

Teachers 4 Social Justice 9th Annual Conference

“Teaching for Social Justice: Foundations for Change”

Some things to think about as you consider what workshops to attend:

- *Are you looking for something to do in your classroom next week?*
- *Are you looking for something to help build your own understanding of an issue and/or enrich your knowledge of a subject?*
- *Are you looking for a different pedagogical approach to teaching?*
- *What is the right fit and opportunity for you at this point in your own learning and practice?*

There are only two workshop slots during the conference day, the morning (a.m.) workshops, and the afternoon (p.m.) workshops. You can register for specific workshops on the day of the conference on a first come-first serve basis.

Workshop schedule and descriptions

(Please note: schedule and workshop descriptions are subject to change as needed; final programs will be available the day of the conference!)

a.m. workshops, 10:45-12:30pm

Green and Brown: Getting urban students engaged in school and in the climate crisis All	Lessons from the 1964 Mississippi Freedom School Curriculum All	Hip Hop for Educators All	Transformative Life Skills (TLS) for Stress Resilience and Focus/Attention All	Crushes, Erections, Periods, Oh MY! Navigating sexuality in the classroom All
Unpacking the Historical Timeline of Public Education: What does our past tell us about our present? All	Striving for True Praxis in Urban Education All	Creating Inclusive Schools: Social Justice for Students with and without Disabilities All	Who's in Charge?: Creating Positive Youth-Adult Relationships All	Reading Race Inside & Outside the Classroom: A Developmental Move from Color Blind to Color Consciousness All
Social Justice begins with Self Justice All	Kids Serve Up Social Justice with Cocoa K-5	Classroom Yoga Project: Enrich, Empower, and De-stress! K-6	"They won't stop talking!": Building on Students' Strengths K-6	"Stopping the Blame Game": How to empower parents K-8
Standards and Social Justice in Elementary Education 1-6	Teaching about Clothes, Class, and Consumption 4-16	'Hood Habitus: How SF Neighborhoods Influence Our Habits 5-12	Literacy and Justice for All: Tapping Into Your ELLs' Strengths as Developing Readers 5-12	Lessons from the critical mathematics classroom 6-12
Confronting Homophobia in the Classroom 6-12	Youth-Led Action Research + Social Justice Educators = Powerful Pedagogy 7-12	Getting Students To Be Critically Aware Of And Analyze Colonialism And Imperialism 8-12	Where is the Geo-justice in My Community? 9-12	Teaching through Lies: Critical Ideology Literacy and Corporate Rap 9-12
The Makings of An Effective Rebellion 9-12				

lunch sessions, 12:35-1:20

The Working Group	Link TV	U.S. Social Forum	SFABE	SF-CESS
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p.m. workshops, 1:45-3:30pm

Re-membering the Movement: Eco-Warriors from the Majority World All	Still Separate, Still Unequal: The Quest to Address Racial Isolation in Schools All	To Be Real: Reflecting on Our Identities & Creating Authentic Anti-Racist Spaces for Youth Empowerment All	Prop 13: its history, present and what can be done All	Youth and Teachers Organizing For the Rights of Undocumented Students All
Mass Appeal: From Pedagogy and Practice to Creating Community Ciphers and Action All	The Power of Play: Gender and Access Equity as a Tool for Social Justice All	The Long March: 9 Years of Liberatory Teaching and Organizing in Los Angeles Chinatown All	Social Justice Unionism—Can our unions fight for justice in the classroom? All	Visual Thinking Strategies: Empowering English Language Learners Through Artworks K-5
Storytelling Toward Social Justice K-5	HipHop Scholastics: A Critical HipHop Pedagogy K-6	Social Studies with an Attitude K-9	Changemakers: Journeys of Mentors and Cross Grade Level Collaboration 2-5	Voices from the Samoan Community 5-12
Addressing Environmental and Educational Injustice through Science and Community Research 6-12	Introduction to the Algebra Project: Building Math Literacy 6-12	The Crisis of the Teacher Intellectual: The Challenge of Creating Critically Engaging and Culturally Transformative Curriculum 6-12	Performance-Based Assessment: Multiple Methods of Defending Understanding in Mathematics 7-12	Decriminalizing Immigrants through an Anti-Imperialist Pedagogy in a High School Economics Classroom 8-12
Free the San Francisco 8: Bringing the Fight to Free Political Prisoners into the Classroom 8-12	It Is NOT What It Is: From Conscious Street Souljas to Critical Street Scholar Activists 9-16	Indigenous Peoples Confront the Climate Crisis 9-12+	From Thugs to Revolutionaries 9-12	Digital Storytelling: Everyone has a Story 10-12

Morning workshops, 10:45a.m.-12:30p.m.

Green and Brown: Getting Urban students engaged in school and the environmental justice movement

Tired of spending so much of your instruction time on discipline? Want a new spin on your curriculum? Want to get your students excited about the environmental movement? This workshop will demonstrate concretely how to integrate environmental service learning and Youth Development principles (previously the REAL program strategies) into classroom curriculum. If you loved the REAL workshop from previous T4SJ workshops, come to this one! **All**

Facilitated by Candice Wicks, Director of the Environmental Service Learning Initiative (ESLI) and a youth voice advocate. Jay Pugao is the Site Coordinator at Mission High School for ESLI. Members of the ESLI Youth Advisory Board will also presenting.

Lessons from the 1964 Mississippi Freedom School Curriculum

This workshop will demonstrate to teachers how the 1964 Mississippi Freedom School Curriculum gave students the tools to become active agents of social change, thereby changing Mississippi and the Deep South fundamentally. We will explore, through interactive means, the progressive pedagogy that empowered Freedom School students to see themselves as capable of being part of their own history, connecting their past to their present and, thus, enabling them to imagine a more socially just future (and why this is a key component of the success of social change). Through the example of the Freedom School Curriculum and armed with specific examples in the handouts, teachers will leave the workshop being able to pedagogically and concretely connect the MSFC framework to their current context. Participants will understand that they are part of a rich historical tradition of “making the road by walking.”

This workshop is geared to those teachers in any grade level and in any subject who would like to be re-inspired to employ progressive pedagogy. **All**

Kathy Emery: high school history teacher for 16 years; co-author of 3 books; writes a monthly column for the Western Edition; adjunct lecturer at SFSU and the ED of the SF Freedom School.

Hip Hop for Educators

Hip Hop has become the voice of youth all over the world. Teachers interact with youth everyday, so why not use Hip Hop in the classroom to teach academic skills while at the same time building life skills? In this workshop, participants will get a brief history of Hip Hop, its principles, and why it can be a powerful tool for education and social change. They will be provided with starting points for integrating Hip Hop into core subject lessons for all grade levels. Then participants will have the opportunity to work in small groups and come up with ideas of their own. All participants will receive complete notes of this workshop, including multiple lesson ideas.

This is for all teachers and youth workers, but more specifically for those who are looking for new, innovative ideas to use in the classroom and for those who are open to alternative and non-traditional ideas of education. **All**

Sarah Harris has worked with young people of all ages and backgrounds for over nine years. Serving as a member on the Hip Hop Congress Board of Directors, she has also done national community and artist organizing and is currently working to advance public education.

Transformative Life Skills (TLS) for Stress Resilience and Focus/Attention

This 1 ½ hour workshop will present the power and potential of TLS (a multi-modality intervention including Yoga, Breathing techniques and Meditation) in science education. Participants will discuss the limitations in current best practices in teaching children *how* to learn, in having children focus and pay attention, so that their academic potential is enabled and enhanced. Teachers will be empowered to experience and learn these foundational life skills to manage their own stress and nurture themselves, teach from an optimal state, and build mindful learning communities through pervasive application of these practices inside and outside the classroom.

This workshop is for new and veteran teachers. **All**

Bidyut (BK) Bose, Ph.D., is Executive Director of Niroga (www.niroga.org), an Institute for Integral Health and Development, bringing mindfulness practices to hundreds of at-risk children every week in schools (K-12), alternative schools, and Juvenile Halls, in 4 counties in the CA Bay Area. Martin Muller is a former teacher, counselor, and school director; he is the Founder and Executive Director of Polaris Education & Guidance Inc., a non-profit organization providing intensive services to education, social service, and youth-focused efforts. Christopher Gilmartin has been teaching in alternative educational settings and with students with special needs for years; he brings his passion for yoga and mindfulness into his work.

Crushes, Erections, Periods, Oh MY! Navigating sexuality in the classroom while embracing diversity and fundamental human rights

This workshop will be a quick opportunity to address people's attitudes about sexuality, give them hints and small steps they can take to address sexuality in a meaningful, healthy, supportive, accurate, unbiased, inclusive and safe way in the classroom.

This workshop is for all teachers, old and new, as well as parents, teacher's assistants, and staff who work with youth. **All**

Pilar Zuniga, Education and Youth Programs Director Planned Parenthood Golden Gate with 9 years of health, youth and sexuality education experience. Karen Navarro and Danielle Petta Flores, Community Educators from Planned Parenthood Golden Gate with many years of combined experience in sexuality education, activism and Youth Development work.

Unpacking the Historical Timeline of Public Education: What does our past tell us about our present?

During this interactive workshop, participants will review critical dates from the past two centuries that have directly or indirectly influenced the current design of our public education system. Participants will reflect on, discuss and interpret historical events as they consider their own roles in reproducing or interrupting current realities that exist for our students.

All interested parties should join us. **All**

Gregory Peters is the founder and Executive Director of the San Francisco Coalition of Essential Small Schools ("SF-CESS") and is committed to working towards school change within larger networks by creating and sustaining successful small schools. Gregory Peters' professional career has been devoted to this goal.

Striving for True Praxis in Urban Education

Although social justice teachers exist in every school district, why is the idea of social justice in education a concept and not a reality? Theory exists, extensive research is done, and books are published annually; yet education is continually under funded, diversity is rarely celebrated, and democratic schooling is unattainable as we are forced into a one size fits all education? As A.R.E we hope to provide a space to share our praxis in urban education going beyond the classroom and into our communities in search of true education towards liberation. Join us in a dialogue and help us organize a teacher movement that our students deserve.

This workshop is for new teachers, veteran teachers, youth workers. **All**

Josue Diaz Jr. is a Geoscience teacher at the 9th Grade Center for Social Justice in San Diego, CA. Currently he is the Education Coordinator for A.R.E and he believes social justice should be implemented in every content area. Kiki Ochoa is a teacher at the 9th Grade Center for Social Justice in San Diego CA. Kiki is a formerly undocumented student who earned his Ph.D. in order to dedicate himself to organized activism in defense of all oppressed people. Mariana Ramirez is an ARE member, she has participated as the ARE Co-Community Coordinator, creating bonds between ARE and other grass roots community organizations and in leading the ARE Education Committee towards the development of a Human Rights Curriculum. She has been a secondary Bilingual Educator for the past 4 years in the content areas of English Language Development (ELD), Social Studies, Spanish, and English at Memorial Academy of Learning and Technology Charter School, located in the historical Barrio Logan, where she was an active member of the Parent Involvement Advocacy Committee, the Multicultural Studies Committee, and the M.E.Ch.A. Advisor. Dawn Miller is a teacher at the Lindsay Community Day School in San Diego, Ca. She has been an educator for the past 12 years and an active member of ARE for 3 years, participating in the scholarship committee and working to raise funds for undocumented students. She believes education is a basic human right. EDUACTION YES! DEPORTATION NO!

Creating Inclusive Schools: Social Justice for Students with and without Disabilities

This workshop will focus on creating inclusive schools that support and empower students with and without disabilities. Presenters will include students, teachers, administrators and parents from Edna Brewer Middle School in Oakland, CA, where students with significant disabilities are included with their general ed. peers. Workshop presenters will discuss their experiences with inclusive education, and provide strategies for creating inclusive schools and classrooms. Participants will be encouraged to share their own experiences, struggles and achievements, and dialogue with workshop presenters.

This workshop is designed for special and general education teachers, administrators, parents and anyone interested in inclusive education and social justice for students with and without disabilities. **All**

Led by Kiernan Rok, Ebony Towner, Julie Greenfield, Mary Lord, Jana Maiuri, Shelley Gordon, Cliff Hong, Stacey Dominguez, teachers, administrator, parents of Edna Brewer Middle School.

Who's in Charge?: Creating Positive Youth-Adult Relationships

Oppression based on race, gender, class, and sexual orientation is commonly discussed when examining social justice issues in schools. However, the oppression young people experience simply because they are young (adulthood) is often overlooked. Through a combination of brief lecture, interactive simulation, and discussion, this workshop will offer participants a clear overview of oppression theory, a space to reflect on and share personal experiences, and practical ideas to take back to the classroom or any other context involving young people. Ultimately, the goal is that participants develop a deeper understanding of the youth they serve and of their own role in supporting youth in a liberatory fashion. Young people are encouraged to attend! **All**

Sarah Hershey, M.Ed. Social Justice Education, is a middle school humanities educator and department coordinator with experience in both public and private schools, and is actively involved in diversity education on both local and national levels. Natalie Thoreson, M.Ed. Social Justice Education, has more than 10 years of training experience in social justice education, youth empowerment, working with LGBTQ identified youth, behavior modification, communication skills, staff development and effective leadership.

Reading Race Inside & Outside the Classroom: A Developmental Move from Color Blind to Color Consciousness

This workshop will challenge K-12 educators to consider what vision they hold about "race," racism, the process of racialization, and being anti-racist. A goal is to ask educators to critically read and then analyze how a series of picture books and excerpts from various young adult novels that provide for a "developmental" model of how to teach about "race" from a perspective of being "color blind" to stance of being "color conscious." A particular focus will be to consider the vocabulary, concepts, and practices that educators can use to teach about "race." The workshop begins with the educators reflecting upon their praxis, then proceeds to an examination of the literature and ends with a final reflection about envisioned changes for their praxis.

The workshop is appropriate for all educators, new and veteran as well as youth. **All**

Miguel G. López is a teacher-educator at CSU Monterey Bay and has provided professional development for educators for 15 years.

Social Justice begins with Self Justice

Much of educator's work in the social change movement is often to "educate others". While this is an important component to creating a more just education system and society, in this workshop we will also explore the full use of ourselves as the most important tool in change. As we have all grown up in a society that is inherently unjust, we will recognize the importance of our own journey to justice.

Open to all participants, this workshop attempts to acknowledge where people are at in their process of growth and change and to challenge participants to grow further. **All**

Ben Wong has done community-based youth development work for 20 years.

Kids Serve Up Social Justice with Cocoa

This is a workshop primarily about integrating social justice work into the elementary school classroom. We will explore ways in which to do this using Fair Trade, and specifically Fair Trade Chocolate, as a framework. Fair Trade chocolate is an engaging topic for elementary students and so is effective as a tool for including kids in social justice education and advocacy. Participants will review curriculum for teaching Fair Trade chocolate and have the opportunity to discuss relevant applications. Participants will also create an individual action plan for implementing what they've learned in their classrooms or workplaces.

This workshop is geared toward elementary teachers, both new and veteran, but could apply to middle school and high school teachers as well. It would also be applicable to youth group leaders and enrichment teachers. **K-5**

Anne Toepel is a certified elementary teacher and social justice activist who co-authored the cocoa curriculum and has taught diverse populations of students for 12 years, including grades K-6 and ESL (English as a Second Language).

Classroom Yoga Project: Enrich, Empower, and De-stress! No bare feet or mats needed

Research shows that children who practice yoga on a regular basis have reduced stress, an increased sense of well-being, and even improved academic performance. This participatory multimedia workshop teaches simple breathing techniques and "classroom friendly" yoga postures to transform classroom management and enrich the day-to-day experience for children as well as for teachers. Videos will show concepts in action in a bilingual 3rd grade classroom. No yoga experience is necessary. Participants should come expecting to move! Bilingual handouts provided.

This workshop is mostly aimed for those at the elementary level, but can be adapted for all levels. Yoga experience is helpful but not necessary. **K-6**

Adam Boettcher is a 5th grade Spanish bilingual teacher in Hayward Unified School District and founder of The Classroom Yoga Project.

"They won't stop talking!": Building on Students' Strengths

In this workshop, participants will develop strategies for viewing perceived students weaknesses as strengths. They will be presented with the case study of my own class and I will share the activities and strategies I have developed. Participants will then reflect upon their own students and work in groups to identify new student strengths and develop strategies for building on these strengths in the classroom. **K-6**

Led by Tara Ramos, teacher at Paul Revere Elementary School.

"Stopping the Blame Game": How to empower parents to be advocates for their children and form a partnership with the teacher

In working with focus groups during school evaluations, parents often feel misunderstood by their children's teachers. Many express concerns around school to home communication, an absence of intervention strategies to help their kids, and a lack of respect by their kid's teachers. Some feel the teacher doesn't understand their frustrations and many teachers express a lack of support and sometimes animosity against them from parents. Opening the door for a new dialog and opportunities to engage parents will help classroom teachers focus on teaching and in turn will allow students to focus on learning. By empowering parents to ask the right questions, they will advocate for improved services for their students early enough to thwart negative school experiences and actions that result in disengagement and eventually kids dropping out of school.

This workshop is an innovative approach for new teachers, yet provides practical interventions for veteran teachers. **K-8**

Dr. Hollis Pierce is an educational consultant and leadership coach for principals and leadership teams, a school evaluator and a Life Coach for parents in efforts to ensure success for all students.

Standards and Social Justice in Elementary Education

The workshop will focus on teaching elementary children about injustices throughout history, examples of people that organized to fight such injustices, and how elementary children can organize to fight present day injustices too. Participants will receive standards-based lesson plans and resources for grade level appropriate, hands-on, and interactive lessons on such topics as immigration, Native Americans, Spanish colonization, the Mexican-American War, the American Revolution, slavery, the Civil Rights Movement, Human Rights, and research projects as Ethnic Studies. Come check out student samples for each lesson and plan similar lessons in small groups with colleagues.

This workshop is geared toward new and veteran teachers who would like to incorporate hands-on interactive social justice activities into the curriculum. **1-6**

Carolina Valdez, M.A. Urban Education, is an educator in Los Angeles and the Co-chair of the Association of Raza Educators, Los Angeles.

Teaching about Clothes, Class, and Consumption

Writing can be an act of joy, a way to build classroom and school community, a tool for learning, as well as an instrument for social justice. During this practical, hands-on workshop on teaching the narrative—from inception to revision to conventions—participants will discuss how class relationships in our society contribute to our need to “buy acceptance” at the mall. Handouts will include openings, literary devices, conventions strategies, criteria sheets as well as student samples. This workshop is geared toward Language Arts teachers. **4-16**

Linda Christensen is Director of the Oregon Writing Project at Lewis & Clark College in Portland, Oregon, longtime classroom teacher, author of Reading, Writing and Rising Up and Teaching for Joy and Justice, and a member of the Rethinking Schools magazine editorial board.

‘Hood Habitus: How SF Neighborhoods Influence Our Habits

‘Hood Habitus is a sociology based unit. It explores how SF neighborhoods: Chinatown, Castro, Mission and Fillmore impact our ‘habitus’ or habits of thought. There is strong focus on critical thinking and social justice. Students explore 2 guiding questions: How are people in these neighborhood marginalized? And how are they resilient? Subject areas covered: photography, math, reading, writing, PowerPoint, research skills and health. This curriculum is inspired by the book “The Art of Critical Pedagogy” by Jeff Duncan-Andrade.

This workshop is geared toward all teachers interested in a creative way to incorporate photography, technology and critical thinking into their classrooms. **5-12**

Adrienne Hidalgo is an SF native, teaches middle school at Making Waves Education Program and currently pursuing Masters in Education.

Literacy and Justice for All: Tapping Into Your ELLs’ Strengths as Developing Readers

This workshop will focus on literacy strategies for classroom teachers working with English Language Learners (ELLs). A strength-based approach to student diversity will be discussed as a way to envision the success of all students in mainstream classrooms. Reading strategies for different contexts and content areas will focus on priming activities to engage students’ prior knowledge, processing activities to aid in comprehension, and retention activities to promote deeper-level understanding.

This workshop is ideal for new mainstream teachers, bilingual teachers, aides who work with ELLs, principals, students, and others interested in the broader issues of literacy development for ELLs. Participants will leave with a model for connecting with students' assets, and specific, research-based, classroom strategies to use in their classrooms/schools right away. **5-12**

Noah Borrero is Assistant Professor of Teacher Education at the University of San Francisco where he directs the Urban Education and Social Justice Masters Program.

Lessons from the critical mathematics classroom: A conversation about developing and teaching social justice curriculum

Rico & Wayne will answer some pressing questions about what it means to plan, develop, and teach mathematics curriculum from a social justice framework. We will be using multimedia examples from our classrooms and curriculum in our answers. Thus, we're aiming for a mix between concrete, practical examples and theory. We will respond to each other's answers, and also encourage the workshop participants to do so as well. In this way, the format is a conversation between two math educators with different approaches to social justice mathematics. We will be distributing in electronic form: slides and materials from our classes, as well as research articles.

This is geared towards math teachers of all levels of experience, and will probably be most relevant for high school and middle school math teachers. **6-12**

Rico Gutstein co-teaches math at Chicago's Social Justice High School, a school he helped found. He is a professor of Education at University of Illinois Chicago, and the author of Reading and Writing the World With Mathematics. He is also the co-editor of Rethinking Mathematics. K. Wayne Yang was a teacher of 15 years in Oakland. He co-founded East Oakland Community High School, where he taught sociology and geometry. He is a professor of Ethnic Studies at University of California San Diego. He has an article in press, "Mathematics, critical literacy, and youth participatory action research."

Confronting Homophobia in the Classroom

Workshop participants can expect the opportunity to interact with colleagues and explore the implications of confronting homophobia in the classroom for themselves and for their students. Additionally, they will have the opportunity to be exposed to teaching resources, pedagogical practices and strategic approaches that should enhance their ability to address these issues in their own classrooms.

This workshop is designed to encompass the need of a broad audience through exposure to pedagogical practices, resources and online tools to combat homophobia. **6-12**

Milton Reynolds is a Senior Program Associate with Facing History and Ourselves and well as a board member of The Working Group, he comes to this work with more than 17 yrs of classroom experience.

Youth-Led Action Research + Social Justice Educators = Powerful Pedagogy

Youth In Focus will share our youth-led participatory action research in practice and in theory. During the course of our highly interactive workshop, we will cover how our methodology allows youth voice to influence social change – inside and outside their classrooms. Our partnership with CSU-East Bay will be discussed – particularly around how we are looking at teacher training and professional development programs as a space for Y-PAR to be used as powerful pedagogy and learning tool. Youth researchers from our projects will also be sharing the results of their work and co-facilitating the entire workshop. We will give a sample of some of our activities so folks walk away with a sense of how, what and why we do this work!

This workshop is geared towards new and veteran middle and high school teachers, youth, media and cultural workers. **7-12**

Jayeesha Dutta is a Co-Director at Youth In Focus and Co-Founder of Mind Power Collective. Aaron Nakai is a Project Coordinator at Youth In Focus and Co-Founder of Mind Power Collective. Tony Robinson is a Project Developer at Youth In Focus, student at Laney College and graduate from Fremont High School.

Getting Students To Be Critically Aware Of And Analyze Colonialism And Imperialism: Need, Process, Resources And Impact

In this interactive workshop participants will engage in a dialogue on the meaning and practice of decolonizing pedagogy, facilitated by two practitioners who currently work with urban, high school - aged youth. Decolonizing approaches centralize the development of a critical social and political consciousness, while simultaneously engaging in an explicit and multi-level critique of 'colonialism' and 'imperialism'. In this workshop, the presenters will share two de-colonizing approaches based on their teaching experiences: Nikhil Laud will share his experiences developing a macro- analytic framework for understanding colonialism and imperialism in his Economics course, which ultimately resulted in student projects that served to deconstruct and unpack the question of 'im/migration' from a decolonizing perspective. Miguel Zavala will discuss the role of auto-ethnography and biography as a writing tool for addressing the personal aspects of neo-colonialism, coupled with a discussion of the various ways in which colonialism shapes students' schooling experiences.

All progressive educators, even elementary teachers, can incorporate the central pedagogical ideas we will discuss in this presentation. However, we recognize that because our teaching is with high school youth, the learning examples will most likely connect with high school teachers. The presentation will also be of interest to teacher educators, and teacher groups who are interested in learning about decolonizing pedagogical methods.

8-12

Nikhil Laud is member of the Association of Raza Educators, and teaches U.S. History and Latin American Studies at Cleveland High School in Los Angeles. Miguel Zavala is Co-Chair of the Association of Raza Educators Los Angeles Chapter, and teacher educator at Cal State Los Angeles' Charter College of Education.

Where is the Geo-justice in My Community?

Do all people have equal access to safe environments? Do geologic hazards impact some communities more than others? What causes us to choose to live in or use a geologically risky environment? How are we informed of geologic hazards? Participants examine the dynamic and surprising intersection between geology and environmental justice. A streamlined secondary grade level lesson will engage us in geo-justice topics such as 1) how political and commercial interests impact public access to accurate information about neighborhood geologic hazards, and 2) how the people behind these interests promote the health and safety of certain communities, while denying others equal protection. Lesson plans, handouts and resource materials will be provided.

This workshop is for new and veteran teachers (Earth Science or Science/Social Studies teams) **9-12**

Roxi Farwell is an education program manager for the Golden Gate National Parks where she designs and teaches inquiry-based geology curricula and supports the park education team's commitment to authentic, inclusive and relevant education. Charity Maybury designs curriculum and teaches lessons for K-12 at the Crissy Field Center which provides programming that encourages new generations to become bold leaders for thriving parks, healthy communities and an environmentally just society.

Teaching through Lies: Critical Ideology Literacy and Corporate Rap

This workshop will provide teachers with classroom strategies to help their students analyze the ideological structure through which ideas of race, class and gender are constructed in the media generally, and in corporate rap music specifically. Drawing on anti-colonial perspectives for a teaching framework, this workshop offers curricular examples for preparing students to examine issues of privilege, social control, and oppression in U.S. society while fostering their intellectual prowess, academic aptitude and creating writing and voice.

This workshop is for new and veteran teachers. **9-12**

Patrick Camangian was a high school teacher who did not finish high school, but has worked towards developing the type of transformative academic programs he knows would have helped him love himself, love his people, and love fighting for the liberation of oppressed people.

The Makings of An Effective Rebellion: Helping Students Confront Injustice Through Historical Examples and Contemporary Inquiry

In this workshop, participants will discuss strategies to help their students constructively confront issues that they, the students, view as unfair or unjust. Workshop participants will examine rebellion through music and will investigate teaching resources that utilize historical examples to present ways of confronting injustice. In addition, participants will discuss contemporary issues, student ownership of the issues, and ideas to help our students constructively rebel and foster a life long awareness of injustice and a desire for social change.

This workshop is geared towards high school teachers. **9-12**

Meg Honey is an eighth year social studies teacher at Saint Joseph Notre Dame High School and an adjunct professor at Saint Mary's College of California.

Lunch sessions, 12:35-1:20

The Working Group

The Working Group will share film and website resources about Not In Our Town and Not In Our Schools about national anti-hate campaigns. We'll demonstrate our new website that is full of materials that teachers and community members would find useful. Come for discussion and resources for your classroom! In room 227.

Link TV

ONE NATION, MANY VOICES (www.linktv.org/teachers/onenation), is a new educational partnership between Link TV and educators nationwide. The initiative utilizes free, online videos and educator-created learning guides to promote diversity, pluralism, and respect for religious freedom of all Americans through real-life stories about American Muslims. The learning guides are teacher-friendly, classroom tested and sure to get your students thinking and talking about Islam, tolerance, freedom of expression and what it means to be an American today. During this lunch session, we will present the ONE NATION, MANY VOICES initiative, watch a ONE NATION video and work through the accompanying learning guide.

Led by Stephanie Bellville, who teaches History at Lowell High School, will lead us through her lesson plan for "Manzanar Muslim Pilgrimage," and educator Jayeesha Dutta, a founding member of the Link TV education team, will present the ONE NATION initiative and Link's participatory educational project, GLOWE. In room 223.

U.S. Social Forum

Come to talk about the issues facing education and to receive information about the US Social Forum in Detroit in June 2010. The US Social Forum will be an event where educators from SF Bay Area can meet educators from around the country and discuss and strategize around education. The lunch session will include 3 teachers who attended the last US Social Forum in Atlanta who will discuss their experience. In room 224.

SFABE

The San Francisco Association for Bilingual Education (SFABE) would like to extend to you an invitation to attend the first organization meeting for 2009-2010. Join us as we design our new SFABE banner and present the new President of SFABE, Annie Torres Rodriguez. Please drop by our organization table. Together, we can make a powerful difference for our kids and in this district! In room 238.

San Francisco Coalition of Essential Small Schools teacher working group

Those who took part in the 2009 Summer Institute on Equity Based Critical Friends Groups, come network at lunch in room 225!

Afternoon workshops, 1:45p.m.-3:30p.m.

Re-membering the Movement: Eco-Warriors from the Majority World

Both the environmental and green movements, in the eyes of many of the youth we work with, seem to be missing a few people. In fact, they are missing people who represent the majority of the world. ESLI is answering to the challenge of re-membering the movement and reclaiming it through interactive activities for the classroom. Our workshop highlights people of color, elders, and youth in the movements. Through the lives of these “eco-warriors” we will explore the concept Earth Care, People Care, and Fair Share and guide students toward asset-based solutions.

The workshop is for youth workers interested in bringing environmental justice solutions and "Solutionaries" to their youth. **All**

Ei Ei is a migrant for life global citizen who hugs redwoods and worships dirt. She loves people, life, food, her dog, and her job with ESLI. Her latest human (r)evolution involves food sovereignty. Jay is an alien, an aspiring monk, and a whirling dervish from Oaklandish who's got his ears to the streets and eyes to the trees. When he is not in trance, he is an artist and an educator at Mission High School. Kristia is a hood scholar, a book scholar, and a tree-hugging Filipina. She is an educator for ESLI at Galileo Academy and grows vegetables in buckets.

Still Separate, Still Unequal: The Quest to Address Racial Isolation in Schools

What's a teacher to do about racial and economic isolation? This workshop highlights promising school diversity research and desegregation/integration advocacy in order to engage participants in a conversation about bearing witness to racial isolation and its impact on students. Participants will learn how they can support local and national efforts to bring racial and economic isolation and school diversity into the education reform discourse. In doing so, they will learn about where to connect with networks of organizers, advocates, educators, etc. who are working on issues related to school diversity. **All**

Gina Chirichigno, a graduate of Hampshire College and Howard University School of Law, coordinates the Institute's school desegregation efforts. She was formerly an organizer for Jonathan Kozol's Education Action! network.

To Be Real: Reflecting on Our Identities & Creating Authentic Anti-Racist Spaces for Youth Empowerment

Get on board to create a dynamic and exciting space to explore the ways our racial identities and power play out in the culture set in the classroom! This popular education workshop, designed for a multiracial audience, will examine some of the critical questions that we as educators must be asking ourselves. “What power dynamics are playing out in my classroom with regard to race, and how do I play a role in those dynamics? How does my racial identity play a role in the culture set in the classroom? How am I appropriately transparent and real about my own process around race and racism? How do I create accountability processes that go both ways? What does an empowering, race-conscious classroom look like?” This workshop is for any educator who is interested in challenging themselves to think about race, power and their own identity. **All**

Facilitated by Eveline Chang and Bruin Runyan of Y-STEP, a Bay Area-based racial justice education and training program for white youth. Our mission is to build the collective responsibility of white people to confront racism and white supremacy by working primarily with white youth through workshops and trainings. Our vision is that Y-Step will ignite inspiration and courage in other white youth and adults to stand up for racial justice, and continue to build a legacy of accountable white people planting seeds of hope, healing, and resistance.

Prop 13: its history, present and what can be done

In this workshop we'll look at this critical and detrimental proposition as a means to educate and to organize locally and statewide. The workshop will present an analysis of the current situation and concrete steps teachers and activists can do to begin to not only combat the effects of Prop 13, but look to other areas and issues which

we can organize around. For example, fighting to take a percent of both the police and firemen budgets and move it to education, violence prevention and other grass root community efforts. Last, the workshop will provide a space for teachers to talk to address policy issues and with the aims they leave with some concrete steps and ideas to organize at a local level around issues of education spending and social justice.

This workshop is intended towards organizers and activists, and those ready to run up in city hall and spray paint “power to the people” (just joking). **All**

Giulio Sorro, SFUSD graduate and now school teacher. He feels adults need to step up their game, quit hanging with youngsters and learning about the same ole “education,” and start focusing on public policy.

Youth and Teachers Organizing For the Rights of Undocumented Students: Why Teachers Need to Organize With Students, From a Youth Perspective

This workshop will look at the effects the politics of im/migration has on our classrooms pedagogically, socially, and politically. We will briefly review California’s AB540 law and the National DREAM Act. The workshop will analyze examples of student and teacher activist campaigns to overcome obstacles and fight for legislation to create real change. Participants will learn about organizing basics. Youth presenters will highlight the importance in building Teacher-Student movements.

This workshop is geared towards youth, educators, and human rights activist. **All**

Led by Association of Raza Educators and Somos RAZA LA.

Mass Appeal: From Pedagogy and Practice to Creating Community Ciphers and Action

This workshop discusses the use of critical pedagogy in and beyond the classroom, focusing on developing agency for personal and community change for elementary and secondary aged students. In communities of color, learning too often becomes de-contextualized and disconnected for students who are asked to regurgitate state standards without connecting them to their life situations. Drawing on work with elementary and high school students in Watts, Los Angeles elementary school classroom, this workshop will help teachers think through ways to connect with parents and families, and create youth-centered community spaces for their students, in order to more effectively provide culturally empowering learning experiences for their students.

This workshop is geared toward teachers (new and open-minded veterans), youth, and community. **All**

Laurence Tan is an elementary teacher (5th grade) in the Watts area who is dedicated to transforming education through the implementation of an Emancipatory Pedagogy in the class and extends the learning space to include the creation/involvement in the Watts Youth Collective and other community spaces. The Watts Youth Collective (WYC) is a grassroots organization that focuses on youth organizing, self-improvement/determination, and community action; primarily run by the youth in and around the Watts (LA) area.

The Power of Play: Gender and Access Equity as a Tool for Social Justice

This workshop will focus on how play and physical activity can impact social justice for all youth. Participants will have the opportunity to experience activities that can be used on the playground or in the classroom. Techniques around conflict resolution and alternative grouping methods will be central to the understanding of how to provide gender and access equity for all youth. Participants will engage in experiential learning, small group and large group discussions on the topics of the benefits of play and physical activity, barriers youth face when accessing play and physical activity, and youth development best practices.

This workshop is for all audiences—play has a place for everyone. **All**

Jeremy Lansing received his B.S. in Psychology from the University of Oregon and his M.A. in TESOL Education from Tel-Aviv University. Over the past fifteen years, Jeremy has worked in a variety of youth development fields; including stints as an Early Intervention Specialist at a child abuse and neglect prevention agency in Oregon, an

elementary age camp counselor, a middle school basketball coach, and a high school English teacher in the Middle East. He continues to work with Israeli and American teens as the Israel Education Specialist for the Diller Teen Fellowship Program bringing leadership and communication tools to teens. In his spare time Jeremy is a recreational surfer, rock climber, and a crisis counselor.

The Long March: 9 Years of Liberatory Teaching and Organizing with a Community of Elementary Students and Families in Los Angeles Chinatown

This workshop discusses how students, teachers, families, organizers, and social service providers around Los Angeles Chinatown are collaborating to challenge dehumanizing schooling. This workshop focuses on efforts that began in 2000 with a cohort of low-tracked 1st graders and their teacher, employing anticolonial and sociocultural approaches to learning and organizing in their classroom. By 2003, students displayed high academic achievement and critical literacies, while families developed multiethnic and multilingual social networks. Since then, these efforts have grown into grassroots organizations aiming to combat gentrification and promote equitable education. This workshop will outline the practices of this community of Sensational Students over time. This workshop will also feature presentations by the students, now in 10th grade, on their critiques of their experiences with social justice teaching in and out of school for the last 9 years.

This workshop is for any youth or adults interested/engaged in critical, sociocultural, and social justice-oriented pedagogy and activism in their K-12 classrooms and their local communities. It is also for those interested/engaged in addressing issues that come up over the long term when trying to sustain social justice efforts with youth beyond the typical semester, summer program, or school year. **All**

Vicki Lau is a Chinatown resident, 10th grade student, and member of the M+M Project and Chinatown Kung Fu & Lion Dance Troupe (CKLT). Phirun Seng is a Lincoln Heights resident, 10th grade student, and member of the M+M Project, Southeast Asian Community Alliance (SEACA), and CKLT. Paula Muñoz is a North Hollywood resident, 10th grade student, and member of the M+M Project. David Lee is a Chinatown resident, 10th grade student, and member of the Watts Youth Collective (WYC), M+M Project, SEACA, and CKLT. Xin Phong is an Echo Park resident, 10th grade student, and member of the M+M Project, SEACA, and CKLT. Tanira Chau is a Chinatown resident, a 10th grade, and member of the M+M Project and CKLT. Benji Chang is a teacher, artist, and organizer involved in several critical grassroots efforts around Los Angeles Chinatown.

Social Justice Unionism—Can our unions fight for justice in the classroom?

Many younger social justice educators don't think of the union when they think of the struggle for a socially just and equitable education and the fight for a better world. Let's talk about how we can change our unions to fight for a vision of education that is equitable, just and tackles racism, sexism and homophobia. Los Angeles educators will share about the recent fight that they lost in L.A. to keep charter schools from taking a huge bite out of the LA Unified School district. San Francisco educators will share about the cutbacks that San Francisco educators are already facing this year. Join us to discuss the attack on public education, including the goals of Secretary Duncan's "Race to the Top." We need to strategize about how to turn our unions into social justice unions. The workshop will be a place to discuss what we can do in localities to both resist the charter school/merit pay onslaught as well as create alternative education practices worth fighting for.

This workshop is for new and veteran teachers, community activists, youth workers. **All**

Adrienne Johnstone, Educators for a Democratic Union (EDU), UESF; Tom Edminster EDU, USEF; Ingrid Villeda, Progressive Educators for Action (PEAC), UTLA; Gillian Russom PEAC, UTLA.

Visual Thinking Strategies: Empowering English Language Learners Through Artworks

In whole group facilitation and pairs, participants will experience how Visual Thinking Strategies uses open-ended questions, skillful paraphrasing, questions asking for evidence, and linking of their comments in two discussions using artworks by artists of color dealing with themes of immigration and resistance to oppression. In reflection and discussion, participants will begin with their own assessment of the needs of ELL students, then link their understanding of VTS to creating opportunities for supporting ELL, and all, students through the elements of VTS.

K-5

Led by Visual Thinking Strategies

Storytelling Toward Social Justice

Storytelling has been a method of revealing struggles in the world as well as alternatives to those struggles. In this workshop, the presenters will share their experiences with storytelling in the classroom with K-5 students, specifically highlighting how critical literacy is infused throughout the process to help empower kids to create change for a better world.

This workshop is geared toward elementary grade teachers. **K-5**

Nancye McCrary is an Assistant Professor at the University of Kentucky in the Department of Curriculum and Instruction. Sonya Burton is an instructor in the School of Education at Bellarmine University and is completing her doctoral studies at the University of Louisville. Bryan Reinholdt is a MAT graduate of Bellarmine University and a Performing Arts teacher at Kennedy Montessori in Louisville, Kentucky. Delana Hill is an undergraduate student at Bellarmine University working on dual certification in K-5 Elementary and Special Education; she is currently student teaching at Chenoweth Elementary in Louisville, Kentucky. Lara Donnelly is an undergraduate student at Bellarmine University working on dual certification in K-5 Elementary and Special Education; she is currently student teaching at McFerran Preparatory Academy in Louisville, Kentucky. Erin Rasp is an undergraduate student at Bellarmine University working on dual certification in K-5 Elementary and Special Education; she is currently student teaching at St. Nicholas Elementary in Louisville, Kentucky.

HipHop Scholastics: A Critical HipHop Pedagogy

Teachers will be invited to a paradigm shift away from standardized literacy and math programs, towards a HipHop multi-modality standards based curriculum, particularly as how it applies to closing the racial, economic, cultural and linguistic performance gap in public school education. Teachers will be allowed to examine and interact with a research based curriculum, discuss several different lesson planning ideas in terms of implementation. Participants will analyze song lyrics depending on grade level in small groups, and concentrate on learning how to code switch from nonstandard English vernacular. Other strategies resources and the general concept of how to use HipHop as a Critical Pedagogy, coupled with an opportunity to pilot and collect data on the HipHop 'Scholastics curriculum will close the workshop. Interested action researchers will be provided a free copy of the curriculum.

All teachers, youth workers, care providers, and administrators can benefit from this workshop. **K-6**

Itoco Garcia has been teaching primary grades, coaching teachers, and being a student advocate in the Oakland and Hayward Public School Districts for 10 years.

Social Studies with an Attitude

This workshop will include: a presentation of demo lessons; discussion and sharing by attendees; reading of "Trouble in the Henhouse," a labor play for kids; talk about child labor; "Clothes and Apples," a lesson which gives kids an idea of the great inequalities involved in globalization; Labor in the Schools Committee and other available curricula; and organizing for a possible continuing class.

This workshop is geared toward elementary and Middle School teachers who want to teach about social justice and just need a little how to, a feeling of community and a little encouragement. Most of the social justice curriculum out there is written for high school and college. **K-9**

Bill Morgan, many years with SFUSD, member CFT Labor in the Schools Committee, author of elementary SJ curriculum.

Changemakers: Journeys of Mentors and Cross Grade Level Collaboration

This workshop will present tools to bring history to life through authentic biographical studies. Through a social justice perspective, this cross grade level project integrated social studies, literacy, and social emotional learning. Attendees will participate in hands-on activities to develop their own goals and structure for the project, as well as receive all materials used for this project as tools to revise and for implementation in their classrooms.

This workshop is geared towards History Teachers, Literacy teachers, youth workers. **2-5**

Led by Sahar Bintamal and Tamara Weiss.

Voices from the Samoan Community: Strengths, Challenges, and Hopes for our Students' Academic Success

This workshop seeks to offer voice to Samoan students and community members in San Francisco's schools via providing a forum for youth and community workers to share their experiences and talk to teachers about their needs. The presenters will offer different perspectives from educational research, community involvement, classroom experience, and the realities of being a Samoan student in San Francisco Unified School District with the intent to offer teachers the background information and vision into what classroom strategies may best help support Samoan youth.

This workshop is ideal for new and veteran teachers as well as community workers, volunteers, students, and community members interested in the issues of diversity and social justice that impact our local schools. **5-12**

Noah Borrero is Assistant Professor of Teacher Education at the University of San Francisco where he directs the Urban Education and Social Justice Masters Program. Patsy Tito is the Executive Director of the Samoan Community Development Center in San Francisco. Rena Ilasa is Program Coordinator and Case Manager at the Samoan Community Development Center in San Francisco. John Ena is Program Coordinator and Case Manager at the Samoan Community Development Center in San Francisco.

Addressing Environmental and Educational Injustice through Science and Community Research

Youth-led Scientific investigation is a process of inquiry that allows them to gather relevant information from and for their community. Engaging youth in scientific research projects is an effective way of helping them develop skills that encourage life-long learning. In this workshop we will share our experiences with community-based research on energy, air quality, and water quality carried out by youth from non-dominant communities in Oakland, Alameda, and Richmond. We will give a brief introduction to and description of our year-long and summer science programs, and provide examples of curricular sequences. A hands-on activity will be presented to demonstrate how we make connections between critical inquiry concepts and our youth-led research projects. Short presentations of research projects from various teams of youth researchers will follow. These projects illustrate not only the need for better understanding of health risks our communities are experiencing, but also highlight strategies developed by the youth aimed at changing these conditions.

This workshop is geared to all those interested in conducting larger research projects with youth. Also to those interested in developing strategies to improve urban environmental conditions. **6-12**

Regina Chagolla is a Los Angeles native who studied Elementary Education and is researching media literacy in her graduate program at UC Berkeley, she currently teaches at Sequoia Elementary and for the East Bay Academy for Young Scientists. Tony Marks-Block is a San Francisco native and is the co-coordinator and instructor for the East Bay Academy for Young Scientists. The EBAYS Youth live and go to school in Oakland, Richmond, and Alameda and worked on their research this summer.

Introduction to the Algebra Project: Building Math Literacy

This workshop will be led by current Algebra Project teachers from Thurgood Marshall Academic High School in San Francisco. The workshop will provide participants with an overview of the Algebra Project, including the rich

history that stems from Bob Moses' work during the Civil Rights movement as well as the current goals of the new high school materials development. Participants will learn about the Algebra Project experience from listening to current students, watching video presentations, and doing some of the math themselves! There will be demonstrations of the experience-based curriculum which highlight the key pedagogical approach of the Algebra Project. Come learn about this alternative curriculum that focuses on diminishing the predictive power of demographics in mathematics education!

This workshop is geared toward middle/high school math teachers who are interested in learning about alternative curriculum which focuses on deeper mathematical understanding based on student experiences. **6-12**

Marcus Hung is a 4th year teacher in the Bayview Hunter's Point area of San Francisco. Ann Lyon has been teaching for 11 years and has a second year Algebra Project class. Sally Meneely is a first year Algebra Project teacher and 14 year teaching veteran.

The Crisis of the Teacher Intellectual: The Challenge of Creating Critically Engaging and Culturally Transformative Curriculum

This workshop will examine current oppressive theoretical frameworks within the public schooling system, as means to alter participants' critical analysis and understanding of education for poor youth of color. This workshop will prepare teachers to effectively educate within and around the oppressive confines of the current public educational regime. Drawing from my experiences as a student within the San Francisco public schooling system, a researcher of effective pedagogy, a writing teacher, and community organizer, this workshop critiques the devastating effects of education as a means of profiteering and short-term gain for its corporate investors, while also analyzing the impact of transformative frameworks and pedagogical practices.

This workshop is geared towards teachers of all levels and interests. This workshop may be extremely beneficial to English teachers (middle and high school), Community Organizers and Student Life advocates. **6-12**

Tiffani Johnson is a full-time teacher and activist who lives her Gospel and Social Justice message, working within San Francisco's Bayview Hunter's Point community.

Performance-Based Assessment: Multiple Methods of Defending Understanding in Mathematics

This session will demonstrate Performance-Based Assessment (PBA) in mathematics, through sample projects and student work. PBA provides a variety of ways for students to demonstrate their understanding, ranging from hands-on projects, individual or group presentations, to team problem solving. Students must pass their Math Portfolio Assessment to graduate from Vanguard High School and engage in multiple forms of PBA throughout their 9-12 math classes. The math team at Vanguard is constantly working to improve our PBA, and we look forward to discussing this work. Vanguard is part of a network of New York City public schools that use alternative assessments as graduation criteria in lieu of standardized high-stakes testing. For more info: www.vanguardnyc.net and performanceassessment.org.

This workshop is for math teachers, new teachers, teachers searching for alternative forms of assessment, teachers who are restricted from being creative and engaging teachers because of excessive mandated testing schemas. **7-12**

Kari Kokka is a tenth year math teacher Vanguard High School and was a co-organizer of the Creating Balance in an Unjust World: Math Education and Social Justice Conference. Geoffrey Enriquez is a fifth year math teacher at Vanguard High School and a core member of NYCORE.

Decriminalizing Immigrants in the High School Community through an Anti-Imperialist Pedagogy

By shifting the ideological framework within which immigration – specifically of the “illegal” construct – is discussed and taught, this workshop calls on educators to create critical pedagogical practices that are explicitly

anti-imperialist. Applying critical pedagogical theory to practice in a high school Economics class, this workshop uses ethnographic investigation to examine the impact of a curricular unit that engaged urban and immigrant youth in critical analysis of U.S. imperialism and contemporary anti-immigrant discourse.

The workshop concludes with implications and concrete examples for radical democratic-minded teachers, teacher educators, and education researchers interested in the pedagogical process of developing students' socio-political worldview and analysis. **8-12**

Nikhil Laud teaches U.S. History and Latin American Studies at Cleveland HS in Los Angeles, formerly taught Economics at Los Angeles HS, and is a member of the Association of Raza Educators.

Free the San Francisco 8: Bringing the Fight to Free Political Prisoners into the Classroom

The San Francisco 8 are former Black Panther Party members and supporters charged in a 38--year old case based on "confessions" obtained through torture. Broad community support and organizing has already forced Attorney General Brown to drop all charges against five of the defendants. But the fight goes on. Our workshop will discuss ways of bringing this case into the classroom and engaging students in a discussion of political prisoners right here in this country.

SF 8 members Richard Brown (who recently had all charges dropped!) and Francisco Torres, who has refused all plea bargains and continues to fight the charges against him, will speak at the workshop. **8-12**

Facilitated by Javad Jahi, Malcolm X Grassroots Movement / Robert Roth, Free the SF 8 Committee.

It Is NOT What It Is: From Conscious Street Souljas to Critical Street Scholar Artists

How many times have you heard the saying, "It is what it is", where a situation is complacently accepted as fitting within the "normal" order of things? "It is *NOT* what it is" is a critical, interactive, multi-media, intertextual and youth-led workshop for youth, teachers, administrators, & youth developers of middle, high school, and college students. This workshop presents the key components to a "flip the script" pedagogy used by an East Oakland, CA critical media & consciousness-raising program called "Youth Roots", who use their art By Any Medium Necessary to fight oppression. The workshop uses the mediums of spoken word poetry, Hip Hop "cypher-ing", critical media analysis of student created videos & songs, hands-on activities aimed to teach critical theory to youth, and Socratic-style dialog to challenge what constitutes as legitimate "text", the politics of identity, and the commonsense mentalities in the media, Hip Hop, and with society in general that reproduce the societal structures of dominance over our urban youth.

This workshop is for new and experienced humanities based teachers, new media teachers, youth development program coordinators, youth development workers. **9-16**

Youth Roots is a high school age critical media anti-oppression program from East Oakland, California. Equipped with New Media tools of the 21st century, Youth Roots uses a foundation of critical social theory and knowledge of self to act & interact as Street Scholar Artists (Artist-Activists), event organizers, & multi-media communicators who have a sustainable positive impact By Any Medium Necessary. As Artists, Youth Roots uses their talents to produce a public counter culture of ideas, images, words, music, and performances towards progressive change.

Indigenous Peoples Confront the Climate Crisis

The world's indigenous people are the least responsible for climate change yet are suffering the most from its consequences. How should they respond to this injustice? This workshop will introduce participants to a recently developed, classroom-tested role play that focuses on how indigenous peoples around the world are being affected by and responding to the climate crisis. It is based on the recent Indigenous Peoples' Global Summit on Climate Change, held in April 2009.

This workshop is for student teachers, new teachers, veteran teachers, and teacher educators. It offers classroom resources especially for high school social studies and science teachers. **9-12+**

Bill Bigelow began teaching high school social studies in 1978 and is the curriculum editor of Rethinking Schools magazine.

From Thugs to Revolutionaries

How can teachers be more effective dealing with high-risk youth? How do they better understand the violence and gang life that youth fall victim to? In the San Francisco Raza/Latino community, youth have grown up for generations in a civil war that has killed countless of their family members and peers going on over 20 years strong. This workshop is geared for anyone who works with youth who are high-risk and have lived or are living the “street- life” Teachers will leave with a better understanding and tools necessary with working with high-risk youth and the problems many are encountering. **9-12**

Gustavo Lopez is the Education Coordinator for Homies Organizing the Mission to Empower Youth (HOMEY) and currently is running the “Homies Skoolin Homies” programs at Mission High School San Francisco.

Digital Storytelling: Everyone has a Story

Community MultiMedia Academy students from Tennyson High School in Hayward will present their service-learning project showcasing digital ethnographies co-created with elementary students.

This workshop is geared for secondary and elementary teachers eager to do service learning projects using multimedia and/or other subjects with neighboring schools. **10-12**

Sandra Navarro is a teacher leader of the Community MultiMedia Academy, a small learning community at Tennyson High School. Student presenters are extraordinary academy students in the academy.