interactive workshop will explore where the money is for public education and try to understand why schools are short the dollars they need to close the opportunity gap and achieve racial equity. We will present recent research conducted by the St. Paul Federation of Teachers' popular education project on how corporate and individual tax rates have declined dramatically over the past 20 years. We will also describe how Tax Increment Financing (TIFs) and corporate loopholes exacerbate tax avoidance. We will finish with a discussion about how we can recover full funding through targeting local corporations directly through negotiation and direct action, working to establish Payment in Lieu of Taxes (PILOTs) with MN's private colleges and hospitals, and educating the public and changing the conversation through this TIGER popular education project.

**tet[R]ad: Draw & Play Here**, Samuel Peck/ Education, Curriculum & Instruction: Art Education PhD candidate

Instructed by Samuel H. Peck (A co-founder of tet[R]ad) This workshop will cultivate a creative forum for participants to build a one-to-one visual journal exchange and develop a dialogue with an artistic accomplice. Activities will be centered around finding new perspectives for community building, art making and teaching practices. Participants will be challenged to address their philosophy of teaching or artist statement and how it is linked to conceptual, contextual, and stylistic concerns of their philosophy of education. Although some materials are provided, participants are highly encouraged to any other favorite art journaling materials.

**The Coalition to Increase Teachers of Color and American Indian Teachers in Minnesota**, Victor Cole and Paul Spies, Metro State University; Violeta Hernandez-Espinosa, MN Council on Latino Affairs; Todd Olson, Roseville Area Schools; Shelley Neilsen Gatti, University of St. Thomas

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 growing Coalition with over 1,000 members is concerned that Minnesota's teaching force remains 96% White, even though students of color and American Indian students comprise 32% of the K-12 population with the race gap being wider in schools with a majority of students who are of color or Indigenous. The Coalition's central, near-term goal is to double the percentage of teachers who are American Indian or of color from 4% to at least 8% by 2020. Over the last two legislative sessions, we have worked successfully to change state law so that all students have a right to "equitable access to effective and diverse teachers" with increased programs to address persistent barriers related to the recruitment, retention, and support/advancement of aspiring and current teachers from historically underrepresented populations. Come learn more about the Coalition's past and upcoming work, network with others, and share your ideas for change to accomplish the goal. The Coalition's website is: <http://www.tocaimn.com/>

**The Minneapolis Housing Crisis and Public Housing 101**, Kaaha Kaahiye, Defend Glendale Campaign and Public Housing Coalition

Kaaha Kaahiye from the Defend Glendale Campaign and Public Housing Coalition will explain the difference between public and affordable housing, the disappearance of affordable housing in Minneapolis, and the fight to save public housing. This workshop

will explain gentrification in terms of policy and what you can do to help.

**The Seven Generations and the Seven Grandfather Teachings**, James Vukelich Kaagegabaw

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 Mino-bimaadiziwin "the good life" a life without contradiction or conflict, a life of peace and balance.

**Trans Youth Representation in the Media: Do we see ourselves?** Ez Rodriguez, Blaine Kelley, & GSA Student Leaders

The Youth & Schools staff will work with our GSA Students Leaders to present an interactive presentation regarding Trans Youth Representation in the media. Do Trans and Gender Non-Conforming Youth see any healthy representations of themselves in the media? How are they able to challenge binary notions of gender identity and to combat negative representations of trans youth that are displayed in our media?

**We are Young We are change**, Science Museum Kitty Anderson Youth Science Center

High school team from Science Museum of MN Kitty Anderson Youth Science Center (KAYSC) will present youth lead social justice action in the community. The session will include community building KAYSC conduct, community based research skill, as well as social justice action planning process. <https://www.smm.org/kaysc>

**What does racism have to do with Capitalism?** Cliff Martin, Young People's Action Coalition

We will go through a visual root cause tree diagram to draw out the links between the different levels of racism and how it connects to capitalism

**What Kind of Ancestor Do You Want to Be?**, Honor the Earth

An exploration of environmental movement work, ally ship, and a graceful transition into a future for all.

**What You're Called Matters**, Olivia Bordon, Freshman Washburn High School, Page Middle School, Justic Page Youth (Participating in #Changethename! workshop)

Who was Alexander Ramsey and why did we want a different name for our school? In this session we will discuss why what we're called matters and the importance of having an inspiring, representative, and honorable name. Student leaders will share our experiences from working to rename—the steps we took, the discussions we had, and why changing the name was so important to us in our efforts to combat racism. We will also share what it's like to be a kid fighting for change and how support and opposition from adults impacted us. Then we will open up the floor for conversation about the names places are given and the importance of student leadership. Lastly we will discuss the changes you want to see in your community and how student leaders can play part in making that change.

**Where is the Youth Voice for Clean Transportation? Biking, Walking and Public Transit to Fight Climate Change**, Andrea Kiepe, Mark Oliveres and members of our Youth Crew

Right now, there's a lot at stake for youth when it comes to transportation and our climate. Transportation as a whole is now the biggest contributor to global warming pollution. We know we need to shift to cleaner ways to get around – trains, buses, biking and walking – to make a dent in climate change. We also know that young people prefer having more of those options for getting around. However, the voice of young people is often not heard in decision making

about these topics. We also know that it can be even harder to make changes to the transportation system that are fair and just to communities already suffering from the burden of racial and economic inequities.

- How can we involve young people in decision-making about better, cleaner transportation options?
- How can we make a just transition to a transportation system that works for everyone – not just drivers?
- What are the local opportunities and campaigns that youth can connect with to make change?

We'll talk about some local examples of what's happening here, the broader issues and ways to get active.

**Whose Schools? Our Schools! Educators Transforming their Schools from the Inside-Out with SJEM**

Since 2015 the Social Justice Education Movement has worked privately and publicly to transform our schools for racial and social justice. We have found that the most powerful way for educators to make change is in the school we work in every day. In this workshop, participants will share and learn about their visions for school change and go through a simulation learning the real skills necessary to change their schools, and to connect with a growing network of social justice educators.

**YPAR Gathering/Radical Hope & Social Change**, *Alison Criss, Sarah Garton, and Abby Rombalski, and all others who show up! from FAIR School Downtown (MPS), Avalon School, and University of MN.*

We want to create space for youth to lead and be supported without adults coopting and taking over (in or out of schools). We also want to know what youth are doing in activism and research and how we can support each other in this work. As we come together, we will be able to share our stories, reflect on our experiences, and make moves to become allies and accomplices in youth participatory action research. Specifically, we will share current work and struggles, we will consider a grant application, and we will make plans for continuing a Twin Cities-based YPAR Collective, building off social education movements such as the Social Justice Fair, school and youth-based Racial Justice fairs, and the Ethnic Studies Summit.

**Tabling Organizations**

- Annex Teen Clinic
- Augsburg Fairview Academy
- CTUL (Centro Trabajadores en Lucha)
- Find Your Power
- KerryJo Felder - Northside School Board Elected
- Metro State School for Urban Education
- MFT59
- Minnesota Humanities Center
- Minnesota Literacy Council
- MPS Social Justice Fellows
- Nekima Levy-Pounds for Minneapolis mayor
- Nemeh Sarraj
- Phuoc Thi Minh Tran - Author/Librarian/Story
- Teller of Vietnamese Stories
- Ricardo Levins Morales Art Studio
- Solutions Not Suspensions
- Tammy Wilson
- Teri Rodriguez
- The Loft Peace and Social Justice Group
- TruArtSpeaks
- Twin Cities IWW
- UMN Dept. of Chicano and Latino Studies
- WE WIN Institute
- Women's Congress for Future Generations
- Youthrive

**Thanks to All Who Made this Possible!**

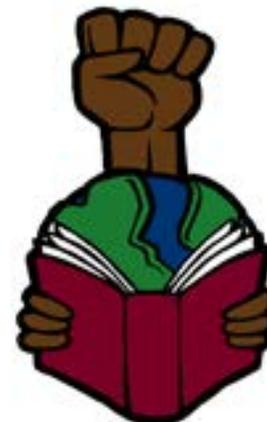
**SJEM & Fair Organizers**

Aaron Rosenblum, Abigail Rombalski, Aiysha Mustapha, Ana Cláudia dos Santos São Bernardo, Cory Cochrane, David Boehnke, Felicia Sherrod, Kristen Albinson, Keno Evol, Kyla Sisson, Lucy Pipkin, Madeleine Pinkerton, Rahsaan Mahadeo, Sadie Cox, Sarah Garton, Simon Smedberg

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

**Supporters and Sponsors**

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- Food Not Bombs
- Industrial Workers of the World (IWW)
- Kitty Andersen Youth Science Center
- Minneapolis Federation of Teachers
- Papa MBye (T-shirt Artist) - Young Vision Arts
- Sammy's Avenue Eatery
- Seward Co-op
- School of Urban Education,



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