

COMMUNITY DAY 2018:
TAKING OFF OUR MASKS
 WEDNESDAY, MARCH 28

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: Ashanti Branch
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 (<i>tip: check out the Molding Change fundraiser during lunch—Washington Street foyer</i>)
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, open seating</i>) <i>Perspectives (Rachel, Gabor, Mary), open mic, gratitude</i>
2:30 pm to 3:00 pm	Holi Celebration* (Optional) (<i>Upper Courtyard</i>)

* *Holi, which takes place in the spring, is the Hindu festival of colors, love, and the triumph of light over darkness. It is celebrated all over the world by throwing colored powder, dancing to music, and generally having fun. Come join UHS' Holi celebration at the end of Community Day. We'll have loads of color and music! Although many traditionally wear white to the celebration, just make sure to wear clothing you don't mind staining!*

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

U-207	<p>Ability Challenge. These days, people associate the word “discrimination” mostly with race, gender, nationality, and religion; little do we hear “ability” amongst these words. One goal of this session is to explore how we can go about changing our initial perceptions. What we may not know is that people with disabilities are not held back by their own capabilities, but by the limitations of the society we live in today. Come hear about what it’s like for a person with a physical disability to live in our society, and challenge yourself to expand your perceptions on ability. This space will include a short video followed by an interactive discussion.</p>
U-101	<p>Affinity Group: Immigrants/First Generation Americans. A safe space for people to share their experiences, struggles, and aspirations. People who feel in between two cultures and who don’t necessarily identify as “mixed race” are especially encouraged to attend.</p>
U-111	<p>Affinity Group: Jewish Students & Adults. Open to anyone who self-identifies as Jewish.</p>
U-112	<p>Asians and American Media: The Invisible Minority. 5.6% of the United States population identifies as Asian, yet there is still little to no Asian representation in the media. How does this affect the way in which Asians are perceived by mainstream America, in the UHS community, and by Asian Americans themselves? Join us to learn about the virtual absence of Asians in American media, the caricatures painted of Asians in popular culture, media representation of standards of beauty here and abroad, and their relevance to the Asian American experience.</p>
M-205	<p>Catcalling. You’re walking down the street, likely alone. Suddenly, a voice shouts, “Hey baby,” followed by a string of vulgar comments. Or perhaps they said something seemingly innocuous, such as, “Smile more; you look pretty when you smile!” You feel threatened, but you don’t know what to do – smile? Look away? Yell back? This experience has become incredibly normalized, especially for women and girls. However, catcalling remains dominated by a culture of silence—although these comments often feel incredibly threatening, many women and girls are told to be quiet and “take the compliment.” With our session, we aim to create a space where participants can share their own experiences with catcalling and brainstorm action steps to combat this behavior. <u>We welcome participants of all gender identities</u> as we firmly believe that this session will be enriched by a diversity of perspectives.</p>
U-205	<p>Conflict Resolution Workshop. Conflict exists in every facet of our lives: with our family, friends, peers/colleagues, significant-others, teachers, coaches, superiors, and more. Without proper resolution of conflict, negative interactions can</p>

	<p>escalate, which may result in hurt feelings, loss of interpersonal relationships, individuals becoming isolated or withdrawn, verbal abuse and bullying, and (in extreme cases) physical violence. What can <i>you</i> as a member of our community do to understand conflict and work to resolve it? Whom do you turn to when you find yourself in the midst of conflict? In this workshop-style session on Conflict Resolution, we will define and identify conflict, discuss the value of healthy conflict resolution, and practice applicable pro-social skills that will serve us in resolving issues throughout our lives.</p>
L-211	<p>Faculty Autobiography: Sandeep. A story of the brown kid at the comic book shop/the brown kid at the metal show.</p>
U-216	<p>Faculty/Staff Panel: Interracial Dating & Relationships. <i>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?</i> Come hear members of UHS faculty talk about their interracial relationships. There will be time for audience questions.</p>
Theater	<p>Faculty/Staff Panel: When I was Your Age... Come hear a panel of 5 UHS adults talk about their high school experiences. Their stories will cover a variety of themes, including attending a single-sex school, racial identity, socioeconomic class, maintaining health and wellness, meeting/exceeding/redefining expectations, the tension between being an outward perfectionist who appeared to have everything together and the turmoil of being raised in an alcoholic home, and more. The panel will include time for audience questions as well.</p>
Meet in the Wash. Street foyer	<p>Field Trip to Pier 24: <i>The Grain of the Present.</i> Pier 24 is a renowned photographic space that houses the Pilara Foundation's permanent collection. As described on the Pier 24 website, "The Grain of the Present," Pier 24's current exhibition, "examines the work of ten photographers at the core of the Pilara Foundation collection—Robert Adams, Diane Arbus, Lewis Baltz, Bernd and Hilla Becher, Lee Friedlander, Nicholas Nixon, Stephen Shore, Henry Wessel, and Garry Winogrand—whose works share a commitment to looking at everyday life as it is. Each of these figures defined a distinctive visual language that combines formal concerns with a documentary aesthetic." The session will be an off campus outing with a discussion component. We will leave promptly at the end of affinity groups and return before the closing assembly.</p>

U-215	<p>From La Macarena to Despacito: How We Got Here. Latinx music has always been part of our American society. So why is it just recently getting the attention it deserves? Since the major hits of “La Macarena” and “Gasolina,” Latinx music has existed with limited acknowledgment. This workshop will analyze how and why artists like Luis Fonsi, Daddy Yankee, and Bad Bunny are now finding their way to the radio and to other musical platforms such as Spotify and the Grammys. We will explore the themes and the diversity within Latinx music as well as how these affect its global popularity. This workshop is also guaranteed to impress your Spanish teacher.</p>
Library	<p>Guns in America: Laws and the Evolution of the NRA. In the wake of the Parkland shooting and the wave of student activism that has followed, this session will give an overview of existing gun laws in different states, and the federal laws and systems that have led to the current state of gun control in America. We will also delve into the history and evolution of the NRA as well as the NRA’s role in shaping the conversation and realities of guns in America. The goal of this session, which will start with a presentation and end with a discussion, is to provide information about the realities of an emotionally charged and often highly politicized topic. At a time when youth are leading the adults regarding the topic of gun violence, we hope our session will help participants feel more informed and empowered in understanding these issues as well as in taking/leading action.</p>
U-102	<p>Queer Characters on Screen. Why were Elio and Oliver in <i>Call Me By Your Name</i> played by two straight guys? How does popular culture depict gender roles in communities of color? Why are queer female characters often seen through the male gaze? In this workshop, we will discuss LGBTQ+ and PoC representation in pop culture. We will analyze the role of race, gender, and socioeconomic status in the context of shows like <i>Drag Race</i>, <i>How to Get Away With Murder</i>, and <i>Master of None</i>, as well as films like <i>Moonlight</i> and <i>Call Me By Your Name</i>. Come prepared to tackle common “tropes” for queer characters on screen, and take a closer look at our favorite queer characters through an intersectional lens.</p>
L-106	<p>Religion and LGBTQ Allyship. Since long before the Supreme Court issued a landmark ruling guaranteeing the right of same-sex couples to marry across the US, LGBTQ issues and religion have crossed paths and often been at odds with one another. Whether in education, upbringing, faith communities, or the media, most if not all of us have had some level of interaction with both LGBTQ and faith-based communities. Religion and religious values are deeply ingrained in our lives, yet people often feel uncomfortable touching on the subject. <u>People of all backgrounds, including non-religious ones, are encouraged to attend this session</u> for an engaging short panel and discussion on how to talk about faith and LGBTQ activism at the same time, and how to be an effective ally despite –or because of– one’s religious upbringing or experience. Student facilitators include a Christian ally and a bisexual agnostic woman.</p>

<p>Meet outside, on Wash. Street</p>	<p>Revelations: Art from the African American South at the de Young Museum. Join two faculty members on a visit to the de Young to view art influenced by the African diaspora and Jim Crow South. Together we will discuss the issues of American race, class, gender, and religion that are explored in this exhibit.</p>
<p>M-202</p>	<p>Satirical Comedy in the Trump Presidency. “I turn to comedians for the news and the news for comedy”—a statement overheard in the UHS hallway, and a growing sentiment among liberals. There is no doubt that the Trump presidency has spurred a comedic revival in the past year, with a confused population turning to satire as a source of ruthless honesty and truth in a time of widespread misinformation and chaos. But have you ever wondered why there aren’t many well-known right wing comedians? Is this surge in satire unique to the Trump presidency? Are there instances where satire can become tasteless or unconstructive? In this session, we explore questions surrounding the role of satire in a democracy and investigate its importance in providing constructive social criticism. If you are a fan of <i>SNL</i> or <i>The Late Show with Stephen Colbert</i>, then come out to join this conversation!</p>
<p>U-214</p>	<p>Socioeconomic Status. Socioeconomic status (SES) is the social standing of an individual or a group, often measured by education, income, and occupation. As a school with a reputation for higher SES, how do students and faculty experience SES on campus? How can we respectfully break the silence about SES at UHS? How can our community become more inclusive? In this interactive session, we will explore these prompts and attempt to generate practical solutions through discussion and activities.</p>
<p>JSL</p>	<p>UnMasking: Young Men Talking About REAL SHI(F)T. Far too often young men have to navigate the complex world of school, home, and the streets by themselves. Issues like fitting in, self-esteem, trauma, loss, body image and the pressures of life keep many youth from realizing their full potential inside and outside of school. Moreover, school rarely provides a safe space in which young men can talk about the trials and tribulations of growing up. Through presentation, hands-on activities, and film, this session will introduce participants to the world of gender support groups, with a focus on young men. <u>Open to all self-identified young men.</u> (Ashanti Branch)</p>
<p>U-209</p>	<p>What (Not) to Wear. Join a conversation about clothing choices, gender stereotypes and personal biases. We will present provocative images and questions to explore clothing choices in the context of a school setting and beyond. <u>This session is open to self-identified women only.</u></p>

SESSION 2 OFFERINGS

U-215	Affinity Group: LGBTQIA+ Students & Adults. A safe space for those who identify as lesbian, gay, bisexual, trans, queer, intersex, agender, asexual, genderqueer, nonbinary, gender non-conforming, genderless, genderfluid, pansexual, two-spirit...You get the idea.
U-111	Affinity Group: People (who are or who have been) on Financial Aid. A safe space for students who have been or are on financial aid as well as for any adults who have attended schools on financial aid. Our goal is to come together and discuss/reflect on our experiences as a group.
U-101	Blackness and Femininity in the Music Industry: Interrogating the Face of Rock & Roll. In this workshop, we will provide a brief overview of what genres of music gave way to Rock & Roll, and the way Rock & Roll has evolved overtime. We will then look at the ways in which Black women have played an integral role in the development of Rock & Roll despite having been denied the recognition they deserve. Using music videos by artists like The Supremes, Tina Turner, and Destiny's Child as springboards for discussion, we will talk about imagery and the ways Black women are depicted in the music industry. We hope for everyone to dive into a discussion of very different and equally important aspects of Rock & Roll that are not typically covered.
M-205	Conservative Experiences at UHS. What is the felt experience of students who have conservative perspectives at UHS? This session will create a compassionate space for students to discuss the nature of our felt experiences in our community, especially in connection with the election of Donald Trump and the events that have taken place at our school since the election. Students who have conservative views will be able to talk about the challenges of being in a numerical political minority at UHS, the nature of the classroom experience when discussing politics, the social dynamics we've experienced with peers, what's come up for us as the school has participated in various forms of activism associated with liberal ideas, and explore ways we can continue to foster connection with people who don't share our perspectives. Through this conversation, we intend to support everyone in feeling heard and understood while more deeply connecting with what it is that we most care about. All students who are interested in expressing their own lived experiences with this topic, and those who are interested in understanding and being open to the experience of their peers who do, are welcome to join this session.
U-207	Elder Isolation. Do you know anyone who is over 65? Who's disabled? 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 elder isolation after 70. Although

	<p>elder 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.</p>
U-209	<p>Emotional Intelligence at UHS. <i>Have you ever come short of a goal or expectation? Do you get frustrated when you get a bad grade or can't figure out a math problem? Are you ever disappointed with yourself when you walk off the field?</i> Emotional intelligence is defined as “the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically.” In this interactive discussion, we'll work together to identify the commonplace of emotional intelligence at UHS and ways we can go about promoting it and handling situations around us that call on emotional intelligence.</p>
L-212	<p>Faculty Autobiography: Byron. A story about trying to understand one's surroundings, interracial marriage, and raising three multiracial kids.</p>
Theater	<p>Female Athletes and Sexism. You can probably think of a time, or perhaps several, when you witnessed or personally experienced sexism towards female athletes. Why is this such a common occurrence? What roles do media, books, advertisements, and images play in degrading women in sports? What can we do about it? What does doing something “like a girl” mean to you? In the world we live in today, female athletes can often perform under scrutiny of their appearance and be judged for their gender as opposed to their athleticism. In this session, we'll be offering a storytelling and casual discussion space for all of the topics above, watching videos, and more.</p>
Pier 24	<p>Field Trip to Pier 24: <i>The Grain of the Present.</i></p>
U-205	<p>Immigrants under the Trump Administration. This session will look at how the current political state and the Trump Administration have affected the lives of immigrants in the U.S., and of those looking for a better future. We will hold a small informational session to better understand immigration policies that are being debated in Capitol Hill such as the travel ban, DACA/ Dreamers, and TPS, as well as explore the sentiments about immigration we as a community may have. We will then discuss ways we can be allies and use our privilege to take action. Through this session, we hope have a constructive and open conversation to break down the issues and hear diverse perspectives.</p>
L-106	<p>Moving Asian-America Forward: How Protest Has Shaped the Asian-American Community. This will be both an informational session as well as one of action. For most, Asian-Americans and protest don't necessarily go</p>

	<p>together. However, there is a rich history of protest in the Asian-American community and many of the major movements of the 20th and 21st century saw contributions made by individuals who identified as such. The first part of this session will trace the legacy of specific Asian-Americans, their work, and the impact they've had on not just the Asian-American community, but the United States as a whole. The second part of this session will be dedicated to planning. Why is it that even though Chinese/Chinese American students are the largest minority group at the school, Chinese New Year isn't celebrated as a school-wide holiday? We will discuss and strategize how to move forward to address this issue and more. See you there!</p>
Library	<p>Reproductive Justice: Past, Present, and Future. On February 27, Vice President Mike Pence suggested that legal abortion could be abolished in the US "in our time." Abortion rates have reached an all-time low because of wide access to affordable and reliable contraception. The dismantling of the Affordable Care Act threatens affordable contraception, and simultaneously, many states continue to pass legislation that restricts women's reproductive rights. These attempts to curb women's avenues to safe reproductive healthcare are not new: women have been fighting for the right to make their own choices around bearing and birthing children throughout US history. Join us to discuss the history and current state of reproductive rights and access to healthcare. We will explore ways of turning our conversation into action through advocacy, activism, and art.</p>
de Young	<p>Revelations: Art from the African American South at the de Young Museum.</p>
U-112	<p>Science and Faith: Do We Have to Choose? In a world that has become increasingly centered around scientific explanation, is religion losing its relevance in our lives today? Come hear from three members of UHS about their personal experiences sorting out science with their faith as Christians. This session will be a semi-panel with room for questions and discussion during and after. This is not an affinity space at all; we strongly encourage anyone who is interested to come.</p>
M-202	<p>Soundtracks of School: How Music Tunes High School Culture. Music is woven into the fabric of our lives, especially as high school students. In our workshop, we will discuss how music influences the connections we make on our campus. We will explore the tension between our desire to have an inclusive campus (what some may call "institutionalized political correctness") on the one hand, and the misogynistic, negative narrative perpetuated by the popular rap music many of us enjoy on the other. We plan to investigate how we can proudly and productively listen to music that causes some cognitive dissonance in us: what does it look like to uphold the UHS values of Care, Interconnection, and Integrity, and continue to enjoy the music we like?</p>

L-102	<p>Terminal Diseases, ALS, Event Planning/Fundraising. Since the repeal of the Affordable Care Act, the realities of people living with diseases have shifted, and many people have been negatively affected by this political measure. UHS is an extraordinarily healthy, happy, and active community. However, when do we acknowledge those among us who are not so lucky? Do we do our part at this school to discuss issues relating to terminal diseases? This session will discuss our responsibility as a community to spread awareness about ALS and other terminal diseases. Additionally, this year we want to put a slightly different "spin" on the session. UHS is a politically active community, and the ALS association works tirelessly to raise money for people living with ALS as well as support the research for a cure. Workers from the ALS association will join in this session and speak about the different ways that the organization raises money. Our goal is to educate the community about ALS and the work the ALS association does while also teaching participants about how they can raise money for other causes that they believe in.</p>
JSL	<p>The Big Picture: Rethinking Dyslexia documentary screening & student panel. The film <i>Rethinking Dyslexia</i> demystifies dyslexia and dispels myths through personal and uplifting accounts from dyslexic children, experts, and iconic leaders such as Sir Richard Branson and California's Lieutenant Governor Gavin Newsom. After the film, we will hear from a panel of students about how they've successfully navigated UHS despite having a learning difference.</p>
U-214	<p>The Transformational Power of Listening. More and more often these days, I hear people in the UHS community expressing the desire to hear a wider range of perspectives in conversations of all kinds. But are we actually ready and able to <i>listen</i> to different points of view? In this interactive workshop, we will explore the extraordinary impact our listening can have, and practice ways of listening that nurture authentic engagement, connection, and understanding.</p>

RACIAL AFFINITY GROUPS

Library	Asian Asian American Pacific Islander Heritage (Chinese heritage).
L-109	Asian Asian American Pacific Islander Heritage (Japanese, Korean, Taiwanese, and more).
M-202	Asian Asian American Pacific Islander Heritage (Filipinx/Pacific Islander).
U-101	Biracial Mixed Race Multiracial Heritage Multiracial American Hapa, 1.
U-102	Biracial Mixed Race Multiracial Heritage Multiracial American Hapa, 2.
M-112	Biracial Mixed Race Multiracial Heritage Multiracial American Hapa, 3.
L-105	Biracial Mixed Race Multiracial Heritage Multiracial American Hapa, 4.
U-215	Black African American African Heritage Afro-Caribbean Heritage.
L-103	Citizens from Countries Outside of the U.S. International Recent Arrivals to the United States.
L-212	Indian Pakistani Nepali East Asian Heritage Southeast Asian Heritage Heritage from the Indian Subcontinent.
M-205	Latinx Indigenous Latinx Heritage Latinx Heritage Hispanic Heritage.
L-108	Middle Eastern West Asian Heritage Arab Heritage.
L-104	White White European Heritage European American, 1.
L-106	White White European Heritage European American, 2.
U-111	White White European Heritage European American, 3.
L-102	White White European Heritage European American, 4.
M-111	White White European Heritage European American, 5.
U-205	White White European Heritage European American, 6.
U-112	White White European Heritage European American, 7.
L-211	White White European Heritage European American, 8.

U-214	White White European Heritage European American, 9.
U-216	White White European Heritage European American, 10.
U-207	White White European Heritage European American, 11.
U-209	White White European Heritage European American, 12.
JSL	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!