

September 29, 2007

Dear educators, parents, community leaders, students, and citizens:

We are excited to welcome you to the *Third Annual Educating for Change Curriculum Fair!* This year our focus is on Peace Education and we anticipate there will be much for participants to learn and share on this timely subject. We sincerely hope you find your experience to be both informational and inspirational!

Sponsors for this year's Fair include the *Literacy for Social Justice Teacher's Research Group*, *The Literacy Roundtable*, and the *Instead of War Coalition*. As unique organizations, we have each contributed to the vision and content of this year's fair as collaborators in a common adventure. Our process, we believe, is as critical to our purpose as the fair itself. Certainly, your participation, is likewise, a vital part of determining the richness and outcomes of the experience here today for everyone. Thank you for being here!

Peace Education was selected for our focus this year for multiple reasons – some more obvious than others. The idea emerged initially during a Literacy for Social Justice meeting as we discussed how to promote peace in a time of war and what our responsibilities as educators are in this regard. Some of us believe that teaching for peace should be integrated into our daily instruction as a purpose and value of education. Others question the “facts” that schools traditionally give to students providing them with a monolithic view of the world, his/herstory, and cultures. And some have let loose their artistic powers to support individuals and communities in learning how to transform violence within, without and in-between. All of us struggle to find ways to connect our teaching and activism in and out of the classrooms with the world in hope of creating a more just and peace-filled reality.

As it was in 2006, this year's Fair is designated by the Literacy Roundtable as a National Literacy Month celebration. In doing so, the Literacy Roundtable recognizes that literacy is not simply the act of reading and writing the printed word but in comprehending the intersection of print and power, words and actions, people and justice. As a coalition of literacy providers serving the Metro-St. Louis area, we are proud to work with LSJTRG and the IOW to support this Educating for Change fair.

Instead of War is a St. Louis activist coalition of community individuals, groups, and organizations who advocate for peace and social justice. With billions of dollars being spent on the war and occupation in Iraq, and deep cuts being made to social services and public education, Instead of War Coalition applauds the work of the LSJTRG. Educators who pose the difficult, truthful questions around matters of justice believe in the possibility of a positive future. Instead of War shares this commitment with Literacy for Social Justice Teachers--to educate and become active for a just, democratic and humane society whose most cherished goal is to live in peace.

As we organized this fair, we each learned what peace education means to the St. Louis community. The diversity of content and presenters at today's event reflects the search, struggle and hope for peace and justice that exists within St. Louis. Collectively, we can educate for change – for a more peaceful and just society.

In Solidarity,

The Planning Committee – 2007 Educating for Change Curriculum Fair

PROGRAM
2007 EDUCATING FOR CHANGE CURRICULUM FAIR
PEACE EDUCATION
SEPTEMBER 29, 2007

DAY AT A GLANCE

8 am

Set-up

9 am

Fair Opens
Mothers Day for Peace Bake Sale
Table Displays Open
Film: Books Not Bars (Lobby)

9:30 – 10:30

General Session/Auditorium

Welcome
CHARLES MURPHY & ROOSEVELT STUDENTS
BOB PETERSON, RETHINKING SCHOOLS

10:45 – 11:45

BREAKOUT WORKSHOP SESSIONS I

Concurrent Table Displays
Film: Land, Rain and Fire: Report from Oaxaca (Lobby)
Film: Before you Enlist! The Real Deal on Joining the Military

11:45

Lunch
Film: Renaissance 2010: On the Frontline (Lobby)

12:30 – 1:30

BREAKOUT WORKSHOP SESSIONS II

Concurrent Table Displays
Film: Granito de Arena (Grain of Salt) (Lobby)

1:45 pm

General Session/Auditorium

KELLEY RYAN AND CLAYTON HIGH SCHOOL STUDENTS
PARKWAY PEACE HIGH SCHOOL FROM PHILADELPHIA
Courageous Educator Award

2:45

Dance Performances by ALICE BLOCH

Closing



SOCIAL JUSTICE THEATRE

CONNECTING THE NEOLIBERAL DOTS: SCHOOLS, INDUSTRIES, PRISONS AND THE MILITARY

Shown in the Lobby with Popcorn!

Stop by for all or part of these films. A list of social justice films will be available.

Books not Bars

9:00-9:25

Books Not Bars is a powerful indictment of the growing "prison industrial complex" in America, a system in which youth of color are four to five times more likely to be incarcerated than educated. Examples of peer activism, youth organizing, and mobilization around prison issues provide young audiences with tangible ways to get involved with the movement to reform the U.S. juvenile justice system. Produced from the Ella Baker Center for Human Rights. (22 minutes)

Land, Rain and Fire: Report from Oaxaca

10:45-11:15

What began as a teacher's strike on May 22, 2006 for better wages and more resources for students has erupted into a massive movement for profound social change in the state of Oaxaca, Mexico. This documentary tells the story of the police attack on the morning of June 14th when more than fifty thousand teachers were camped out with their children. Dozens were hospitalized. But the attack backfired as public anger transformed the strike into an unprecedented democratic insurgency, demanding the resignation of the governor and the creation of a new constitution. This movie documents the massive campaign of nonviolent civil disobedience. (30 minutes)

Before you Enlist! The Real Deal on Joining the Military

11:15-11:30

"Before You Enlist!" provides a rational voice to counter the seductive and often deceptive recruiting practices of the U.S. military. The message is not "don't enlist" but rather to provide young people and their families a more complete picture of the life-altering consequences of joining the military – especially in wartime. (15 minutes)

Renaissance 2010: On the Frontline

11:30-12:30

This is a documentary about the privatization of public education in Chicago and how teachers are fighting against it. (60 minutes)

Granito de Arena (Grain of Sand)

12:30-1:30

For over twenty years, globalization has been destroying public education in Mexico – but always in the shadow of popular resistance. This is the story of that resistance – the story of a grassroots, non-violent movement of public school teachers who took Mexico by surprise and who have endured brutal repression in their 25-year struggle to defend public education. (60 minutes)



FEATURED SESSIONS

AUDITORIUM

Roosevelt High School Media Group
9:30-10:00 Auditorium

Current students and recent graduates from Roosevelt High School will present three original songs birthed by the struggle against the state takeover of the St. Louis Public Schools. They will also reflect on the creative process that arose out of being involved in movement for social change and the role of digital technology in this movement.

Teaching for Peace and Justice in Times of War
Bob Peterson, Rethinking Schools and Fratney Elementary School
10:00-10:30 Auditorium

In the last school year, the number of public school students killed in Chicago was higher than the number of soldiers from the entire state of Illinois who were killed in Iraq during the same period. Fifth grade teacher Bob Peterson will reflect on what responsibilities teachers have in these times of war that are killing young people in our communities and in Iraq and Afghanistan. How do we answer the critics who accuse us of bias? What are our goals in teaching about war? And what are some specific ideas that teachers can use to help foster empathy and critical analysis in our students, while at the same time making sure that they are reaching their full potential for learning?

The Philadelphia Peace School Story
Laura Richlin
1:45-2:15 Auditorium

Parkway NW High School for Peace and Social Justice is Philadelphia's (and one of the nation's) first college preparatory public high school(s) committed to the principles of peaceful conflict resolution and social justice. The school's mission and theme are the result of a group of concerned individuals, representing a number of peace and child advocacy organizations who came together in response to the school district's proposal for a public high school military academy, calling for the creation of a "Peace Academy" as well. In a city facing rising gun violence and difficult issues of poverty, the response to the proposal was loudly applauded. With the support of its "Advisory Committee", the school has taken on a number of new initiatives, but it must deal with the same budget deficits and emphasis on NCLB as others, making its growth and sustainability a constant struggle. PNWHSPSJ's Peace Program Coordinator, Laura Richlin, will tell the story of the Peace High School's successes and struggles to teach peace to urban teens.

FEATURED SESSIONS CONTINUED ON NEXT PAGE

Carl and Clayton: A Story about a Clown and his Fools
Kelley Ryan and Clayton High School students
2:15-2:45 Auditorium

Why would a public high school theater teacher choose to create an original play about an imprisoned priest? What were the reactions from the students, community and administration to doing a politically controversial play? As one high school reviewer said, "Perhaps the most impressive part of this entire production [was] the courage it took for such a small cast and crew to tackle such a momentous play without fear or reserve. In a time when bringing up controversy in school is usually avoided, the Clayton High School Performing Arts Department stated their opinions without sugar coating it or making it more "acceptable" for the public. In this session, using video clips from the production, the faculty and students involved in *And Carl Laughed* will tell you what working on the show meant to them.

Dance/Performance "Blessed Spirits," "Peace" and "Revolutionary"
Alice Bloch
2:50 Auditorium

Dr. Alice Bloch dances "Blessed Spirits," "Peace," and "Revolutionary." "Blessed Spirits" was choreographed c. 1903 by the historical modern dancer, Isadora Duncan, to music by Gluck. The dance /Peace/ blends the poem by the Christian mystic, Gerard Manley Hopkins, music by Oscar Rangel, with her uniquely expressive movement. The dance premiered at the Gerard Manley Hopkins International Festival in Ireland in July 2006. Finally, the dance "Revolutionary" was choreographed by Isadora Duncan in 1920 to music by Scriabin. It was inspired by the struggle of the Russian serfs to free themselves from their ancient bondage under the czars.



WORKSHOPS

10:45-11:45

What Makes Parkway NW a Peace High School?
Laura Richlin and Dominique Kennard

Room 103

Parkway NW Peace High School has created innovative ways to accomplish its goals of developing positive leaders with the skills to handle their world peaceably. Laura Richlin and senior Dominique Kennard will share the details about the peace initiatives at their school: curriculum, development of collaborations and community partners, special programs and events, enrichment activities, mentors program, service learning, program management and more.

Yoga Techniques in the Classroom
Laurie Brockhaus, Urban Breath

Room 111

Ensuring that students remain focused and engaged in lessons can be challenging for teachers at every level. Teaching is affected by the many physical, mental, and emotional distractions that each student encounters, as well as by interactions among students. Yoga-based practices can help to promote a peaceful, collaborative classroom environment by empowering students to calm and center themselves and become aware of the effect of their behaviors on others. Incorporating yoga into regular practices can benefit children (and adults!) by helping them to better cope with stress, improve physical health and fitness, develop greater self-awareness and self-control, encourage self-confidence, improve concentration, and encourage respect for and cooperation with others. This workshop will introduce a variety of yoga techniques—including breathing practices, movement activities, and collaborative games—designed to calm, center, or energize students. Requiring only a few minutes and no special materials or experience, these practices can be easily integrated into the classroom on a regular basis. Teachers will also learn strategies to relax and stay focused when faced with stress in the classroom, in order to serve as positive, peaceful role models for their students. Workshop participants will practice yoga-based techniques that they can then introduce to students, as well as techniques they can utilize personally and professionally to achieve balance in mind and body.

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Global Understanding through Literature
Subi Laskhmanan

Room 201

This session explores the importance of literature in promoting cross-cultural understanding as an essential prerequisite for any peaceful encounter. Presenting the newly established collection of multicultural international books at UMSL's Center for International Studies Resource Library, we will investigate how literature addresses some fundamental questions regarding the meaning of culture, tradition, and modernity, and what it means to "understand". We will consider the persistence of stereotypes, how to go beyond them, and look for other perspectives. The session culminates in a group activity where participants will consider books, at a grade level of choice, and jointly brainstorm a lesson plan.

**Bridges for Sustainability: Breaking Social Barriers
through Youth Leadership**

Room 202

Esmeralda Baltazar and Youth Coordinators from the Crib Collective

The Crib Collective is a youth-founded and youth-led community based organization located in Chicago's Westside. They were founded in an effort to create a safe and peaceful space for youth from a culturally divided neighborhood. This safe space allows youth to work together to empower themselves and lead their own projects for the sustainability of their community. The Crib offers youth leadership training in project development and youth-philanthropy. All of our programs have a component that involves educating young people about their identity, their culture and the culture of the "other." This year the young people who have been through our youth leadership training developed that curriculum.

In this session, the youth coordinators of The Crib Collective's youth-philanthropy program will guide participants through their work and engage them in art activities to critically look at their thoughts on their own culture and the culture of the "other". Youth will share: their experience learning from each other's cultures; examples of some of the activities they have participated in to build bridges between their cultures (ex. marches, workshops, events, etc.); hands-on activities to create an open space to learn about each others' cultures.

Teaching Peace through Movement Activities
Alice Bloch

Room 219

Children today are bombarded with images of violence and war. The current movie *Transformers* is a perfect example. In this workshop, we will explore how to transform contemporary images of violence into experiences of compassion and peace. We will learn empathy-building activities. Class experiences are rooted in the movement categories of energy, space, and time. This provides a conceptual basis and movement vocabulary that teachers can use in their classrooms. Activities can be modified so they are suitable for grades K-12, college students, and adult education.

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Theater as a Tool for Social Change
Kelley Ryan and Clayton High School Group

Technology Center
Conference Room I

How do we inspire teenagers to be advocates for peace and change in our world? Using the arts in general, and theater specifically, Kelley Ryan and Nick Otten, co-authors of the play *And Carl Laughed* will discuss how to engage youth in authentic learning experiences that invest them in issues of peace-making. They will share both success and failures in how they engaged students and the impact the process had on the community. They will also share lesson plans that you can use with your students along with the video performance of *And Carl Laughed* to create conversations about social justice issues.



WORKSHOPS

12:30-1:30

Connecting the Imperial Dots:

The Mexican-American War and Iraq War

Bob Peterson, Rethinking Schools, Fratney Elementary School

Room 202

Bob Peterson will follow up his keynote presentation with an activity on the 1848 Mexican-American War (from the Rethinking Schools book, *The Line Between Us*) and discuss how helping student understand history is crucial for them to critically analyze the Iraq War.

Urban Breath: Session II

Inner Peace: Breathing and Deep Relaxation

Renee Davidson, Urban Breath Studio

Room 111

Finding time for reflection and self-care, although important, can be a difficult given the fast-paced and demanding lifestyle we have grown accustomed to. Often when we choose to relax and nurture ourselves, we turn to books, projects, physical activity, or other hobbies. These things bring us pleasure, but in doing them we remain active, not fully relaxing the body, mind, and emotions. Ancient yogic practices of relaxation allow us to rest the body and mind, and we are then free to re-enter our every day work with renewed vitality, clarity, and inner peace. Join Urban Breath Yoga Studio for this experiential workshop designed to help you experience an inner peace that can be taken out into the world. Deep relaxation and proper breathing, practiced over time, has many physical benefits. The benefits are also social and spiritual, as by tapping into your true essence of peace and tranquility, you are better able to perform your work, connect with others, and promote peace in your daily lives through your actions, thoughts, and speech. When we are deeply relaxed and grounded on the inside, we naturally find ourselves being that way with others.

In this session, we will present very basic theoretical knowledge that is the basis for the breathing practices and for the type of relaxation we will experience. A majority of the practice session will be devoted to participants being led through a deep relaxation. Blankets will be provided as we lie down, and learn to rest the body and the mind. Led by trained yoga instructors and a licensed clinical social worker, you will be verbally led through a series of relaxing visualizations that can be adapted for a short personal practice or for use with children, family members, or friends. There will be time at the end of the session for participants to ask any questions that arose in their minds during the practice session. The relaxation session will last about one hour. Comfortable and casual dress is recommended. For more information on yoga, go to Urban Breath Yoga Studio, www.urbanbreath.com.

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Peace Art Training-Workshop
Laurie Meier, CODEPINK- Women for Peace

Room 219

Educators understand the responsibility we have to act for peace but also the importance of remaining non-violent... and fun, if we want to be effective in bringing, being, and envisioning a future of peace for our world. This “Peace Art Training Workshop” will activate, amplify and inspire a community of peacemakers. This workshop has a conversational structure with accompanying visuals, which break down into a wide variety of 2-D, 3-D, and performance art possibilities (which can be adapted to fit any righteous cause).

Using Theater to Build Community in the Classroom
Emily Petkewich, Metro Theatre

Room 201

Theater is a powerful tool to build community and promote peace and social justice. In Metro Theater Company’s *A Place for Everyone: Building Community through Drama* residency in 4th-12th grade classrooms, students use the tools of theater to create community. The residency includes opportunities for students to work together to solve challenges in a series of non-competitive games that encourage teamwork, cooperation and mutual respect. Through improvisation, students are offered the opportunity to strategize the various ways that oppressions—teasing, peer pressure, name-calling and bullying—can be overcome. The improvisation allows students to “rehearse for real life” in a setting that is safe and welcoming. In this workshop, Metro Theater Company’s Education Director Emily Petkewich, will share with educators some tools and techniques from the Theater of the Oppressed, including games, Image Theater techniques, writing activities, and methods for opening up reflective dialogue. This workshop will be interactive and hands-on, and fun! The Theater of the Oppressed was designed to invite people of all skill and experience levels to participate in theater—all are welcome.

**Layers and Layers of Peace:
A Holistic Approach to Peace Education in the Classroom**
Tina Newberry

**Technology Center
Conference Room I**

One of the basic premises of this peace methodology is that peace is much more than an ointment we apply to a wound sustained during conflict. Peace is even more than just keeping conflict from erupting. Peace is broader than a frame of mind. Peace is wholeness. In this workshop, I will use the educational principle of layering to present the components needed for intrinsic peacemaking. By incorporating these layered peace components into their classroom, teachers will become peacemakers and will intentionally teach their students how to become peacemakers too. This Layers and Layers of Peace Workshop gives educators insightful suggestions about how relationships can promote learning. This workshop promotes peacemaking through the careful keeping of relationships which in turn helps students have what they need to be wholly and happily themselves. One of the ways workshop participants will integrate peace education concepts is through the use of writing snapshots.



TABLE DISPLAYS

Crib Collective

Esme Baltazar

The Crib Collective is a youth-founded and youth-led community-based organization located in Chicago's Westside. The purpose of the Crib is to create a culture of social entrepreneurship among young people in Chicago. We run programs that holistically cultivate young people's personal power, their ability to partner with others across social boundaries and their collective power to transform communities. Examples of student-made art will be on display and will reflect some of the activities/lessons that have been produced through participation in these workshops. Examples include: a video documentary of the students' neighborhoods, posters reflecting Black and Latino historical figures who have bridged the gaps between both cultures in the past, and other art that breaks down the images students' had created of each other prior to critically discussing their cultures. Participants will be able to take examples of lesson plans with them, which were created by young people. www.cribcollective.org

Investigating Cross-Cultural Collaboration and Promoting Direct Control of Education through a South City After School Program

Laura Anderson

Starting in September of 2007, volunteers with the Community Arts and Media Project, in collaboration with parents and community members in the Benton Park West and Gravois Park neighborhoods in south St. Louis, will be hosting a month-long After School Program. The overall goal of the program is to foster collaboration and communication between the diverse cultures that make up our neighborhoods and to promote direct control of education through this process. This table will share our experimentations with creating collaborative design processes that include parents, children, and neighborhood residents. These promote literacy and creativity through child centered reading and writing activities and collaborative art projects and hopefully use new found trust and confidence in each other to continue organizing around the issue of community control of education.

CODEPINK St. Louis-Women for Peace

Laurie Meier

CODEPINK is a woman-initiated grassroots peace and social justice movement working to end the war in Iraq, stop new wars, and redirect our resources into healthcare, education, and other life-affirming activities. This table will provide examples of how CODEPINK uses joy and humor to educate the community about very real issues affecting our world. Educators understand the responsibility we have to act for peace

but also the importance of remaining non-violent... and fun, if we want to be effective in bringing, being, and envisioning a future of peace for our world. Also, it is important in this patriarchal world to support a feminine balance; CODEPINK is a "women-initiated, grassroots, peace and social justice movement." Encouraging our women leaders to rise is also a big part of what we do.

Center for International Studies Resource Library
University of Missouri-St. Louis
Subi Lakshmanan, Outreach Coordinator

This table represents the range of material teachers can check out at the Center for International Studies Resource Library at Room 349 Social Science Building, North Campus, UMSL. The Center's Outreach Library offers a collection of book, audio-visuals, periodicals, cultural artifact kits, and curriculum units, designed to promote international understanding for students K-college. In addition, the library offers professional development opportunities for teachers. These programs are designed to promote cross-cultural awareness or to help educators bring an international perspective to the curriculum. For further information, email us at cislibrary@umsl.edu.

Nelson Mandela: His Life in the Struggle

This 14-panel exhibition of photographs produced by the International Defense of Aid for Southern Africa, traces the life, struggles and enduring achievement of Nelson Mandela and the South African independence movement.

Conflict Resolution Strategy in a South Korean Middle School Class: Revisiting "The Three Little Pigs"
Kim Song

Today, with tensions rising after North Korea's admission that it is developing nuclear weapons, people in South Korea are confused and fearful that hostilities might resume at any moment. Peace education is one strategy to resolving those fears. However, the implementation of peace education and/or human rights education in the public schools has not been carried out properly. Conflict resolution can be taught for students to understand the value of peace and strategies to get resolution from the conflicts. Using children's stories is a relatively unobtrusive strategy to use in creating peaceful, caring, and nonviolent classroom environments. This table display is based on a study (Song, 2004) that investigated how selected South Korean sixth graders related the conflict resolution skills they identified in lesson activities to the current situation in Korea.

Venezuela: A Peaceful Revolution
Michael Mancini and Rebecca Rogers

What would it look like if a national government put the interests and needs of its poorest citizens before those of markets? In Venezuela, the dramatic social changes taking place as a result of the Bolivarian Revolution have provided a snapshot of what is possible. Though both revered and despised, President Hugo Chavez has undoubtedly been able to catalyze a revolution that has led to the development and

expansion of social and economic programs focused on food availability, healthcare, literacy, education, agriculture and manufacturing. For the first time in decades the underprivileged in Latin America have a voice and an opportunity to participate in the political process. What does 21st socialism look like? What possibilities exist? This presentation will provide a first-hand look at the social and economic changes taking place in Venezuela. What you'll learn may surprise you.

Safe Zone: LGBT Allies for a University Campus

Jamie Linsin

Safe Zone is a program to identify, train, and support persons in the role of LGBT allies on a college/university campus. This table display will contain handouts, a training outline, and other materials used by the Safe Zone program at UM-St. Louis. Presenters will be available to answer questions about Safe Zone and how it is implemented, and can provide suggestions for starting up an ally program on your campus.

UMSL Peace Project

Eliza Butcher

UMSL Peace Project is a new student organization seeking to become involved in peace issues locally and nationally by developing student and faculty relationships with each other at the University of Missouri-St. Louis. We hope to work with other St. Louis area universities and local peace organizations to bring education and awareness of peace movements to our campus via on-campus as well as local and national events. For more information contact Eliza Butcher, eliza.butcher@yahoo.com.

The Literacy for Social Justice Teacher Research Group (LSJTRG)

LSJTRG is a network of educators and activists who are working toward equity and justice through education. LSJTRG includes teachers across the lifespan (early childhood, K-12, adult education, higher education and community educators). We meet twice a month at the Adult Learning Center in St. Louis. Our meetings include networking time, time to share classroom successes and bring problems to the group, and focused discussions based on readings or current happenings in local and national education policy and practice. For more information, visit our website: www.umsl.edu/~lsjtrg.

ABC's of Literacy: Building Leadership in the Adult Learner Classroom

This table will display a popular education model that we have used to build student leadership in the adult education classroom. Examples of workshops, forums, and other events sponsored by the ABC committee will be included. Student leadership interns will display the beginning of their work and issue an invitation for educators to become more involved.

PeaceJam
Scott Miniea

PeaceJam offers a variety of educational programs for young people from elementary through college age that use the power and inspiration of Nobel Peace Prize winners such as the Dalai Lama and Archbishop Desmond Tutu to educate, inspire, and encourage them into action to meet important local and worldwide community needs. PeaceJam Juniors is a program for children of elementary school age. PeaceJam Leaders is a program for middle-school aged young people. PeaceJam Ambassadors is a program for high school aged students, and features an annual regional PeaceJam Youth Conference, held at William Woods University. This year's PeaceJam Youth Conference features 1992 Nobel Laureate Rigoberta Menchu Tum, a Mayan woman from Guatemala, who is known worldwide for her work in social justice, especially for her work for the rights of indigenous peoples worldwide. Rigoberta will be in the Heartland Region for the PeaceJam conference on November 10-11, 2007. For more information, stop by the PeaceJam table or visit www.williamwoods.edu/peacejam or call 1-800-995-3159 x 1633.

Socialist Organizer
Jim Hamilton

At this table, literature in English and Spanish will be available on a variety of issues including: the SLPS crisis, union and immigrant rights, the Katrina Tribunal, and international peace and human rights issues.

Messages in Visual Art through Multicultural Themes
Is'Mima Nebt'Kata

This table display will demonstrate how ancient African cultures sent messages through art mediums such as painting, resist printmaking, and sculpture projects. Included at the table will be teacher and student created samples of: (1) Ancestor figurines made from recycled materials, (2) Tie dyed cloth to represent Adire Cloth, (3) My Future Collage, (4) Scarab talisman from Egypt, (5) Drawings using simple shapes to create multicultural features, (6) Examples of letters from students showing appreciation, (7) Newsletters from Merrimac Elementary in Clayton and Ampere UE of past projects successful projects documented by artist and constituents. Lesson plans, handouts, and lists of resources will also be available.

ACCESS Academies Reading Program
Josh Goldman

Access Academies Reading Program is a relationship-based reading program designed to increase students' reading and writing abilities. Important aspect of the program include: a low student to teacher ratio, open communication between the home and school, strong mentoring relationships between youth and teachers and celebrating the literacies that exist in the home and communities of the children.

The Warrior's Story, The Story of Leonard Peltier

Lisa Reinhold

Leonard Peltier, a citizen of the Anishinabe and Lakota Nations, is a father, a grandfather, an artist, a writer, and an Indigenous rights activist. He has spent more than twenty-seven years in prison for a crime he did not commit. Amnesty International considers him a "political prisoner" who should be "immediately and unconditionally released." This table will display the injustices of Mr. Peltier's case, past and present. It will also show his humanitarian work and artwork from behind bars.

www.freepeltier.org/index.htm

Catholic, Open and Affirming

Megan Heeney

"Catholic, Open and Affirming" is an educational program for parishes, communities and other Catholic groups that provides a forum for respectful dialogue on the subject of lesbian, gay, bisexual, and transgendered people (LGBT) and their place in the Catholic Church. COPA utilizes the Pastoral Cycle model, incorporating personal experience, social analysis, theological reflection, and action into each discussion session. Educational material utilizes videos, fact sheets, guest speakers and small group reflection. After completing the educational process, the group decides on possible next steps.

Psychiatric Medications and Children: Facts and Fiction

Michael A. Mancini

The use of psychiatric medication in children has reached unprecedented levels. In addition to traditional behavioral and attention-based disorders, children are now being diagnosed with a multitude of psychiatric disorders such as bipolar disorder, depression and psychotic disorders in record numbers. More disturbing are the prescribing practices of doctors with children as young as toddlers being prescribed powerful psychiatric drugs. Little is known what effects these drugs have on growing children and few measures exist that can accurately diagnose children with these disorders. Fueled by overwhelmed school systems, families and communities and aggressive pharmaceutical marketing, children are ever more vulnerable to misdiagnosis and mistreatment by the psychiatric and pharmaceutical industries. This table will outline the scope of the problem and identify strategies and resources teachers, parents and children can use to fight back.

Designing Exemplary Literacy Practices in Adult Education

Angy Folkes, Carolyn Fuller, Mary Ann Kramer, Becky Rogers

This table will feature adult education teachers who were nominated as "exemplary teachers" and were featured in a book called "Adult Education Teachers Designing Critical Literacy Practices" written by Rebecca Rogers and Mary Ann Kramer. The teachers will share examples of their teaching practices. The book will also be on display.

The Cost of Privilege: Taking on the System of Racism and White Supremacy *Steve Hollis*

This table will focus on a newly published book called "The Cost of Privilege." The book is a path-breaking study of the sometimes baffling dynamics of racial oppression in the United States. The book also provides a clear pathway for taking action against racial injustice.

Urban Breath

Urban Breath is a sanctuary, a place to find growth, serenity and connection--a place to belong. Offering yoga and massage, Urban Breath is a space in which you can expand beyond fears and limitations, connect with the deeper meaning of life, and birth a new vision of yourself. Come explore how through yoga and breath, you can sculpt your body, calm your mind and touch your soul. With multiple open classes daily, and a variety of teachers and styles to choose from you have the freedom to find the best practice for you. www.urbanbreath.com

Children Making Peace *Roberta Hudlow*

The centerpiece of this lesson is Sadako Sasaki, a Japanese girl who lost her life to radiation sickness (leukemia) as a result of having been exposed to the radiation of the atomic bomb that was dropped on Hiroshima, Japan on August 6, 1945. She died in 1955, when she was 12 years old. The letter of Sadako's mother shows that Sadako was a child of peaceful ways. She helped her mother and did things to help without being asked. At this table, there will be books of peace lessons put together by Dr. James McGinnis of the Institute of Peace and Justice, a lesson plan that I used for my K - 5 students and lists of websites and other information that can be found on the internet.

Metro Theatre *Nancy Tonkins and Emily Petkewich*

Metro Theater Company will share information at this table about Metro Theater Company's 2007-2008 School Program, including our touring productions of New Kid and Stix & Stonz. Both productions address issues of peace and social justice. Metro will also have information and materials available about their *A Place for Everyone: Building Community through Drama* classroom residency for 4th-12th grade classrooms.

Critical Literacy in Action *Aleshea Ingram, Kelly Bishop-Fisher, Maya Fields, Meredith Ogden*

This table display will inform teachers about the process and implementation of critical literacy. Examples of teacher made critical literacy text sets will be presented and include the following: "Black Aviators," "African American Women," "African American Family History," "Relationships with People," "Using Your Voice to Help Make a Difference" and "Peace and Bullies." The presenters will discuss how to

implement critically literacy among the many different challenges that exist within a classroom. Examples of several different text sets with resources will be available and along with student work. Participants will be able to take examples of lesson plans with them along with book list for putting critical literacy in action.

Talking about Gay and Lesbian Issues in the Classroom

Leontyne Miller and Marilyn Firestone

Gay and lesbian issues should concern every teacher. All too often, students are being teased and bullied for either being gay or “seeming” gay. Students frequently use the word “fag” as a weapon to hurt their classmates. Schools should be safe places for learning and growing. No student should be harassed on a daily basis for any reason, especially something as personal as sexual orientation. Intolerance, discrimination, and injustice against gays and lesbians have to change. This table display will exhibit resources teachers can use to foster a discussion about gay and lesbian issues. Participants will also be given handouts, which will include an annotated bibliography of children’s literature featuring gay and lesbian issues and a list of ways to address gay and lesbian issues in the classroom.

What Would Gandhi Do?

Debra J. Falkiner, DF Leadership Consulting

Participants will be exposed to various media that illustrate Mahatma Gandhi’s philosophy of non-violent resolution to conflict. Resources including lesson plans for different grade levels, cross subject curriculum, one-day lessons, unit lessons and yearlong lessons will be provided.

Effective Nonviolence Using Kingian Nonviolence

Charles Alphin

This table will give an introduction on violence prevention and violent prone situations using the philosophy of Kingian Nonviolence. Participants will learn more about Dr. King’s methodology and strategy to mobilize the six basic community leadership groups to effectively address conflict in the school and community.

Literacy for Social Change: Ninth Grade Literacy Academy

Chakita Jackson and Anna Koester

This table display is designed to help teachers learn about helping at-risk students who are reading and writing below grade level. Through use of intervention programs such as the ninth grade literacy academy, students are engaged in meaningful literacy activities to lessen the literacy achievement gap. Participants will learn more about literacy strategies to help students who are struggling with reading and writing.

Missouri Immigrant and Refugee Advocates

Jennifer Rafanan and Joan Suarez

Immigration is currently one of our country’s most pressing racial and cultural issues. Missouri Immigrant and Refugee Advocates (MIRA) seeks to educate people about the

FACTS of immigration in order to combat the myths and stereotypes that perpetuate fear and bad policy in our communities and at the state and federal level. MIRA is an inclusive coalition and welcomes any organization that is in agreement with the MIRA mission statement to join. The coalition hopes to create an inclusive and welcoming state that protects the basic rights of all people, including immigrants, through positive legislation, education, and advocacy. Relevant articles and brochures will be available as handouts, and there will also be information on how to take action.

Jobs with Justice

St. Louis Area Jobs with Justice is a coalition of community, labor, student, and religious groups committed to fighting together for workers' rights and an economic base that benefits everyone. We are part of a national network of 40 coalitions founded in 1987. Our membership includes both organizations and individuals. Individual members are the backbone of Jobs with Justice, because our power lies in our ability to strategically mobilize people on behalf of working people's issues. Each takes the Jobs with Justice pledge to "be there" at least five times a year for someone else's fight as well as their own. That means joining picket lines, attending rallies, and participating in other actions or demonstrations for economic and social justice.

Becoming a Reflective Teacher

Carolyn Brown

Reflective teaching means examining what we do in the classroom, thinking about why we do it, and considering how it works. According to Dewey, the teacher needs to embody the dispositions of curiosity, open-mindedness, and reflective and active thinking. Research on effective teaching over the past two decades has shown that effective practice is linked to inquiry, reflection, and continuous professional growth. At this table, I will discuss the benefits of keeping a reflective teaching journal as well as give instruction on how to do it.

St. Louis Inter-Faith Committee on Latin America (IFCLA)

Marilyn Lorenz

The St. Louis Inter-faith Committee on Latin America (IFCLA) is celebrating twenty-five years of standing in solidarity with the peoples of Latin America. We work to foster a sense of community both locally and across international borders, building bridges between cultures and faith traditions, through educational programs and networking with organizations and faith-based groups in the region. We advocate for human rights and social justice, provide material aid for and accompaniment with the poor and marginalized of Latin America, and lead immersion experiences in Central America.

The table display will present the work of IFCLA and information about the SOA/WHINSEC: background, curriculum, manuals, human rights violations, connection to globalization on display boards and table materials. We will also present information about the annual event in Ft. Benning, GA, November 16-18, 2007 to learn through a teach-in, rally, and nonviolent funeral march to the gates. We will have registration forms for those interested in joining the large group going from St. Louis.

RADIOMERICA: Soundtrack to an American Dream, and Beyond...

Paul Busekist

This will be a table display of RADIOAMERICA, which fuses the oldest (and longest-lasting) electronic mass communications medium (i.e. RADIO) with the experience, dreams and nightmares of living in the United States of AMERICA. The fusion of these two words, Radio and America, create the project title "RADIOMERICA" and encapsulate what its author refers to as a soundtrack to a dream. This soundtrack attempts to take twelve themes in American culture and examine them from the perspective of an American coming to terms with his\her identity as such. The music "canon" was chosen by the project creator and several colleagues as popular songs that speak from the American experience, history and culture. Participants will be able to listen to the project at a listening station set up at the table.

Instead of War

This table will display information on the human and economic costs of war to the community. There will be flyers on the impact of the Iraq war on education, healthcare, and the environment. There will be brochures and CD's promoting truth in recruitment and alternatives to military service. There will be information the October 26-27 Peace Train to the Chicago. We will also have yard signs and bumper stickers.

War Tax Resistance and Direct Action

Bill Ramsey

This table will include information on the history and practice of nonviolent direct action as a means of promoting peace. This will include the Draft Resistance Movement to the Vietnam War, the People's Blockade of the Air War in Vietnam, the public sanctuary movement responding to the repressive wars in Central America in the 1980's and its revisal responding to the present immigration crisis, a public fast in the early 1990's responding to a coup in Haiti, and sit-ins responding to the military action on Iraq in the 1990's. The table will feature a running video presentation on the Occupation Project's most recent direct action campaign at St. Louis area Congressional offices. It will highlight conscientious war tax refusal and redirection as an example of how opponents of war are taking direct action to directly defund the present war in Iraq and redirect their resources to victims of the war and Katrina.

Parkway Peace High School

Laura Richlin & Dominique Kennard

This public high school was founded to offer students a rigorous college preparatory program that also promotes peace and social justice. Parkway NW Peace High School has created innovative ways to accomplish its goals of developing positive leaders with the skills to handle their world peaceably. Laura Richlin and senior Dominique Kennard will share the details about the peace initiatives at their school: curriculum, development of collaborations and community partners, special programs and events, enrichment activities, mentors program, service learning, program management and more.

Implementing Gay and Lesbian (GL) Themed Children's Literature in the Curriculum

Darryn Diuguid

This table will display a selection of GL themed children's literature and an annotated bibliography of children's literature which can be used with your students in the classroom. There are many reasons to provide GL themed children's literature to our changing population. First, we have to accommodate children of gay and lesbian parents to make sure they feel accepted in our society. Gary Gates, Lee M.V. Badgett, Jennifer Ehrle Macomber, and Kate Chambers in *Adoption and Foster Care by Lesbian and Gay Parents in the United States*, found that gays and lesbians are raising 65,000 adopted children and 14,100 foster children. The authors also discovered that an additional 2 million GL have a strong interest in adopting. Second, Gollnick and Chinn reported that GL youths are self-identifying in early adolescence (16) rather than waiting to adulthood which was common in the 1960s. GL youths need strong images of positive role models to assist them in becoming well-rounded adults and they should receive these through literature in the classroom. These two groups have long been forgotten and now deserve a voice in our schools.

Using the American Civil Rights Movement to Teach Culturally Relevant Issues

Terri Myers and Michael Hylan

Helping students understand that they can make a difference in the world today by paying close attention to current events is important. Students need to connect the impact of historical events with present events. In 11th grade language arts, students are taught to examine the American Dream. Conflict and struggle in reaching the American dream pervades American Literature. Teachers can use multiple means to illustrate conflict and struggle, such as fiction and non-fiction print sources, movies, and computer media to show the struggle of African Americans during this time period. At the conclusion of the unit, students are asked to investigate the conflict in Iraq and use critical thinking skills to apply concepts from the Civil Rights Movement to this modern day conflict. Students will write their conclusions (based in research) about the effectiveness of the current policy, other ways of handling the conflict (based on learning from the Civil Rights Movement), and predicting the effectiveness of these new means of dealing with the conflict. Students create multiple types of products throughout this unit, such as an oral presentation, research-based projects, written responses, and concept mapping. All of these events help students make connections from text to themselves and the world around them. Guidelines for supporting students in accessing the text and producing the materials will be addressed at this table.

Dean's Committee on Social Justice – UMSL

The DCSJ at UMSL's mission is to enrich and enhance the knowledge, skills and disposition of faculty and staff in the College of Education in the areas of diversity and social justice in an effort to improve the climate and culture of the work place and reflect these improvements in administrative and teaching practices and in the recruitment and retention of a diverse faculty, staff and student body.

Rethinking Schools

Rethinking Schools began as a local effort to address problems such as basal readers, standardized testing, and textbook-dominated curriculum. Since its founding in 1986, it has grown into a nationally prominent publisher of educational materials. *Rethinking Schools* remains firmly committed to equity and to the vision that public education is central to the creation of a humane, caring, multiracial democracy. While writing for a broad audience, *Rethinking Schools* emphasizes problems facing urban schools, particularly issues of race. Throughout its history, *Rethinking Schools* has tried to balance classroom practice and educational theory. It is an activist publication, with articles written by and for teachers, parents, and students. Yet it also addresses key policy issues, such as vouchers and marketplace-oriented reforms, funding equity, and school-to-work. www.rethinkingschools.org

Latin America Forum

Tom Abeln, Founder of Latin America Forum

This table display will serve the purpose of informing people in the St. Louis community about this grassroots group that meets almost every week throughout the year. Our mission is to bring together people concerned about the future of our planet with an emphasis on the relationship the U.S. has with the countries of Latin America. We hope to educate the people of St. Louis through the use of films, guest speakers, panel discussions, and delegations to these countries. Rapid changes in the environment and population means a sustainable future depends on cooperation and representation by all sectors of society, not just the limited agenda of the elite. The goal is to give an economic, social, political, and historic perspective of our neighbors to the South for a better understanding of the need for truth, justice and transparency. World trade is the issue that affects everything and everyone on the planet. This forum seeks to identify and collaborate with other groups inside and outside the U.S. to solve our many problems through dialogue, understanding and solidarity where democracy reigns. www.latinamericaforum.org

Remaking Knowledge in the Classroom

Adelia Parker-Castro

This table will focus on the materials and the eclectic approach I use to teach my NW Art Survey class, the success of the Multicultural classes I've taught and the community activities (one example is in the role as an Art Commissioner, an appointed position by the Mayor of University City). To serve on the Arts and Letters Commission is a voluntary act that enables me to serve in so many ways, a beautifully diverse community.

Realizing Peace

Alina Slapac, Ron Roberts, Nicole Mueller, Alendra Di-Tucci, & Amanda Koch

The presenters (professor and students) will display visual projects that were used in Multicultural education classes where students had to examine and critique the intersection of race, class, gender, or sexual orientation with education and relate to the authors studied. The projects could be used across grade levels with focus on different

themes, including peace education. The book *Realizing Peace: An Introduction to Peace Studies* (Iowa State University Press) will also be discussed in relation to educational needs and conflict resolution within families, communities and among nations. Some practical applications of conflict resolution in schools will be argued by co-author of the book, Dr. Ron Roberts.

Center for Human Origins and Cultural Diversity
Joni Hoscher

The Center for Human Origin and Cultural Diversity (CHOCD) is an active collaboration between the College of Education, Division of Teaching and Learning and the Anthropology Department of the University of Missouri-St. Louis (UMSL). The Center offers learning experiences for fourth through twelfth-grade students in the St. Louis area as well as for pre-service and full-time teachers and community members, through a series of experiential learning stations, located in its African Cultures and Human Origin Labs. The lab experiences embrace the fields of biology, math, geography, language arts and anthropology, exposing visitors to new ideas and concepts about race, human origin and culture. At this table, CHOCD will share information about two stations within the Center -- the African Culture Lab (ACL) and the Human Origins Lab (HOL). We will share related curricular materials, readings and resources that will provide educators with a point of departure for developing a diverse, multicultural and anti-racist curriculum.

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Literacy for Social Justice Teacher Research Group

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Book Source
Whole Foods
LIFT-Missouri
Spiro's
Panera

INFORMATION ON SPONSORS OF THE EVENT

The Literacy Roundtable

The Literacy Roundtable is a consortium of literacy providers throughout the St. Louis-Metro East area. Our mission is to support literacy efforts in the Missouri and Illinois bi-state region. Collectively, the Literacy Roundtable advocates for literacy at the local, state, and federal levels; provides resources and supports learners; coordinates services to ensure quality; recruits and trains volunteer tutors; administers the "Vickie Newton Literacy Fund," providing grants for literacy learners of all ages and publishes the Connect II newsletter.

www.literacyroundtable.org

Literacy for Social Justice Teacher Research Group

Literacy for Social Justice Teacher Research Group is a group of adult education instructors, elementary and secondary teachers, and university faculty and students committed to the relationship between literacy and social justice in classrooms, schools, and communities. We are based in St. Louis, Missouri and have collaborated with local and national groups that share common goals and interests. LSJTRG meets twice monthly to share information, discuss literacy research in education, workshop current projects, and plan community organizing and activism.

www.umsl.edu/~lsjtrg

Instead of War Coalition

Instead of War is a Coalition of groups who conduct public actions and educational events for peace, distributes yard signs and informational flyers, and supports organizations of those hardest hit by war: veterans, military families, and communities of color.

www.insteadofwar.org

