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# YOUTH SOCIAL JUSTICE FORUM XVII

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November 2016



**United for Justice**



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# YOUTH SOCIAL JUSTICE FORUM XVI

## Presented By:

The American Civil Liberties  
Union of Wisconsin  
Foundation

University of Wisconsin -  
Milwaukee

UWM-Global Inclusion and  
Engagement

ACLU Student Alliance @  
UW-Milwaukee

Urban Underground

TRUE Skool

City of MKE Election Commission

League of Women Voters

Milwaukee Public Theatre

MPS - Partnership for the Arts  
and Humanities

UWM - Cultures and  
Communities

UWM - Peck School of the Arts

UWM - Department of History

UWM - Institute for Service  
Learning

NAACP MKE Branch

DJ Bizzon

ACLU@ @ Audubon HS

ACLU@ @ Alliance HS

ACLU@ @ Nova HS

ACLU@ @ Pulaski HS

ACLU@ @ Nicolet HS

ACLU@ @ Shorewood HS

ACLU@ @ Wauwatosa West HS

## SCHEDULE OF EVENTS

Today's events and actions are dedicated to **James Murrell**.  
He lived an intentional, meaningful life of love and justice and worked  
to 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 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

<b>Black Lives Matter</b>	Union 181
<b>Bullying</b>	Union Ballroom East
<b>Censoring the City</b>	Union 280
<b>Cuffing Season: Sexual Consent</b>	Union 191B
<b>Free Speech</b>	Union 240
<b>Human Trafficking</b>	Union 260
<b>Know Your Rights</b>	Union Theater
<b>My Vote, My Voice</b>	Union 250
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<b>Poetry, Politics, and Power</b>	Union 345
<b>Printmaking, Art, and Activism</b>	ART 390
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<b>Student Privacy</b>	Union 340
<b>Supporting Prisoners' Civil Rights</b>	Union 147
<b>Using your Smartphone</b>	Union Fireside Lounge
<b>You Mad or Naw?</b>	Union 191A
<b>Youth Rising Up</b>	Union 183

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



## Continued

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

Marquette University Service  
Learning Department

MATC Events Management  
Internship Program

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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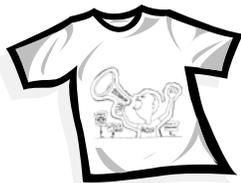
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ACLU of Wisconsin



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Claudia Guzman	Jenni Hofschulte	Mykelle Richards	Zoe Del Colle
Cody Zitek	Jenny Plevin	Paris Thompson	
Cyntrell Little	Jessica Meuninck-Ganger	Percy Atkinson	

## SPECIAL THANKS

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Jack & Lucy Rosenberg	Ava Hernandez
Prof. Robert Smith, UWM	Fred Royal, NAACP Milwaukee
UWM Global Inclusion and Engagement	UWM LGBT Resource Center
Milwaukee Election Commission	ACLU Student Alliance at UWM
Micaela Magel	Sharlen Moore, Urban Underground
Kimberleah Bledsoe	Ananda Deacon & Jacob Newman
Planned Parenthood	Milwaukee Office of Violence Prevention
Public Policy Institute of Community Advocates	League of Women Voters of Wisconsin
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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](http://www.historyisaweapon.com)
- INCITE.com
- MPS Black Lives Matter Resolution 1516R-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](http://www.therethinkers.org)
- Youth Justice L.A., [www.youth4justice.org](http://www.youth4justice.org), @YouthJusticeLA
- Malcolm X Grassroots Movement, [www.mxgm.org](http://www.mxgm.org)
- Cooperation Jackson, [www.cooperationjackson.org](http://www.cooperationjackson.org), @CooperationJXN
- Youth Justice Corps, [www.alliance4edjustice.org](http://www.alliance4edjustice.org), @4EdJustice
- Urban Youth Collaborative, [www.urbanyouthcollaborative.org](http://www.urbanyouthcollaborative.org), @UYC\_YouthPower
- Philadelphia Student Union, [www.phillystudentunion.org](http://www.phillystudentunion.org), @215studentunion
- Journey for Justice Alliance, [www.j4jalliance.com](http://www.j4jalliance.com), @J4J\_USA





## END THE WAR ON BLACK PEOPLE

We demand an end to the war against Black people. Since this country's inception there have been named and unnamed wars on our communities. We demand an end to the criminalization, incarceration, and killing of our people.



## REPARATIONS

We demand reparations for past and continuing harms. The government, responsible corporations and other institutions that have profited off of the harm they have inflicted on Black people—from colonialism to slavery through food and housing redlining, mass incarceration, and surveillance—must repair the harm done



## DIVEST-INVEST

We demand investments in the education, health and safety of Black people, instead of investments in the criminalizing, caging, and harming of Black people. We want investments in Black communities, determined by Black communities, and divestment from exploitative forces including prisons, fossil fuels, police, surveillance and exploitative corporations.



## ECONOMIC JUSTICE

We demand economic justice for all and a reconstruction of the economy to ensure Black communities have collective ownership, not merely access.



## COMMUNITY CONTROL

We demand a world where those most impacted in our communities control the laws, institutions, and policies that are meant to serve us – from our schools to our local budgets, economies, police departments, and our land – while recognizing that the rights and histories of our Indigenous family must also be respected.



## POLITICAL POWER

We demand independent Black political power and Black self-determination in all areas of society. We envision a remaking of the current U.S. political system in order to create a real democracy where Black people and all marginalized people can effectively exercise full political power.



# #VISION4 BLACK LIVES

TEXT VISION TO 90975

## POLICY DEMANDS FOR BLACK POWER, FREEDOM AND JUSTICE.

1. END THE WAR ON BLACK PEOPLE.
2. REPARATIONS.
3. INVEST IN SAFETY, DIVEST FROM HARM.
4. ECONOMIC JUSTICE.
5. COMMUNITY CONTROL.
6. POLITICAL POWER.

<http://policy.m4bl.org>



Photo credit: Joe Brusky Photography



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](http://aclu.org/kyr-protest) <<



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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](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](http://sspw.dpi.wi.gov/sspw_safeschool)
- GSAFE: [www.gsafewi.org/](http://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](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 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.** Screen printing 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, leadership and workforce development .



Workshop Presenters:

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**Got a question about safer sex?**

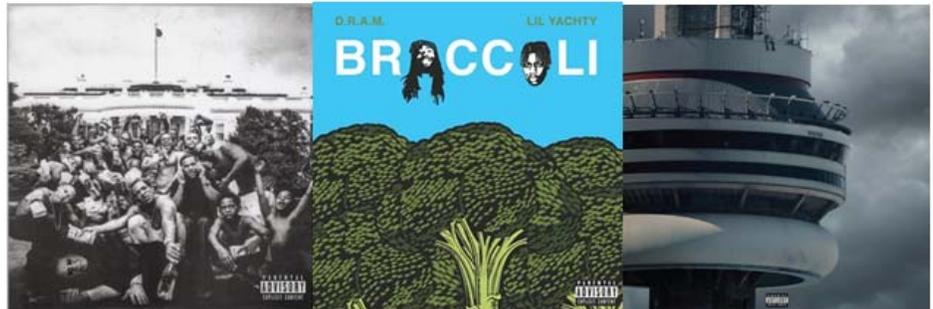
Text “safersex” to “69866” for confidential answers from a trained Planned Parenthood of Wisconsin Educator within 24 hours

Are you between the ages of 13-24? Visit our Planned Parenthood of Wisconsin Youth Health Clinic at 1710 South 7th street and ask to speak to a YOUTH HEALTH EDUCATOR at your next Planned Parenthood appointment! Get answers about how to use condoms and sex dams, birth control information, STI/STD treatment and prevention and even ways to talk to your partner(s) about sex, consent and protection! Planned Parenthood of Wisconsin’s Mitchell Street Youth Health Clinic is open

Mondays: 10am-5pm  
Tuesdays: 3:30pm-7pm  
Wednesdays: 11am-4pm  
Thursdays: 3:30pm-7pm  
Fridays: 10am-5pm  
Saturdays: 10am-2pm

**CUFFING SEASON: EXAMINING SEXUAL CONSENT AND RIGHTS IN HIP HOP**

*Oxford Dictionaries defines **consent** as: permission for something to happen or agreement to do something.*



Hip Hop has long been identified as the music of the oppressed because it discusses the everyday lives and experiences of many people of color with vivid imagery. It is often a direct reflection of the experiences of the musicians who rap and sing its music and has an even deeper connection to the people who listen to it. Many would even say Hip Hop is more than music but a way of life. Even with all the pain and sadness that can often be discussed in Hip Hop, it is also a music of joy, happiness, and love -- a direct reflection of black and brown joy. Hip Hop feels, lives and breaths its people’s stories. Hip Hop since the 1970s has been a way to discuss life through rhythm and storytelling. Today that tradition continues through bass and beats as a depiction of what it’s like to live and love in today’s society.

Hip Hop has another side, though, the hyper-sexualization of female bodies. Dr. Dionne Stephens of Florida International University’s Psychology Department, found that, “Pre-adolescent African males and females believed highly sexualized scripts should expect to be victims of non-voluntary sex.” (Stephens & Few, 2005) What does this mean? Dr. Stephens found through her research in 2005 that many African-American pre-teens (who later became teenagers whose thoughts on this topic may not been addressed or discussed) believed that music or movies talking about highly sexual encounters should end in sex even if one or more parties does not want to have sex. Crazy right? So what does this mean in reality, outside of the music and movies? Join us as we dissect music lyrics that both uplift by asking for consent, and discuss those that do not. We’ll take a look at respect, and youth rights as it relates to sexual consent and even your rights when visiting the doctor’s office, all through the lens of music and Hip Hop. Let’s figure out what it all means together!



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*Milwaukee Talkies*

## 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 20<sup>th</sup> 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?



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/

## 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 blades
2. 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](http://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.
3. Silkscreen ink
4. Surface for printing (paper, t-shirts, magnets, etc)
5. Tape
6. 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](http://www.drawingresistance.org)

[www.justseeds.org](http://www.justseeds.org)

[www.streetartworkers.org](http://www.streetartworkers.org)

[www.cutandpaint.org](http://www.cutandpaint.org)



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## HUMAN TRAFFICKING

Human trafficking is perceived to be a problem confined to faraway countries and only the most crime-ridden American cities. But Milwaukee is now experiencing a surge in the number of cases where the average age of the children being groomed and sold for sex is 13. That's why parents and children need to know more about the issue and what they can do to prevent it. Especially in the summer, when kids are unsupervised and most vulnerable to being targeted by traffickers.

### Facts About Human Trafficking

- An estimated 300,000 children become victims of sex trafficking every year.
- The average age a girl is groomed and sold for sex is 13.
- Most children come from 'normal' homes and go to school regularly.
- Pimps are kidnapping or coercing children right off the street in almost every major city in the US. He/she may also be someone you know.
- Child sex trafficking is an organized crime operation that generates a BILLION dollars a year using sites like Craigslist, Backpage and Red Book to do business and sell children to local and overseas pedophiles daily.
- Child sex trafficking is usually a mobile business where "the team" (Pimp, wifeys, and kiddies) go from town to town or truck stop to truck stop, posting ads on sites like Craigslist to entice pedophiles to rape these children for hire.
- The prostituted child is brainwashed into believing they are worthless and that nobody will want them anymore. This makes the child extremely afraid to flee or run away from the abductor.
- A simple GPS device can enable you and your child to develop a program of safety together.

**92% of youth trafficked in Milwaukee are female. Most contract STDs that can damage their reproductive systems, making human sex trafficking a problem that produces generations of victims.**



## Tips for Teenagers

- Think twice if a friend asks you to do a favor for money.
- Be mindful of your friend dating older guys.
- Ask questions if your friends has large amounts of money unexpectedly or an upgrade in her clothing, hair, nails, etc.
- Be accountable for your time and check in with your friends and parents.
- Be wary of a stranger who you see several times in different places (they could be following you).
- Do not give a stranger your address.
- Listen to your gut feelings. If it feels weird/wrong, it probably is.
- Do not get into a car with a stranger.
- If you think someone is following you, try to stay in a crowded place.
- If you think someone is following you, tell them to stop or you will go to the police.
- Never open the door of your house or hotel for someone you don't know.
- If someone asks if you are alone, tell them you're meeting a friend.

**78% of youth bought and sold by human traffickers in Milwaukee are African American. Human trafficking in Milwaukee is racially skewed and growing.**

**79% of human trafficking cases reported in Wisconsin occur in the City of Milwaukee. Human trafficking is a problem that is happening in our streets and right in our backyard and has been documented in all 72 counties of Wisconsin.**

## Who To Call

If you suspect someone is being trafficked, please call the Milwaukee Police: 414.933.4444 If it's an emergency, dial 911.



National Human  
Trafficking Resource  
Center  
24 Hour Hotline  
1.888.373.7888 or text  
for free (233733)



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## KNOW YOUR RIGHTS IN LAW ENFORCEMENT ENCOUNTERS

**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 most 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. (See page 36 in this book.)
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. Morrissey*, 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](http://www.aclu-wi.org/resources)



Workshop Presenters:



**League of Women Voters  
of Milwaukee County**

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414-273-8683  
www.lwvmilwaukee.org  
league@lwvmilwaukee.org



**Urban Underground**

4850 W. Fond Du Lac Avenue  
Milwaukee, WI 53216  
414.444.8726  
www.urbanunderground.org

MY VOTE ✓ MY VOICE

***The most common way people give up their power is by  
thinking they don't have any. ~ Alice Walker***

USE YOUR POWER.  
REGISTER.  
VOTE.

Voting is a fundamental right of citizenship and the foundation for making our democracy work. Voting rights are civil rights. A wise league member many years ago said “the success of democracy doesn’t depend on a few who do great things but the many who do small things faithfully.” Voting is one of those “small things.”

All those eligible to vote have the right and responsibility to vote. The League of Women Voters is committed to ensuring that voting registration and voting is “free, fair and accessible” for all citizens regardless of circumstance or zip code.

**Voter Registration and voting information by phone:**

**Myvote.wi.gov** - Go to this site to see if you are registered to vote; to get information on how to register to vote; to see who is on your ballot and to find your polling place.

For City of Milwaukee residents contact the **City of Milwaukee Election Commission** at 414-286-3491. For those who do not live in the City of Milwaukee, contact the clerk for your municipality or the **Wisconsin Election Commission** at: 1-866-868-3947

**Bringit.wi.gov** - Go to this site to find out how to get a free Wisconsin ID; to find out what kind of photo ID is needed to vote. Information is in English and Spanish. Photo ID is required to vote.

Want election reminders? Just text: **myvoice** to 864-237\* (\*Carrier message and data rates may apply.)

**Electing the President: Everything You Need to Know** - From helping you navigate the complex nomination process to providing succinct tips for making sense of the daily barrage of campaign coverage and advertising, Electing the President will serve as your go-to resource all the way up to Election Day. <http://lwv.org/content/electing-president-everything-you-need-know>

**“Eyes on the Prize” Clips** - Historical footage of the civil rights movement, including acts leading up to the Voting Rights Act of 1965: [http://www.pbs.org/wgbh/amex/eyesontheprize/resources/res\\_video.html](http://www.pbs.org/wgbh/amex/eyesontheprize/resources/res_video.html)

**My Vote ✓ My Voice My Voice Toolkit** - This Toolkit was developed as a part of the High School Voter Education and Registration Project, a collaboration of the City of Milwaukee Election Commission, the Milwaukee Public Schools and the League of Women Voters of Milwaukee County. There is a Toolkit Index with links to all documents in the toolkit. <http://lwvmilwaukee.org/HighSchoolVoter.html>



## The Louisiana Literacy Test

The Louisiana Literacy Test was designed so that the test-takers would pass or fail simply at the discretion of the registrar who administered the test. The questions were so imprecisely written that the examiner could decree almost any answer correct or incorrect, at his whim. The reality was that registrants the county commissioners wanted to prevent from voting – primarily black applicants, but also certain lower-class whites in disfavor with county officials – were destined to fail the test, regardless of the answers they gave.

Black applicants could be failed for something as simple as a single spelling or punctuation error. However, many examiners chose to deceive test-takers by changing the rules or interpreting paradoxical questions in different ways. Here are a couple of sample questions:

1. **Draw a line around the number or letter of this sentence.**
2. **Draw a line under the last word in this line.**
3. **Cross out the longest word in this line.**
4. **Draw a line around the shortest word in this line.**
5. **Circle the first, first letter of the alphabet in this line**

For example, although question 5 says to “circle” something, questions 1 and 4 say to “draw a line around” something. If the examiner insisted a circle was not a line, the applicant failed.

Question 10 asks for something to be done to “the first word beginning with ‘L’” – does it mean the first word in this sentence, or the first word on the page?

- 10. In the first circle below write the last letter of the first word beginning with “L.”**

○ ○ ○ ○ ○

Question 24 wants the applicant to “print a word that looks the same whether it is printed frontwards or backwards.” One would assume that a word like BOB would work just fine, but if the examiner expected “backwards” to be in mirror-writing, the B’s would be inverted and thus incorrect.

- 28. Write every other word in this first line and print every third word in the same line, but capitalize the fifth word that you write.**

In question 28, does the examiner expect only the word right to be written, or does he want the word right plus all the words that follow it? And if the test-taker printed his answer instead of using cursive (“I said write, not print!”), he would fail.

Another factor in passing or failing the test was the time requirement – registrants had to respond to 30 complicated questions in 10 minutes, a time frame which could easily be waived for white voters. There were limitless ways to fail this test, and the registrar, with the blessings of a white-controlled county government, exercised complete power over the success or failure of every applicant.



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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's, 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 GSA's. GSA's 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](http://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>



## Local Resources and Hotlines

### Gay Straight Alliance for Safe Schools (WI):

[www.gsafewi.org](http://www.gsafewi.org)

### ACLU's LGBT youth resources:

[www.aclu.org/lgbt-rights/youth-schools](http://www.aclu.org/lgbt-rights/youth-schools)

### ACLU's Get Busy! Get Equal!:

<https://www.aclu.org/issues/lgbt-rights>

**Amplify Your Voice** – rights, respect and responsibility resources for non-discriminatory education: [www.amplifyyourvoice.org](http://www.amplifyyourvoice.org)

### Gay, Lesbian, Straight Education Network:

[www.glsen.org](http://www.glsen.org)

### Gay Straight Alliance network:

[www.gsanetwork.org](http://www.gsanetwork.org)

### LGBT Legal Bar Association:

[www.lgbtbarwis.org](http://www.lgbtbarwis.org)

### Parents and Friends of Lesbians and Gays:

[www.pflag.org](http://www.pflag.org)

### Project Q – LGBT community and youth space:

1110 N. Market St., Milwaukee, WI 53202

(414) 271-2656 [projectqmke.org](http://projectqmke.org)

### UWM LGBT Center: [www.lgbt.uwm.edu](http://www.lgbt.uwm.edu)

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

### Wisconsin crisis hotlines:

[www.suicidehotlines.com/wisconsin.html](http://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](http://sspw.dpi.wi.gov/sspw_safeschool)

### Pathfinders – LGBT inclusive youth shelter:

1614 E Kane Pl, Milwaukee, WI 53202

24-hour # (414) 271-1560 [pathfindersmke.org](http://pathfindersmke.org)

### Planned Parenthood of Wisconsin:

(414) 931-8181 [www.plannedparenthood.org](http://www.plannedparenthood.org)

Got a question about safer sex? Text "safersex" to "69866" for confidential answers from a trained Planned Parenthood of Wisconsin Educator within 24 hours

### SafePath Youth Sexual Abuse Hotline:

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

### Milwaukee County 24-Hour Crisis Line:

(414) 257-7222

### Trans\* Resources

**FORGE:** [www.forge-forward.org](http://www.forge-forward.org)

**Gender Spectrum:** [www.genderspectrum.org](http://www.genderspectrum.org)

**Genderless bathrooms national map:**

[www.safe2pee.org](http://www.safe2pee.org)

**Greater Milwaukee Center for Health & Wellness:**

<http://www.gmchealth.org>

**Lambda Legal:** [www.lambdalegal.org](http://www.lambdalegal.org)

**National Gay and Lesbian Task Force :**

[www.thetaskforce.org](http://www.thetaskforce.org)

**Transgender Legal Defense Fund:** [www.tldef.org](http://www.tldef.org)

**Voces de la Frontera:** [www.vdlf.org](http://www.vdlf.org)

### Anti-bullying and suicide prevention

**National Stop Bullying sites:** [www.stopbullying.gov](http://www.stopbullying.gov)

[www.stompoutbullying.com](http://www.stompoutbullying.com)

**The Trevor Project for suicide prevention, hotline**

**and chat:** [www.thetrevorproject.org](http://www.thetrevorproject.org)

**National Day of Silence** – April 19

[www.dayofsilence.org](http://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



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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, and presses, and celebrates Banned Books Week every fall. We have Student Alliances throughout the state of Wisconsin. 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: stillwaterscollective.com/
- ☼ Lyrical Sanctuary: UWM's monthly open mic

## POETRY, POLITICS, AND POWER

“If you look back over the past 100 years, you can see how vital poetry has been in the movement for peace and social justice.” Text from a speech entitled, “The Poetry of Protest” delivered by Matthew Rothschild on November 3, 2012 to the Wisconsin Fellowship of Poets.

Art speaks through the ages. Long after the artist has left this Earth, their art remains for us to view, read, discuss, listen to, and reflect upon in the classroom, or on our own time. How bereft would human beings be without our great artists? Today we will focus on a particular branch of poetry called Eco-poetics, here's a definition from The Poetry Foundation's website:

“Similar to ethnopoetics in its emphasis on drawing connections between human activity—specifically the making of poems—and the environment that produces it, eco-poetics rose out of the late 20th-century awareness of ecology and concerns over environmental disaster. A multidisciplinary approach that includes thinking and writing on poetics, science, and theory as well as emphasizing innovative approaches common to conceptual poetry, eco-poetics is not quite nature poetry. The influential journal *Eco-poetics*, edited by Jonathan Skinner, publishes writing that explores “creative-critical edges between making and writing” and features poets such as Jack Collom, Juliana Spahr, and Forrest Gander.”

<https://www.poetryfoundation.org/resources/learning/glossary-terms/detail/eco-poetics>

Here is another definition, from Jonathan Skinner:

“What is eco-poetics? The term is used more than it is discussed. For some readers, eco-poetics is the making and study of pastoral poetry, or poetry of wilderness and deep ecology. Or poetry that explores the human capacity for becoming animal, as well as humanity's ethically challenged relation to other animals. For others, it is poetry that confronts disasters and environmental injustices, including the difficulties and opportunities of urban environments. ...”

And:

“...the planet earth that is the only home our species currently knows...”

<http://www.eco-poetry.org/what-is-eco-poetics-.html>

“Aligned with environmental justice activism and thought, eco-justice poetry defines environment as “the place we work, live, play, and worship.” This is a shift from romantic Western notions of nature as a pristine wilderness outside of our selves, toward recognizing the environment as home: a source of life, health, and livelihood. It is poetry born of deep cultural attachment to the land and poetry born of crisis. It is recognition that the fate of the land is connected to the fate of people. “

The above portion was lifted from a description of a session at Split This Rock that focused on an eco-justice poetry session, a description that fits for what we are about to do today. You can see all the poetry sessions offered for the entire festival here:

<http://www.splitthisrock.org/programs/festival/2016-poetry-festival/>



## Tree Friends

In a patch of woods  
left to rot and decay  
no human hands  
to mold or trim limbs,  
talk grows  
and tree friends  
decide, people  
are worth saving.  
They call to the wind  
their desires and off  
go little helicopters,  
off go robins carrying  
seed, forests take  
over old corn fields,  
thirsty limbs  
stretch to creeks.

Gossip in the wood  
root web, say  
hill cousins spring  
where trees  
were stripped;  
children run  
under boughs,  
read, leave  
bark skin. People  
shine eyes  
on fallen leaves,  
swimming in wind  
currents, do  
not mind scat  
squirrels, birds  
leave behind.

Trunks bend sway  
decide, maybe  
the Earth,  
will not go away  
if they keep  
spreading shade,  
and people nap  
under branches  
on blue sky days.

By Angie Trudell Vasquez  
Earlier version of this poem found on  
[http://www.wisdc.org/  
pr051316a.php#poems](http://www.wisdc.org/pr051316a.php#poems)

## The following poets will share their work with you at Youth Social Justice Forum today:

**Angie Trudell Vasquez** is an award winning poet, writer, activist and sometimes publisher. Her poetry, essays and op-eds have appeared in print and on stage, nationally and internationally. Her poems have appeared most recently in the San Diego Annual Review, and are forthcoming in Yellow Medicine Review and Basta! She was a poetry panelist at Split This Rock in DC in April. She is currently getting her MFA (Masters in Fine Arts) in poetry at IAIA, the Institute of American Indian Arts, in Santa Fe, New Mexico, and will graduate in May 2017.

**Alida Cardós Whaley** is a mama, poet, and performing artist. She is a core organizer with STITCH Milwaukee, seeking to create spaces to heal our people and realize our dreams. By day she is an advisor at UW-Milwaukee. She studied Latin American, Caribbean and Iberian Studies at UW-Madison, where she was a member of First Wave. She cofounded STITCH in 2009. STITCH Milwaukee is a collective of gente working to create spaces where our whole selves are recognized, celebrated, and offered healing and nourishment. Originally from Milwaukee, she graduated from Rufus King High School

**Ed Wingard**, 20 years old, is a 2016 graduate of Bradley Tech. He loves poetry innovation and milk shakes. He has a 7 month old daughter that he loves with every ounce of his soul. Poetry changed his life at 14, and is still converting him into something he never thought possible. He performs his spoken word creations around town in Milwaukee.

Raised on the Northside of Milwaukee, **Darian Wilson** has a way with words. He was a mainstay at The Stillwaters Collective all throughout high school, and after he graduated from Riverside, he became a coach for the Wisconsin Brave New Voices team. He now works in Madison as the High School Program Coordinator for the Goodman Community Center. Where amongst his day to day work, he organizes and plans a monthly youth poetry slam called Word Power!

**Freesia McKee** grew up on the south side of Milwaukee. Her essays and poems have appeared in Huffington Post, Verse Wisconsin, Cries for Justice, Burdock, and elsewhere. Freesia co-hosts The Subtle Forces, a weekly morning show on Riverwest Radio. She gave a presentation in 2016 at Split This Rock, a bi-annual social justice poetry festival in Washington DC alongside Margaret Rozga, Portia Cobb, and Angie Trudell Vasquez, entitled "One the Move: Engaging New Poets – Four Milwaukee Social Justice Poetry Projects."

.....  
*"give your daughters difficult names. give your daughters names that command the full use of tongue. my name makes you want to tell me the truth. my name doesn't allow me to trust anyone that cannot pronounce it right."*

- warsan shire.



Today we will write our own poems that reflect our environmental concerns or wishes, poems about nature, poems about how we as humans interact with nature or our environment. What is our connection to the land? Many of you may be aware of what is happening at Standing Rock Sioux Reservation in North Dakota right now, or the fact that the Earth is heating up at an unprecedented rate, or that the Great Barrier Reef is in danger of collapse, this can all be used as fodder for poems today. What is your biggest environmental concern? How do you envision the future if our global leaders do not tackle Global Warming now?



**Poetry terms:** Alliteration, assonance and consonance, rhyming vowels, rhyming consonants

**Resources where you can submit your work, network, learn about publishing opportunities and grow as writers:**

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

**Stillwaters Collective:** www.stillwaterscollective.com

**Poets & Writers Magazine:** “the 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** in the Riverwest neighborhood in Milwaukee, woodlandpattern.org.

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

**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 & first Native American to hold post in Wisconsin), Gwendolyn Brooks, Brenda Cardenas, Ana Castillo, Sandra Cisneros, Lorna Dee Cervantes, Natalie Diaz, Camille T. Dungy, 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, Aimee Nezhukumatathil, Simon Ortiz, Marge Piercy, Adrienne Rich, Warsan Shire, Layli Long Soldier, Gary Soto, Arthur Sze, Dennis Trudell, John Trudell, Mark Twain, Anne Waldman, Alice Walker, Orlando White, Walt Whitman and Saul Williams.



Workshop Presenters:



**Raoul Deal**

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**Jessica Meuninck-Ganger**

Print and Narrative Forms  
Area Head & Assistant  
Professor  
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**John Fleissner**

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**Gina Bender**

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## 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 x-acto 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:

**Percy Atkinson  
Kobe Banks  
Aiyana Braun  
Raistlin Drake  
Karina Echeverria  
Tremel Elliott  
Infiniti Ellis  
Iris Gomez  
Meghan Halvorson  
Deveon Handley  
Charnice Hutson  
Emily-Rose Krueger  
Cyntrell Little  
Denneshia Mccarty  
Amanda Miller  
Cedis Nieves  
Leah-Mari Olson  
Elijah Powell  
Emontreis Powell  
Diane Prokopak  
Mariah Rivera  
Trey Robinson  
Sunny Sayarath  
Ravel Seilers  
Shiba Sisongkham  
Dorian Tellis  
Paris Thompson  
Alexis Varnado  
Raul Whitlow  
Behnjamin Wordell**

**Heather Sattler  
Teacher at The Alliance  
School**

sattlehr@milwaukee.k12.wi.us  
414.267.5465

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?



Workshop Presenters:

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**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.

### What about cell phones?

Generally, police officers must have a warrant before they can search the contents of your cell phone. However, schools can prohibit cell phone use during school and may temporarily take away your phone if you violate those rules. Some courts have allowed school officials to search through texts, pictures, and other information on a student’s phone when there was reasonable suspicion that the student violated a school rule and that there was evidence related to the violation on the phone. Without reasonable suspicion, school officials cannot just search through the contents of your phone hoping to discover evidence of misconduct.

### 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.



School and police officials have **NO OBLIGATION** to contact your parents before questioning you. Do not answer questions without your parent or attorney.

### 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.**

### Resources:

Safe and Respectful Schools: [http://sspw.dpi.wi.gov/sspw\\_safeschool](http://sspw.dpi.wi.gov/sspw_safeschool)

Safe and Supportive Schools: [http://sspw.dpi.wi.gov/sspw\\_s3](http://sspw.dpi.wi.gov/sspw_s3)

Safe Schools for LGBT Students: [http://sspw.dpi.wi.gov/sspw\\_lgbt](http://sspw.dpi.wi.gov/sspw_lgbt)

IDEA State Complaints: [http://sped.dpi.wi.gov/sped\\_complain](http://sped.dpi.wi.gov/sped_complain)

Pupil Non-discrimination complaints: [http://sped.dpi.wi.gov/sped\\_pndguidelns](http://sped.dpi.wi.gov/sped_pndguidelns)



Workshop Presenters:

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## SUPPORTING PRISONER'S CIVIL RIGHTS

Study after study has shown that people of color are far more likely to be stopped by the police, arrested, get harsher sentences, and be imprisoned. While being incarcerated, their limited rights are routinely violated. Erosion of civil liberties disproportionately affects Black men & LGBT youth. LGBT people can be put in solitary confinement solely for being LGBT. In Wisconsin alone, the incarcerated population has quadrupled in the last four decades, far outpacing the state's population growth, while 41% of black men in Milwaukee County are or have been incarcerated. In a society plagued by mass incarceration and private for-profit prisons, it's extremely important to know our rights, and support the rights of incarcerated people.

With that in mind, we invite you to participate in a workshop that encourages discussion about juvenile incarceration in particular, conditions the LGBTQ community faces in prison, the intersection of mental health and solitary confinement, and systemic racism.

We aim to make this a safe space for people to share their opinions, experiences, and questions regarding how prisons impact people's civil liberties. The discussion will be facilitated by a formerly incarcerated person, members of IWOC (Incarcerated Workers Organizing Committee), and local activists, all of whom lead organizing efforts to support prisoners' civil rights.

After the discussion, we will make birthday & holiday cards to send out to people in prisons, to let them know that we are thinking about them. All art supplies will be provided.

**Following are some resources to support prisoners in Milwaukee as well as nationally.**

Black & Pink is an open family of LGBTQ prisoners and "free world" allies who support each other. Their work toward the abolition of the prison industrial complex is rooted in the experience of currently and formerly incarcerated people. For more information please visit: <http://www.blackandpink.org/>

The Industrial Workers of the World (IWW) is a union for all workers. Driven by a strong belief in social justice, the IWW is involved in tenant-organizing, workplace-organizing, as well as supporting prisoner organizing. The Milwaukee IWW hosts letter-writing events that are open to all every other week. All letter-writing supplies are provided free of cost. For more information please visit & contact:

<https://www.facebook.com/milwaukeeiww/>

For more information on the abuse stemming from solitary confinement, please read this briefing paper from the ACLU:

[https://www.aclu.org/sites/default/files/assets/stop\\_solitary\\_briefing\\_paper\\_updated\\_august\\_2014.pdf](https://www.aclu.org/sites/default/files/assets/stop_solitary_briefing_paper_updated_august_2014.pdf)



## USING YOUR SMARTPHONE TO TELL A STORY

Workshop Presenters:

**Jenny Plevin**  
**Doc UWM**  
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### Make Great Videos! Change the world!

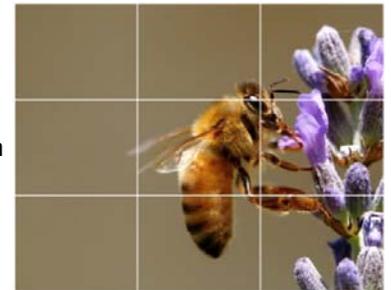
**Topics:** Choose something that you can relate to and/or something that you're passionate about. What story do you want to tell? Why is it important? Who is your audience? What is your essential question? There are a lot of Social Justice issues to focus your lens on: poverty, death penalty, environmental rights, racism, access to health care, heterosexism, labor laws, civil rights, sexism, access to education...and more!

- Don't let anyone ruin your vision. Follow your instincts.
- Don't doubt the potential of your story and never doubt your ability to get it done.
- Don't underestimate yourself.
- Commit to the film. Don't give up no matter how hard it gets along the way. It will get hard. But it will be worth it.
- It's scary to get personal. But the real stuff is always the best stuff.
- It's okay if your story changes along the way; there's a large chance that your final result won't be what you initially envisioned.
- Check out more resources: <http://www.pbs.org/pov/onlytheyoung/resources-first-time-filmmakers>

Use a free **video editing app**, or a program for computers (iMovie for Mac, Moviemaker for PC). Other free video editing apps: Avidemux, AviSynth, Blender VSE, CineLerra, Kdenlive, Kino, Lightworks, LiVES, Lumiera, Natron, OpenShot Video Editor, Pitivi, Shotcut, VideoLan Movie Creator (VLMC), VirtualDub, Wondershare Filmora

### Taking great photos and video: Use good composition!

Use the **Rule of Thirds!** It is a "rule of thumb" or guideline which applies to the process of composing images such as designs, films, paintings, and photographs. The guideline says that an image should be imagined divided into nine equal parts by two equally spaced horizontal lines and two equally spaced vertical lines. More info: <http://digital-photography-school.com/rule-of-thirds/>



Watch the **Headroom!** Headroom refers specifically to the distance between the top of the subject's head and the top of the frame.



A portrait of guitarist [Adrian Legg](#) demonstrates an excessive<sup>[opinion]</sup> amount of headroom, with the subject's nose centered in the frame (a common mistake.)



A subtle lack of headroom with the subject's eyes only 28% of the way down from the top, not 33%



Good composition <sup>[neutrality is disputed]</sup>, with the subject's eyes one-third of the distance down from the top of the frame, following the [rule of thirds](#)



For moving images, the action of zooming in to fill the frame with the subject requires the simultaneous tilting up of the camera, shown by the red lines, to maintain the correct amount of headroom. Conversely, zooming out requires tilting down.



## Depth of Field

The foreground, middleground, and background in a composition are generally divided into three planes. The foreground of a composition is the visual plane that appears closest to the viewer, while the background is the plane in a composition perceived furthest from the viewer. The middleground is the visual plane located between both the foreground and background.

## Other tips

- Hold your camera steady! To help, use whatever you can to steady yourself, a chair, a wall, or get a cheap tripod (about \$10-15).
- People on social media like short videos, too long and people will lose interest (unless something really dramatic is going on).



Photo by Leah L. Jones Eg, the National Museum of African American History and Culture

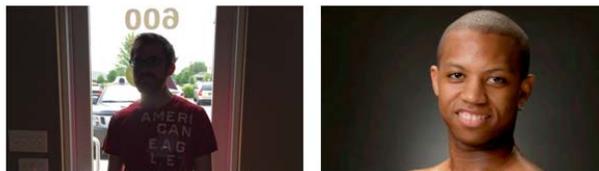


OVERPASS LIGHT BRIGADE <http://overpasslightbrigade.org/> photo credit: Joe @swag



Good- some shadow, some light

Flat lighting- not so good



Don't take a picture directly into window

Good example of lighting

## Good Lighting!

1. Move your subject into good lighting! (if inside have them come **next** to a window with the light shining on them, or put a lamp in front of them.
2. Not too bright, not too dark. If too bright outside, find a tree or overhang to stand under.
3. Don't put them in front of a window (unless you want to create a silhouette).

## GOOD SOUND!

2. Get as close as you can to your subject.
3. If you are doing an interview, move to the quietest place you can.
4. If you can, invest in a cheap lavalier microphone. \$20 off the internet can get you a good mic to make your videos sound more professional (a Polsen OLM-10 Omnidirectional Lavalier Microphone with a 20' cord costs \$23 on the internet).

## Music and Soundtracks

- Background music can be great! (just not too loud)
- Make your own beats and music:
- OR use some Free Audio and Music: <http://www.hongkiat.com/blog/websites-download-creative-commons-music/>  
<https://creativecommons.org/about/program-areas/arts-culture/arts-culture-resources/legalmusicforvideos/>

**Free Music:** Many musicians choose to release their songs under Creative Commons licenses, which give you the legal right to do things like use their music in your videos. What is Creative Commons? Creative Commons is a new system, built upon current copyright law, that allows you to legally use “some rights reserved” music, movies, images, and other content — all for free. CC offers free copyright licenses that anyone can use (without a lawyer) to mark their creative work with the freedoms they want it to carry. For instance, a musician would use a Creative Commons license to allow people to legally share her songs online, make copies for friends, or even use them in videos or other compositions.



## Your rights to document law enforcement encounters

In Wisconsin, generally, you **can** take photographs or video/audio recordings of the police, so long as you do not interfere with the police officers' duties.

When in **public spaces** where you are lawfully present you have the **right to photograph** anything that is in plain view. That includes pictures of federal buildings, transportation facilities, and police. Such photography is a form of public oversight over the government and is important in a free society.

When you are on **private property**, the property owner may set rules about the taking of photographs. If you disobey the property owner's rules, they can order you off their property (and have you arrested for trespassing if you do not comply).

**Police officers may not generally confiscate or demand to view your photographs or video without a warrant.** If you are arrested, the contents of your phone may be scrutinized by the police, although their constitutional power to do so remains unsettled. In addition, it is possible that courts may approve the seizure of a camera in some circumstances if police have a reasonable, good-faith belief that it contains evidence of a crime by someone other than the police themselves (it is unsettled whether they still need a warrant to view them). If a police officer searches and/or seizes your phone, contact a criminal defense lawyer or the ACLU.

**Police may not delete your photographs or video.** (This doesn't mean they won't, but it is unlawful.)

**Police officers may legitimately order citizens to cease activities that are truly interfering with legitimate law enforcement operations.** Professional officers, however, realize that most operations are subject to public scrutiny, including by individuals photographing them.

**The right to photograph does not give you a right to break any other laws.** For example, if you are trespassing to take photographs, you may still be charged with trespass.

**If you are stopped or detained for taking photographs or video:**

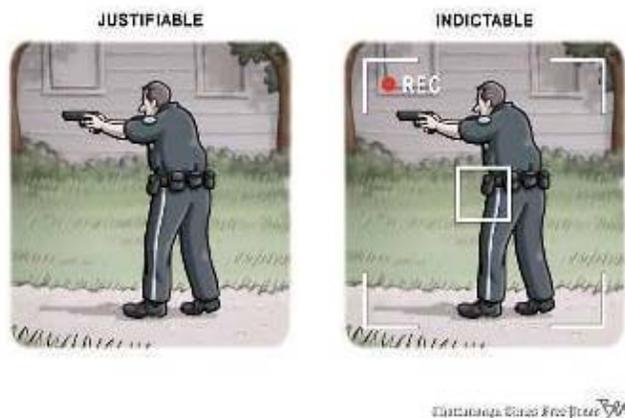
**Always remain calm and polite. Never physically resist a police officer.**

If an officer stops you for photography, the right question to ask is, **"am I free to go?"** If the officer says no, then you are being detained, something that an officer cannot do without reasonable suspicion that you have or are about to commit a crime or are in the process of doing so. Until you ask to leave, your being stopped is considered voluntary.

If you are detained, politely ask what crime you are suspected of committing, and remind the officer that taking photographs is your right under the First Amendment.

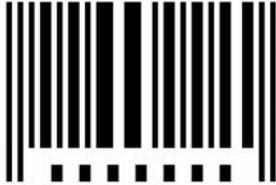
**Special considerations** when videotaping or taking an audio recording:

You can record your own interactions with officers without violating wiretap statutes (since you are one of the participants). Where you are an observer but not a part of the conversation, you can record what the police are doing so long as the police officer does not appear to be having a private conversation (in other words, where the officer has a reasonable expectation of privacy). If police officers are interacting with demonstrators on a crowded public street, the officers generally have no reasonable expectation of privacy. If a police officer and another individual are talking quietly in a secluded area — that is, if it looks like the police officer is trying to have a "private" conversation with someone — then you generally cannot record the conversation.



Workshop Presenters:

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**PRICELESS INCITE, LLC**  
PEOPLE ARE NOT PROFIT

**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 [vahy-uh-luh ns] / 'vaɪ ə ləns/ noun

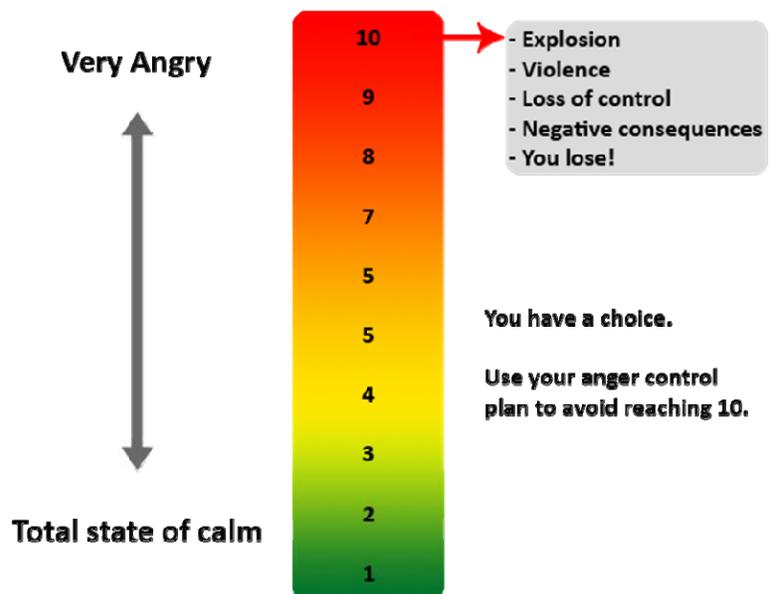
1. swift and intense force: the violence of a storm.
2. rough or injurious physical force, action, or treatment: to die by violence.
3. an unjust or unwarranted exertion of force or power, as against rights or laws:

### 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>



## YOUTH RISING UP

Workshop Presenters:

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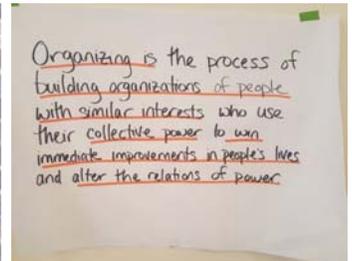


Youth Rising Up is a grassroots youth leadership development program focused on youth ages 14 and up. We are youth organizing youth to create a powerful platform to educate communities and incite people to action. Y.R.U. questions your purpose and asks the important question of *why are we here?* Y.R.U. challenges us to dig deep, look at our history, our environment, and the political climate and discover what is our personal mission in life. Y.R.U. has three separate branches that are ultimately connected to the same root and tree of social justice: TALENT, ACTION, AND POLICY. Each branch has a committee chair and workgroup that meets, organizes, and plans actions.

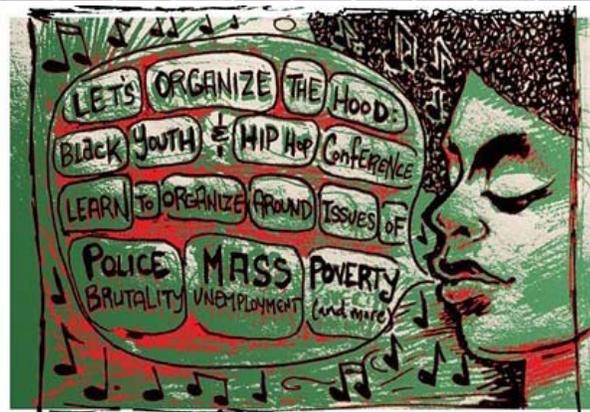
### Turning Talk into Action

Sharing from our experience on how we began: as a weekly discussion group, which turned into a think tank that then found itself on the streets taking action. Learn about the power of youth voice, and how organized youth equals power. Opportunities to influence others and become change agents are endless with some structure of organization and the ability to collaborate with other individuals and organizations in the City. Youth engaged in this workshop will discuss and determine an issue important to the group, settle on an action that can be taken to alleviate the issue and decide what steps to take as a group to make positive change. The goal is to plan a real event to execute together in the coming weeks and develop a working network moving forward.

Coleman Advocates Presents  
**TURN UP THE BASE**  
 Building Activists through Social Justice Education  
 FREE Three-Day retreat for young women, transgender, & gender queer youth of color, ages 14-18.  
 Fri, Aug 9—Sun, Aug 11  
 Point Reyes Hostel  
 \*transportation provided\*  
 Gain skills to become a leader of change in YOUR  
 For more info & to get an application:  
[www.facebook.com/turnupthebase](http://www.facebook.com/turnupthebase)  
[turnupthebaseconference@gmail.com](mailto:turnupthebaseconference@gmail.com)  
 DEADLINE: July 31st



Samples from different youth organizing projects around the country.







*milwaukee beautiful* ♥



*Milwaukee Talkies*



CREAM CITY FOUNDATION



City of Milwaukee Election Commission