

COMMUNITY DAY 2019:
HOME / LAND
 WEDNESDAY, APRIL 3

8:00 am to 8:30 am	Prep period for workshop facilitators (<i>in presentation rooms</i>)
8:30 am to 9:45 am	Opening Ceremonies (<i>Theater, assembly seating</i>) 8:30-8:45 Opening remarks 8:45-9:45 Keynote: Vincent Medina, Louis Trevino
9:45 am to 9:55 am	Break/Passing period
9:55 am to 10:45 am	Racial Affinity Groups
10:45 am to 10:55 am	Break/Passing period
10:55 am to 11:55 am	Session 1
11:55 am to 12:45 pm	LUNCH
12:45 pm to 1:45 pm	Session 2
1:45 pm to 1:55 pm	Break/Passing period
1:55 pm to 2:30 pm	Closing Ceremonies (<i>Theater, assembly seating</i>) <i>Perspectives, open mic, gratitude.</i>

UHS COMMUNITY AGREEMENTS

1. We understand that we all have ownership over creating a safe community.
2. We remember that while we may have different backgrounds and experience things differently, we share a common goal of knowing and understanding more.
3. We stay curious. We start from wherever we are, but we don't end up where we started.
4. We trust that discomfort is a catalyst for learning and growth.
5. We give ourselves and others license to fumble; we accept that mistakes are a part of the learning process.
6. We are flexible; we remain changeable. We allow perspectives to shift and alter.
7. We embrace the principle that we form a web through our common humanity: what affects one person affects us all.

DISCUSSION AGREEMENTS

1. Be FULLY present
2. Speak your truth: use "I" statements
3. Listen actively
4. Lean into discomfort
5. Step up, step back: encourage all voices to be heard
6. Accept conflict and its resolution as necessary catalysts for learning
7. Allow for silence even when it may be uncomfortable
8. Treat the candidness of others as a gift; honor confidentiality
9. _____
10. _____

SESSION | OFFERINGS

Affinity Group: Jewish Students & Adults. Open to Jewish people of all racial and ethnic groups.

Affinity Group: LGBTQ+ Students and Adults. A safe, communal space for those who identify as LGBTQ+. We will be discussing our shared and diverse experiences as non-straight/cis members of the UHS community.

Beginning Salsa Dancing. Learn about the rich history of Salsa Dancing and how it has evolved in the United States. Studies suggest that incorporating dancing into your life can lead to greater happiness. We will discuss the benefits of dancing and how we can connect with people through dance. After our discussion, you will learn the basic steps of Salsa Dancing. You do not need a partner or have dance experience. However, you must be willing to have fun!

Brexit, the Mueller Investigation, the Green New Deal, and States of Emergency. Join the Friday morning Current Events Group in our home, the JSL, for a casual, well-informed, and free-flowing conversation about events of the week. Our group adheres to UHS's community agreements and works hard to create a brave and safe space for a variety of voices and points of view. Preparation required: we will send out articles ahead of time so that we are all briefed on at least two topics.

Bruce Lee and Black Panthers: Confronting Anti-Blackness in the Asian American Community. (Open to self-identified AAPI students and adults.) How have Black and Asian communities clashed and come together throughout history? How can we, as Asian Americans, be better allies? This workshop will take a closer look at anti-Blackness in the Asian American community on both a historical and personal level. We'll be tackling big topics like affirmative action and the LA Riots, before looking inward at our own families and communities.

Conservatives on Campus. What challenges do conservatives face at UHS, and how can some of these issues be addressed? This session will explore and discuss the experience of conservatives attending school in one the most liberal cities in the country, in connection with our personal experiences surrounding the topic. Discussion will center around the UHS community's reaction to various political events, and how that affects people of conservative political leaning, with the goal of creating a more open and friendly political climate at UHS. Nicole Garay, Vice Chair of SF Young Republicans and Chair of USF

Republicans will be joining us to provide insight into what conservatives can expect in college, and what means can be employed to foster a better environment for people of all political leanings, as well as how the problem of conservatism on campus appears around the nation. We invite everyone with the experience of being a conservative at UHS, and everyone who is interested in hearing more about the topic to attend the session.

Decolonization in Action: What Does It Mean to Live on Ohlone Land? (Breakout session with the morning's keynote speakers.) In this session, we will discuss what it means to live on Ohlone land. We want to empower those in attendance with tips and resources to be a good ally of Ohlone people as we work for a decolonized future. (*Vincent Medina, Louis Trevino*)

Diving into Latinx Poetry. This session was created to complicate and enrich the often narrow image of Latin America that is presented by media in the United States. Together we will look at poetry that comes from various time periods, countries, and themes including works by Rubén Darío, Gabriela Mistral, Pablo Neruda, and many others. The structure for this session is made up of pair- sharing to dig deep, and big group discussion to share ideas, so it is great for anyone who likes either format. We recommend signing up for this session whether you are very familiar with Latinx writing and poetry or looking to explore it for the first time. Come as you are or bring your best literature buddies with you!

Elder Isolation. Do you know anyone who is over 65? Who's a person with a disability? Who doesn't speak English as their first language? Who's LGBTQ? Anyone you know who meets one of these factors is at risk for social isolation. Although isolation should be personally important to many of us as our parents and grandparents age, it is a social issue that is rarely addressed—both at UHS and in the larger American community. This session will begin with a short presentation on elder isolation and its effects; then, we will open up the discussion! Possible topics include taking care of grandparents, ways to maintain frequent contact with relatives, and visiting shut-ins as a small group.

Environmental Justice & Education: What Can the UHS Community do to be Responsible Environmental Citizens?

"Environmental justice starts with everyday folks who feel like enough is enough."
—*mark! Lopez, executive director of East Yard Communities for Environmental Justice*
Social justice movements have their roots in communities and educational institutions. Environmental justice is no different. Schools have the power to make students environmental citizens. The fight for environmental justice has

defined itself with a boom in student-led citizen activism in the last few years. What environmental justice issues are taking place right now in our city and our neighborhood? What responsibility does an institution like UHS have to be a role model in this fight? Whether it be resourcing clean energy, divesting from fossil fuels, or committing to improve air quality, come join us as we brainstorm ideas to uphold our institution as one that is environmentally and socially responsible!

Faculty Panel: Women in Math. Come hear a panel of female math teachers talk about their journey through high school, college and grad school math. Their stories will touch on how gender played a role in their experiences.

Faculty/Staff Panel: Interracial Dating & Relationships. *How did you and your significant other meet? Were there a lot of cultural differences that got in the way? How accepting were your families? Do you talk about race all the time at home? What has been something surprising or unexpected about dating someone of another race and ethnicity?* Come hear UHS faculty/staff talk about their interracial relationships in response to these questions. There will be time for audience questions as well.

Female Athletes in the Media. When you think of professional athletes, what do you think of? Is it the fame? The wealth? But how many of these boxes can female athletes check off? In this session, we will be analyzing female athletes' representation in the media, and how these seemingly innocuous ads and interviews can feed into issues such as unequal pay and viewership. We welcome all genders, regardless of physical ability or interest in sports, to come discuss a continuously prevalent issue.

Let's Talk About Sex Money, Baby! (Open to everyone.) "Money! All I really wanna see is the money" vs. "We ain't got a lot but we cool with what we have." We are all impacted by socioeconomic status (SES), but do we ever talk about it? Do we know how to talk about it? This session will focus on discussing how SES remains omnipresent in everyone's lives, and aims to challenge the stigmas surrounding discussions of income, spending, resources, living arrangements, etc. We hope to delve into money—especially how it becomes personal and hits close to home. Each person's experience regarding socioeconomic status will hold a valuable place in making this discussion meaningful and productive, so we would love to have a wide array of perspectives present. By providing useful tools to fight these stigmas and become financially aware, participants will be well on their way to becoming agents of change in understanding the systems that define SES.

L.E.A.R.N: Lead. Educate. Acquire confidence. Revolutionize education.
Navigate challenges. In this workshop, we will be examining how students with learning differences manage academics at UHS and the types of challenges they face. Through a simulation of what it's like to have a learning difference followed by a guided conversation by LD students, you will leave this workshop with a better understanding of how your peers or students process information and what their needs are in a fast-paced academic setting. **Note:** This is NOT an affinity space, and we strongly encourage anybody to sign up—especially faculty, and students without learning differences.

My Home Is Me. (Open to students on financial aid and faculty/staff who were formerly on financial aid as students.) This workshop will utilize poetry writing as our forum to discuss housing and access to housing. We will integrate our own understanding of our homes and neighborhoods, while exploring our understanding of Prop 10 and Prop C. Our poetry sharing will include a discussion on how our stories impact our experiences with others' homes at UHS. To participate in this workshop, you will need a photograph of an aspect of your home or neighborhood that you would like to explore and share with other participants.

Presidio Habitat Restoration. How can we show better respect of the land we inhabit? Habitat Stewards help restore and preserve the natural areas of the Presidio of San Francisco. Habitat restoration is a proactive, hands-on way to revitalize damaged ecosystems and promote environmental health. Learn about the plants and animals found in our local creeks, dunes, grasslands, woodlands, and other natural landscapes. Activities often include planting, watering, weeding, or spreading mulch. On Community Day, join fellow UHS members to get outside and work on the land in the Presidio. We will leave right after Opening Ceremonies and return in time for Session 2 (we will probably get lunch to go; feel free to pack your own lunch, especially if you have dietary restrictions). Please wear clothes that can get dirty, and dress in layers. Long pants and sturdy closed-toe shoes are required (no shorts or sandals). Bring a hat and/or sunglasses, and wear sunscreen. Bring a water bottle as water stations will be available for refills.

Price of Perfection. In this session, we will discuss what it means to be "perfect" and why so many of us are so driven to seek perfection in many ways. What are the costs of this relentless quest to prove our worth, and why are we so driven to seek perfection? We will share and reflect on intrinsic and extrinsic factors that influence perfectionism, especially in terms of exploring UHS culture. Could we alter this desire to be perfect by redefining success and

beginning to embrace and love our failures?

Slowing Down Fast Fashion (AM). The garment industry has far-reaching implications on the exploitation of workers, the environment, consumers' self-image, and the global economy. It can be overwhelming to consider the true cost of the clothing we covet, buy, and wear. In this session, we will look at some of these costs, but we will also talk about ways that you can slow down your passion for fashion and reduce your textile waste by showing you how to repurpose a t-shirt into a reusable shopping tote. **Bring an old t-shirt** that you no longer wear, but can't seem to part with and leave with a shopping bag.

Technology in Education. Technology affects pretty much every part of our lives, and education is arguably one of the most important parts of human development. So, given progress in AI, the increasing affordability of complex electronics, and the ever present goal of trying to make an affordable, high quality education a possibility for everyone, what sort of a future can we look forward to in education, both here at UHS and beyond? Additionally, thinking more in terms of the present, how has technology impacted your academic life? How has technology made it easier or harder to educate or be educated? Should we change how technology is utilized here at UHS? We hope to have a great discussion!

SESSION 2 OFFERINGS

American Line Dancing. Have you ever been at a wedding or a picnic where people break out in a line dance and everyone mysteriously seems to know the steps? Many cultures have rich traditions in dances formed in lines without partners. Soul line dancing is group line dancing to R&B and hip-hop music; country-western dance has movements tied to pioneering the western frontier; the cha-cha-cha comes from Latin America and is an onomatopoeia of the sound of dancing feet. Learn a brief history of some of these traditions rooted in the American experience. Learn how to do the Black Tuskegee Airmen Hustle and other dances. And, come to have fun; no experience necessary.

Beyond the Dominant Culture: How Hookup Culture Impacts Women of Color. **(Open to self-identifying women of all races.)** Hookup culture in high school and beyond can feel isolating regardless of your race, but often, is an even more challenging landscape to navigate for Women of Color who exist

beyond the bounds of conventional beauty standards. While there's always been a healthy dialogue around the gender dynamics of hookups/relationships at UHS, the dominant narrative can ignore the racial politics at play. In this session, we're hoping to examine how this culture of either exclusion or exoticization further marginalizes and shapes the high school experience of Women of Color in our community. The session will be largely discussion-based, so come out ready to share your own stories and experiences as they relate to the topic.

Building Community Through Music and Art: An Open Mic. Bring an instrument, a poem, or a story, and participate in this UHS Community Day open mic. Whether you have an instrument to bring or not, all are welcome who have something to share! Participants are invited to take their offerings outside of this session and into the Closing Ceremonies open mic as well.

Crossing Barriers Documentary Project. This workshop, **only open to students**, is an opportunity for UHS students to connect with peers from two other San Francisco public schools (Burton and City Arts and Tech), and participate in a youth advocacy project. The participants in this collaboration will be featured in a documentary film created by youth from the Bayview (who will attend the workshop with you) that focuses on their lives and the community. Participants in this workshop will be engaged in discussion about topics that include the power of youth, crossing different kinds of barriers, important issues that face young people today, dealing with preconceived ideas we have about each other, and different pressures youth experience. Initially, the group will meet for **a 90-minute workshop during Community Day (our time will extend into the Closing Ceremonies)**. At the end of this session, we will gauge interest in the possibility of keeping this group together for a longer-term collaboration and community engagement project. Those who choose this workshop should be ready to actively participate in discussion that includes sharing your own personal experiences, and have the capacity to authentically honor what is shared by others. **Due to the fact that this workshop is open to a limited number of participants, please write a paragraph which articulates why you are interested in participating in this kind of collaboration.** Please indicate in your paragraph whether or not you are interested in the possibility of an ongoing collaboration/project with this group of visiting students in the future if there is momentum to do so.

Dismantling White Supremacy. If you feel like you have a good handle on "white privilege 101" and are looking for co-conspirators and next steps in doing anti-racist work, this may be the session for you! We'll discuss the

distinction between personal, interpersonal, and collective action, and how “dismantling” a system of oppression requires collective, systemic action and not just personal reflection or knowledge. Connecting to the day’s focus on “home,” we’ll brainstorm about the forms that systemic racism takes at UHS and in the Bay Area, and do some research on ways to get involved in cross-racial solidarity and collective action. If you have attended the White Privilege Conference or SDLC and want to share some of your learning with others, there will be space for that as well!

Don’t Box Me In. In this session, we plan to inform our peers on how and why society shapes our perception of sexual orientation and sexuality, specifically the implicit need we feel to label and “box ourselves in.” We will also discuss stereotypes about LGBTQ+ relationships, how these stereotypes relate to other more broad forms of discrimination (sexism, toxic masculinity, etc.), and how these experiences fit into our San Francisco community in comparison with other communities and backgrounds.

Faculty/Staff Panel: When I was Your Age... Come hear a panel of six faculty members talk about their high school experiences. Their stories will cover a variety of topics, including going from public middle school to private high school, managing the pressures of a high-stress school environment, leaving one’s home country as a teenager, moving out of one’s parents home and managing independence, socioeconomic class, maintaining health and wellness, and more. The panel will include time for audience questions as well.

Faculty/Staff/Student Panel: Immigrants and Children of Immigrants. What or whom do you imagine when you hear the words “Immigration” or “Immigrant”? You may or may not find what you imagine in this session, but we can promise you’ll learn something—come hear the stories of faculty/staff members and three students who identify as immigrants or are children of immigrants.

Interfaith Stories. On a daily basis, we interact with religious faith through media, our communities, and ourselves. However, discussions about faith are easily stigmatized. This will be a discussion space for religious people, agnostics, atheists, and everyone in between to share personal faith stories in an effort to understand and connect our community’s diverse narratives around this topic. The discussion will center around belonging with regard to faith, grappling with how our faith (or lack thereof) has been influenced by our “homeland,” how experiences of doubt or estrangement from religion

have shaped us, and how our faith has impacted our sense of belonging in the communities we live in. Feeling will be emphasized over thinking, and students and faculty alike will be encouraged to share with, listen to, and question one another in a casual setting.

Mad Maps: Our Mental Health Stories and Creating Maps for Our Recovery. We are often afraid to tell our mental health stories; whether it's our own struggle or how we have been impacted by someone else's. We can feel ashamed about having a need, thought, want, or interest that doesn't seem to match up with "the norm." This session will explore Mad Maps, a tool developed by the organization, The Icarus Project, which seeks to bust mental health stigma, examine the ways that oppression and marginalization impact our mental health, and encourages people to connect with the fullest versions of themselves (even if that self involves struggle). We will explore our mental health stories through a variety of portals like art, poetry, and writing. We will also begin to design "maps" that we can use to support the recovery of ourselves, each other, and the community.

Medicare in the US. In this session, we will be diving into the history and economics of Medicare in the US, compare US Medicare to other countries, and discuss the future of US Medicare. We encourage people who have personal experiences with or particular viewpoints on Medicare in the US to come to the session and share their perspective.

Miss Representation: How Does the Media's Representation of Women Affect the Way We See Ourselves, and What Can We Do About It? (Open to people of all genders!) The media is selling the idea that girls' and women's value lies in their youth, beauty, and sexuality and not in their humanity or their capacity as leaders. In this workshop, we will discuss how all different kinds of media (news, television, advertisements, and social media) reinforce damaging stereotypes about all women. We will pay particular attention to the ways in which these stereotypes are racialized and intersect with sexuality, as well as gender identity and expression. This will be an interactive workshop. We will take a look at a short clip of the documentary *Miss Representation* as a jumping off point to discuss our personal experiences and the way we feel the media's influence on our self-image and self-worth. We'll end the workshop with action: what are some concrete steps we can take towards taking control of the media we consume and becoming more aware of the ways in which it is impacting our mental and physical health?

Off the Wall: Mural Painting. Mural painting brings art and the ideas of a

community into the public sphere. Often, murals represent a community's identity or displays a universal message for others to see. Mural painting itself is a fun, hands-on project that requires lots of teamwork, creativity, time, and general enthusiasm (yay!). Our goal is to complete a few painted murals that represent our UHS community around the theme of "Home" and showcase our unique identities and ideas. This workshop will include planning, sketching, and painting on large canvases. After these murals are complete, the artwork will be hung around campus to showcase the community's efforts. This session is for anyone who is interested in getting involved with creating a lasting piece of artwork on campus in collaboration with peers and adults. No artistic skills or experience is required.

Slowing Down Fast Fashion (PM). The garment industry has far-reaching implications on the exploitation of workers, the environment, consumers' self-image, and the global economy. It can be overwhelming to consider the true cost of the clothing we covet, buy, and wear. In this session, we will look at some of these costs, but we will also talk about ways that you can slow down your passion for fashion and reduce your textile waste by showing you how to repurpose a t-shirt into a reusable shopping tote. **Bring an old t-shirt that you no longer wear,** but can't seem to part with and leave with a shopping bag.

Social Construction of the Self, the Other, and Social Reproduction Theory. How do we come to know who we are? How is that sense of ourselves related to others around us and the specific histories of our societies? How are large groups of people socialized and prepared to play certain roles as they move through childhood to adulthood, and how can we think critically about the specific ways we come to know ourselves and others in a society founded on racism, patriarchy, and capitalism? This session aims to briefly introduce certain concepts (drawn from a variety of disciplines, including psychology, semiotics, and social reproduction theory) that help illuminate the way we form our own identities, how those identities are formed in relation to a sense of the "Other" in society, and finally how that happens on a massive generational scale to further the social systems and institutions that power society, including capitalism. Any and all of these topics deserve much more time in their own right—this is definitely intended as an introduction to give students some tools, ideas, and starting points for thinking through these issues.

Socioeconomic Status Autobiography: Amanda Cadogan. A story about family bankruptcy, student loan debt, and learning to talk about one of

society's only taboos: money.

Spectra X Men's Group: Gender and Performance. Why do we act the way that we do at UHS? What drives how we perform Big Red Friday announcements, promposals, and even the music played in the Student Center? What influences our perception of relationships? This session will take the form of a discussion grounded in personal experience, both observatory and participatory, regarding the expression of gender at UHS. We will focus on self-reflection and understanding of the parts we play as members of the UHS community, and, with that end, this session is open to everyone.

The College Cheating Scandal: A Look at Integrity at Home. In this workshop, we will discuss the college admissions scandal that recently made it to the front pages of the news. More generally, we want to have a conversation about the interconnection between privilege and integrity in our world and how that plays out in our school's integrity policies and in politics. Specifically, we will aim to address these type of questions: How was privilege in this case manipulated to an unfair advantage for the students accepted in the prominent schools, like Stanford, Yale, Georgetown, etc? And, in light of the investigation, what is at stake for the parents, and how might they use their privilege to evade a harsh sentence? Come ready for an open discussion on integrity — on how it relates to this scandal and at a meta level.

Walking. Join your peers on a walk to reconnect and ground. In our fast-paced way of living, we use walking as a mode of transportation, albeit often as the last option. The intention with offering this walk is to step outside the practical and leave to-do lists behind. This is about being human and using our senses to experience how much we are interconnected to all life. We will walk with attention to the land under our feet and move with conscious steps through the Presidio's flora while also taking note of human-imposed environment along the way. **Please wear comfortable walking shoes.**

What Makes a Family? I read years ago that if you ask a five-year old to draw a picture of a family, most will sketch a mommy, a daddy, a little boy, and a little girl—regardless of their family's actual composition and structure. In this session, we will try to draw a more inclusive picture of what our families look like, and share about how our various family backgrounds have affected us. Our conversation will be shaped by the session's participants, but topics may include the role of adoption, guardianship, foster parents, single-parents, same-sex parents, divorced parents, blended families, extended families, and more.

RACIAL AFFINITY GROUPS

Asian | Asian American | Pacific Islander Heritage (Chinese heritage).

Asian | Asian American | Pacific Islander Heritage (Japanese, Korean, Taiwanese, and more).

Asian | Asian American | Pacific Islander Heritage (Filipinx/Pacific Islander).

Biracial | Mixed Race | Multiracial Heritage | Multiracial American | Hapa, 1.

Biracial | Mixed Race | Multiracial Heritage | Multiracial American | Hapa, 2.

Biracial | Mixed Race | Multiracial Heritage | Multiracial American | Hapa, 3.

Biracial | Mixed Race | Multiracial Heritage | Multiracial American | Hapa, 4.

Black | African American | African Heritage | Afro-Caribbean Heritage.

Citizens from Countries Outside of the U.S. | International | Recent Arrivals to the United States.

Indian | Pakistani | Nepali | East Asian Heritage | Southeast Asian Heritage | Heritage from the Indian Subcontinent.

Latinx | Indigenous Latinx Heritage | Latinx Heritage | Hispanic Heritage.

Middle Eastern | West Asian Heritage | Arab Heritage.

White | White European Heritage | European American, 1.

White | White European Heritage | European American, 2.

White | White European Heritage | European American, 3.

White | White European Heritage | European American, 4.

White | White European Heritage | European American, 5.

White | White European Heritage | European American, 6.

White | White European Heritage | European American, 7.

White | White European Heritage | European American, 8.

White | White European Heritage | European American, 9.

White | White European Heritage | European American, 10.

White | White European Heritage | European American, 11.

White | White European Heritage | European American, 12.

White | White European Heritage | European American, 13.

THANK YOU...

- **55 people** who took the survey I sent out in the first week of February and submitted ideas for this year's Community Day. What you wish to see happen is always the primary inspiration for this day. There'd be no Community Day without your wishlist or your imagination of what's possible.
- **41 students, 34 staffuly, 1 UHS parent, and 2 guest speakers** who offered 35 sessions to make most of the items on a long wishlist a reality;
- **27 students and 24 staffuly** who facilitated racial affinity groups;
- **Community Education Committee** for all your behind the scenes work and for being wonderful thought partners;
- **Mollie Crittenden and Jenifer Kent** for holding multiple training sessions for white affinity group facilitators;
- **Nasif Iskander**, as usual, for his generosity with his time during the scheduling process;
- **The Facilities team** for setting up all the workshop rooms;
- **The ASM Tech Crew** for their literally behind the scenes work;
- **Everyone who shared** a perspective, a poem, some gratitude during the Closing Ceremonies;
- To **you**, for continuing the conversation beyond today!

...FOR MAKING TODAY POSSIBLE!