

FREE A CONFERENCE
MINDS ON EDUCATION
FOR LIBERATION

FREE
PEOPLE JUNE 2007
CHICAGO

**“If education is not given to the people,
they will have to take it.”**

Welcome to **Free Minds, Free People!** Over the next three days you will have the opportunity to talk, share ideas, debate and build alliances with teachers, youth, researchers, community-based educators, college students and parents from around the country. This unique event breaks down many of the barriers that fragment our communities—the barriers of age, of race, of geography, of occupation.

Where else can you find in one place Native and African American educators discussing cultural education? Teenagers presenting research on undocumented students' access to higher education? 1960s Freedom School teachers and students sharing experiences with contemporary Freedom School educators? High school students teaching teachers math? Our methods and practices are diverse, but we share a commitment to educating ourselves and our communities to build a more just world.

The idea for a national conference first took root more than a year ago at a kitchen table in Durham, North Carolina where a group of activists and educators were eating homemade crab cakes (a la Charles Payne) and talking about the recent resurgence in interest in Freedom Schools and social justice education. We asked ourselves how we could get some of the folks doing this work in different places talking to each other. Soon afterwards a planning team emerged with a group of organizations from New York and a group from Chicago. Chicago, home to a rich variety of Education for Liberation work, seemed liked an ideal setting for a national convening.

Free Minds, Free People is about more than swapping ideas and experiences. One of our goals is to talk about what comes next—how we can help each other get better at this work and how we can get more people involved. On Sunday you will be able to help us define the future of Education for Liberation. Our success depends on our ability to build long-term relationships and connect our work across the barriers that divide us.

As Che Guevara said, "Education is the property of no one. It belongs to the people as a whole. And if education is not given to the people, they will have to take it."

This weekend, we take it.

*Peace,
The Conference Organizers*

Many thanks to all those who made this conference possible:

Our Sponsors:

The Brotherhood/Sister Sol, the Chicago Freedom School, the Education for Liberation Network and the University of Chicago's Center for Urban School Improvement

Our Planning Team:

Charles Payne; Julie Burnett (University of Chicago); Alex Poeter (Brighton Park Neighborhood Council, Chicago Freedom School); Susan Wilcox, Marsha Jean Charles, Njeri Parker, Javonie Regis, Andrew Ensley and Sunney Qazi (The Brotherhood/Sister Sol); Jaime Arteaga; Elsa Saeta (The Women's Center/DePaul University); Cassandra McKay (University of Illinois at Chicago); Rico Gutstein (Greater Lawndale/Little Village School for Social Justice, Teachers for Social Justice); camil. williams and veronica precious bohanan (AquaMoon); Kristen Cox (halo projects, AREA Chicago); Mariame Kaba (Chicago Freedom School, Young Women's Action Team); David Stovall (University of Illinois at Chicago, Lawndale/Little Village School for Social Justice); Mustafa Sullivan (Sistas and Brothas United); Kelsey Rennebohm (Youth Ministries for Peace and Justice); Gloria Ross (FIERCE); Roderick Watts (Georgia State University) and Tara Mack (The Brotherhood/Sister Sol, the Education for Liberation Network)

Our Host:

Little Village/Greater Lawndale High School

Our Funders:

The Girl's Best Friend Foundation, the Polk Bros. Foundation, the Spencer Foundation, the Steans Family Foundation, the Synapses Foundation, the Tin Man Fund, the Twenty-First Century Fund, the University of Chicago, the Elias Foundation, the Funders Collaborative for Youth Organizing, the Crossroads Fund and the Woods Fund

Conference Agenda

Thursday, June 21

- 6 pm Reception and screening of **This is What a Chicago Youth Activist Looks Like**
7 pm Performances by Chicago youth groups

Friday, June 22

- 8:30 am Registration, light breakfast
9:30 am Welcome and Keynote
10:15 am **Freedom Summer**, a film by Marco Williams
11:15 am Break
11:30 am Workshops/Chat Rooms A
1 pm Lunch
2 pm Site Visits **or**
Workshops B followed by 3:45 pm screening of **Hip Hop: Beyond Beats and Rhymes**
and youth-led discussion
5:30 pm Close

Saturday, June 23

- 9:00 am Breakfast
9:30 am Workshops/Chat Rooms C
11 am Break
11:15 am Workshops/Chat Rooms D
12:45 pm Lunch
1:45 pm Workshops/Chat Rooms E
3:15 pm Break
3:30 pm Caucuses—Discussion among affinity groups (teachers, community-based educators, youth, researchers, etc.) about their experiences with this work and their needs
4:45 pm Large group discussion of caucuses
5:30 pm Close

Sunday, June 24

- 9:00 am Breakfast
9:30 am Opening panel—The Research Base for Education for Liberation
11 am Break
11:15 am Defining our Future —Small group discussions of strategies for moving forward. What do we want the future of Education for Liberation to look like? How do we get there?
12:15 pm Break
12:30 pm Coming Together—Discussion among all participants about strategies developed in small groups
2:00 pm Close

Keynote Speakers



Kevin Brown is a senior at Jones College Prep High School. He was born in Chicago and has lived there all his life. Kevin tries to stay politically active, participating at various clubs and events in and out of his school that work to engage students and create discussions. Otherwise, Kevin loves to stay physically active, exploring vegetarian food options, and keeping up-to-date with the world around him.



Charles M. Payne teaches African-American studies, history and sociology at Duke University. His areas of research interest include urban education, social inequality, social change and modern African-American history. He is the author of, "Getting What We Ask For: The Ambiguity of Success and Failure In Urban Education" (1984) and "I've Got the Light of Freedom: The Organizing Tradition in the Mississippi Civil Rights Movement" (1995). The latter has won awards from the Southern Regional Council, Choice Magazine, the Simon Wisenthal Center and the Gustavus Myers Center for the Study of Human Rights in North America. He is co-author of, "Debating the Civil Rights Movement" (1999) and co-editor of, "Time Longer Than Rope: A Century of African American Activism, 1850 -1950" (2003). Currently, he is finishing, "So Much Reform, So Little Change" (forthcoming, Harvard Education Publishing Group), a book which is concerned with what we have learned in the last decade or so about what it takes to create large scale improvement in urban districts. He is also in the process of co-editing two anthologies, "Teach Freedom: The African American Tradition of Education For Liberation" (forthcoming, Teachers College Press) and "Holding Back the Ocean with a Broom: Implementing Change in Urban Schools."

Daisy Zamora is currently a student at University of Illinois at Chicago, majoring in Latin American & Latino studies. She plans to utilize her degree to work with non profits and the organizing field. She is a Brighton Park Neighborhood Council board member, as well as a board member for Females United for Action (FUFA). Daisy's memberships include the Chicago Network of Women Building Communities.



Kristiana Zerom is an alumna of Jones College Prep. She has worked for almost four years at different branches within the Chicago Public Library system. Over those four years, she worked in conjunction with library personnel to implement literacy programs for children and helped start an annual poetry slam which the library hosts. She is currently working towards her Bachelor's in International Business at Loyola University.

Presenters/Panelists

Access Living of Metropolitan Chicago
Baltimore Algebra Project, Inc.
Beyondmedia Education
Blocks Together
Boston Plan for Excellence
Brighton High School
Brighton Park Neighborhood Council
The Brotherhood/Sister Sol
Campus Advocacy Network, University of Illinois at Chicago
Carlos McBride, University of Massachusetts, Amherst
Cassandra McKay, University of Illinois at Chicago
Center for Anti-Oppressive Education
Charles Payne, Duke University
Cheryl Jones-Walker, Research for Action
Chica Luna Productions
Chicago Freedom School
The Children's Defense Fund Durham Freedom School at North Carolina Central University
The Children's Theatre Company
Community Law in Action, Inc.
Community Writing and Research Project, PRAIRIE Group, College of Education, University of Illinois at Chicago
Daren Graves, Simmons College
Dorothy Stang Adult Popular Education High School
Elaine Brigham, University of Massachusetts, Amherst
Erica Meiners, Northeastern Illinois University
Each One, Teach One
Educational Activism
Gary Young, Journalist
Gay, Lesbian and Straight Education Network (GLSEN)
Harris Fellows Student Leadership Initiative
Ifetayo Cultural Arts, Inc.
Jimmella Stokes Jackson, 1964 Freedom School student

The Legacy Circle
Lisa Bellanger, Ojibwe
Little Village/Greater Lawndale School for Social Justice
Logan Square Neighborhood Association
Loyola College, Maryland
Make the Road by Walking
Mikva Challenge
Neighborhood Story Project
Neighborhood Writing Alliance
New York Collective of Radical Educators (NYCoRE)
New York Writers Coalition
Orange High School Research Collective
Philadelphia Student Union
Prison Creative Arts Project (PCAP)
Rock Creek Academy
Roderick Watts, George State University
Sadie Nash Leadership Project
Salina Gray, View Park Preparatory Accelerated Charter School
Sandra Adickes, 1964 Freedom School teacher
Sandra Cheatham, Betty Shabazz International Charter School
San Francisco Freedom School
School for Democracy and Leadership
Sistas and Brothas United
Sister Outsider Entertainment
Social Justice Academy at Kelvyn Park
T.R.U.E. Skool, Inc.
Taking Back Our Lives, DePaul University
Teachers for Social Justice
Umoja Student Development Corporation
University of Illinois at Chicago
University of Maryland, College Park
University of Utah
Young Women's Empowerment Project
Youth Ministries for Peace and Justice

Workshop Schedule

Theme Key:

AS = Arts and Social Justice Education

AR = Action Research

CBO = Community Based Organizing

CC = Critical Consciousness (Racism, Sexism, Heterosexism etc.)

CD = Curriculum Development

CY = Criminalization of Youth

LA = Literary Analysis

PT = Parents as Liberatory Educators

SBO = School Based Organizing

SJ = Social Justice Schools

YL = Youth Leadership Development

FRIDAY 11:30am

WORKSHOPS

Freeing Minds Through Community-based Writing

Representatives of community-based writing groups in three cities--New York, Chicago and New Orleans--explain how educators can use writing as a tool for critical thinking and freedom of thought. This workshop uses mini writing lessons to demonstrate best practices. **AS**

New York Writers Coalition; Neighborhood Writing Alliance; Neighborhood Story Project

How to Get Disability Cool: Including People with Disabilities in Youth Organizing

Many youth organizing groups have few or no members with disabilities. This training will review disability inclusion in youth groups and seek to create a safe place in which participants can think about how to increase disability inclusion. It will cover some disability rights movement history, disability sensitivity and empower people to increase the disability accessibility of all their activities. **CC**

Access Living of Metropolitan Chicago

Popular Education as a Tool for Working with Youth Impacted by the Sex Trade

Experienced and trained popular education workshop facilitators will present Young Women's Empowerment Project's popular education curriculum at this session. It will provide participants with elements they need to develop their own youth-led and created popular education workshops about the sex trade and street economies. Participants will learn about the skills and techniques that have reached hundreds of youth impacted by the sex trade and street economies. **CD**

Young Women's Empowerment Project

Know Your Rights: Trouble at School

The Blocks Together Youth Council's workshop uses popular education, role play and games to inform participants about the policies in the Chicago Public Schools Student Code of Conduct, the process of appealing a disciplinary decision and how to deal with police. It will also engage them in dialogue about how they experience discipline at school and propose community, and youth empowerment-based alternatives to out-of-school suspensions, expulsions and arrests. **CY, SBO**

Blocks Together Youth Council's "Graduate Don't Incarcerate" Campaign

The Neighborhood Bridges Program: Theatre and Critical Literacy Empowering Classroom Citizens

Neighborhood Bridges is critical literacy in action. This workshop will show participants how to use Little Red Riding Hood to challenge young people to identify and question the values infused in fairy tales. Using this analysis, students learn how to retell these stories to reflect their own values. **LA**

The Children's Theatre Company

African-centered Rites of Passage for Urban Youth: The Ifetayo Approach to Holistic Youth Development

This workshop will focus on the Ifetayo Cultural Arts rites of passage programs—Sisters in Sisterhood (SIS) and I am My Brother (IAMB)—which are designed to ensure that adolescents of African descent flourish throughout their transition to adulthood. Drawing on traditional African values, these programs use cultural knowledge as a way to prepare youth to become active in the healing and renewal of the themselves, their families and communities.

Ifetayo Cultural Arts, Inc.

How to Design Citywide, Multi-School Social Justice Projects

Teams of students and educators from three different Chicago-area schools will discuss how to create a city-wide social justice curriculum and activist agenda. In the workshop we will discuss the various campaigns we've worked on in the last school year: the Immokalee Tomato workers struggle, anti-gentrification work in Chicago and counter-military recruitment. We will address how our schools worked to incorporate these diverse campaigns into a city-wide social justice exposition. A copy of our social justice curriculum will be distributed. **SBO**

Chicago Youth Initiating Change

Political Economy of Education: Building a Framework to Educate Leaders for a New Society

The Philadelphia Student Union, in conjunction with some of our organizing partners, has been developing an analysis that links public education to the economic structure of our society. This workshop will guide participants through developing an analysis that is based on their own experiences with education as well as the history of public schools and that uses storytelling and interviewing skills as tools to develop a common understanding. The session will result in a podcast that will be accessible to all of the participants. **CBO**

Philadelphia Student Union

CHAT ROOMS

The Halls of Justice: Creating and Sustaining a Social Justice School

With dozens of schools in Chicago and New York calling themselves "social justice" themed schools, the popularity of these types of institutions is on the rise. Many are charter or small schools. What does it mean to be a social justice school? How are these schools created? What are the challenges and benefits to developing social justice institutions? What impact do they have on the public school system as a whole? **SJ**

Sistas and Brothas United and the Leadership Academy; Dorothy Stang Adult Popular Education High School; Social Justice Academy at Kelvyn Park; Little Village/Lawndale School for Social Justice; Moderator: Rito Martinez

Educating Liberatory Educators

How should we train social justice educators? What is the value of social justice education programs at teachers' colleges? To what extent is it possible or desirable for these values to be part of the academy? What are alternative methods of training teachers for liberation?

Loyola College, Maryland; Center for Anti-Oppressive Education; Carlos McBride, University of Massachusetts, Amherst; Elaine Brigham, University of Massachusetts, Amherst; Moderator: Rico Gutstein

FRIDAY 2pm

WORKSHOPS

Documenting (In)Justice: Youth Participatory Action Research and Video

Two Salt Lake City youth research teams will present upon participatory research and video documentary projects they developed based on their concerns: 1. Equal access to higher education for undocumented students 2. Racial and ethnic stereotyping in Salt Lake City high schools. Youth researchers will screen their videos, discuss the challenges and joys of doing participatory research and lead session participants in a hands-on workshop on video research methods. **AR**

University of Utah

Youth Leadership in Community Organizing

This workshop will use theater, video, interactive/experiential learning, handouts and extensive discussion with workshop participants to share the work of the Youth Power Project of Make the Road by Walking as an example of successful youth organizing/youth development. Participants will learn about the leadership structure, program offerings, campaigns, political education and youth development/youth organizing model of Youth Power. Participants will be encouraged to share their own experiences, as we believe that learning in workshops flows equally between participants and facilitators. **SJ**

JOTARIA (Queerness): Using Multi-Media Theater as a Tool to Organize Against Homo-Hatred

The objective of this workshop is to demonstrate how participants, whether they are educators, community organizers or youth, can use theater for liberation. We specifically use, JOTARIA, a multi-media hip-hop cabaret as a tool to organize around homo-hatred toward women, Trans and Gender Queers of Color. This workshop will show participants how to organize around homophobia against people of color in their communities and schools. Among other things, participants discover how to utilize this medium as a way to transform art into action. **CC, AR, CBO**

Being the Change We Want to See: Adventures in Creating a Children's Defense Fund Freedom School in Durham, NC

This workshop will focus on the CDF Freedom Schools summer program model as a tool for liberatory education. Participants will experience the Freedom Schools curriculum by reading a culturally relevant children's book and engaging in self-reflective activities related to the book's themes. This workshop will also focus on the particular dynamics, demographics and history of Durham, North Carolina that shape our Freedom School and our visions and challenges as we launch this program for the first time in the summer of 2007. **LA**

Take Back the Halls: Ending Violence in Relationships and Schools

Representatives of Take Back the Halls, a teen violence prevention and community activism program, will educate participants about the program and share some of its methods, which link education, social justice and activism. Includes presentation of youth poetry and spoken word. **SBO**

Empowering Student Leadership in Schools

The Harris Fellows Student Leadership Initiative is an organization of high school students that supports the development of school-based leadership organizations. This workshop, facilitated by high school students, will introduce strategies to empower students to take action in their schools and communities through leadership development, organizational development, action research, action strategies and networking. It will include success stories from student leaders across Chicago. **YL**

Make The Road By Walking

**Sister Outsider Entertainment;
Chica Luna Productions**

**The CDF Durham Freedom
School at North Carolina
Central University**

**Taking Back Our Lives,
DePaul University**

**Harris Fellows Student
Leadership Initiative**

FILM SCREENING (3:45 PM)

Hip Hop: Beyond Beats and Rhymes

This documentary examines representations of gender roles in hip-hop and rap music through the lens of filmmaker Byron Hurt, a former college quarterback turned activist. Conceived as a "loving critique" from a self-proclaimed "hip-hop head," Hurt examines issues of masculinity, sexism, violence and homophobia in today's hip-hop culture by talking with rappers, moguls and fans. This film will be followed by a youth-led panel discussion.

**Edwin Rodriguez, Youth
Ministries for Peace and
Justice; Xiomayra Lopez,
Youth Ministries for Peace and
Justice; [Other panelists TBA];
Moderator: Javonie Regis**

SITE VISITS

Northside Organizing (Rogers Park, West Ridge, Edgewater)

Come meet some of the most forward-thinking youth leadership of the Northside! All are engaged in impressive social justice organizing, facilitatory education or community-based research efforts. We'll meet Young Asians With Power (YAWP) who are developing curricula that they hope will serve as a replicable teaching methodology that can be used as a resource for building youth leaders as facilitators, and the Korean American Resource & Cultural Center youth of Shout Out to hear about their lobbying to Congress for youth immigrant rights. Together, we'll meet the Young Women's Action Team (YWAT) and the Young Women's Empowerment Project (YWEP) who are creating zines, taking to the streets, and building campaigns fueled by community-based research statistics to fight the ongoing struggle of violence against women and girls.

Gender Equity, Gender-Based Violence, LGBTQ Rights and Comprehensive Sex Education: How Chicago Youth are Pushing the Social Justice Field to New Heights (Brighton Park)

This site visit, which is co-facilitated by the Women and Girls Collective Action Network (Women & Girls)/FUFA (Females United for Action), the Illinois Caucus for Adolescent Health (ICAH), and the Brighton Park Neighborhood Council (BPNC) will feature interactive presentations and discussions around innovative Education for Liberation approaches as a means to promote gender equity, LGBTQ rights and comprehensive sex education and fight gender-based violence. Youth and adult allies will share successes and challenges of their cutting-edge work, which has been breaking new ground within Chicago's social justice community and is receiving increasing national attention.

Site visit participants will have the opportunity to visit one of Chicago's most expanding and diversifying gateway communities for immigrants (the community population almost doubled within the last decade). While facing many challenges as a low-income community of color, Brighton Park serves as a model for innovative social justice approaches that combine community organizing with a critical analysis based on the interconnections between identities, to ensure that the needs of all members of this community (including girls, LGBTQ youth, domestic violence survivors, ex-offenders, etc.) are addressed.

The Blue Line Transit Task Force (Greater Lawndale)

In the mid-nineties, the Douglas Branch of the Blue Line in Chicago was in poor working conditions and began to lose riders due to its slow zones that were a result of weakening support structures. Instead of attempting to fix the problem, the Chicago Transit Authority considered closing down the nearly 100 year-old line. The community responded by forming a multi-racial, multi-community (North Lawndale, Cicero, Pilsen and Little Village) coalition of community organizations and residents to keep the line open and secure dollars to rehab the line, which runs through four African-American and Latino neighborhoods, connecting residents to important downtown locations, the medical district and several schools and colleges. Over a seven-year period, these efforts resulted in 48 million dollars from the federal government to rehab the Blue Line, jobs for residents in the reconstruction work, the creation of a community advisory council and the restoration of weekend services after the reconstruction was completed. Hear from some of the key organizers and community members as they share their stories of community organizing, struggle and victory! The visit will also feature a video and a visit to a nearby Blue Line Stop.

From Community Organizing to Community Building (Humboldt Park)

See and experience how a community can transform itself into a model of sustained social change, community development, cultural expression and ethical leadership. You will visit:

- 1) Paseo Boricua—Home of the two largest monuments to a flag. Paseo Boricua is the cultural corridor for the Puerto Rican community of Chicago and Illinois. Enjoy the cultural flavor of Puerto Rico.
- 2) Division Street Business Development Association. Learn about the affordable housing initiative in the 26th ward, how they help community leaders become entrepreneurs and how they are combating gentrification and directing community-led economic development.
- 3) La Casita de Don Pedro, a cultural expression space used to housing the controversial statue of independence leader Don Pedro Albizu Campos.
- 4) Batey Urbano, a youth space used to organize against gentrification and create space for young people to express themselves culturally, politically and socially.
- 5) The Lolita Lebron Family Learning Center, which provides young mothers with an opportunity to continue their education while giving them the tools to discover their community and themselves as mothers, learners and Latinas.
- 6) Vida Sida/CO-OP Humboldt Park, two programs that are addressing some of the most important health care needs in the Puerto Rican community—HIV/AIDS and childhood obesity.
- 7) The Puerto Rican Cultural Center, the umbrella organization that brings much of the work in the Humboldt Park community together. The Puerto Rican Cultural Center building houses Centro Infantil Consuelo Lee Corrtjer, a bilingual and bicultural day-care for children ages three to five, and the Dr. Pedro Albizu Campos Puerto Rican High School, an alternative high school with 33 years of experience addressing the academic, cultural and social needs of its students.

SATURDAY 9:30am

WORKSHOPS

Hip Hop as a Social and Institutional Movement

This workshop will demonstrate how to use Hip Hop culture as a tool to reach, teach and build foundations to educate and empower others to make positive social change. **AS**

T.R.U.E. Skool, Inc.

PEDACACY (Algebra Project Pedagogy and Advocacy)

Pedacacy (Algebra Project pedagogy and advocacy) integrates teaching and action for social justice. The five steps used in Algebra Project pedagogy are: physical experience, pictorial representation, people talk, feature talk and symbolic representation. Pedacacy is used regularly at our youth conferences. The Baltimore Algebra Project will show participants how that skill can be used to teach and get people involved in social justice issues. **CBO**

Baltimore Algebra Project, Inc.

Youth Action Seminars: Creating a Classroom to Social Justice Pipeline

This workshop will introduce audience members to the Youth Action Seminar, a curriculum designed to activate youth at the elementary, middle or high school level by engaging them as leaders and advocates for positive social change in their communities. YAS participants learn to understand the law and how to use it to their advantage. Then the group works with adult allies to select an issue, investigate it, arrive at a common goal and then...take action.

Community Law in Action, Inc.

The Truth Will Set Us Free: Steps for Liberatory Education

Far too often so-called urban schools do little more than focus on stringent behavior modification programs while providing students with minimal academic skills in order that they may "perform" on standardized tests. This workshop will walk participants through the 5 Step Lesson Design process, a lesson planning template that emphasizes reflection, questioning and action. **CD**

**View Park Preparatory
Accelerated Charter School**

Bronx Youth Take Over Their Education

This training will explain the steps taken by Bronx youth to create their own small school. Through role playing and discussion, participants will be able to fully grasp the struggles that youth endured when having to connect a community's mission and vision to their education. You will leave this training with new strategies on how community organizing, social justice and leadership can be at the core of your education. **SJ**

Sistas and Brothas United

Examining Leadership

This workshop will explore youth and adult perceptions of traditional forms of leadership and deconstruct why we value certain leadership characteristics over others. The goal of this workshop is to define and re-define, re-imagine and question traditional definitions of leadership in addition to identifying and building leadership development skills (such as critical thinking listening, cooperation, etc.). **YL**

Sadie Nash Leadership Project

Parent Leaders: Transforming Families, Schools & Community

For more than 10 years now the Logan Square Neighborhood Association (LSNA) has been utilizing a community organizing strategy to build parent participation and leadership at local schools. Parent leaders helped establish community learning centers that offer many of the programs at nine partner schools. But the action doesn't stop at the school door. As a community organizing organization, LSNA focuses on leadership development. Parents are being educated on issues like affordable housing, accessible health care and immigration reform and through LSNA find many ways to get involved around these issues. **PT**

**Logan Square Neighborhood
Association**

CHAT ROOMS

Teaching Truth to Power

How do we teach liberation to the privileged? Most Americans have some identity connected to privilege (race, sexual orientation, gender, class, nationality). What are the challenges of teaching about oppression to that identity (i.e. teaching about sexism to boys or teaching about heterosexism to straight people)? What are the benefits? How are the strategies different from the ones you might use with a disenfranchised group? Frederick Douglass said, "Power concedes nothing without a demand." Without a demand, is it possible to teach people how not to oppress? **CC**

Turning Knowledge into Action

A growing number of schools, universities and organizations are taking the techniques of research out of the academy and putting them into the hands of students. What is action research? How can these techniques be employed to educate and liberate young people? How does action change the nature of research? How does research change the nature of action? **AR**

Changing Focus: Putting our Culture at the Center of Teaching

Both the Native American and African American communities have traditions of teaching cultural knowledge as a tool for personal and communal development. Educators from both communities discuss the value of teaching from a specific cultural viewpoint. What is the history of Afro-centric and Native-centric education? How are Native American survival schools similar to or different from Afro-centric schools and rites of passage programs? What impact does this emphasis on cultural knowledge have on students? What are the challenges to this approach to education? How does this teaching blend traditional and contemporary ideas and values?

The Brotherhood/Sister Sol; GLSEN; Access Living of Metropolitan Chicago; Campus Advocacy Network, University of Illinois at Chicago; Moderator: Gary Younge

Orange High School Research Collective; Educational Activism; Cheryl Jones-Walker, Research for Action; Moderator: Erica Meiners

Lisa Bellanger, Ojibwe; Sandra Cheatham, Betty Shabazz International Charter School; Ifetayo Cultural Arts, Inc.; Moderator: Susan Wilcox

SATURDAY 11:15am

WORKSHOPS

Leadership & Activism for Change: Two Models of Student-led Critical Research

This session features two promising models for engaging secondary school students in critical research: Research and Activism for Change, a Boston Public Schools' credit-bearing high school course, and Educational Activism, an after school club at a school in Brooklyn, NY. Youth and adult facilitators will describe their respective models and guide participants through the process of creating an action research project. **AR**

Art as Empowerment

The Prison Creative Arts Project (PCAP) is committed to original work in the arts in Michigan correctional facilities, juvenile facilities, urban high schools and communities across the state. PCAP facilitators will incorporate theater, writing, and multimedia to engage in dialogue about PCAP's past and current work as well as potential application within classrooms and

Brighton High School; School for Democracy and Leadership

The Prison Creative Arts Project (PCAP)

This Ain't School: Engaging Youth in Critical Issues

Where does a good workshop come from? The Brotherhood/Sister Sol's workshops emerge from current events, youth members' interest and facilitators' brainstorming. Workshops are centered on 10 Curriculum Focus Issues that are essential for young people to explore, including Pan African and Latino History & Culture, Sexism & Misogyny, Leadership Development and Mind, Body & Spirit. The BHSS's Framework for Analysis acts as a guide for creating and assessing curriculum on these issues. This workshop takes participants through both of these tools through a hands-on activity. **CD**

The Brotherhood/Sister Sol

Teacher as Activist: Organizing Collectively for Justice

In this context of increasing standardization and de-professionalization of teaching, how can teachers stand up for justice in our schools? In this interactive workshop, educators and allies will brainstorm barriers that impede social justice education in their own settings. In groups, participants will brainstorm both individual and collective responses that we can engage in to change the conditions in which schooling happens. We will also discuss ways in which collective teacher activism can play a role in educational change on both a theoretical and practical level. This workshop marks the first collaboration between the New York Collective of Radical Educators (NYCoRE) and the Chicago Area Teachers for Social Justice (TSJ), two groups in the newly formed national TAG network (Teacher Activist Groups).

New York Collective of Radical Educators; Teachers for Social Justice

(Re) Reading the Video Vixen: Using the “Tell-All” to Promote Media Literacy

The objective of this workshop is to demonstrate how to use various readings of the same book to teach basic principles of media literacy. We use the controversial “tell-all” “Confessions of a Video Vixen” by Karrine Steffans. Among other things, participants discover how the medium in which a story is delivered affects its reception and how audiences make their own meaning even when engaging someone else’s story. **LA**

Chica Luna Productions

“Politics is Not a Spectator Sport”: Helping Youth Become Politically Active in the Classroom

Unfortunately, civics is often taught through textbooks, with little connection to social justice or issues youth care about, and with no hands-on component. However, students benefit from actually “doing” civics: working on political campaigns, taking action on issues, and talking to people in power. Organizing is not just for “social justice” schools. This workshop will highlight the key components that a classroom teacher can use to make civics come alive to help young people become leaders and activists NOW. **SBO**

Mikva Challenge

Developing Political Activism in Schools

North Lawndale College Prep High School (NLCP) is engaging all students in experiences that empower them to become positive agents of change. This workshop will walk participants through NLCP’s process, which asks students to look at why, what and how. Why should they care to make a difference? What issues do they feel passionately about? And how can they make a difference? Through this process students critically examine the world as well as their own values, stereotypes and concerns. **SBO**

North Lawndale College Prep High School

What can I do? The Safer Schools Movement and Where You Can Take Action

How is it that students and staff can become involved in creating a learning environment free of bullying and harassment? Students and administrators will learn the history of GLSEN and the safer schools movement with the chance to participate in an active model of a Gay Straight Alliance. We will discuss the tactical methods of creating a safer school environment including working towards the inclusion of Federal, State and local comprehensive policy. **SBO, CC**

The Gay, Lesbian, Straight Education Network (GLSEN)

CHAT ROOMS

Old School/New School: Freedom Schools Then and Now

The 1964 Freedom Schools were born from the struggle for voting rights in the Deep South. Today across the country, educators are revisiting and revising that tradition to develop Freedom Schools that reflect new political realities. How are Freedom Schools today similar to or different from their 1964 counterparts? How has the political context changed? How have the needs of students changed? How did educators then and now balance the academic and political goals of liberatory education?

Sandra Adickes, 1964 Freedom School teacher; Jimmella Stokes Jackson, 1964 Freedom School student; San Francisco Freedom School; Chicago Freedom School Project; The CDF Durham Freedom School at North Carolina Central University; Moderator: Cassandra McKay

SATURDAY 1:45pm

WORKSHOPS

Liberating Teaching and Learning from the Conventions of Schooling

Participants will learn how Action Research into School Exclusion (Project ARISE) teaches students to develop workshops for adult educators. This workshop will focus on how to develop a student-led workshop for adults about student-teacher conflict. This interactive presentation includes short video interviews with students and teachers about trigger behaviors. **AR**

Rock Creek Academy; University of Maryland, College Park

Parent Writers Bridging Families, Communities and Schools

The Parents as Writers program provides a forum for creative, critical expression in which parents from marginalized communities share their experiences, publish their writings, become recognized within their schools and neighborhoods as writers and leaders and form a community of writers that fosters intercultural understanding. This participatory workshop includes an overview of parent writing workshops, a demonstration of the workshop method and discussion with parent writers. **AS**

Community Writing and Research Project, PRAIRIE Group, College of Education, University of Illinois at Chicago

Jail is Not a True Rites of Passage! The Over-Incarceration of Black and Latino Youth

Jail is Not a True Rites of Passage provides youth-friendly activities and tools that seek solutions to America's obsession with youth incarceration by exploring three topics: over-policing of schools and streets; criminalization of youth in the media; and ineffective youth development. **CY**

Each One, Teach One

How Can Youth Work Better with Adults to Make Schools Safer?

Participants discuss youth-adult partnerships by focusing on what brings youth and adults together and what pushes them apart. Participants will explore the common goals that youth and adults share in social justice and other struggles. In particular, participants will gain a framework for youth-adult partnerships in establishing Gay-Straight Alliances in middle and high schools. **SBO**

The Gay, Lesbian and Straight Education Network (GLSEN)

Getting to Youth-led: Building and Supporting Youth Leadership in School and Community-Based Education for Liberation Programming

A central goal of youth development is to build youth leadership capacity and support young people to have more power. Yet when it comes to program and curriculum design, we constantly struggle to find the right balance between adult and youth driven. This session, co-facilitated by Umoja staff and youth leaders, will provide a space for reflection and dialogue on this crucial tension. **YL**

Umoja Student Development Corporation

Mathematics for the Struggle: Analyzing Driving While Black or Brown

Several Chicago public high school students will take session participants through a social justice mathematics project that they did in their mathematics classes. The project is about racial profiling. Participants will learn about probability simulations and how they can use mathematics to "check up" on the police and verify if police are really stopping people randomly or if something else is going on. The session will look at data from a real racial profiling suit filed in Illinois against the police.

Greater Lawndale/Little Village School for Social Justice; University of Illinois at Chicago

Maroon Warrior Stand UP! Cultural Arts Education of the African Diaspora for Social Justice

Despite being 75% African American and Latino, NYC public schools do not formally incorporate the cultural arts of its youth. Join a group of teachers and teaching artists to learn how they collaborated to create a book of lesson plans, curricula and activity ideas to help teachers incorporate cultural arts into teaching social justice. Focusing on the cultural arts of the African Diaspora that surge from maroon communities and traditions, this workshop will explore how you too can create a collaborative learning process that includes experiencing cultural arts hands on and bridging the needs of youth and social justice/community organizing. **AS**

**The Legacy Circle, New York
Collective of Radical Educators**

CHAT ROOMS

Changing Media/Changing Minds—Abolishing the Incarceration Nation

This panel will discuss the nation's over-reliance on incarceration and how alternative media is one strategy to introduce prison abolition into the public sphere. Panelists will focus on describing community-based methods—from an alternative high school to an interactive website—for creating a future without prisons. This panel will also screen multimedia clips and performed staged readings from "Women and Prison: A Site for Resistance." **CY**

Beyondmedia Education

Educating Organizers: The Role of Liberatory Education in Youth Organizing

How should youth organizers be educated? To what extent should the emphasis be on intellectual development and to what extent should it be on reaching campaign goals? How is the education process for organizers different in the school setting and outside of it? What are the challenges that face teachers/organizers? To what extent should teacher/organizers share their own political views and to what extent should they allow students to draw their own conclusions? **SBO, CBO**

Youth Ministries for Peace and Justice; the Baltimore Algebra Project; North Lawndale College Prep High School; Moderator: Thomas Nikundiwe

SUNDAY 9:30am

OPENING PLENARY

The Research Base for Education for Liberation: What Do We Know? What Do We Need to Know?

Although liberatory education techniques have experienced a resurgence in popularity in the last 10 years, there has been little research on their impact. Leading researchers will offer an overview of existing research and guide a discussion about developing a new agenda for assessing impact. What are the goals of Education for Liberation? What approaches are educators using to reach those goals? How can their impact be measured? What are the gaps in the research? How can they be filled?

Charles Payne, Duke University, Resident Fellow at the Spencer Foundation; Daren Graves, Simmons College; Roderick Watts, Georgia State University

education
for liberation
network

The Education for Liberation Network is a national coalition of teachers, community-based activists, youth, researchers and parents who believe a good education should teach people—particularly low-income youth and youth of color—to understand and challenge the injustices their communities face.

The conference ends Sunday, but the work continues. Want to keep the conversation going? Join the Education for Liberation Network. Be a part of an ongoing dialogue about the future of liberatory education, and access an expanding database of curriculum materials. For more information visit us at our website:

www.edliberation.org