
Youth Social Justice Forum XVI



ACLU

AMERICAN CIVIL LIBERTIES UNION
of WISCONSIN

FOUNDATION

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Learn about the movement that shattered the notion of a “post-racial” America and reoriented the national conversation on anti-Black racism. See how you can play a part in eliminating racism.	
Bigger Than Bullying	8
Do you know what bullying is? Is there a difference between cyber-bullying, harassment and Freedom of Expression? Is bullying an issue in your school? Learn about the different types of bullying and how to effectively address it in your school and community.	
Censoring the City: Hip Hop, Graffiti & the First Amendment	10
Explore how Graffiti, one of Hip Hop’s core elements, has been used as an art form to voice messages of social justice and injustices. Throughout history graffiti has been used as a communication tool and voice for the unheard and unseen. Learn how the First Amendment protects this important tradition through performances and an interactive art activity.	
Creating Audio PSAs	11
Participating students will explore a little of the history and use of public service announcements and how radio is used for bringing communities together and promoting social justice. They will then work with radio and story telling professionals to create civil liberties PSAs that will be broadcast wherever possible.	
Free Speech and T-shirt Printing	13
Clothing as political expression? Participants will learn about their rights and responsibilities concerning free speech and expression through timely examples such as “Bong Hits for Jesus”, “Impeach Bush”, and “Awesome God” incidents. They will be guided to create their own political or activist t-shirts.	
Julie Through the System: Experiencing the Juvenile Justice System From Arrest to Incarceration	16
Participants walk through the process of arrest to incarceration as “Julie,” a young woman who is arrested after remaining at a bus stop where an altercation broke out. Participants must make decisions along the way that affect how deeply within the juvenile justice system they are processed.	
Know Your Rights in Law Enforcement Encounters	17
Want to know what your rights and responsibilities are when law enforcement wants to search your car, backpack or home? Do you really have the right to an attorney? What happens when you’re wrongfully identified as a suspect and brought in for questioning? Find out these answers and more in this exciting workshop.	
Out of the Closets and Into the Classroom	18
Is it legal to start a Gay Straight Alliance at your school? Can your teacher or classmate “out” your friend? Learn how to embrace diversity, increase awareness, and eliminate stereotypes surrounding lesbian, gay, bisexual, transgender people and their allies.	
Poetry, Politics and Power	21
Feel the power of rhyme and verse. Explore how poetry has been used to champion civil liberties and civil rights from the Beats to Banned Books. Participants will pen their own spoken word creations and share.	
Printmaking, Art & Activism	24
Prints and posters have a long and famous history in social justice and civil rights. Want to desegregate your community? Draw attention to the fact that kids sit by race in the cafeteria? Need to get folks thinking about bigger things? Share your voice by making prints in this hands on workshop.	
Shared Power Shared Voice	26
Engage a circle of friends, family, or peers in trust building games, asking thought provoking questions, and participating in meaningful dialogue about topics essential to life. Move past opinions to real stories, authentic questions, and purposeful shared action. Learn how to foster a fair and inclusive environment in your community.	
Slacktivism: How to be an effective organizer online	29
Level up your ability on how to use Facebook, Twitter, Instagram, and memes to organize effectively and get your message across to your school community and the broader public.	
Student Privacy: Searches, Consent, and Your Rights	31
Can your teacher search your bag or cell phone? Can they demand to see your emails or Facebook page? Students’ privacy rights don’t end at the school’s front door, but must be balanced with students’ safety. Learn where the line is drawn between authority and youth, so that together we can make school a safe and inspiring place.	
Tell Your Social Justice Story	33
Have you experienced discrimination or spoken out against oppression? True, personal stories about social justice topics are powerful tools because they feel like art or entertainment, but can also inspire others to take action. Everyone has stories to share - and in this workshop, participants will go through small group exercises to help them discover, craft and share personal stories.	
Wake up to the Oppression	36
Learn how simple prejudices become serious and harmful actions and what you can do to step up. Students will gain greater understanding of how oppression works and get to hear about Camp Everytown’s efforts to create a more educated and unified community.	
You Mad or Naw?	37
This workshop will help students explore violence and the impact it has on a child’s life. The facilitators will discuss their personal history of witnessing violence as children and connect that experience to the violent actions they chose because they were mad.	
Notes/Doodle	38-39
Sponsor Logos	BOB



YOUTH SOCIAL JUSTICE FORUM XVI

Presented By:

The American Civil Liberties
Union of Wisconsin
Foundation

University of Wisconsin -
Milwaukee

ACLU Student Alliance @
UW-Milwaukee

ACLU Student Alliance @
Marquette University

Urban Underground

YWCA Southeastern Wisconsin

TRUE Skool

91.7 WMSE

City of MKE Election Commission

Milwaukee Public Theatre

MPS - Partnership for the Arts
and Humanities

Ex Fabula

United Way of Greater Milwaukee

UWM - Cultures and
Communities

UWM - Peck School of the Arts

NAACP MKE Branch

DJ Bizzon

ACLU @ Audubon HS

ACLU @ Alliance HS

ACLU @ Nova HS

ACLU @ Pulaski HS

ACLU @ Nicolet HS

SCHEDULE OF EVENTS

Today's events and actions are dedicated to the desegregation of Milwaukee. As the nation's most racially and economically segregated city, it is our duty to break down barriers that divide us from each other and create a community of which we can all be proud.

REGISTRATION

(All participants **MUST** be pre-registered)
7:30am—8:30am

OPENING CEREMONY

8:45am—9:15am

AFTERNOON WORKSHOPS

12:15PM—1:45pm

MORNING WORKSHOPS

9:30am—11:00am

GENERAL ELECTION

1:45pm—2:00pm

LUNCH DEBATE

11:00am—12:00pm

CLOSING CEREMONY/ ELECTION RESULTS

2:00pm

Check out the ACLU's new resource guide for Wisconsin students, *It's Bigger than Bullying*, to figure out how you can get help if you need it: <http://aclu-wi.org/resource/bullying-resource-guide>

ROOM LOCATIONS

Black Lives Matter	Union 181
Bullying	Union Ballroom East
Censoring the City	Union 280
Creating Audio PSAs	Union 260
Free Speech	Union 240
Julie Through the System	Union 191A
Know Your Rights	Union Theater
Out of the Closets	Union 179
Poetry	Union 191B
Printmaking	ART 390
Shared Power	Union Ballroom West
Slacktivism	Union 250
Social Justice Story	Union 183
Student Privacy	Union 340
Wake Up	Union 147
You Mad or Naw?	Union 143

Opening, Closing Ceremonies and Lunch: Wisconsin Room
Registration, Information & Voting: Wisconsin Room



American Civil Liberties Union of Wisconsin

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Continued

UW-Milwaukee Department of
History

UW-Milwaukee Institute for
Service Learning

UW-Milwaukee Center for
Community Based Learning,
Leadership, and Research

Milwaukee Neighborhood
News Service

Greater Together

All the MANY public school
teachers and staff who work to
educate their students on civil
liberties and civil rights.

Cover Art & Shirt Logo

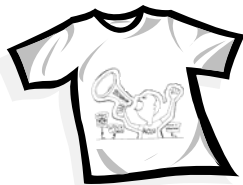
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Carmen Quinlivan

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ACLU of Wisconsin



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SPECIAL THANKS

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Tom Crawford, 91.7 WMSE
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BLACK LIVES MATTER

Learn about the movement that shattered the notion of a “post-racial” America and reoriented the national conversation on anti-Black racism. See how you can play a part in eliminating racism. This workshop highlights the intersections of race and gender in relation to state sanctioned violence including police violence and prisons in the U.S. to organize around the deconstruction of the foundations of the highly racialized and gendered policing across the nation.

This workshop is a safe space for all participants. We'll discuss:

- The origin story of the Black Lives Matter Movement
- How Black Lives Matter is changing the field of organizing
- Why we do not live in a post racial society (explanation of isms and how they correlate)
- Short presentation on racist/exclusionary history of MKE – Redlining, housing marches, civil rights, highway separation, jobs and public transportation, gentrification, drug laws and police enforcement
- Unequal and racialized policing. Lack of accountability and transparency
- Existence and effects of stereotypes, bias, clichés and media portrayal
- Making ALL Black lives matter: how to merge and intersect movements to end criminalization and peer-policing "Black lives matter, but I'm not with that _____ (insert here) thing" (trans, gay, fat, poor, disabled, aged, poverty, military, etc).
- Importance of Black Lives Matter to non-Black people – creating allies and why?
- Creating solutions and alternatives. What can I do? What can WE do? Economic solutions, education solutions, self care solutions, diet and nutritional solutions, movement building, news alternatives, alternatives to scrubbed state-sponsored history....

People, organizations, and things you should know about and follow:

- www.historyisaweapon.com
- INCITE.com
- MPS Black Lives Matter Resolution I516R-001, adopted May 28th 2015 and authored by Dr. Robert Smith and Director Larry Miller
- Alliance To Reclaim Our Schools (AROS)
- Rethink New Orleans, www.therethinkers.org
- Youth Justice L.A., www.youth4justice.org, @YouthJusticeLA
- Malcolm X Grassroots Movement, www.mxgm.org
- Cooperation Jackson, www.cooperationjackson.org, @CooperationJXN
- Youth Justice Corps, www.alliance4edjustice.org, @4EdJustice
- Urban Youth Collaborative, www.urbanyouthcollaborative.org, @UYC_YouthPower
- Philadelphia Student Union, www.phillystudentunion.org, @215studentunion
- Journey for Justice Alliance, www.j4jalliance.com, @J4J_USA



MPS Black Lives Matter Resolution

#BlackLivesMatter: From Our Schools to Our Communities

WHEREAS, The United Nations Declaration of Human Rights (1948) boldly declared that, “Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship ...”

WHEREAS, As a public school district, we are facilitators of the limitless growth potential of human beings. Our charge is to pour every ounce of creativity and energy that we have into the task of helping young people find and achieve their purpose. Our purpose must be guided by the belief that every human being deserves to live with dignity and each of our students can leave their communities better than they found them; and

WHEREAS, The killing of unarmed Black men and women has left young people searching for answers to incredibly complicated and infuriating questions; and

WHEREAS, The extrajudicial killing of Black people in this country has deep roots in the dehumanizing system of white supremacy that once defined Black bodies as property, and persisted in the form of lynchings during the 100 years of Jim Crow. The mob and the whip have been replaced by government sponsored “programs” like COINTELPRO, the war on drugs, mass incarceration, unjust policing and structural policies that maintain racial segregation (redlining, urban renewal and more) that exploit and oppress poor communities. Because these tragedies are not new and have lasting negative consequences for our communities, cities and nation, we need to assert, over and over again, that the lives of Black people matter; and

WHEREAS, As W.E.B. Du Bois stated, “The teachers of Black youth must believe in them. They must have faith in them and their community. They must trust them and encourage them and defend them.” Right now that means affirming that we are committed to the emotional and physical safety of Black students. It means that our schools and classrooms must be safe spaces for dialogue and support on the issues raised by the Black Lives Matter movement and the efforts to reverse the school-to-prison pipeline; and

WHEREAS, We believe deeply that the lives of all people matter. As a school district and as educators our lives are constructed around this fact. Shouting loudly that Black Lives Matter does not negate our commitment to ALL of our students. In fact, we believe that challenging all of our students and colleagues to recognize the innate value of Black lives will help them grow, and that the quality of life for all who live in our communities will improve when we value the lives of everyone. Since so many of our Black students struggle to trust that our society values them, we must affirm that their lives, specifically, matter;

WHEREAS, Historically, when Black people have fought for a more democratic society, the lives of all people have improved. Each time barriers to Black people’s potential have been erected, our whole society has suffered; and

WHEREAS, Educators know that each of our students has different needs, and that none of their lives ends at our classroom doors. When our students are hungry or struggle emotionally, they don’t learn as well as they otherwise could. When our students witness or experience violence, they suffer emotionally and physically. To maximize student potential, our school system must meet the needs of our students in different ways. Right now, it is especially important for Black students to know that we value them, no matter what the legal system and police actions tell them; and

WHEREAS, Problems in our schools mirror those in our society. Society is plagued with poverty, growing inequality, gun culture, and violence. For our schools to be safe and centers of respect for the educational process then students, staff, parents and community must all come together for the betterment of our students’ future now, and

WHEREAS, That the problems mirrored in schools can only be fully addressed with a united effort of community and school coming together; therefore, be it

RESOLVED, That our district and schools and classrooms create safe space for dialogue and support on issues faced in communities and schools related to policing, the educational process and improving school safety; and be it

FURTHER RESOLVED, That quality restorative justice practices be expanded and deepened district-wide, with the goal of training all staff in those practices; and be it



FURTHER RESOLVED, That the district create an advisory council—of community, parents, educators, and students— to assist in reviewing, strengthening and creating curriculum and policy related to the issues raised by the Black Lives Matter movement, the efforts to derail the school-to-prison pipeline, the broader historical experience of the Black community and present schooling experience; and be it

FURTHER RESOLVED, That the above advisory council assist in implementing policy and curriculum and establishing quality dialogue with staff, parents, students and community; and be it

FURTHER RESOLVED, That student leaders of all types be called on to participate in advancing this discussion and implementation; and be it

FURTHER RESOLVED, That the effort include discussions of biases, racial micro-aggressions, school-wide data on race and discipline, fears, cultural ignorance and stereotypes of Black youth; and be it

FURTHER RESOLVED, That these discussions lead to training of school staffs in methods of de-escalation, mindfulness, creating a culture of trust and cultural relevance; and be it

FURTHER RESOLVED, That one of the goals of this process is to strengthen bringing community into our schools and to strengthen schools as centers of support for communities; and be it

FURTHER RESOLVED, That the district review its programs that may be contributing to unfair, unequal power relationships with community and school policing.



Photo credit: Joe Brusky Photography



PROTESTERS! ACLU

You have every right to:

- Peacefully assemble to exercise your First Amendment right to protest.
- Protest in traditional "public forums" such as streets, sidewalks, and parks so long as you aren't blocking traffic.
- Protest without a permit in response to recent events.
- Distribute leaflets and other literature on public sidewalks without a permit.
- Photograph or videotape cops.

>> Learn more: aclu.org/kyr-protest <<



Photo credit: Joe Brusky Photography



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IT'S BIGGER THAN BULLYING

What is Bullying?

Bullying is a widespread and serious problem that can happen anywhere. It is not a phase that children or young adults have to go through, it is not "just messing around," and it is not something to grow out of. Bullying can cause serious and lasting harm.

Although definitions of bullying vary, most agree that bullying involves:

- **Imbalance of power:** people who bully use their power to control or harm and the people being bullied may have a hard time defending themselves
- **Intent to cause harm:** actions done by accident are not bullying; the person bullying has a goal to cause harm
- **Repetition:** incidents of bullying happen to the same person over and over by the same person or group

Types of Bullying

An act of bullying may fit into more than one of these groups:

- **Verbal:** name-calling, teasing
- **Social:** spreading rumors, leaving people out on purpose, breaking up friendships
- **Physical:** hitting, punching, shoving
- **Cyberbullying:** using the Internet, mobile phones or other digital technologies to harass others

Freedom of Expression vs. Bullying and Harassment

Freedom of Speech is guaranteed by the First Amendment and protects what you say, what you write, and how you organize with others. Public schools may, however, regulate the "time, place and manner" of exercising these free speech rights, particularly when the speech falls within one of three categories:

- It is legally "obscene"
- It is libelous or slanderous (writing or saying something that you know, or should know, is untrue, and that harms someone's reputation)
- It creates an immediate danger (and causes students to commit an act that is unlawful or against school rules or causes a substantial disruption)

Harassment is conduct (both physical and verbal) that is intentionally intimidating or demeaning on the basis of sex, race, ethnicity, sexual orientation, gender identity, disability, religion, and other categories and that interferes with a student's educational benefits, opportunities, performance, or physical or psychological well-being.

Schools have a duty to maintain a safe environment for all students and must stop acts of harassment.

Sources: StopBullying.gov; "You Have the Right to... Not Remain Silent" by the ACLU of Northern California



Related behaviors that don't fit the definition of bullying:

Hazing: the imposition of strenuous, often humiliating, tasks as part of an initiation.

Teen Dating Violence: Psychological/emotional, physical or sexual violence within a current, or past, dating relationship

Gang Violence: a group of people that claims control of an area, have a code of conduct and a leader, and engage in collective or individual violence.

Stalking: repeatedly following and harassing a person.

Bullying is not:

A single episode of social rejection or dislike

Random acts of aggression or intimidation

Mutual arguments, disagreements or fights

Making a complaint about another student if through appropriate methods

The Bigger Picture

- Does community violence affect bullying? What about socio-economical conditions?
- Why do some countries/communities have more bullying than others?
- Even though bullying has been analyzed extensively, in different contexts, we still lack the deep understanding of why bullying is higher in certain areas/communities/countries than others.
- Recent reports indicate that the higher the wealth gap among community members the higher the incidents of bullying.

What's YOUR take on it?

Parents, Guardians and Students:

Young people have the right to an adequate education. We use the phrase, "adequate education" because it is guaranteed by the state constitution.

Your child does not have to talk to law enforcement - for any reason - without you there. He/she doesn't have to sign or write an account of anything either. He/she should ask for you to be there as often as he/she has to, regardless of perceived or threatened consequences.

When communicating with the school, we encourage you to send correspondence and requests for information, such as a request for the school to detail what responses or investigations it is conducting in this area, in writing! This may be very important later. Keep copies of all correspondence too.

Resources

- Wisconsin's Pupil Non-Discrimination Law <http://sped.dpi.wi.gov/files/sped/pdf/pndbrochure.pdf>
- Pupil Non-discrimination program as it pertains to DPI http://sped.dpi.wi.gov/sped_puplnondis
- DPI's Bullying Prevention program, to skip ahead to page 75 for your rights, some encouraging words and the complaint process. <http://sspw.dpi.wi.gov/files/sspw/pdf/bullyingprogram.pdf>
- DPI Bullying brochure: <http://sspw.dpi.wi.gov/files/sspw/pdf/bullyingbrochure.pdf>
- DPI resources and links from DPI http://sspw.dpi.wi.gov/sspw_safeschool
- GSAFE: www.gsafewi.org/ 1.608.661.4141
- Stop Bullying (website run by the federal government as part of an anti-bullying initiative led by the White House) <http://www.stopbullying.gov/index.html>
- Bullying and Victimization: What Adults Can Do (PDF) http://www.extension.unl.edu/c/document_library/get_file?folderId=221677&name=DLFE-3202.pdf
- Online Anti-Bullying Network: <http://www.antibullying.net/>

This information is for education purposes only and is not meant to impart legal advice. You may find that you will want to retain the services of a lawyer in the future.

Check out the ACLU's new resource guide for Wisconsin students, *It's Bigger than Bullying*, to figure out how you can get help if you need it: <http://aclu-wi.org/resource/bullying-resource-guide>



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CENSORING THE CITY: HIP HOP, GRAFFITI AND THE FIRST AMENDMENT

Explore how Graffiti, one of Hip Hop's core elements, has been used as an art form to voice messages of social justice and injustices. Throughout history graffiti has been used as a communication tool and voice for the unheard and unseen. Learn how the First Amendment protects this important tradition through performances and an interactive art activity.

How can you use art to create change?

- **Murals** can represent a positive message and transform and beautify your neighborhood or school. Talk to local businesses, your school or community groups to find legal walls. Work with your neighbors, businesses, and youth to create an image that represents a positive message and that will help transform and beautify the area.
- **T-Shirts, Clothing, Hats, etc.** Print screening is an easy and affordable way to create fashions to wear and to use as a platform to voice issues. This is also a great way to make a few bucks!
- **Installations.** Work through your local art organizations to create public works of art, such as sculptures, temporary installations of art, etc.
- **Organize.** Work with likeminded people and use art to express your feelings, organize art shows or block parties that allow you to display and sell your artwork, while at the same time using various forms of art to make attendees aware of issues affecting the community.



TRUE Skool's mission is to use the urban arts as a tool to engage youth in social justice and humanities education, and community service and civic engagement.



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CREATING AUDIO PSAS

Can 30 Seconds Change A Life? Public Service Announcements 101

A **Public Service Announcement (PSA)** or **Community Service Announcement (CSA)** is a non-commercial advertisement typically on radio or television, ostensibly broadcast for the public interest. PSAs and CSAs can take on a variety of topics, including the most common type of PSA – safety or health awareness messages informing or educating about local or national issues. PSAs are employed by a variety of agenda-oriented groups, including religious institutions and the armed services, which use PSAs to help generate publicity and spread their message. Additionally, TV and radio stations often air PSAs to exhibit their commitment or allegiance to a particular cause, i.e. community involvement or public initiatives.

The Ad Council, the largest producer of PSAs in the country, is a think-tank that has produced memorable PSA slogans such as “A mind is a terrible thing to waste” and “Friends don’t let friends drive drunk.” Perhaps more importantly, their work has produced statistics indicating that PSAs can effectively reach an audience. During the first 18 months of an Ad Council mentoring campaign, over 6,000 children were paired with mentors. Also, safety belt usage is up from 14% to 79% since their safety belt campaign launched in 1985. With effective messaging and reach, a PSA campaign can go a long way in swaying public opinion.

What Do PSAs Look And Sound Like?

Human Rights <http://www.youtube.com/watch?v=ixjACBv2mE>
Anti Smoking <http://www.youtube.com/watch?v=JndtG8Y7yfw>
Marriage Rights <http://www.youtube.com/watch?v=G2nsGtd7y3c>
Child Hunger <http://www.youtube.com/watch?v=2RUYkzJio24>

ACLU Student Alliance PSAs
<http://www.youtube.com/ACLUofWI>

Things To Consider When Watching A PSA

- What were your thoughts and feelings while watching/listening?
- What emotional response did the PSA try to evoke?
- What message(s) were created or conveyed?
- Do you believe the message?

Making Effective Community Messages

There is no single recipe for making a good PSA, much in the same way there is no single way of telling a good story. A quality PSA comes from inspiration, which is difficult to categorize. However, the following guidelines might act as a helpful platform to deliver message effectively and clearly:



- Choose a clearly defined topic to address. You want your listener to pull away a definite message from your PSA. Focus.
- Pick a topic you care about. If you are not invested in your topic, it will be clear in the final product. Invest.
- Once you have your issue narrowed down, tell a compelling story – open your listener’s eyes to a new perspective. While this issue may be an important topic in your life, it may not be for your listener. Share.
- Use narrative, statistics, research, humor, drama, a slogan, or whatever you feel most effectively argues your point. Inform your listener and draw an emotional response. Use the tools you know how to use best. Express.
- Take your time. Practice and record as much as you can. Your message isn’t good if it doesn’t sound good. Refine.

Potential Topics

School Issues: School Dress Code, School Cell Phone Policy, Police in the Classroom, Police Presence in Schools

Milwaukee Issues: Racial Profiling, Age Profiling, Segregation, Community Violence, Access to Jobs, Transportation (MCTS), Paid Sick Days, Privatization of Water

National Issues: Anti-Smoking, Anti-Drugs, Teenage Pregnancy, Marriage Equality, Human Rights, Environmental Issues

Software Resources

Don’t have a studio? Don’t fret. There is plenty of free and open source software out there. If you have a message, you can find a way to deliver that message.

Video: Microsoft Movie Maker and iMovie come free with new Apple and Windows machines. You can also research Avid FreeDV, Zwei-Stein or Wax.

Audio: There are a ton of these out there, including Garage Band for Apple. Also, check out Audacity.

Distribution: Use whatever you can – youtube.com, facebook.com, twitter.com, start a blog, start a podcast. Distribution is easier than it has ever been.

Learn more about community powered **WMSE 91.7FM Frontier Radio** at www.wmse.org or just turn on your radio, tune it to **91.7 FM** and enjoy.



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FREE SPEECH AND T-SHIRT PRINTING

Wearing Your Opinions on Your Sleeve: Political Art and Wearable Expression

A short history of political art in America

Political art in the United States has had a long, rich history. Some examples we might recognize include:

- Benjamin Franklin's "Join Or Die" graphic, cited as the first political cartoon
- Political graphics were important in swaying opinion around important events like the civil war, abolition and women's suffrage, especially with changing technology around printing and newspaper publication
- Early 20th century wars combined simple messages and bold prints in war propaganda (Uncle Sam and Rosie the Riveter)
- As printing technologies became more affordable and accessible in the 1960s-80s, social justice (women's rights, civil rights, gay rights, AIM, etc.) and anti-war movements used screen printing and mimeographs to create their own publications (and buttons, signs, t-shirts) which included lots of strong graphics
- Cable television and the Internet have made our society more visually-saturated. The corporatization of media has widened the gap between high-budget production and local, grassroots

Students have the right to express themselves - even at school

In an important U.S. Supreme Court case (brought by the ACLU) called *Tinker v. Des Moines Independent Community School District*, the court ruled that students' right to free expression is not something they leave behind at the "schoolhouse gate." The case was about young students (13 -16 years old!) who chose to wear black armbands at school to protest the Vietnam War. Their school's principal told them that wearing the armbands would provoke a disturbance and asked the students to remove them. They refused and were suspended, but with legal help challenged the suspension all the way to the top court.

Other important court decisions that limit student expression include the *Hazelwood School District v. Kuhlmeier* case which said that school administrators do have the power to limit student expression in school newspapers, however if students produce their own underground newspapers or zines they can be distributed (you could only get in trouble if the school can prove that the zine content has disrupted school or has indecent content). Another case, *Bethel School District No. 403 v. Fraser*, said that profanity was not constitutionally protected student speech. But what happens if a student uses curse words in a political statement?



Recent examples of challenged student expression

Bong Hits 4 Jesus – The most recent US Supreme Court decision (*Morse v. Frederick*) that has challenged student expression was in Juneau, Alaska when a student unfurled the infamous “Bong Hits 4 Jesus” banner during an event to watch an Olympic torch-bearer run past their school. The banner was off school property, but the Principal (Morse) and the student (Frederick) got into a conflict and the student was suspended. The suspension was challenged in court and the court found that the “pro-drug” message of the banner was offensive, disruptive and conflicted with the anti-drug educational efforts of the school.

Impeach Bush t-shirt – Students wearing clothing that is critical of politicians is nothing new. However in 2003, a student asserted his right to wear a t-shirt with a picture of President Bush titled “International Terrorist” when doing a report on current events. The case went to a district court in Michigan that protected the student’s right to wear the shirt. Another case in 2004 was less clear when a student wore a shirt with the President’s picture on it along with pictures of drugs and alcohol, alluding to Bush’s former substance use. The political content of the shirt was protected, however the drug and alcohol depictions were not.

Awesome God song – in 2005, a second grader wanted to sing a song with religious content in a voluntary after-school program. The school administrators didn’t let her. In the court case, her choice of song was defended on the grounds that the school allowed students to choose their own song which wasn’t the same as the school’s endorsement of a religion. In this case, a student’s right to freedom of expression and of religion was protected.

Materials:

1. X-acto blade
2. Blades
3. Material for stencil: (options listed below)
 - Cardboard box liners – this material is ideal. It is inexpensive and comes in a variety of sizes. The thickness is not too difficult to cut and it is durable. Online it can be ordered through U-Line (www.uline.com)
 - Manila file folders — they most commonly come in two sizes, for letter (8 1/2" x 11") and legal (8 1/2"x14") size papers. Unfolded they can make a good size stencil. They are easy to cut through, hold together well with highly detailed images, and will absorb paint.
 - Other cardboard — like cereal boxes, corrugated cardboard, and other packaging cardboard can be used as well. Though they are harder to cut through and won't last as long as the file folders, they are found in varying sizes to suit the demands of different sized projects.
 - Poster Board — like the kind you used for those school projects in elementary school, works well when making larger stencils and easy to cut through
 - Plastics — Acetate, Mylar, laminating paper, etc. These are really easy to cut through and can create minute details. Not really good for putting stuff up in the public because they're flimsy and the paint drips off them after a bunch of sprays. Mylar, is another option but, is pricey and comes in rolls or in 3x4 sheets, get the .05mil.
 - Magnets – this material is expensive but ideal for metal surfaces.
4. Silkscreen ink
6. Surface for printing (paper, t-shirts, magnets, etc)
7. Tape
8. Sponges or flat brushes



Making Stencils:

1. Spend time thinking about your image idea/concept.
2. Design your image in a sketchbook or computer program. Consider how your image is going to be placed in the public. Is it a stencil on paper that will be posted in the public? Tacked to a bulletin board? Attached to a telephone pole? Wheat-pasted to a boarded up building? Could your print be on sticker paper? Could the image also be posted on-line, on a website?
3. Draw image onto the stencil material. (make sure that there are bridges or tabs to keep the image as one sheet of paper, or so that the image doesn't fall apart.)
4. Cut out the stencil.
5. Tape the image to the surface that you want to print.
6. Slowly, carefully tap or blot ink onto the stencil openings. NOTE: do not rub or scrub ink. It can tear the stencil or place ink under the stencil.
7. When completed, leave the stencil set and dry. NOTE: removing the stencil can cause ink to smear or stain unwanted areas
8. When dry, remove stencil
9. Place dry t-shirt inside out into the dryer for 30 minutes on high to set the ink permanently

Websites:

www.drawingresistance.org

www.justseeds.org

www.streetartworkers.org

www.cutandpaint.org



Workshop Presenters:

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Urban Underground

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JULIE THROUGH THE SYSTEM: EXPERIENCING THE JUVENILE JUSTICE SYSTEM FROM ARREST TO INCARCERATION

Goals:

- To provide participants with a greater understanding of how youth are processed through the juvenile justice system.
- To provide context to terminology specific to the juvenile justice system



Objective:

Participants walk through the process of arrest to incarceration as "Julie," a young woman who is arrested after remaining at a bus stop where an altercation broke out. Participants must make decisions along the way that affect how deeply within the juvenile justice system they are processed.

Mission:

Urban Underground is advancing a new generation of leaders committed to building safe and sustainable communities. We advance our mission through effective and age appropriate programs, strategic partnerships, and youth-led civic engagement campaigns in the areas of health, education, public safety, and juvenile justice.

Introduction: Urban Underground (U2) was started in January of 2000 by a team of youth and adults who wanted to create a bridge for young people to connect their intelligence and energy to positive community change. Since its start, over 4,500 teens have submitted applications to join Urban Underground, over 550 have participated in the Youth Organizing Milwaukee (YO MKE), and over 7,000 youth across the country have been touched by Urban Underground workshops, programs, and events.

The Urban Underground YO MKE provides high school-aged youth with the opportunity to develop leadership skills in an environment that promotes diversity, teamwork, and creativity. The YO MKE is open to all high school students with an interest in public sector careers including but not limited to: political science, criminal justice, social work, community organizing and/or education.

Introduced in the Senate - expect introduction in the Assembly SB-280 Age of Criminal Adult Jurisdiction (Petrowski, Jerry (R))

The age at which a person who is alleged to have violated a criminal law, a civil law, or a municipal ordinance and who has not been charged with certain violent offenses, and has not, after previously being convicted of a crime or adjudicated delinquent, been charged with a crime or alleged in a complaint or citation to have violated a civil law or municipal ordinance, is subject to juvenile court jurisdiction. Referred to Senate Judiciary and Public Safety.



American Civil Liberties Union of Wisconsin

207 E. Buffalo St., Suite 325, Milwaukee, WI 53202-5774 P: 414.272.4032 E: youth@aclu-wi.org FB: www.facebook.com/groups/ACLUSA/

KNOW YOUR RIGHTS IN LAW ENFORCEMENT ENCOUNTERS

Workshop Presenters:

Chris Piszczek
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Lynde & Harry Bradley
Technology and Trade
School

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Emiliano Corbett-Soza
ACLU Student Alliance
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Know Your Rights: This workshop educates young people about their rights and responsibilities during encounters with law enforcement. Interactive activities are used to teach youth how to demand fair and just treatment from law enforcement.

There is a lot of info to remember. Please contact us for free info cards. But importantly:

1. Stay calm and be polite.
2. Don't run, lie, interfere with or give false documents to the police.
3. You don't have to agree to a search of your person, property, house/apt or car. Repeat that as often as necessary, loud and clear.
4. Don't fight or put your hands on an officer.
5. If you are **not** under arrest, you have the right to calmly leave.
6. Say nothing and sign nothing without your parent or lawyer present.
7. Keep asking for your parent or lawyer no matter what... really.
Especially if you are arrested.
8. You are allowed to video record police.
9. You don't have to unlock or give the police access to your phone without a warrant if you're not arrested. Even if arrested, police can take your phone, but you don't have to unlock it or give access to contents.
10. File a written complaint or contact us if you feel your rights were violated during a stop.



Important:

In 2004, the Supreme Court upheld a statute that made it a crime for a person to refuse to identify himself to a police officer if the police officer had "reasonable suspicion" to believe the person may have committed a crime. *Hiibel v. Judicial District Court of Nevada*, 124 S. Ct. 2451 (2004). Wisconsin has no such "stop & identify" statute, and in *Henes v. Morrisey*, 194 Wis. 2D 338 (1995), the Wisconsin Supreme Court held that refusal to identify was not grounds for an obstruction of justice charge.



Use your smart phone to scan the QR code or
Download Your Bust Card Here: www.aclu-wi.org/resources



Workshop Presenters:

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OUT OF THE CLOSETS AND INTO THE CLASSROOM STRATEGIES FOR LGBTQI ORGANIZING

What the American Civil Liberties Union says about student rights: *“School officials shouldn't be able to violate your rights just because they don't like your sexual orientation. However, even though a few states and cities have passed laws against sexual orientation discrimination, public high schools have been slow to establish their own anti-bias codes and they're slow to respond to incidents of harassment and discrimination. So while in theory, you can take a same-sex date to the prom, join or help form a gay group at school, or write an article about lesbian/gay issues for the school paper, in practice gay students often have to fight hard to have their rights respected.”*

What to know about starting a Gay-Straight Alliance:

GSA, also known as Gay-Straight Alliances or Gender & Sexuality Alliances, are student-run school clubs that work to create a safe and inclusive environment for all students regardless of sexual orientation and gender identity.

To start a GSA at your school:

1. **Explain why you need a GSA**—If you are concerned with harassment, or are looking for social, supportive or educational opportunities, write down why you need a GSA.
2. **Read your student handbook**—The details for starting a school club should be in your student handbook which is like the Constitution for your school. Any school that allows noncurriculum-related clubs must allow GSAs. GSAs must be student initiated and attended.
3. **Identify a teacher to be your advisor**—Teachers can be your champions! Find one that you trust to support you, even if an advisor isn't required.

4. **Work with your school's**

administration for approval—The administration should understand laws about student clubs, but some may argue that groups must be in line with school policies on educational mission, student conduct or sex ed, religious beliefs in private schools. But under the Equal Access Act, all groups should have access to funding, media attention, physical space like other groups.

5. **Keep records!**—Fill out any forms required, write a mission statement, and keep notes on your communications and meetings with the school. If you have problems, your notes can help explain what happened.

Other things to consider:

- If people try to stop you from forming a GSA, remember that the law is on your side!
- Outside complaints from parents, students, teachers, donors, etc. cannot stop a GSA from forming.
- The ACLU of Wisconsin or GSA for Safe Schools can help. Contact them for support.
- VIDEO! aclu.org/blog/lgbt-rights/start-gsa-today



Dealing with harassment Schools are legally obligated to consider all claims of harassment equally. Any of the amendments and acts listed below can be cited to protect LGBTQI students from harassment and discrimination. Schools that fail to take action in these situations often are held liable and may face legal consequences.

Same-gender prom dates Although many schools may have restrictions around same-sex or same-gender dates at the prom, the First Amendment could be used to challenge these restrictions. Schools may try to justify such restrictions by saying that they are seeking to protect LGBTQ couples from harassment or that LGBTQ couples would distract from the school's educational objectives. However, restricting extra-curricular events are harder to justify under that kind of reasoning.

Dress codes School rules around dress codes must have a reasonable relationship to the school's educational objectives. Schools can sometimes justify unequal restrictions with the argument that dress codes protect students' safety, encourage discipline, lessen distractions from learning, and promote community values. While dress codes try to nurture an effective and safe learning environment, any dress codes that restrict expression based on sex or gender could be a violation of Title IX or the Constitution.



Choosing when to disclose your sexual orientation or gender identity You have a right to privacy including information about your personal life. Teachers, administrators, staff, and parents have no right to disclose your sexual orientation or gender identity for any purpose without your consent. Many schools have enacted anti-discrimination policies to ensure that LGBTQI students are not met with bias or discrimination in their learning environment.



You have legal protection under the following amendments and acts:

- The First Amendment allows for freedom of expression and speech,
- The Fourteenth Amendment allows for equal protection,
- Title IX bans sex discrimination, which can sometimes apply to LGBTQI youth,
- The Equal Access Act allows LGBTQI students access to the same resources and rights,
- Your right to privacy protects any information about your sexual orientation or gender identity,
- The Hate Crimes Prevention Act now includes actual or perceived gender, sexual orientation, gender identity, and disability along with race, color, religion, and national origin under its protection.

Check out the ACLU's new resource guide for Wisconsin students, *It's Bigger than Bullying*, to figure out how you can get help if you need it:
<http://aclu-wi.org/resource/bullying-resource-guide>



Web Resources

Youth/students/teachers

Gay Straight Alliance for Safe Schools (WI): www.gsafewi.org

UWM LGBT center: www.lgbt.uwm.edu

ACLU's LGBT youth resources:
www.aclu.org/lgbt-rights/youth-schools

ACLU's Get Busy! Get Equal!: <https://www.aclu.org/issues/lgbt-rights>

Gay, Lesbian, Straight Education Network:
www.glsen.org

Gay Straight Alliance network:
www.gsanetwork.org

Parents and Friends of Lesbians and Gays: www.pflag.org

Transgender

Gender Spectrum: www.genderspectrum.org

Genderless bathrooms national map:
www.safe2pee.org

Lambda Legal (LGBT rights through the courts): www.lambdalegal.org

National Gay and Lesbian Task Force :
www.thetaskforce.org

Amplify Your Voice – rights, respect and responsibility resources for non-discriminatory education:
www.amplifyyourvoice.org

Anti-bullying and suicide prevention

National Stop Bullying sites:
www.stopbullying.gov
www.stompoutbullying.com

The Trevor Project for suicide prevention, hotline and chat: www.thetrevorproject.org

It Gets Better, videos and resources:
www.itgetsbetter.org

Local Resources and Hotlines

Project Q – LGBT community and youth space:
1110 N. Market St., Milwaukee, WI 53202,
(414) 271-2656 projectqmke.org

UWM LGBT Center – events open to the community:

UWM Memorial Union WG-89, 2200 E. Kenwood Blvd. Milwaukee, WI 53201 (414)-229-4116
peerout@uwm.edu

Wisconsin crisis hotlines:

www.suicidehotlines.com/wisconsin.html

Resources for Safe and Respectful Schools in Wisconsin (check out the bullying prevention guidelines) sspw.dpi.wi.gov/sspw_safeschool

Pathfinders – LGBT inclusive youth shelter:

1614 E Kane Pl, Milwaukee, WI 53202

24-hour hotline: (414) 271-156

Website: www.pathfindersmke.org

SafePath Youth Sexual Abuse Hotline:

(414) 271-9523 or (866) 212-SAFE (7233)

Milwaukee County 24-Hour Crisis Line:

(414) 257-7222



National Day of Silence – April 19

www.dayofsilence.org

Anniversary of Stonewall Riots – June 28

National Coming Out Day – October 11

Transgender Day of Remembrance – November 20

World AIDS Day – December 1



**Workshop
Presenters:**

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Kavon Jones

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Poets are available for poetry work shops, readings/ performances, talks and collaborations.

The ACLU & ACLU of Wisconsin Foundation has historically defended writers, publishers, presses and celebrates Banned Books Week every fall. We have student alliances throughout the state of WI. If you want to get involved, email us at youth@aclu-wi.org.

List of open mics in Milwaukee where you can hone your skills:

Good Eats at Express Yourself Milwaukee, exyomke.org, /

Voltage see:
stillwaterscollective.com/

Lyrical Sanctuary: UW- Milwaukee's monthly open mic

POETRY, POLITICS, AND POWER

The personal is political. Poets have died for their words. Poets have been jailed for their words. Poets have been censored and/or banned. To speak truth is controversial in times of war and when civil liberties are threatened. We will read and examine poets in the United States and the world who have moved society forward through their words and actions; sometimes at the risk of their own lives or livelihood.

Poets you may want to look up on your own time: Anna Akhmatova, Sherman Alexie, Rae Armantrout, Maya Angelou, Margaret Atwood, W. H. Auden, Jimmy Santiago Baca, Amiri Baraka, Wendell Berry, Sherwin Bitsui, Kimberly Blaeser (current Wisconsin Poet Laureate & 1st Native American to hold post in Wisconsin), Gwendolyn Brooks, Brenda Cardenas, Ana Castillo, Sandra Cisneros, Lorna Dee Cervantes, Natalie Diaz, Martin Espada, Lawrence Ferlinghetti, Carolyn Forché, Santee Frazier, Charlotte Perkins Gilman, Allen Ginsberg, Nikki Giovanni, Joy Harjo, Gil Scott Heron, Juan Felipe Herrera (current United States Poet Laureate & 1st Mexican American to hold the post), Langston Hughes, Victor Jara, June Jordan, Joan Kane, Galway Kinnell, Stanley Kunitz, Denise Levertov, Federico Garcia Lorca, Audre Lorde, Cherrie Moraga, Pablo Neruda, Simon Ortiz, Marge Piercy, Adrienne Rich, Layli Long Soldier, Gary Soto, Arthur Sze, Dennis Trudell, John Trudell, Mark Twain, Anne Waldman, Alice Walker, Orlando White, Walt Whitman and Saul Williams.

There will be poetry presentations by local poets: Angie Trudell Vasquez, Ed Wingard, Freesia McKee and KJ Prodigy AKA Kavon Jones.

Angie Trudell Vasquez is an award winning poet, writer, activist and sometimes publisher. Her words, poetry, essays and op-eds, have appeared in print and on stage, nationally and internationally. She is currently getting her MFA in poetry at IAIA, the Institute of American Indian Arts, in Santa Fe, New Mexico.

Ed Wingard is a young poet, born in Chicago, moved to Milwaukee at 12, exposed to Poetry at 16, and is now 19, and a senior at Bradley Tech. "I love Poetry more than love-love-love and I want to make a difference in the world with spoken word."

ACLU's Other America Tour was **Freesia McKee's** introduction to activism in high school. She's been involved in poetry & politics since then. Freesia has collaborated with imprisoned writers and helped organize with the Coalition for Justice. She writes poems, volunteers with People's Books Cooperative, and collects books for prison libraries

Kavon Jones (KJ Prodigy) is a twenty one year old poet. He has been writing poetry since he was 13. He has done over fifty performances in Milwaukee including: Marquette University and City Hall. In 2014, he competed in Philadelphia's Brave New Voices spoken word competition and hosts open mics regularly in Milwaukee.



Ourstory

*Some people's history is bound in books;
can be found in historical non-fictions
about someone they can identify with;
someone they can idolize,
who has similar features,
same skin tone
Some folks are shown images
of their people
over and over
and over
and the images
embrace them
and they dream*

*Some people dream
of the stories that came before them
that they'll never know
because their grandmother's grandma
couldn't write
and didn't need to
until men came to write her out
of his story*

*I am as far as my ancestors got
into the future
I don't know their names,
but I acknowledge their existence
We all come from a people
a place
a story*

*Where do you hold yours;
Is it here right now,
with you
Has it arrived
Have you*

*We have to start somewhere
We have to hold on to something
Before we lose everything
History is like that*

*Floating piece of fuzz in the wind-like
We have to catch it
Keep it
before it disappears
and nobody remembers*

*Some people's history has been recorded
in leather bound books
protected by libraries
with alarm systems
and shelves
upon shelves
upon
dirt*

*Some people's is still sitting there
in the soil
where it was forgotten
because the victor writes about victory
and there is no narrative
for one not ego enough
to call them self Master,
to claim ownership of land,
to kill a peoples;
to invade,
to bring weapon,
to be blind to everything
they think they are fighting for;
to write books
to make sure
that their face
and those with similar features
same skin tone,
to make sure
that their story
And their victory
are fabric of future*

*Some people
will never find their story
in their surroundings
Some people
will craft themselves
from the remnants
of what they've been passed down
Some people
will storytell
until they feel full
whole
enough*

*We are pieces of fuzz floating by
Will you take hold of your self
Tell your story*

*By Alida Cardós Whaley **

**(Poem first appeared in Revolution &
Reclamation, published by Art Night Books 2014)*



“Today, we will write our own stories, in the form of poems, super short stories or micro tales. Who are we? How did we get here? Where have we been? What do we want to leave for those who will come behind us? How are we shaped by our struggle and the lives of those who came before us? We each possess a unique story to tell. We live in turbulent times. We are affected by race, class, gender, violence and politics. We will share our words and personal narratives, and hope that by sharing our stories we will: dispel stereotypes, begin healing, dismantling segregation and oppression, and begin engaging in conversations around our challenges, and how we can move forward.”



Angie

Writing Prompts & Poetry Term:

Anaphora—rhetoric—the repetition of a word or phrase at the beginning of successive clauses

“Where I am from...I’m from...”

“Where I am going...I’m going...”

Resources:

Where you can submit your work, network, learn about publishing opportunities and grow your knowledge:

Wisconsin Fellowship of Poets, wfop.org, \$12.50 annual student membership, WFOP Museletter, contests & opportunities.

Stillwaters Collective, www.stillwaterscollective.com

Poets & Writers Magazine, “nation’s largest nonprofit organization serving creative writers,” <http://www.pw.org>

The Poetry Foundation, www.poetryfoundation.org, located in Chicago, Illinois, at 61 West Superior Street, is a library of poetry. It is open daily Monday through Friday 11AM to 4PM and once a month on Saturdays; also home of Poetry Magazine publishing poets and poetry since 1912.

Woodland Pattern Book Center located in the Riverwest neighborhood in Milwaukee, woodlandpattern.org.

Poetry Out Loud, www.poetryoutloud.org & Wisconsin Arts Board, artsboard.wisconsin.gov.



Workshop Presenters:



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Senior Lecturer
Writing and Critical Thinking /
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Print and Narrative Forms
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Basha Harris

PRINTMAKING, ART & ACTIVISM

Very often young people, women, people of color, people not in the "upper classes," and anyone else not in positions of power are unable to get access to media or put their views out to the broader public. Printmaking, posters, stencils and art are long standing ways to get the word out and make people notice meetings, missions, achievements, and heroes. The poster has been around since the beginning of the 1800s. They were usually printed by wood block or metal and they weren't very colorful.

They were used to advertise dance halls, clubs, and burlesque. In the late 1800s posters really became popular in France and this catapulted their use across the world. Posters and prints were used ubiquitously and as propaganda all through the Russian Revolution, the Spanish Civil War, World War I, World War II. By the 1960s, the hippie, psychedelic, anti-war, Black Panther and many other movements used posters for promotion of ideas, recruitment, etc. This competed with the wholesale commercialized use of posters by ad agencies and movies that occurred in the 1950s and continues today.

Posters and prints are an important and popular part of the art landscape and are effective tools for messaging and promotion.

- 1960s-80s, women's rights, disability rights, civil rights, gay rights, and anti-war movements used screen printing and mimeographs to create their own buttons, signs, and t-shirts, which included lots of striking graphics.
- Television and the Internet have made our society more visually-saturated. The corporatization of media has widened the gap between high-budget production and local, grassroots efforts.

This workshop emphasizes poster design principles; developing poster concepts; presenting your poster; understanding your audience; and evaluating a poster.

There are many printing processes that can be used for making dynamic imagery. Wood block printing and linocuts both have an aesthetic that is unique to the practice of printmaking. However, they necessitate owning or having access to a printing press. Many artists choose use cheaper more accessible forms of printing like screen printing or stencil printing.

For this workshop we will be making stencils. All you need to create your imagery is an exacto knife and a piece of transparent paper. Mylar and duralar both work well and can be bought frosted or translucent. Once you have cut your image out of the transparent paper you can apply your image to any number of surfaces using any number of mediums. People apply stencils with mud, spray paint, marker, paint etc.





SHARED POWER, SHARED VOICE - THE CIRCLE WAY

Workshop Presenters:

Student Circle Keepers:

Jade Bolden
Antonio Butler
Esmee A. Davis
Raistlin Drake
Totianna T. Edwards
Infiniti Z. Ellis
Iris G. Gomez (Jinx)
Emma J. Gould
Luis Guel Teran
Neill Haas
Elizabeth M. Hall
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Karisma Y. Rivera
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The student circle keepers from The Alliance School are highly skilled circle keepers and passionate contributors to our community. They have led circles of understanding, circles of support, and repairing harm circles for young people and adults from the local, national, and international communities. They've led repairing harm circles in other schools, served on restorative justice panels at the state level, and taught students and adults basic restorative practices. The Alliance circle keepers have hosted community building circles for numerous international guests from countries such as Egypt, Georgia, Ukraine, Canada and seven additional countries.

How to conduct a circle with your family and/or friends!

1. Select a talking piece, a candle (use *flameless candles in public spaces*) and a quiet comfortable place to hold your circle.
2. Select a date/time that works for all participants (allow 1 ½ hours – 2hours for this circle) **time can be adjusted for shorter gatherings*
3. Invite at least 4 participants (minimum of 4 people not including yourself)
4. Select an opening verse (i.e. a brief meaningful poem or statement that connects everyone)
5. Select a topic from the list below
 - Education
 - Love
 - Family meals
 - Listening
 - Money
 - Addictions/Substance Abuse
 - Violence – Fair & Unfair Fighting
 - Secrets
 - Hopes & Dreams
 - Relationships
 - Future Goals
6. Select a game to play (i.e. Feelings Charades) – be sure your game relates to your topic!
7. Prepare/gather all materials for your circle, game and activity.
8. Prepare 3 questions that invite story sharing for each go-around (see examples below)
 - Tell about a Time when you felt proud of something someone accomplished in this circle....
 - Tell about a Time when someone in this circle made you smile...
 - Tell about a Time when you felt heard, and needed to talk to someone in this circle, and they listened...
9. Select a closing exercise/activity (i.e. Each participant writes I hope/wish/goal for your family on note cards and place them on fridge).
10. Select closing verse (i.e. Our closing verse)
11. Have each participant complete the participant feedback form!
12. Complete Circle Keeper Journal Reflection Form!



Restorative Justice Community Building Circle Outline

Lead Circle Keeper Name: _____

Are other circle keepers working with you? Yes No

If yes, list their names: _____

What is your talking piece? _____

Do you have a candle? Yes No

Where is the quiet/comfortable place you will hold your circle? _____

What date/time will you hold your circle? Date _____ Time _____

What are the names of your participants (minimum of 4 people not including yourself)?

_____	_____
_____	_____
_____	_____

What is your opening verse? _____

(if long, attach a copy)

What is the topic for your circle? _____

What game will you play & how does it relate to your topic?

Game: _____

Supplies needed: _____

Estimated time for game: _____

How this game relates to circle topic: _____

Are there any materials you don't have? Yes No

If No, how will you get what you need? _____

What 3 questions will you ask participants that relate to your topic? Be sure questions invite story sharing for each go-around.

What is your closing exercise/activity? List supplies needed for the activity. Be sure the activity will give participants something to reflect upon and brings positive action toward each family member/participant.

What is your closing verse? _____

(if long, attach a copy)

Have each participant complete the Participant Feedback Form!

Complete Circle Keeper Journal Reflection Form!



Circle Participant Feedback Form

Student circle keeper name: _____ Date: _____

Participant name: _____ Relationship to student: _____

What is something you learned that you did not know?

Name one thing you liked about the circle:

Name one thing that surprised you about the circle:

Would you recommend this to others? Why or why not?

(*all participants from your circle should complete this form)

Student Circle Keeper Journal Reflection Form

Name _____

Date _____

How did you feel running the circle?

What surprised you during the circle?

Were there any barriers you had to overcome (inside & outside of yourself)?

What skills did you use?



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SLACKTIVISM: HOW TO BE AN EFFECTIVE ORGANIZER ONLINE

Using Social Media for Organizing

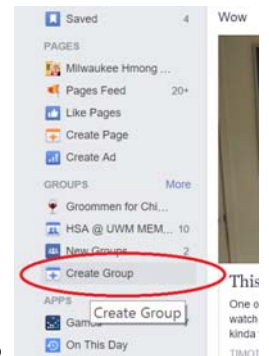
There are many uses that social media can accomplish. Facebook is an example of a powerful resource that can be used to organize, plan, and execute movements. Although there are limits to using virtual media, there are also many benefits. Using social media allows room for a potential to reach thousands and millions of views with less costs associated with it (such as printing). A virtual flyer on social media can reach more places geographically, than a physical flyer could in a short amount of time.

In 2013, the Hmong Human Rights (HHR) committee at UW-Milwaukee organized the Hmong Forced Repatriation Memorial Day, to remember the 5,000 Hmong refugees who were forced from Thailand back to Laos in the winter of 2009-2010. Although this event was promoted virtually, it also added a physical component. Participants were asked to make their own wear grey armbands with the number 5,000 to remember the lost refugees. Over 500 participants took part in this event; many of them shared their pictures on the group page. At that time, the hashtag was not yet introduced on Facebook. Hashtags can now be a useful tool to start online conversations and share information.



How can you create a similar event?

1. Choose a cause that you and your group care about.
2. Research the cause.
3. Write a brief summary about the issue and explain why people should care about it.
4. Think of something people can do physically that is related to the cause (for example, the Ice Bucket challenge).
5. Create a Facebook event page.
6. Make sure to add the summary (from step 3) and also add the action you want people to perform into the event description.
7. Add a flyer into the Cover Photo section of the event page.
8. Invite your friends to the event and encourage them to also invite their friends.



Create New Group

Create Group Within Milwaukee

Group Name

Members

Favorites Add this group to your favorites.

Privacy **Open**
Anyone can find the group and see who's in it. Anyone in Milwaukee can see posts.

Closed
Anyone can find the group and see who's in it. Only members can see posts.

Secret
Only members can find the group and see posts.

[Learn more about groups privacy](#)

Quick Tips for Using Facebook Groups

Facebook groups are easy to use for student organizations and grassroots movements and offer many cool features. Here's how to get started.

- On the right column of the Facebook newsfeed, you'll see the "Group" category. Click "Create Group."
- Once you have clicked the link, you will see the "Create New Group"

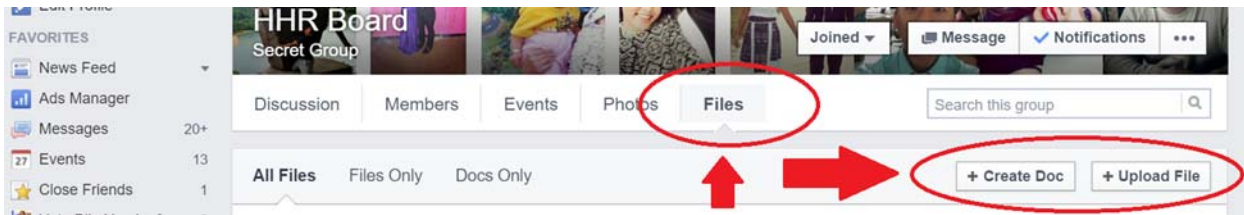


American Civil Liberties Union of Wisconsin

207 E. Buffalo St., Suite 325, Milwaukee, WI 53202-5774 P: 414.272.4032 E: youth@aclu-wi.org FB: www.facebook.com/groups/ACLUSA/

prompt above. Insert the appropriate Group Name and select Members to add into the group. For example it could be: The Agents of Shield Board Members. Members include: Tony Stark, Bruce Banner, Natasha Romanov, etc...

- If this group is going to be used for organizational and planning purposes, it would be advisable to set the group to "Secret."
- Check the Favorites box to add the group to the side panel of your newsfeed.
- To access the group, simply access it from the side panel or search for the group name.
- The organization's files can all be shared on the Facebook group page.



Word document files, photos, and pdf files can all be shared this way. This way, all of your organization's members will have access to the files anytime they have internet access or have a smart phone. TIP: If there are many files, you can press Ctrl+F to search for files under the files tab. For example, "Meeting Minutes 10-2-2015." The Group page can create polls to vote on issues.

Trolling the Haters

Cindy Eilers Target
5 mins · 🌐

I am willing to shop where the genders God created are appreciated. Your recent decision to change your store will result in me not shopping with you anymore. Please reconsider.

Like Comment Share

2 people like this.

Target Rep
Jesus called, he said he hates Walmart.
Just now · Like · Reply

Target, what on earth are yall thinking? Boys toys are boys toys and female toys are female toys! Like men clothing is mens clothing and female clothing is female clothing! Just like men are men, and females are females...shaking my head!!!! Yall just did this to get more customers and a spot light on target! I never went to target anyway!!!! Ill stick to stores who know the difference between boys and girls!

Like Comment Share

Be the first person to like this.

Target Rep
We are well aware of the difference between men and women but don't find it necessary to label them with pink and blue post its. Thank you for your feedback.
Just now · Like · Reply

Write a comment... Post

Donna Jones Lochridge Target
7 mins · The Colony, TX · 🌐

I will never shop at a store that aligns itself with lawlessness. Maybe your children don't have a gender. but mine do! I'm not mixing them up and raising squirrels!!! They know who they are without parents and idiots gender confusing them! What a ignorant world we live in.....

Like Comment Share

Website Traffic likes this.

Target Rep
How did we go from toys to lawlessness? Are your children shop lifting? Please advise.
Just now · Like · Reply

Sharon Koester Target
11 mins · Somerville, TN · 🌐

exercising my right to choose where I shop -- not at Target... they are off the deep end and DO NOT understand the majority of their customers

Like Comment Share

Be the first person to like this.

Target Rep
As Sophia stated. We here at Target will not miss you. Good day. But can you email me your unused gift card codes?
Just now · Like · Reply

Char Schlentner Target
1 hr · 🌐

Are you trying to lose business, or what? Well, you'll lose mine. This gender BS is way out of line. We Christians will not shop at stores that go against our beliefs. and guess what, there are a lot more Christians than LGBT people. So have fun with your new signage. There won't be as many customers to see them. See ya, Target!

Like Comment Share

Website Traffic likes this.

Target Rep
No, you won't be seeing us as you stated you will not be returning to your stores. Target is ok with that small minded people have never been our Target (pun) customers. Enjoy Walmart.
19 minutes ago · Like · 1 · Reply

Katie McDonald Target
1 min · Aurora, CO · 🌐

Oh target. Taking away gender labels!? Wow, I think I love you even more now. P.s. My son got a baby doll there two weeks ago, he's gonna be a great big brother ❤️❤️

Like Comment Share

You and 4 others like this.

Target Rep
Wonderful! We love to see boys learning to be nurturers as well. Keep it up!!
Posting...



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*milwaukee
beautiful* ♥

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STUDENT PRIVACY - SEARCHES, CONSENT, AND YOUR RIGHTS

*** Always read your school's handbook or conduct code. It is like a Constitution for your school and you can learn about what is allowed and not allowed and different levels of disciplinary actions.

What does it mean to have a right to privacy?

The Fourth Amendment of the US Constitution guarantees anyone in the United States the right to be free from unreasonable searches and seizures from the government. Outside of a classroom, police should have either a specific warrant to make a search or they should have a clear reason to search you ("probable cause") where they believe that you have been involved in breaking the law.

What does this mean for students?

Privacy rights in schools are different than in your home or on the streets because public schools have a higher standard of protecting all students' safety. In school, warrants are not necessary and the probable cause rule doesn't apply to teachers or your principal (although police should always abide by it). But if school officials do search you, they must at least have "reasonable grounds" for doing the search that they suspect will produce something that is against school rules (weapons, drugs, etc.).

What exactly does "reasonable grounds" or reasonable suspicion mean?

Unfortunately there is no clear boundary for this definition. But school officials should be able to describe their common sense need to do the search: it can't be based on a hunch, a baseless rumor, or simple curiosity. Also your expectation of privacy becomes less important when the seriousness of the search gets more intense.

If they ask to search me, what should I say?

We all have the right NOT to consent to any search of our bodies or belongings. If you do give consent to a search, remember that anything they find can be used against you (whether stuff actually belongs to you or not!). If you consent to a search when the official does not have reasonable grounds to search, anything they find can still be used against you. If you do not consent to a search, speak up in a clear voice and say "I do not consent to a search." Even if you think a search is unjustified, never physically resist a search. This can be used against you too.

What other basic things should I know about searches?

- a school official can use your previous behavior as a part of reasonable grounds for an immediate search
- a school official can never strip search a student – it is against state law, anyone doing a search that involves contact with your body should be of your same sex if at all possible
- a school official can only use physical force on a student if absolutely necessary to stop a disturbance, prevent injury, protect property or remove a disruptive student – hitting or shoving a student out of frustration is illegal.



- police officers in schools should get the principal's permission to search a student unless it is an emergency situation (i.e. suspicion of a weapon)
- school security guards and designated educational resource are considered the same as school officials and only need reasonable grounds to search; police are still bound by legal requirements of police officers
- the search's purpose and boundaries should be made clear at the beginning of the search – no one should be looking through your wallet for a gun or under your skirt for a cell phone
- anything that comes up in a search can be used against you in both school disciplinary proceedings and a criminal court (especially if police officers are present)
- school property should be defined in your handbook and usually includes the building, parking lot, school buses and athletic facilities – most courts tend not to extend school authority in the property around the school

What about lockers?

Student lockers, desks and other storage areas in the school are considered school property and can be searched without the consent of the student or even suspicion by the school official. Check the written school policies about locker searches. Many students ask about the “lack of individualized suspicion” or when schools conduct searches of all of the school lockers. Courts have issued conflicting decisions on whether or not this is fair or a violation of privacy rights.

Can they keep what they find in a search?

Illegal, unauthorized or inappropriate items may be confiscated. If the school has a rule that says something isn't allowed, they can keep it when they search you. This gets tricky when there are rules against having cell phones or electronic items in school. Know the school rules before you bring things to school and whether or not you can get these items back at the end of a school day. Illegal items like drugs or weapons will never be returned.

What about my bag, purse, jacket or other personal items?

You do have an expectation of privacy over your personal belongings, but the reasonable suspicion rule still applies. Your bag can be searched, but the school official needs a good reason.

Remember:

You always have the right not to consent to a search

You always have the right to remain silent

You always have the right to demand an advocate (parent, guardian, lawyer) if you are being accused of a crime.

**** WARNING ****

School and police officials have NO OBLIGATION to contact parents before questioning you. Contact your parent or attorney.

Resources:

Safe and Respectful Schools: http://sspw.dpi.wi.gov/sspw_safeschool

Safe and Supportive Schools: http://sspw.dpi.wi.gov/sspw_s3

Safe Schools for LGBT Students: http://sspw.dpi.wi.gov/sspw_lgbt

IDEA State Complaints: http://sped.dpi.wi.gov/sped_complain

Pupil Non-discrimination complaints: http://sped.dpi.wi.gov/sped_pndguidelns



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TELL YOUR SOCIAL JUSTICE STORY

About Ex Fabula

What's your mission?

Ex Fabula is committed to strengthening community bonds through the art of storytelling.

Why stories?

As Ben Okri says, "Stories can conquer fear, you know. They can make the heart bigger."

Where do you do this? All over the U.S.?

Nope. Ex Fabula started in Milwaukee in 2009, and we decided to focus on the stories of Milwaukeeans. We host events throughout the city – from Bronzeville to Bay View and Westtown to Sherman Park.

What kind of programs do you do?

- StorySlams where anyone can put his or her name in the hat for a chance to take the stage.
- coaching and workshops that help people to tell memorable stories, improve their listening skills, meaningfully connect with each other, and even prep for job interviews.
- a weekly radio show on WUWM 89.7 that airs every Saturday and Sunday at 3 pm.
- collaborations with local businesses, schools and community groups that bring new voices to the stage and highlight stories that might otherwise be overlooked.

This workshop: Tell your social justice story

Have you experienced discrimination or spoken out against oppression? True, personal stories are powerful tools because they feel like art or entertainment but can also inspire others to take action.

In this workshop, participants will discover, craft and share personal stories about social justice topics - all while connecting with other youth activists.



<p align="center">Situation</p> <p>When did your story take place? What was the situation? Who was involved?</p>	<p align="center">Complication/Change</p> <p>How did things change? Then what happened? Who took action?</p>	<p align="center">Resolution</p> <p>What was the result? How did it end?</p>
<p align="center">Detail</p> <p>to create pictures in the listeners mind</p>	<p align="center">Detail</p> <p>to create pictures in the listeners mind</p>	<p align="center">Detail</p> <p>to create pictures in the listeners mind</p>
<p align="center">Emotional reflection:</p> <p>How did you feel? How did others feel? Why?</p>	<p align="center">Emotional reflection:</p> <p>How did you feel then? How did others feel then? Why?</p>	<p align="center">Emotional reflection:</p> <p>How did you feel then? How did others feel then? Why?</p>

During the story: Interviewer questions

Your job is to support the storyteller and help them to include all the elements of the story.

- Be mindful of time and help the teller to both flesh out their story while still finishing within the allotted amount of time (_____ minutes)
- Ask questions if they are stuck, if they aren't saying how people felt, or if they get off topic.
- No need to read the questions; ask in your own words, as needed.
- You might not need to say anything 😊

After the story: Storyteller questions

Take _____ minutes to ask the interviewer for feedback using the questions below. This valuable feedback will help you to make adjustments next time you tell the story.

- Where in the story did you think, "I want to hear more"?
- What details were memorable or resonated with you?
- Where were you confused? What questions did you have?



1. Saying “_____” a lot or giving _____.
2. Listing a long series of _____.
3. Worrying too much about _____.
4. Forgetting to mention what’s going on _____.
5. Not revealing why the _____ are _____.



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WAKE UP TO THE OPPRESSION - YOU CAN INTERRUPT IT!

What can you do?

Think about times you've been offended by a hurtful comment someone has said. Often when we hear these comments we freeze and don't know what to say. We feel angry and speak angrily to others.

In this workshop, you'll learn rules, goals and tools to help you defuse hurtful situations.

Oppression is a system of structured dis-equality where the goods, services, rewards, privileges and benefits of the society are available to individuals according to their presumed membership in social identity groups. This system of dis-equality of dis-equal allocation of resources is supported and reinforced by the power structure (money, military, police, etc.) of the society. (*Barbara J. Love, 1994. "Understanding Internalized Oppression"*)

Power + Privilege + Prejudice = Oppression

Social power means access to resources that enhance one's power, including the power to name and define standards. We use our social power to get the things we want. In analyzing race issues, it is important to think about who has the power in the situation.

Privilege allows the dominant group greater access or availability to resources, status or immunity because of their membership in a particular group. The dominant group's way of thinking and living is seen as the norm against which all others are compared. Life is structured around those norms for the benefit of the dominant group, e.g., steps outside and inside buildings are commonplace; airplane seats and seatbelts are standard size; school classes are taught at pre-determined levels. (*Lutheran Human Relations Association*)

Prejudice includes attitudes or opinions based on pre-judgment; often based on beliefs rooted in stereotypes or from insufficient information or misinformation or missing information. Prejudice can result in a set of negative beliefs, generalized about a whole group of people.

We invite you to look at oppression and how you can interrupt it at Everytown Wisconsin.

Everytown Wisconsin, a program of the YWCA Southeast Wisconsin

A week-long, teen social justice leadership camp held in the summer. High school teens (having completed freshmen year through senior year) spend six days together with dedicated staff building community, challenging stereotypes, growing your self-confidence and leadership skills; becoming empowered to act against adultism, racism, and sexism, while enjoying outdoor activities, and working on creative projects.



JOIN US!!



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Tameika Lawrence
Alliance High School

YOU MAD OR NAW?

anger / 'æŋgə/ noun

1. a feeling of great annoyance or antagonism as the result of some real or supposed grievance; rage; wrath

violence [vəhy-uh-luh ns] / 'vaɪ ə ləns/ noun

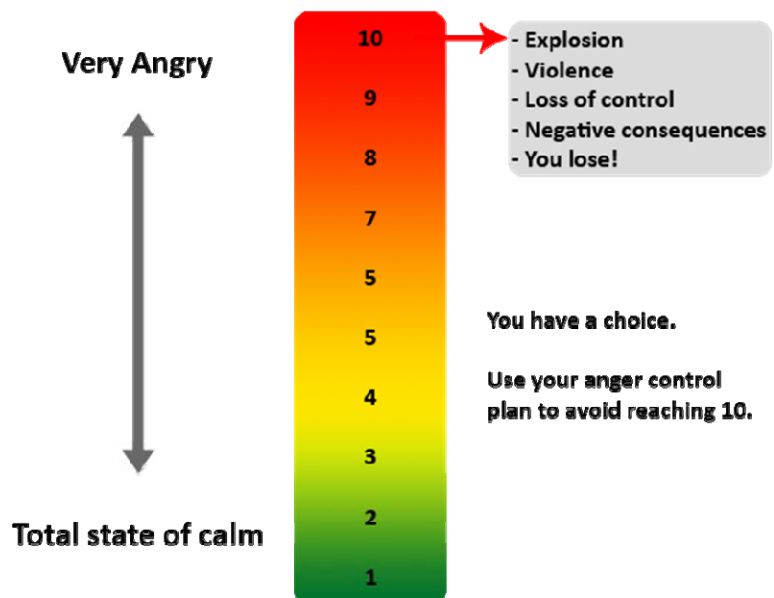
1. swift and intense force: the violence of a storm.
2. rough or injurious physical force, action, or treatment: to die by violence.
3. an unjust or unwarranted exertion of force or power, as against rights or laws:

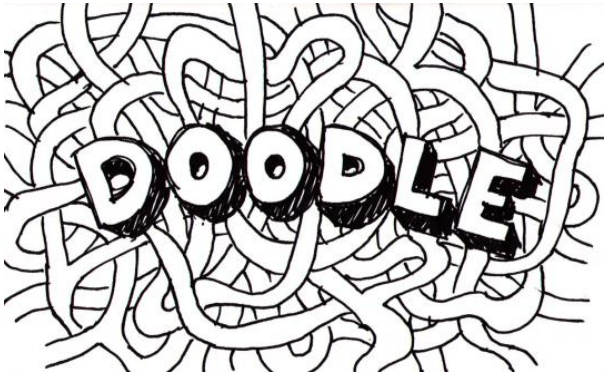
trauma / ['troumə, 'trô-] / noun

a deeply distressing or disturbing experience

Trauma, anger, and violence form a really unhealthy relationship. Anger is an emotion many of us use to help us cope with stress in life and it gives us the energy to deal with whatever comes our way. Exposure to childhood trauma or shock can influence the ways in which we manage our emotions, particularly, when we feel that we have been treated unfairly. And violence is often used to express anger by individuals who constantly live in survival mode. Combine a person who's been exposed to so much trauma they live in a constant state of survival with a person who cannot control their emotions and you have a recipe of disaster.

<http://betterrelationships.com.au/well-being/anger-management/aggression-cycle>







milwaukee beautiful ♡



eliminating racism
empowering women
ywca



City of Milwaukee Election Commission