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# YOUTH SOCIAL JUSTICE FORUM XV

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**ACLU**

AMERICAN CIVIL LIBERTIES UNION  
of WISCONSIN

FOUNDATION

# YOUTH SOCIAL JUSTICE FORUM XV

## Presented By:

The American Civil Liberties  
Union of Wisconsin  
Foundation

University of Wisconsin -  
Milwaukee

ACLU Student Alliance @  
UW-Milwaukee

Urban Underground  
OLB

Idle No More

YWCA of Southeast Milwaukee

TRUE Skool

91.7 WMSE

City of MKE Election Commission

Milwaukee Public Theatre

Pathfinders

MPS - Partnership for the Arts  
and Humanities

YES- Youth Empowered in the  
Struggle

United Way of Greater Milwaukee

UWM - Cultures and  
Communities

UWM - Peck School of the Arts

NAACP of MKE

DJ Bizzon

ACLU @ Rufus King

ACLU @ Alliance HS

ACLU @ Nova HS

ACLU @ Pulaski HS

ACLU @ Bradley Tech HS

## SCHEDULE OF EVENTS

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

### REGISTRATION

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

### OPENING CEREMONY

DEBATE TOPIC ADDRESS  
8:45am—9:15am

### MORNING WORKSHOPS

9:30am—11:00am

### LUNCH DEBATE

11:00am—12:00pm

### AFTERNOON WORKSHOPS

12:15PM—1:45pm

### GENERAL ELECTION

1:45pm—2:00pm

### CLOSING CEREMONY/

### ELECTION RESULTS

2:00pm

## ROOM LOCATIONS

<b>Know Your Rights</b>	Un Theater
<b>Censoring the City: Hip Hop, Graffiti and the First Amendment</b>	191 B
<b>Free Speech and T-shirt Printing</b>	191 A
<b>Social Movements &amp; the Art Toolbox</b>	183
<b>Student Privacy - Searches, Consent, and Your Rights</b>	344
<b>Out of the Closets and Into the Classroom</b>	347
<b>Poetry, Politics, and Power</b>	Fireside Lounge
<b>Creating Audio PSAs</b>	Un. 220/Art 179
<b>Bigger than Bullying</b>	WI Rm.
<b>Stop Violence Against Women</b>	340
<b>Educational Equity</b>	346
<b>Shared Power Shared Voice - The Circle Way</b>	S.H. Grn Rm
<b>The People's Bandwidth</b>	343
<b>Wake Up and Smell the Oppression</b>	179
<b>Printmaking, Art &amp; Activism</b>	Art 151

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



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## Continued

UW-Milwaukee Department of  
History

UW-Milwaukee Institute for  
Service Learning

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

Diverse & Resilient

Ex Fabula

Greater Together

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

### Cover Art & Shirt Logo

Carmen Quinlivan

### Conceptual Design

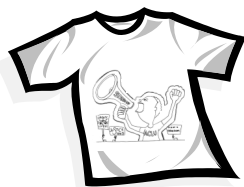
Syd Robinson

### DJ

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### Hosts

Syd Robinson  
Chris Piszczek  
Emilio De Torre  
Molly Collins  
ACLU of Wisconsin



## ADVISORS AND VOLUNTEERS

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Adam Haggerty	Darius Phifer	Kavon "KJ" Jones	Pancho Sanchez
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Alayna Donald	Darlene Johns	Kika Meraz	Rachel Neimann
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Andrew Parchman	Emily Rose Romeril	LG Shanklin-Flowers	Samantha Hunter Bartoshevich
Angie Trudell-Vasquez	Ernesto Garcia	Lyanne Jordan	Sarah Dollhausen
Annika Leonard	Esmee Davis	Maleisha Reedy	Sara Catherine Falline
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Claudia Guzman	Josie Osborne	Nicholas Lampert	Valeria Cerda
Daisy Romero	Julian Curlin	Nikotris Perkins	Vanessa Garcia
Dakota Hall	Julianne Frey	Noel Vizcarra	Whitney Brown
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## SPECIAL THANKS

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Sarah Dollhausen, TRUE Skool	Kevin Ristow, INK Designs
MKE Election Commission	Colonial Printing
Tom Crawford, 91.7 WMSE	Ava Hernandez
Paula Penebaker and Martha Barry of the	James Hall, NAACP Milwaukee
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Nick Capul, UWM Student Union Planning	United Way of Greater Milwaukee
Jack & Lucy Rosenberg	Jen Murray
Max Samson	UWM LGBT Resource Center
Barbara Leigh, MKE Public Theatre	UWM ACLU Student Alliance
Prof. Robert Smith, UWM	Na Vang, Casby Bias, and Jon Brown



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## Youth Social Justice Forum XV- Table of Contents

Schedule of Events and Room Locations .....	2
Special Recognitions .....	3
<b>Workshop Presentation Outlines</b>	
<b>Know Your Rights</b> .....	5
Want to know what your rights and responsibilities are when law enforcement wants to search your car, backpack, or home? Do you really have the right to an attorney? What happens when you're wrongfully identified as a suspect and brought in for questioning? Find out these answers and more in this exciting workshop.	
<b>Censoring the City: Hip Hop, Graffiti and the First Amendment</b> .....	6
Explore how the elements of graffiti and Hip Hop have been used as art forms to voice social justice. Throughout history, graffiti has been used as a communication tool and a voice for the unheard and unseen. Learn how the First Amendment protects these important American traditions.	
<b>Free Speech and T-shirt Printing</b> .....	7
Clothing as political expression? Learn about rights and responsibilities concerning free speech and expression through timely examples such as "Bong Hits for Jesus," "Impeach Bush," and "Awesome God" incidents. You will be guided to create your own political or activist t-shirts on the subjects of your own choosing by experienced t-shirt artists.	
<b>Social Movements &amp; the Art Toolbox</b> .....	10
In this workshop we will share how Art has been used as a tool to bring about change in various communities in resistance around the world! We use our tools of recycled material, paint, cans and anything else we can find to use as a way to leverage our voices. We would like to hear from you what are the issues you are facing, and how can art be used as a tool for CHANGE.	
<b>Student Privacy - Searches, Consent, and Your Rights</b> .....	12
Can your teacher search your bag or cell phone? Can they demand to see your emails or Facebook page? Students' privacy rights don't end at the school's front door, but must be balanced with students' safety. Learn where the line is drawn between authority and youth, so that together we can make school a safe and inspiring place.	
<b>Out of the Closets and Into the Classroom</b> .....	14
Is it legal to start a Gay Straight Alliance at your school? Can your teacher or classmate "out" your friend? Learn how to embrace diversity, increase awareness, and eliminate stereotypes surrounding lesbian, gay, bisexual, transgender people, and their allies.	
<b>Poetry, Politics, and Power</b> .....	17
Feel the power of rhyme and verse. Explore how poetry has been used to champion civil liberties and civil rights from the Beats to Banned Books. Pen your own spoken word creations.	
<b>Creating Audio PSAs</b> .....	20
Explore a little of the history and use of public service announcements and how radio is used for bringing communities together and promoting social justice. Then, work with radio professionals and community volunteers to create civil liberties PSAs for broadcast.	
<b>It's Bigger Than Bullying</b> .....	22
Do you know what bullying is? Is there a difference between cyber-bullying, harassment, and Freedom of Expression? Is bullying an issue in your school? Learn about the different types of bullying and how to effectively address it in your school and community.	
<b>Wake Up! Smell the Oppression? You Can Interrupt it!</b> .....	26
Learn how simple prejudices become serious and harmful actions and what you can do to step up. Students will gain a greater understanding of how oppression works and get to hear about Camp Everytown's efforts to create a more educated and unified community.	
<b>Educational Equity</b> .....	27
Undocumented Students who have lived most of their lives in the state of Wisconsin are often forced to pay 2-3 times more for college than other Wisconsin residents. Join us in this workshop to learn more about the fight for equal access to higher education for all students in Wisconsin!	
<b>Shared Power, Shared Voice - The Circle Way</b> .....	29
Engage a circle of friends, family, or peers in playing trust-building games, asking thought-provoking questions, and participating in meaningful dialogue about topics essential to your life. Move past opinions to real stories, authentic questions, and purposeful shared action. Learn how to foster a fair and inclusive environment in your community.	
<b>The People's Bandwidth</b> .....	32
The People's Bandwidth Work with social media ninjas, bloggers, community activists, artists and the Overpass Light Brigade to experience how people around the state get their messages and causes out when traditional media turns its back	
<b>Stop Violence Against Women</b> .....	38
The violence committed against women and girls can be seen on your favorite TV show, the movie you saw this weekend, it's all over our history books and it's committed by some of the same people who run our country. Do you want to learn to recognize and fight against it when you see it? This workshop will provide you with tools to recognize and organize against violence against women and girls.	
<b>Printmaking, Art &amp; Activism</b> .....	40
Prints and posters have a long and famous history in social justice and civil rights. Want to desegregate your community? Draw attention to the fact that kids sit by race in the cafeteria? Need to get folks thinking about bigger things? Share your voice by making prints in this hands on workshop.	
Notes/Doodle .....	42-43
Sponsor Logos .....	BOB



Workshop Presenters:

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**U2 Facilitator**

**Emiliano Corbett-Sosa**  
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## KNOW YOUR RIGHTS

### Urban Underground

**Mission:** Urban Underground is advancing a new generation of leaders committed to building safe and sustainable communities. We advance our mission through effective and age appropriate programs, strategic partnerships, and youth-led civic engagement campaigns in the areas of health, education, public safety, and community justice. Our programs establish key pipelines for youth leadership, help groups broaden their definitions of diversity and inclusion, and create educational models relevant to today's youth.

**Introduction:** Urban Underground (U<sup>2</sup>) was started in January of 2000 by a team of youth and adults who wanted to create a bridge for young people to connect their intelligence and energy to positive community change. Since its start, over 4,000 teens have submitted applications to join Urban Underground, over 500 have participated in the Youth Empowerment Program (YEP), and over 6,500 youth across the country have been touched by Urban Underground workshops, programs, and events.

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

### **Workshop:**

**Know Your Rights: Training Day-** 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. Objectives: 1) Teach young people about the three types of police encounters. 2) Explore the role of police within communities of color. 3) Teach participants how to document and fight police brutality.

### Addendum for KYR Bust Cards:

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:

**Jene Tate**  
**True Skool Presenter**

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

**TRUE Skool** explores how the elements of graffiti and Hip Hop have been used as art forms to voice social justice. Throughout history, graffiti has been used as a communication tool and a voice for the unseen and unheard. Learn how the First Amendment protects these important American traditions. We will continue the dialogue through a hands on art activity.

### How can you use art to create change?

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



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



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## FREE SPEECH AND T-SHIRT PRINTING

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

#### **A short history of political art in America**

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

- Benjamin Franklin's "Join Or Die" graphic, cited as the first political cartoon
- Political graphics were important in swaying opinion around important events like the civil war, abolition and women's suffrage, especially with changing technology around printing and newspaper publication
- Early 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 US Supreme Court case 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?



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## Recent examples of challenged student expression

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

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

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

### Materials:

1. X-acto blade
2. Blades
3. Material for stencil: (options listed below)
  - Cardboard box liners – this material is ideal. It is inexpensive and comes in a variety of sizes. The thickness is not too difficult to cut and it is durable. Online it can be ordered through U-Line ([www.uline.com](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.
4. Silkscreen ink
6. Surface for printing (paper, t-shirts, magnets, etc)
7. Tape
8. Sponges or flat brushes



## Making Stencils:

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

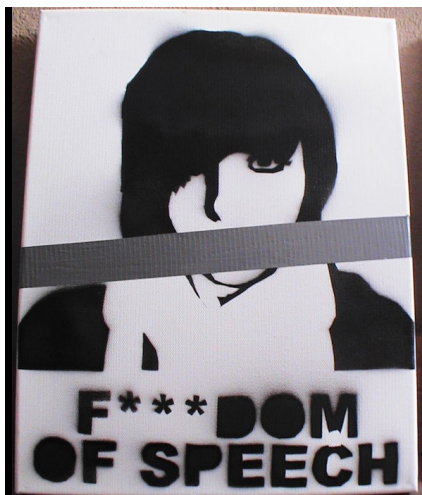
## Websites:

[www.drawingresistance.org](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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## SOCIAL MOVEMENTS & THE ART TOOLBOX

"STITCH is a collective of gente working to create spaces where our whole selves are recognized, celebrated, and offered healing and nourishment."

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# Stitch



The art that you create is about taking up space. Space that belongs to you, your people, your community. Use the power of ink, brush, pen and paper. Speak your truth. You have nothing to lose but your chains.



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### **YouTube Videos to check out:**

Music:

<http://www.youtube.com/watch?v=I77-s44MSVQ>

Artistic action:

<http://www.youtube.com/watch?v=mlnwTgalfKc>

Spoken Word:

<https://www.youtube.com/watch?v=iz-vgDOjAck>

### **Websites to check out:**

[www.alapinta.cl](http://www.alapinta.cl)

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

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



### **Writing Prompts**

I am seen as... But am really...

I want you to know that...

I am most powerful when...

I use the tool of...

Imagine you had the people that make decisions for you to be able to not speak, but just listen, what would you tell them?

**you can be (r)evolutionary everyday.  
the stories you choose to share. the conversations you choose to have.  
you are as powerful as you allow yourself to be.  
embrace you. get free.**



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**STUDENT PRIVACY - SEARCHES, CONSENT,  
AND YOUR RIGHTS**

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

**What does it mean to have a right to privacy?**

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

**What does this mean for students?**

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

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

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

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

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

**What other basic things should I know about searches?**

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



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

### **What about lockers?**

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

### **Can they keep what they find in a search?**

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

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

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

### **Remember:**

**You always have the right not to consent to a search**

**You always have the right to remain silent**

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

### **\*\* WARNING \*\***

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

### **Resources:**

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



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## OUT OF THE CLOSETS AND INTO THE CLASSROOM STRATEGIES FOR LGBTQ 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:**

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

### **To start a GSA at your school:**

1. **Explain why you need a GSA**—If you are concerned with harassment, or are looking for social, supportive or educational opportunities, write down why you need a GSA.

2. **Read your student handbook**—The details for starting a school club should be in your student handbook which is like the Constitution for your school. Any school that allows noncurriculum-related clubs must allow GSAs. GSAs must be student initiated and attended.

3. **Identify a teacher to be your advisor**—Teachers can be your champions! Find one that you trust to support you, even if an advisor isn't required.

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

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

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

### **Other things to consider:**

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



**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](mailto:youth@aclu-wi.org) FB: [www.facebook.com/groups/ACLUUSA/](https://www.facebook.com/groups/ACLUUSA/)

**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.



## Web Resources

### Youth/students/teachers

**Gay Straight Alliance for Safe Schools (WI):** [www.gsafewi.org](http://www.gsafewi.org)

**UWM LGBT center:** [www.lgbt.uwm.edu](http://www.lgbt.uwm.edu)

**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!:**  
[gbge.aclu.org](http://gbge.aclu.org)

**Gay, Lesbian, Straight Education Network:**  
[www.glsen.org](http://www.glsen.org)

**Gay Straight Alliance network:**  
[www.gsanetwork.org](http://www.gsanetwork.org)

**Parents and Friends of Lesbians and Gays:** [www.pflag.org](http://www.pflag.org)

### Transgender

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

**Genderless bathrooms national map:**  
[www.safe2pee.org](http://www.safe2pee.org)

**Lambda Legal (LGBT rights through the courts):** [www.lambdalegal.org](http://www.lambdalegal.org)

**National Gay and Lesbian Task Force :**  
[www.thetaskforce.org](http://www.thetaskforce.org)

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

**It Gets Better, videos and resources:**  
[www.itgetsbetter.org](http://www.itgetsbetter.org)

## Local Resources and Hotlines

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

**UWM LGBT Center – events open to the community:**  
UWM Memorial Union WG-89, 2200 E. Kenwood Blvd. Milwaukee, WI 53201 (414)-229-4116  
[peerout@uwm.edu](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 hotline: (414) 271-156  
Website: [www.pathfindersmke.org](http://www.pathfindersmke.org)

**SafePath Youth Sexual Abuse Hotline:**  
(414) 271-9523 or (866) 212-SAFE (7233)

**Milwaukee County 24-Hour Crisis Line:**  
(414) 257-7222



**National Day of Silence – April 19**  
[www.dayofsilence.org](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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**BOOKS for sale:**

STITCHin'MKE Youth  
Anthologies—available from  
Alida for \$5.00

The Force Your Face Carries &  
Love in War Time, both by An-  
gie Trudell Vasquez are avail-  
able through  
www.artnightbooks.com,  
Woodland Pattern Book Center  
or the Riverwest Co-op

Poets/Presenters are all on  
Facebook and available for  
poetry work shops, readings/  
performances, talks and  
collaborations.

The ACLU & ACLU of  
Wisconsin Foundation has  
historically defended writers,  
publishers, presses and  
celebrates Banned Books  
Week every fall.

www.aclu-wi.org

We have student alliances  
throughout the state of WI. If  
you want to get involved, reach  
out to us at youth@aclu-wi.org.

**Poetry, Politics, and Power**

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

Poets you may want to look up on your own time: Anna Akhmatova, Rae Armantrout, Maya Angelou, Margaret Atwood, W. H. Auden, Amiri Baraka, Wendell Berry, Gwendolyn Brooks, Ana Castillo, Sandra Cisneros, Lorna Dee Cervantes, Martin Espada, Lawrence Ferlinghetti, Carolyn Forché, Charlotte Perkins Gilman, Allen Ginsberg, Nikki Giovanni, Gil Scott Heron, Langston Hughes, Victor Jara, June Jordan, Galway Kinnell, Denise Levertov, Federico García Lorca, Audre Lorde, Cherrie Moraga, Pablo Neruda, Marge Piercy, Adrienne Rich, Gary Soto, Dennis Trudell, John Trudell, Mark Twain, Anne Waldman, Alice Walker, Walt Whitman and Saul Williams.

There will be poetry presentations by local Milwaukee poets: Angie Trudell Vasquez, Alida Cardós Whaley and Kavon Jones.

**Angie Trudell Vasquez** is a poet, writer, activist and publisher. Her poems and writings have appeared on stage and in print nationally and internationally. Most recently, she was a featured poet for Fighting Bob Fest in fall 2014. She received a Voices Award from Planned Parenthood in 2013. By day, she works for the ACLU of Wisconsin as their Office Manager and Volunteer Coordinator. She has published two books of poetry under her own press Art Night Books. She edited and published the magazine, Revolution and Reclamation, in Spring 2014, and plans to put out another issue in Spring 2015. There will be a call for poems, short stories, micro tales and art work in February 2015. If you are interested, friend Art Night Books on FB for the official announcement.

**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 the 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.

**Kavon Jones (KJ Prodigy)** graduated from Riverside University High School in 2013. He has had nearly 30 features with UW-Milwaukee, Marquette University, Downtown Books, Woodland Pattern, City Hall, etc. He competed in Brave New Voices Poetry Competition in Philadelphia in Summer 2014 with Stillwater Collective. Last spring, he did an artist residency at Escuela Vieau for poetry with 8th graders. He has legal observed and volunteered with the ACLU of Wisconsin. He has also volunteered or worked with the Milwaukee Public Theatre, Diverse & Resilient, the Reproductive Justice Collective and UMOs. He has been hosting the Miramar Open Mic.



## *Ourstory*

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

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

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

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

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

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

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

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

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

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

*By Alida Cardós Whaley \**

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



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

**Angie**

*Poetry has been used to inspire and rally people around civil liberties and civil rights since the earlier days of the United States.*

“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.” Matthew Rothschild, Senior Editor at The Progressive, text from a speech delivered to the Wisconsin Fellowship of Poets, November 3, 2012, in Stevens Point, WI.

#### **Resources:**

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

Wisconsin Fellowship of Poets, [wfop.org](http://wfop.org), \$12.50 annual student membership, WFOP Museletter, contests & opportunities.

Stillwaters Collective, [www.stillwaterscollective.com](http://www.stillwaterscollective.com)

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

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

Woodland Pattern Book Center located in the Riverwest neighborhood in Milwaukee, [woodlandpattern.org](http://woodlandpattern.org).

Poetry Out Loud, [www.poetryoutloud.org](http://www.poetryoutloud.org) & Wisconsin Arts Board, [artsboard.wisconsin.gov](http://artsboard.wisconsin.gov).



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## CREATING AUDIO PSAS

### Can 30 Seconds Change A Life? Public Service Announcements 101

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

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

### What Do PSAs Look And Sound Like?

Human Rights <http://www.youtube.com/watch?v=ixjACBvv2mE>

Anti Smoking <http://www.youtube.com/watch?v=JndtG8Y7yfw>

Marriage Rights <http://www.youtube.com/watch?v=G2nsGtd7y3c>

Child Hunger <http://www.youtube.com/watch?v=2RUYkzJio24>

### ACLU Student Alliance PSAs

<http://www.youtube.com/ACLUofWI>

### Things To Consider When Watching A PSA

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

### Making Effective Community Messages

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



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

## Potential Topics

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

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

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

## Software Resources

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

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

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

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

Learn more about community powered WMSE 91.7FM Frontier Radio at [www.wmse.org](http://www.wmse.org) or just turn on your radio, tune it to 91.7 FM and enjoy.



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ACLU Youth Leader

## 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 the 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



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**Cyberbullying, instead of happening face-to-face, happens through the use of technology such as computers, cell phones and other electronic devices.**

Examples of cyberbullying include:

- Sending hurtful, rude, or mean text messages to others
- Spreading rumors or lies about others by e-mail or on social networks
- Creating websites, videos or social media profiles that embarrass, humiliate, or make fun of others

### **When Bullying May Be a Civil Rights Violation**

Schools that receive federal funding (including colleges and universities) are required by federal law to address discrimination on a number of different personal characteristics. The statutes the Department of Education's Office for Civil Rights (OCR) enforces include:

- Title VI of the Civil Rights Act of 1964 (Title VI), which prohibits discrimination on the basis of race, color, or national origin;
- Title IX of the Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex;
- Section 504 of the Rehabilitation Act of 1973 (Section 504); and Title II of the Americans with Disabilities Act of 1990 (Title II). Section 504 and Title II prohibit discrimination on the basis of disability.

School districts may violate these civil rights statutes and the U.S. Department of Education's implementing regulations when peer harassment based on race, color, national origin, sex, or disability is sufficiently serious that it creates a hostile environment and such harassment is encouraged, tolerated, not adequately addressed, or ignored by school employees.

While current laws enforced by OCR do not protect against harassment based on religion or sexual orientation, they do include protection against harassment of members of religious groups based on shared ethnic characteristics as well as gender-based and sexual harassment of gay, lesbian, bisexual, and transgender individuals. A school is responsible for addressing harassment incidents about which it knows or reasonably should have known.

### **How to Handle a Bully**

- Try to use humor to diffuse the situation.
- Resist the urge to get "EVEN" and become a bully yourself.
- Print out and save anything negative you see about you on the internet for evidence in case problems persist.
- Use the Ignore or Block Sender button to ignore comments from undesired users.
- SPEAK UP! Tell your favorite teacher or counselor or anyone who will listen about what's going on!
- Report your story to [cyberbullyingreport.com](http://cyberbullyingreport.com) (a free service available to anyone with a valid email address)

### **How To Prevent Bullying**

Bullying is less likely to occur when there are strong messages against it. Work with your campus, community, or other groups to create and support these messages by:

- Getting involved with your community and around campus to find ways to prevent bullying.
- Creating an assembly, performance, or event to spread the message.
- Teaching others that bullying is not okay and that they can stop bullying before it begins.

Special thanks to [stopbullying.gov](http://stopbullying.gov) for information.



## Bystanders have the power to play a key role in preventing or stopping bullying.

### Negative Bystanders

- **Supporters** encourage the bullying by laughing, cheering, or making comments that further stimulate the bully.
- While **Followers** join in the bullying once it has begun.
- **Disengaged Onlookers** passively support and accept bullying by watching and doing nothing. Often without realizing it, these bystanders also contribute to the problem. Passive bystanders provide the audience a bully craves and the silent acceptance that allows bullies to continue their hurtful behavior.

### Positive Bystanders

- Some **Defenders** directly intervene, by discouraging the bully, defending the victim, or redirecting the situation away from bullying
- While **Indirect Defenders** get help by rallying support from peers to stand up against bullying or by reporting the bullying to adults.

**If the bullying gets worse and you need additional help, consider the following if:**

Someone is at immediate risk of harm because of bullying	Call the police - 911
Someone is feeling suicidal because of bullying	Contact the suicide prevention hotline at 1-800-273-TALK (8255)
A teacher is not keeping you or other students safe from being bullied	Contact local school administrator (principal or superintendent)
Your school is not keeping you or other students safe from being bullied	Contact Department of Public Instruction at <a href="http://dpi.wi.gov/sspw/safeschool.html">http://dpi.wi.gov/sspw/safeschool.html</a>
Someone is sick, stressed, not sleeping, or is having other problems because of bullying	Contact your counselor or other health professional
Someone is bullied because of their race, ethnicity, or disability and local help is not working to solve the problem	Contact the U.S. Department of Education's Office and/or the ACLU of Wisconsin at <a href="http://www.aclu-wi.org/story">www.aclu-wi.org/story</a>

### **Powerful YouTube Videos:**

"Bully's Victim Strikes Back" <http://www.youtube.com/watch?v=47dGIPtHjU>

"Bullying forces family to remove child from school" <http://www.youtube.com/watch?v=4lgLuZB7csM>

"Stop bullying school project w/stats" <http://www.youtube.com/watch?v=jlnCAR4M9II>

MTV - Bullying video: <http://www.youtube.com/watch?v=D3KsGTleO7A&NR=1>

"Anti Bullying suicide PSA" <http://www.youtube.com/watch?v=pIKrp7JOcDk&NR=1>

"Words Hurt" - <http://www.youtube.com/watch?v=1j6YA03hm4k>

"Delete cyberbullying PSA" <http://www.youtube.com/watch?v=bdQBurXQOeQ&NR=1>

"Jeffrey Rodemayer Suicide and Lady Gaga" <http://www.youtube.com/watch?v=Nif28JkDifg>

"Powerful Teen Bullying Prevention - a cyber bullying suicide story"  
<http://www.youtube.com/watch?v=iDBiqUWRtMo>



**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 complain 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 being 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 than 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 access to an adequate education. I 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.**



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**Nikotris Perkins**

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**empowering women**  
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Camp Everytown  
Wisconsin

**Instagram:**  
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## WAKE UP! SMELL THE OPPRESSION? YOU CAN INTERRUPT IT!

### **What can you do?**

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

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

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

### **Power + Privilege + Prejudice = Oppression**

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

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

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

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

**Everytown Wisconsin, a program of the YWCA Southeast Wisconsin**

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



**JOIN US!!**



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Workshop Presenters:

**Y.E.S. Student Leaders**

[www.facebook.com/  
YESstudents](http://www.facebook.com/YESstudents)

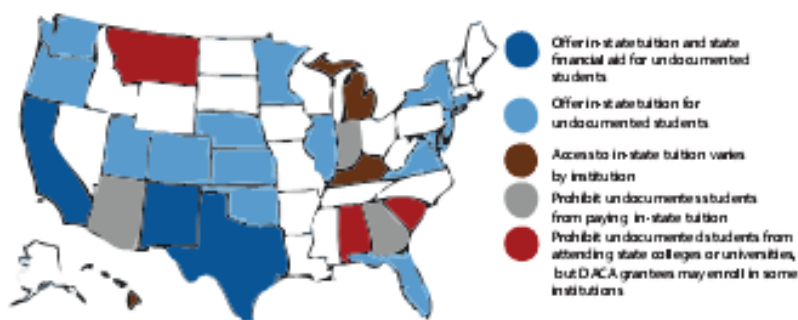
**Kika Meraz**

[meraz.kika@gmail.com](mailto:meraz.kika@gmail.com)

**YES!**  
YOUTH EMPOWERED  
IN THE STRUGGLE

1027 S. 5th Street Milwaukee, WI  
414.469.9206  
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**Educational Equity**



States that currently hold laws relating to Tuition Equity

The Wisconsin Tuition Equity Campaign is a campaign by Youth Empowered in the struggle (YES), with allies and affiliates from different Universities and regions from around the state. Our campaign affiliates include all YES chapters, including at UW-Milwaukee, MU, and MATC.

And our allies at the time being:  
Dream Scholars and Colleagues - UW-Whitewater  
Latinos Unidos - UW-Parkside

For more information on how to get involved,  
please contact us:

[wituitionequity@riseup.net](mailto:wituitionequity@riseup.net)  
[facebook.com/WiTuitionEquity](https://facebook.com/WiTuitionEquity)



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# Wisconsin Tuition Equity Bill

\*Currently the Wisconsin legislature is NOT on session, and no bill has been introduced since early 2014, where AB 785 died in committee.

## Providing the opportunity to achieve a higher education to all students is an investment for Wisconsin.

In our society we have always valued the power of an education. It is the tool we use to achieve financial well-being for ourselves, our families, and our communities as a whole. We need to pass legislation based on this same principle for the benefit of our communities, and our state.

## Some Wisconsin students do not have the same opportunities to pay In-state tuition rates when it comes to public higher education.

Under current legislation, undocumented students are seen as non-residents of Wisconsin and therefore are charged with out-of-state tuition rates when applying to UW Universities. The cost of the out-of-state tuition is almost triple the amount for in-state tuition. Other versions of this bill give students the right to be considered legal residents of the state (solely for tuition purposes). However, a bill like this would not ensure enrollment, and does not provide a free ride or any type of grants.

## Undocumented Students

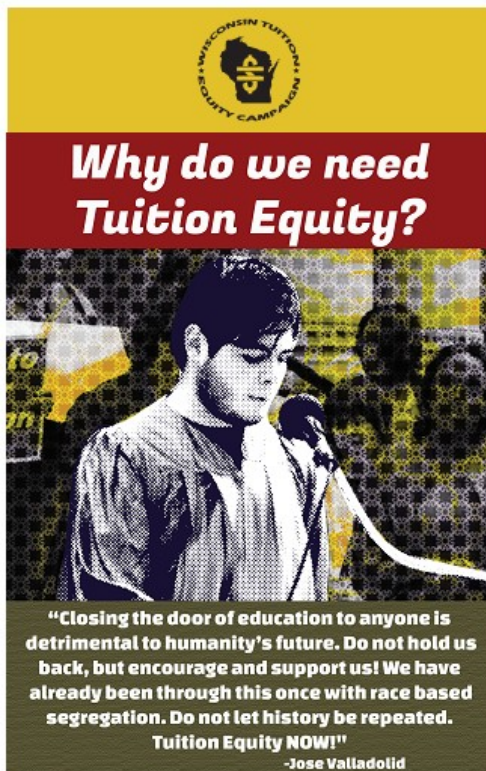
These would be the immediate beneficiaries of a Tuition Equity bill. These are students who came to the US not by their own decision, but with their families usually escaping situations of poverty and/or violence in their home countries. Most of them have grown up here in Wisconsin with the same values we all grow up with, 'Work hard, always do the right thing and you will be successful'. A bill would require students to have graduated from a Wisconsin High School, to have lived in Wisconsin for at least three years, and a clean record.

## Economic Benefits

Under the Federal Government's Deferred Action order (DACA), many of these students are no longer "undocumented" and have or will obtain a legal work permit authorizing them to live and work in the state legally. Wisconsin cannot afford to leave a generation of young doctors, lawyers, entrepreneurs and teachers behind. We have invested in these students from cradle to high school and it makes no sense to let their skills and talent go to waste.

## How much would the passage of a bill like this cost the tax-payers?

According to a fiscal estimate by the Wisconsin Department of Administration, the bill has not fiscal effect on any existing appropriations. Meaning this is a "0" budgetary item. The tax-payer pays NOTHING!



**Why do we need Tuition Equity?**

"Closing the door of education to anyone is detrimental to humanity's future. Do not hold us back, but encourage and support us! We have already been through this once with race based segregation. Do not let history be repeated. Tuition Equity NOW!"  
-Jose Valladoll



Youth Empowered in the Struggle (YES) is a multicultural, youth-led organization that fights for student, immigrant, and workers' rights and is the arm of Voces de la Frontera. YES is made up of 15 chapters in the high schools and universities of southeastern Wisconsin.

To get involved with YES, call or text 414-469-9206 or come to one of our weekly meetings on Thursdays at 5:30 pm at Voces de la Frontera, 1027 S. 5th St.

Find us on Facebook: Youth Empowered in the Struggle, Follow us on Twitter: @YESstudents



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## SHARED POWER, SHARED VOICE - THE CIRCLE WAY

Workshop Presenters:

### Student Circle Keepers:

**Amanda D Ascenzo**  
**Antonio Butler**  
**Jerry Chapman**  
**Esmee Davis**  
**Totianna Edwards**  
**Eboni Fortune**  
**Ernesto Garcia**  
**Vanessa Garcia**  
**Neill Haas**  
**Jordan Herbst**  
**Allison Jolste**  
**Maurice Jones**  
**Kelly Kirkwood**  
**Sadie Miller**  
**Jocelyn Miramontes**  
**Nicole Norman**  
**Sharlene Rivera-Ortega**  
**Ivan Roth**  
**Danny Sayarath**  
**Hayden Selchow**  
**Michael Simmons**  
**Amy Sisongkham**  
**Deante Veasy**  
**Chris Wiley**  
**Odalys Zamano**

**Heather Sattler**  
**Teacher at The Alliance**  
**School**

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 414.267.5465

**Sharon Lerman**  
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The student circle keepers from The Alliance School are highly skilled circle keepers and passionate contributors to our community. They have led circles of understanding, circles of support, and repairing harm circles for young people and adults from the local, national, and international communities. They've led repairing harm circles in other schools, served on restorative justice panels at the state level, and taught students and adults basic restorative practices. The Alliance circle keepers have hosted community building circles for numerous international guests from countries such as Egypt, Georgia, Ukraine, Canada and seven additional countries.

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

1. Select a talking piece, a candle (use *flameless candles in public spaces*) and a quiet comfortable place to hold your circle.
2. Select a date/time that works for all participants (allow 1 ½ hours – 2 hours 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 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!



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## 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 each question 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?

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Name one thing you liked about the circle.

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Name one thing that surprised you about the circle.

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---

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

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

### Student Circle Keeper Journal Reflection Form

Name \_\_\_\_\_

Date \_\_\_\_\_

How did you feel running the circle?

---

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What surprised you during the circle?

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

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---

What skills did you use?

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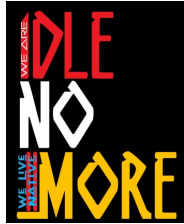
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**Idle No More**

<http://idlenomorewisconsin.tumblr.com/>

@LilRedfeather

#IdleNoMore

**Laree Pourier**

Community Artist

Laree.pourier@gmail.com

**Aimee Delleman**

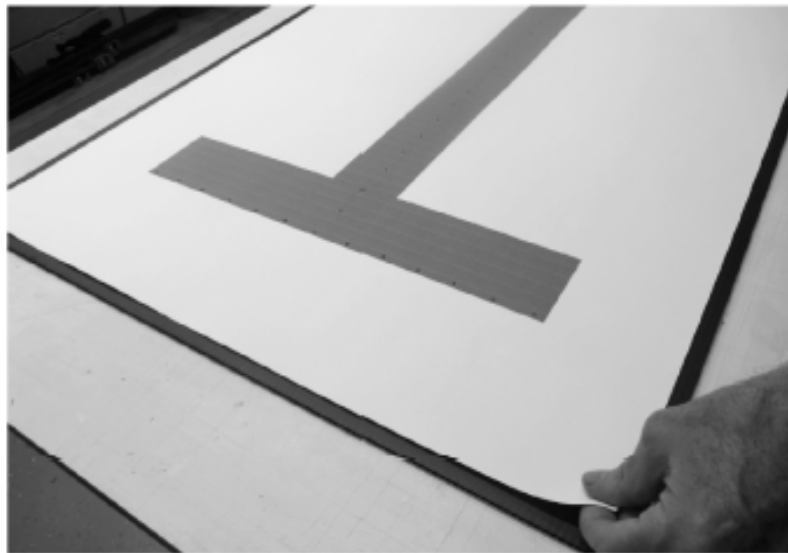
350 Milwaukee

adelleman@gmail.com

## The People's Bandwidth



## Hey, How Do I Make These Things?



### Materials List:

1) corrugated plastic ("coroplast") which can be purchased in 4x8 sheets at plastics wholesale/retail stores, or through sign shops. This is strong and light and waterproof and very easy to cut and drill. (One could use any drill-able surface, but watch the weight for field carrying. Pegboard is a possibility, and would be very convenient for a large stationary sign.) We got ours at a regional plastics manufacturer, Midland Plastics. Be aware that "coroplast" is a specific brand, but most people call all corrugated plastic "coroplast."

2) LED Christmas lights: battery powered for field use or plug-in light strings for stationary settings. We shopped around, and these Sylvania lights are the best, available from True Value. Best price, too. Sometimes you can find similar items offered very cheaply on eBay.

Note: other battery-operated LED light strings work fine, though you might have to adjust hole size and on/off switch specs to fit.



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3) 3/4" x 1.25" pine (dimensions could vary) for framing sign.

4) Liquid Nails ("Heavy Duty Construction" on label).

5) various tools: hand drill, bit = size for lights to fit snugly in (we used 1/4", but this would vary according to your lights), tape measure, velcro, 3/4" (#10) wood screws, awl or nail for poking holes.



You will get cleaner results if you print your letters to size. Use a simple font - we use Arial Narrow. The print does not need to be on good paper or good quality. You can "tile" a print on small paper if you don't have access to larger prints. Some folks have projected letters onto the board, some have done it freehand. Once printed, we mark out the holes. We place our lights at approximately 1.25 inch intervals. Once marked, we lightly poke through and thus transfer the layout marks to the plastic sheet.



You are now ready to drill the holes. Obviously, put something under the plastic to protect your tabletop. Test that your drill hole is the proper size for your lights to fit snugly into. It is worth noting that we use a wood-working drill bit known as a "Forstner bit." This is not a normal twist-drill bit. It cuts very clean holes by cutting the circumference first.



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Next come the lights. These are battery operated (4 AA batteries) and seem to last for quite a while. They have some automatic timer which we don't use, but could be cool for stationary use. Regular plug-in lights would work as well - more colors, blink, etc., but would only be good for stationary use. If you had a small "boat" style battery with an inverter, you can install them on a vehicle (hassle, but could have great application on a cart, boat or bicycle.) There are many brands of these available at Amazon and eBay. They are generally cheap and made in China (alas!). Be sure to get LED strings: they use very little power. (see list in back for other suggestions. Some lights are hard to find when not in holiday season.)



Setting them in is like a puzzle, in that you want to think about how to get from one letter to the next. If you need to skip a light (no hole nearby) merely tape it with electrical tape. This makes sense when you do it. Also we have found that "hopscothching" by skipping every other hole out to an end of a letter (for instance, the upper part of a "Y") and then hopscothching back means you don't have lots of unused lights in the string. Works great!

You'll use lots of Liquid Nails the lights onto/into the holes. It is easy to do if the lights are firmly placed into the correct sized hole, and it is a bit tedious to do them all. I set down 2 "spacer boards" on my work table so the lights don't hit the surface of the table.



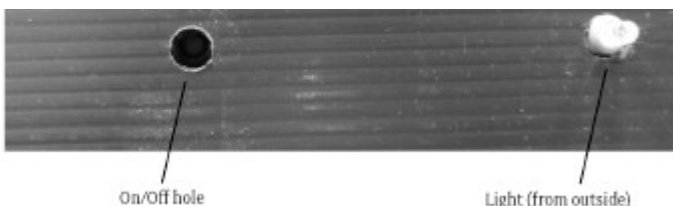
Gluing the lights into the holes. They "hand fit" in snugly enough to stay, but the glue is to get them field-worthy. This job is the worst part of the process. I squelch the Liquid Nails out on to a plate, and use a little micro-spatula (any little blade would do, but a little "oil painter's" palette knife works great!) to apply the glue around the lights.



The boxes are the battery packs for each string. We velcroed them on to the plastic sheet at convenient places. Note two other things in this picture:

Our lights have a little "push" on/off switch. We drilled a hole on the sheet plastic and placed the switch right behind that hole. A pencil can turn on/off each string of lights from the front. 5 light strings = 5 holes. Plug in lights could avoid this, and be all strung together with only 1 cord coming out of the bottom.

On/off hole in front of sign. Easy and works well! (use pencil eraser to push)

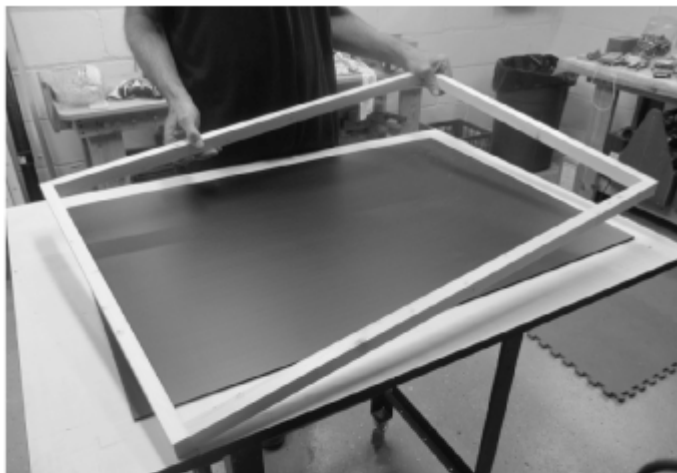


#mikmaqblockade - **NATIONS RISING** - #Elsipogtog



**American Civil Liberties Union of Wisconsin**

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1) A wood frame is mounted (screwed with 3/4" phillips head screws.). This frame is slightly wider than the amount the battery boxes stick up. Some folks don't use a backing. We find that it protects them during handling.  
2) A piece of solid coroplast is then screwed down over this frame. If battery change is needed, this can easily be unscrewed to get at the guts.

If you end up making some lighted signs, perhaps you will want to join our movement of Light Brigades? We now have affiliates all over the country. We ask that you contact us so that we can pursue national collaborations. We also ask that you put the words "Light Brigade" somewhere in your group's name.

For more information, check out the "how-to" link at:

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



#### Supplies and Where to Find Them

note: suppliers change frequently. These are suggestions from other Light Brigades. We have no direct experience with these brands or suppliers.

#### LED Battery powered Lights

-Ebay

--40 LED, White Fairy Lights, 3xAA's (\$3.49, shipping included)

[http://www.ebay.com/itm/Battery-Operated-40-LED-White-Light-String-Fairy-Party-Wedding-/190837312783?pt=US\\_String\\_Lights\\_Fairy\\_Lights&hash=item2c6eca4d0f](http://www.ebay.com/itm/Battery-Operated-40-LED-White-Light-String-Fairy-Party-Wedding-/190837312783?pt=US_String_Lights_Fairy_Lights&hash=item2c6eca4d0f)

--40 LED, Blue Fairy Lights, 3xAA's (\$4.99, shipping included)

[http://www.ebay.com/itm/310434563689?ssPageName=STRK:MEWNX:IT&\\_trksid=p3984.m1439.l2649](http://www.ebay.com/itm/310434563689?ssPageName=STRK:MEWNX:IT&_trksid=p3984.m1439.l2649)

--40 LED, Red Fairy Lights, 3xAA's (\$4.99, shipping included)

[http://www.ebay.com/itm/350690836076?ssPageName=STRK:MEWNX:IT&\\_trksid=p3984.m1439.l2649](http://www.ebay.com/itm/350690836076?ssPageName=STRK:MEWNX:IT&_trksid=p3984.m1439.l2649)

-DHGATE

--40 Pure White Lights, 3xAA (\$2.77 each for 100, free shipping)

<http://www.dhgate.com/free-shipping-by-ems-fedex-or-dhl-3xaa-battery/p-f8080813781ee15013795e22b9e3949.html#prod-body-related>

--20 Pure (cool) White strings - Novelty Lights - pricey but very bright! (OLBSD), run on 3 AA's

\$5.45 - \$7.45 depending on quantity ordered

<http://www.noveltylights.com/20-LED-Battery-Operated-Christmas-Lights-Pure-White.html>

#### Coroplast (corrugated plastic board for OLB)

-Beacongraphics.com

--18"x24" (\$1.29+shipping)

<http://www.beacongraphics.com/bgllc/amazing/itemdesc.asp?ic=4MM-BLACK-24X18&eq=6Tp=>

--24"x36" (\$3.15+shipping)

<http://www.beacongraphics.com/bgllc/amazing/itemdesc.asp?ic=4MM-BLACK-36X24&eq=6Tp=>

-check local plastics wholesalers and/or sign shops

-Coroplast (distributor map)

Check the map for a distributor near you.

(look on the top bar and click on "distributors")

<http://www.coroplast.com/>

-Laird Plastics (all colors we got black)

(48" x 96" / 4x8 foot) - Cut good cause deal \$10 a sheet)

<http://www.lairdplastics.com/locations-list>

## The Overpass Light Brigade

Founded in Milwaukee in 2011, the **Overpass Light Brigade** is a loose group of volunteers – activists, workers, teachers, parents, students, retirees – who come together to create community action in public space using open-source, low-tech illuminated signs invented and developed by Lisa Moline and Lane Hall. Falling somewhere between netroots activism, relational art, street theater, embodied poetry, and direct political action, members of OLB build meaningful relationships across communities while giving visibility to progressive causes.

### More information about the Overpass Light Brigade can be found at:

Website = [www.overpasslightbrigade.org](http://www.overpasslightbrigade.org)

Facebook = [www.facebook.com/OverpassLightBrigade](http://www.facebook.com/OverpassLightBrigade)

Wikipedia = [en.wikipedia.org/wiki/Overpass\\_Light\\_Brigade](http://en.wikipedia.org/wiki/Overpass_Light_Brigade)

flickr = [www.flickr.com/photos/40969298@N05/sets/](http://www.flickr.com/photos/40969298@N05/sets/)

Twitter = [twitter.com/OLBLightBrigade](https://twitter.com/OLBLightBrigade)

Film Website = [www.olbfilm.com](http://www.olbfilm.com)



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# STREET ART 101: HOW TO MAKE A WHEAT PASTE POSTER

## MAKING THE WHEAT PASTE

YOU WILL NEED:



- 1 MEASURE OUT A 1:4 RATIO OF WHEAT FLOUR/WATER AND PLACE THEM IN SEPARATE CONTAINERS.
- 2 ADD WATER TO POT AND BOIL.



- 3 ONCE THE WATER REACHES BOILING, POUR WHEAT FLOUR INTO POT AND STIR THOROUGHLY. MAKE SURE YOU DON'T HAVE ANY FLOUR BALLS OR CLUMPS IN THE MIXTURE.

- 4 ONCE THE WHEAT PASTE REACHES A SMOOTH AND GLUE-LIKE CONSISTENCY, TURN OFF HEAT AND POUR THE PASTE INTO A SEPARATE CONTAINER.



\* ADD A LITTLE SUGAR FOR EXTRA STICKINESS  
\* USE THE WHEAT PASTE AS SOON AS POSSIBLE. IF YOU PLAN ON WAITING A DAY OR TWO, STORE IN REFRIGERATOR.

## MAKING A POSTER

YOU WILL NEED:



- 1 MAKING A BIG DRAWING? IF YOU DON'T HAVE A LARGE SHEET OF PAPER, YOU CAN TAPE COMPUTER PAPER TOGETHER INTO A GRID TO FORM ONE LARGE PIECE OF PAPER. DON'T OVERLAP THE EDGES.



- 2 ON THE OTHER SIDE, DRAW YOUR DESIGN. DON'T MAKE THE BORDERS OF YOUR ARTWORK TOO INTRICATE BECAUSE YOU ARE GOING TO BE CUTTING IT OUT.



- 3 USING A SCISSOR, X-ACTO KNIFE OR RAZOR, CUT OUT THE DESIGN.



NOT GOOD AT DRAWING? YOU CAN PRINT OUT IMAGES FROM A COMPUTER AND DESIGN SOMETHING USING A PHOTO-EDITING PROGRAM. OR YOU CAN JUST PRINT OUT TEXT.

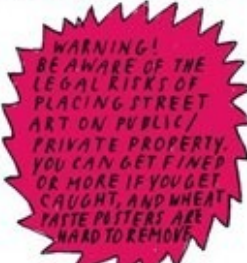
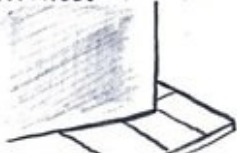


## PASTING THE POSTER

YOU WILL NEED:



- 1 FIND A SMOOTH OR SEMI-SMOOTH WALL SURFACE THAT IS BIG ENOUGH FOR YOUR ARTWORK. CONCRETE SURFACES WORK BEST.



- 2 PREP THE SURFACE BY APPLYING A LAYER OF WHEAT PASTE.



- 3 PLACE YOUR ARTWORK ON TOP OF THE WET SURFACE.



- 4 APPLY A LAYER OF WHEAT PASTE ON TOP OF THE ARTWORK UNTIL IT IS SOAKED.



LET IT DRY FOR A FEW HOURS

## TAKE PRIDE IN YOUR STREET ART (BEFORE SOMEONE TAKES IT DOWN)



BY YUMI SAKUGAWA 2012

**Idle No More** was launched by four women, community activists, in Canada during the hunger strike of Chief Therese Spence in 2012 because of how the Government had been eluding the treaty rights. Naturally, Wisconsin heard the call to join in solidarity for Wisconsin Tribes and Communities which continue to suffer the same mistreatment of human rights by our Government—both local and federal. IdleNoMore is a Peaceful Movement of Integrity and Honor with a concrete focus to protect our lands, water and the trust and agreement inclusions of sovereignty rights for a quality of life for our future generations.

It's been said that "The only thing we learn from history is that we learn nothing from history" and the current mining bills before the Wisconsin state legislature would perpetuate a long, tragic, and shameful history of U.S. treaty violations with Indigenous Peoples.—The 7<sup>th</sup> Generation has begun.

Idle No More calls on all people to join in a revolution which honors and fulfills Indigenous sovereignty which protects the land and water. The movement wants to stop the government from passing more laws and legislation that will further erode treaty and indigenous rights and the rights of all Indigenous people globally. - We are in Solidarity with Canada, Minnesota, Michigan, and Wisconsin to Idle No More, Protect our Lands and Water. Sisters and Brothers leading Idle No More Wisconsin are: Rachel Byington, Choctaw Nation of Oklahoma; Arvina Marin, Ho Chunk Nation; Diana Miller, Menominee Nation; Sarah LittleRedfeather, decent of the Anishinaabe, MN Chippewa Band - White Earth; Sanford LittleEagle, Ho Chunk Nation; and Chuck Davis, Sr.

### More info

Blog: [www.idlenomorewisconsin.tumblr.com](http://www.idlenomorewisconsin.tumblr.com)

Facebook: //IdleNoMoreWisconsin and //StandWithWisconsinTribes

Twitter @LilRedfeather

Stand With Bad River <https://www.facebook.com/StandWithWisconsinTribes>

IdleNoMore Wisconsin <https://www.facebook.com/IdleNoMoreWisconsin>

Global Native News <https://www.facebook.com/pages/Native-Citizen-News-Network/145183048844531>

We Live Native - Community, and Appropriation - Fashion <https://www.facebook.com/WeLiveNative>



Workshop Presenters:

**Annika Leonard**  
annikaleonard@gmail.com

**Josh Del Colle**  
josh.delcolle@marquette.edu

**Monique Liston**  
moniqueliston@gmail.com



## Stop Violence Against Women

**Violence** is defined by the World Health Organization as "the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation."

**Violence against Women** (abbreviated VAW) is a term used to collectively refer to violent acts that are primarily or exclusively committed against women.

**Teen dating violence** (TDV) is a pattern of behavior that includes physical, emotional, verbal or sexual abuse used by one person in an intimate relationship to exert power and control over another. TDV is generally defined as occurring among individuals between the ages of 13-19 years old

**Interpersonal Violence** is an act by one or more people that physically or mentally hurts or damages another person or people.

**Systemic Violence** are conditions in society that prevent people from developing their full human potential.

**Rape Culture** is our culture, it is the culture in which 1 in 4 women are subject to sexual abuse, a culture in which rape is pervasive and normalized due to societal attitudes about gender, sex, and sexuality.

**Patriarchy** is a system of society or government in which men hold the power and women are largely excluded from it.

**Sexism** is discrimination based on gender, especially discrimination against women. It is a systematic form of oppression in which masculinity is valued over femininity, where men dominate and hold power.

**Intersectionality** is the study of intersections (crossroads) between forms or systems of oppression, domination or discrimination.

**Reproductive Justice** is the complete physical, mental, spiritual, political, social, and economic well-being of women and girls, based on the full achievement and protection of women's human rights. (<http://www.protectchoice.org/section.php?id=28>)

**Media** is the main means of mass communication (especially television, radio, newspapers, and the Internet) regarded collectively.



# DATING ABUSE

Dating abuse is a controlling behavior in which a partner uses to gain power over the other partner.

**3** main types

PHYSICAL

1 IN 11

EMOTIONAL

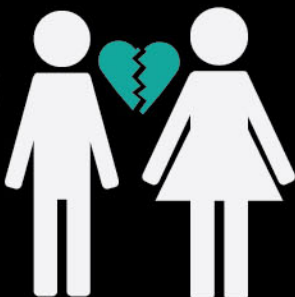
1 IN 5

SEXUALLY

1 IN 3



**80%** of girls who have been abused keep dating their **abuser.**



**1 in 4**

teens who have been in a serious relationship say that they have been pressured to only spend time with their partner.

## LACK OF AWARENESS

**ONLY 67%** of adolescents who were abused in a relationship **tell someone**



**81%** of parents believe teen dating abuse is not an issue



**80%** of teens believe teen dating abuse is a **SERIOUS** issue

**FEBRUARY** is national **TEEN DATING ABUSE** awareness month.

## SOURCES

<http://www.campusafetymagazine.com/Channel/PublicSafety/Articles/2012/12/Dating-Abuse-Statistics.aspx>  
<http://www.loveisrespect.org/is-this-abuse/dating-violence-statistics>

<http://www.dosomething.org/issues/dating-abuse>  
<http://stayteen.org/dating-abuse>

[http://www.futureswithoutviolence.org/userfiles/file/Teens/Teens\\_Sept\\_09\\_FINAL.pdf](http://www.futureswithoutviolence.org/userfiles/file/Teens/Teens_Sept_09_FINAL.pdf)

<http://womensissues.about.com/od/datingandsex/a/TeenDatingAbuse.htm>



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Workshop Presenters:

**Nicholas Lampert**

Senior Lecturer  
Writing and Critical Thinking /  
Printmaking  
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**Carmen Quinlivan**

Community Arts  
UWM ACLU Student Alliance  
quinliv3@uwm.edu



**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 other many other movements used posters for promotion of ideas, recruitment, etc. This competed with the wholesale commercialized use of posters by ad agencies and movies that occurred in the 1950s and continues today.

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

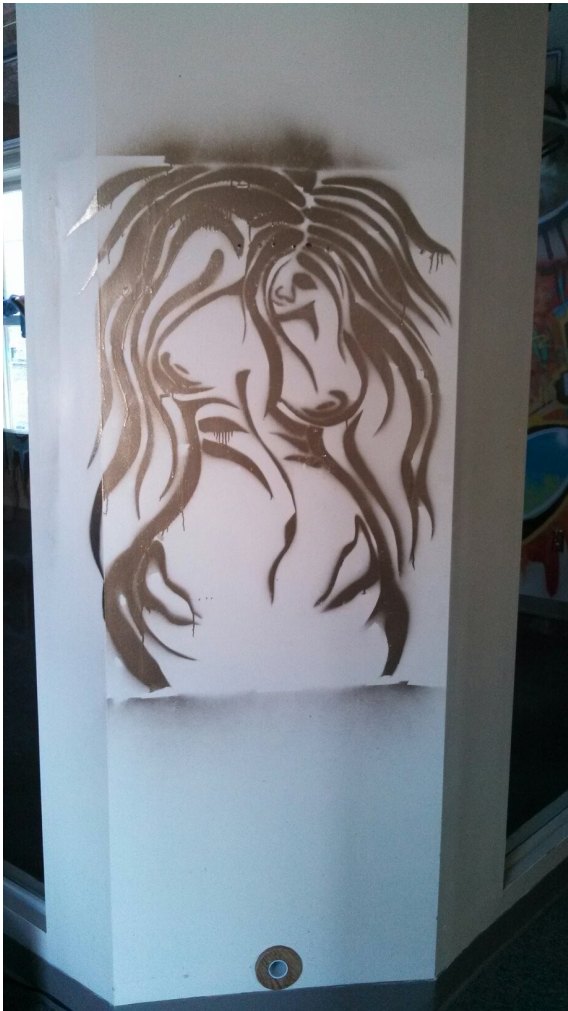
- 1960s-80s, women's rights, disability rights, civil rights, gay rights, and anti-war movements used screen printing and mimeographs to create their own buttons, signs, and t-shirts, which included lots of striking graphics.
- Television and the Internet have made our society more visually-saturated.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

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

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

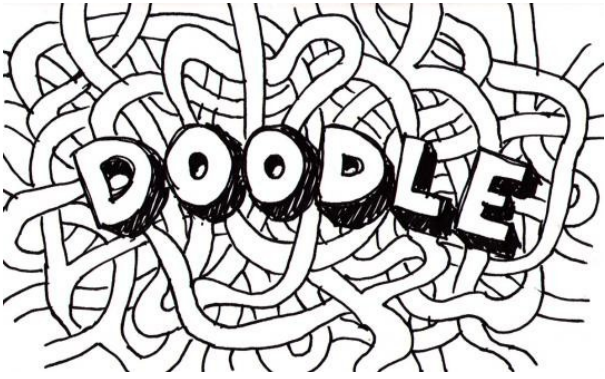
For this workshop we will be making stencils. All you need to create your imagery is an exacto knife and a piece of transparent paper. Mylar and duralar both work well and can be bought frosted or translucent. Once you have cut your image out of the transparent paper you can apply your image to any number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





# Youth Social Justice Forum XV

[illegible]





Diverse & Resilient



OVERPASS LIGHT BRIGADE



City of Milwaukee Election Commission