

**PROGRAM**  
**2010 EDUCATING FOR CHANGE CURRICULUM FAIR**  
**EDUCATING FOR COMMUNITY EMPOWERMENT**  
**OCTOBER 9, 2010**

- 9:30-10:30**      **Registration**  
**Viewing of Table Displays and Exhibits**
- 10:35-10:50**      **Roosevelt, Student-Led Playback Theatre**
- 10:50-10:55**      **Presentation of Courageous Educator Award**

<b>10:55-11:40</b>	<b>Keynote Address by:</b> <b>Mia Henry and Asucena López,</b> <b>Chicago Freedom School</b>
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**Which Side Are You On?:**  
**The role of the adult ally in youth-led social change**

- 11:40-12:00**      **Viewing of Table Displays and Exhibits**
- 12:05-1:00**      **Workshops**

October 9, 2010

Dear Educators, Parents, Community Leaders, Students, and Citizens:

We are excited to welcome you to the *Sixth Annual Educating for Change Curriculum Fair!* This year our theme is *Educating for Community Empowerment*. We have planned a day full of opportunities for you to learn and share about this important and timely topic, including a keynote address by Mia Henry. We sincerely hope you find your time here to be both informational and inspirational!

**REVISE/UPDATE PARAGRAPH:** As in past years, we are holding this year's Curriculum Fair during National Literacy Month. We recognize that literacy is not simply the act of reading and writing the printed word but the comprehension of print and power, words and actions, people and justice; and that a healthy democracy requires access to literacy for all. The sponsors of this event - the Literacy for Social Justice Teacher Research Group, The Dean's Committee on Social Justice in the College of Education at UMSL, The Literacy Roundtable, Women's Voices Raised, Missouri-PIRC, and The Justice Institute- are proud to work together to bring you this exciting Curriculum Fair. As six unique organizations, we have each contributed to the vision and content of this year's fair as collaborators in a common adventure. We hope you will take with you new ideas for promoting education as a civil right and that we will all work together to ensure a more just, equitable and peaceful world.

In Solidarity,

*The Planning Committee - 2010 - Educating for Change Curriculum Fair*

	<p><b>WORKSHOPS</b></p> <p><b>12:05-1:00</b></p>
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**Roosevelt High School Students**

**Room #**

Students from Roosevelt High School will present this workshop that describes issues relevant to their school and community lives. A group of students will share their experiences in classrooms today, and explore ways teachers and young people can work together to improve learning. Another group of students will share their experiences as immigrants entering American education, focusing on the ways their backgrounds have impacted their growth in the classroom. Both groups of students will respond to questions related to school reform and their experiences as communities of learners.

**Empowering Youth Voices Through Digital Literacy**

**Annie Reichardt**

**Room #**

This workshop will focus on the power of digital literacy in the elementary classroom. In today’s digitally saturated environment it is more important than ever that students have the tools to critically read texts and design their own digital texts. Using digital literacies in the classroom is one way to empower youth voices by connecting the literacies that young people are most comfortable with and school based literacies. During the workshop, the presenter will share how she has used student podcasts and digital stories in her classroom. This will include an overview of digital storytelling, sharing examples of student work, and leading participants through creating a simple digital story step-by-step. We will discuss how the choice of different modes (words, music, color and images) allows students to represent their meanings in different ways. Attendees will leave the workshop thinking about how they can incorporate digital literacy in their classrooms. Handouts will be provided.

## **Literacy Through Hip Hop: Educating Youth at St. Louis City Juvenile Detention Center**

Rachel Tibbets - JDC

Room #

How have communities used their immediate environment as a foundation of change? Through imagery and text the arts has provided diverse insight for progression and social advancement. This journey will begin in the Harlem Renaissance, exploring the works of community artists and literary figures whose comment on their own surroundings has shaped the gaze and voice of under and misrepresented people in America. We will also investigate responsive works of contemporary Caribbean and African artists for a well rounded view of how visual and literary arts give voices to all.

## **Educational Advocacy – Planning for a Positive Experience**

Caroline Mitchell- ABCs of Literacy

Room #

During this workshop, parents will learn how to brainstorm and discuss what they are looking for in the ultimate elementary school. Parents will engage in activities with their children to create the ideal school, compare it to their current school, and begin a plan on how to get what they need and want from their school systems.

\*\*This workshop is especially recommended for adults attending with their children.

## **White Anti-Racism for Collective Liberation**

Justin Stein – The Justice Institute

Room #

This workshop is designed for white social justice activists who seek to increase their commitment to struggles for racial justice. It offers a presentation and interactive exercises to explore the ways in which white people can work more effectively with multiracial alliances with people of color while simultaneously working in white communities to dismantle the system of white supremacy. In addition, the workshop will attempt to connect the ideas behind white anti-racist organizing to concrete racial justice struggles happening in St. Louis today.

## **Advocating for Communities Against the School to Prison Pipeline**

**Redditt Hudson – ACLU**

**Room #**

This workshop will focus on ways we can work collaboratively to end the school to prison pipeline, including an exploration of ways we can help change policies and practices that push children out of school and into the criminal justice system. Participants will learn about current steps being taken to address this issue in a local high school. Particular attention will be given to the ways students can assume participatory and leadership roles in bringing parents, businesses, police, and the community together to effect change.

## **Grassroots Organizing for an Independent Immigrants Movement**

**Alejandra Juárez and Luis Magaña**

**Room #**

Luis Magaña, founder of Organización de Trabajadores Agrícolas de California (OTAC) and Alejandra Juárez, co-editor of *El Organizador*, will present on the plight of immigrant agricultural workers, building grassroots organizations, and the current debate on immigration reform and the need to build an independent grassroots movement around immigrant rights. Talking from experience, Mr. Magaña will briefly bring attendees up to date on the current issues surrounding the debate on immigration. Moreover, he will talk about the U.S. policies driving the displacement of Latin American workers from their countries or origin and the role guest worker programs play in the depression of wages and workers' rights in the U.S. Ms. Juárez will speak about the DREAM Act and the Latino youth movement emerging around the demands for papers for undocumented youth. She will also explain the role the U.S. armed forces play in pushing for this policy. Jointly, both presenters will then engage the audience through discussion on organizing strategies and perspectives that have helped them in their activism. Furthermore, they will address the power in teaching others about the issues as a way to organize and mobilize our communities and current campaigns they are involved in.



## TABLE DISPLAYS AND EXHIBITS

Meet with Presenters 9:30-10:30 & 11:40-12:00

### **World Water Crisis Unit** **Genevieve Erker**

This exhibit will focus on a teacher created unit centered around the world water crisis. The unit has three parts: 1) Global Water Systems, 2) Class Social Action Project, 3) Individual Inquiry-based Action Project. The Global Water Systems part covers the major differences between the water systems in developed and developing countries (technology used, causes, effects, etc.). The Class Social Action Project part takes students through specific steps in implementing a successful action project. The Individual Inquiry-based Action Project first guides students to identify injustices they see in their own lives and communities. They are then given space and opportunity to apply the skills they learned in the Class Project to their own Individual Project.

### **Global Youth Leadership Institute** **Brian Connor – John Burroughs School**

The Global Youth Leadership Institute (GYLI) began as a positive response to the events of September 11, 2001. Several educators in the Midwest gathered after the terrorist attacks to build a program that would teach high school students about the many religions and cultures they encounter in America and the world. GYLI delivers transformative educational programs that foster global pluralism, collaborative leadership, environmental care and that help students and teachers become fully engaged citizens of the world. Faculty sponsors are co-learners, participating in all Institute activities, and guiding the students as they create and implement the Leadership Learning Plans that they develop together. Students and faculty who participate in the program are uniquely equipped to empower their communities to create positive change.

## **Community Outreach through School-Based Gardening** **James Williams**

An urban school's community garden will be the focus of this table exhibit. Led by James Williams in collaboration with Cote Brillante School and surrounding community members. At this table James will share stories, pictures, and a book produced by the kids and their classroom teacher that chronicles the genesis of the Cote Brilliant garden. He will discuss the promises and challenges of cultivating a community garden, as well as address the questions that remain well after harvest-time.

## **Understanding the Importance of Elected School Boards** **Members of the Elected School Board, St. Louis Public Schools**

This exhibit will focus on educating participants about the function and role of elected school boards. Democratically elected school boards play an important role in the community. Elected school boards balance community goals and values in making decisions about the education of students and are responsive to community needs. Under local control, elected school board members – and their decisions -- are accountable, accessible and transparent. The process of democratically electing representatives to a school board also deepens the engagement of students and parts of the community in schools.

## **The Step-Up Campaign: An Action Centered Approach to Teaching Social Justice**

**Dr. Bobbi Knapp and John Bruno, Southern Illinois University**

The Step-Up Campaign was started as part of a student project in a graduate-level Social Aspects of Sports course. The campaign allowed students to be active agents in creating positive social change in the community. This exhibit will display brochures and presentations students developed on general diversity, racism, sexism, homophobia, transphobia, ablism, youth sports, and the National Girls and Women in Sports Day.

## **Social Justice in Science**

**Jennifer Sauer**

This display will exhibit lessons used in public school 5th and 6th grade earth science classes. The lessons focus on environmental justice and the need for student and community activism by partnering with county and state groups like Adopt-a-stream. Information and resources will be provided for science teachers to engage students in taking positive actions in their own communities.

## **Engaging African-American Males in Reading: Connecting to their Lived Experiences**

**Carolyn Fuller**

A table display will be constructed that demonstrates effective reading engagement and instruction, using culturally relevant readings and lesson plans for adolescent African-American males. The readings will come from various authors to include: Nathan McCall, Alfred Tatum, Dean Myers, James Banks and others. Educators will see how these authors engage this at-risk population by using text that are meaningful and significant in the lives of this population.

## **Adult English Language Learners Empowering Others with Power Points on Health**

**Angy Folkes and adult education students**

This exhibit features a display from adult literacy students who are English Language Learners and how they empowered others on health literacy. The English Language Learners will be able to discuss their experiences about health literacy at the table display.

## **Critical Literacy and Culturally Responsive Children's Literature and Reading Focus Skills**

**Sara Tehan, Kassondra Bedell, & Marishka Szyrwelski**

This exhibit will feature a collection of culturally responsive children's literature that is in alignment with teaching reading focus skills such as summarizing, making inferences, and sequencing for the elementary classrooms.

## **If I Could Change the World**

**Emily Kuehl**

Feeling empowered can begin with imagining changes a child can make to his or her world. A fourth grade student in a literacy clinic was given the opportunity to write poetry to the prompt, "If I could change the world..." Her work, published as a digital story, will be displayed at this exhibit.

## **Thoreau and His Heirs: The History and Legacy of Thoreau's Civil Disobedience**

**Bill Ramsey**

With these study materials, participants will see how Thoreau's actions and writings have inspired countless people around the world for more than 160 years, including individuals who today are refusing taxes and risking jail to protest war.



**COMMUNITY RESOURCE TABLES**

**Meet with Presenters 9:30-10:30 & 11:40-12:00**

**Autonomy Alliance**

**Cost of Militarization**

***El Organizador and The Organizer***

**Growing American Youth**

**Gya, Yeo Arts Collective**

**Jobs with Justice Bread & Roses**

**Kappa Delta Pi**

**Old North Café**

**Palestine Solidarity Committee and Instead of War**

**Resources for Creating Safe and Respectful Classrooms Addressing Homophobic Bullying**

**Scholarship Foundation of St. Louis**

**The Juice Box**

**Urban Studio Café**

**Washington University Civil Justice Clinic – Youth and Family Advocacy Project**

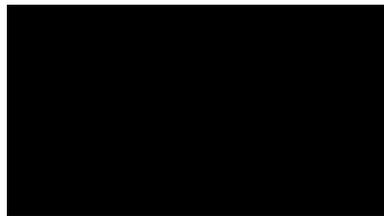
## ACKNOWLEDGEMENTS

We would like to thank the following people, groups and organizations for their support in making the 6th Annual Educating for Change Curriculum Fair a reality. Over 20 dedicated volunteers assisted, in one way or another, with the planning and implementation of the event. Thank you all for making this year's fair a success!

For their financial support of the 2010 Fair, we would like to sincerely thank:

Literacy for Social Justice Teacher Research Group  
The Literacy Roundtable  
Dean's Committee on Social Justice, UMSL  
Sisters of St. Joseph of Carondelet, St. Louis Province  
School Sisters of Notre Dame  
College of Education and Human Services at Southern Illinois University,  
Carbondale

\*Free locally raised, produced and fair trade food and drink provided to all participants by Bailey's Chocolate Bar and Rooster.



In addition, we greatly appreciate the in-kind and other direct support from:

Technology and Learning Center, UMSL  
Deans Committee on Social Justice, UMSL  
Literacy Clinic, College of Education, UMSL

## INFORMATION ON SPONSORS OF THE EVENT

### **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](http://www.umsl.edu/~lsjtrg)

### **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, we advocate for literacy, build awareness of literacy issues in the community, provide resources through the Vickie Newton Literacy Fund to support learners, and offer tutor workshops. We continue to identify ways to cooperatively UNLOCK the POWER of LITERACY! Visit us at <http://www.literacyroundtable.org>

### **Dean's Committee on Social Justice, College of Education, UMSL**

The Committee on Social Justice in the College of Education'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 workplace and reflect these improvements in administrative and teaching practices and in the recruitment and retention of a diverse faculty, staff and student body.