

COMMUNITY DAY 2017:  
**JUST ACTIONS**  
 WEDNESDAY, MARCH 29

8:00 am to 8:30 am	Prep period for workshop facilitators (various rooms)
8:30 am to 10:20 am	Opening Ceremonies —“On the Hill”: a Loco Bloco production (Theater, assembly seating)
10:20 am to 10:30 am	Break/Passing period
10:35 am to 11:35 am	Debrief in Affinity Groups (various rooms)
11:35 am to 12:35 pm	Lunch (Student Center) & #IVOTE20** Photobooth (Courtyard)
12:35 pm to 1:35 pm	Community Day Sessions (various rooms)
1:35 pm to 1:45 pm	Break/Passing period
1:45 pm to 2:30 pm	Closing Ceremonies — Perspectives & Performances (Theater, assembly seating)
2:30 pm to 3:00 pm	Holi Celebration* (Optional) (Lower Courtyard)

\* 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. \_\_\_\_\_

# COMMUNITY DAY SESSIONS (PM)

**Affinity Group: Children of Immigrants.**

**Affinity Group: Jewish Students & Adults**

**Affinity Group: LGBTQIA+ Students & Adults.** A safe space for those who identify as lesbian, gay, bisexual, trans, queer, genderqueer, nonbinary, gender non-conforming, intersex, agender, genderless, genderfluid, asexual, pansexual, two-spirit... You get the idea.

**Affinity Group: People Affected by Incarceration.** This group aims to provide a space for people who are/have been affected by an incarceration (or several), to talk about anything they are going through or have gone through. Ideally, this group will continue past Community Day and bring people together since in the past three years, there hasn't been a similar affinity group.

**Building Community Through Song and Music.** Music, at its foundation, is all about voice—whether someone is singing or not. In this session, we will look at music as an ultimate form of self-expression and explore how musicians tell stories. We will listen to some examples and finish with some live music. This session is open to all. Music lovers/musicians are encouraged to attend, and feel free to bring instruments! The songs we choose will be simple to follow.

**Colorism in the USA.**

*"Colorism—in my definition, prejudicial or preferential treatment of same-race people based solely on their color."*

—Alice Walker

In this session, we will discuss and explore the concept of colorism. How does the color of your skin affect your ability to live everyday life? This discussion is open to all—we hope to open up the space for everyone to share their experiences, thoughts, and questions regarding colorism.

**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 connecting more deeply with what it is that we most care about. 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.

**Diversifying your Media Diet.** Bias. Balance. Echo chamber. What does your newsfeed look like? In this session we will tune up our individual newsfeeds. Come with your device, ready to share how and where you get your news. We will look at all of our sources and see how we can push ourselves outside of our individual bubbles by asking questions like,

- What sources are news and what are opinion?
- Are you only looking at sources that confirm your belief system?
- Does news have bias?
- What do we mean when we say that the media is liberal or conservative?
- What other lenses can we get on what is happening?

From there, we will work on constructing newsfeeds that are broad, inclusive, and factual.

**Environmental Politics and Activism.** In this session, we will be discussing policies and practices coming from the current administration that will inevitably impact the environment. Get ready to talk about the Environmental Protection Agency (EPA), Dakota Access Pipeline (DAPL), and the Paris Climate agreement! We will also introduce new ways in which you can get involved with environmental activism.

**Faculty Autobiography.** Two faculty members share the stories of their alternate paths/futures after high school.

**Faculty/Staff Panel on 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 six faculty members talk about their interracial relationships. There will be time for audience questions.

**Feminism and Religion.** What does it mean to be a feminist and also consider yourself religious? Why (if at all) do those two terms sometimes seem mutually exclusive? We will be talking about the roles of women in different religious traditions and the ways in which religions have reinforced and/or helped push past traditional gender roles. We will also consider how we can both respect tradition while maintaining a commitment to progress. This session is open to people of all genders and faiths.

**Habits of Citizenship: Letter-writing 101.** Elected representatives work for us. The First Amendment guarantees the right to petition the Government for a redress of grievances.

Cultivating the habit of letter-writing (or making phone calls / office visits) can be a personally satisfying but also useful exercise. Like any good habit, it takes willpower and initiative to get over initial hurdles. The goal of this session is for us to write and/or call a few of our elected representatives to express our hopes and concerns about the direction of our country. Stamps, envelopes, contact information and a printer will be provided – bring a laptop if you can. This session will not take on any particular political point of view, other than the need for an informed citizenry to express itself to its elected leaders.

**History of Feminist Activism & What YOU Can Do.** In this session, we will begin by giving a brief history of feminist activism with examples of important feminist activists. Afterwards, we will allow time for discussion on how both individuals and the UHS community can take part in such activism. We will also provide resources of different organizations with which UHS members can partner, and begin (or *continue!*) our activism with an activity to close the workshop. People of all genders are welcome!

**Intro to Socialism.** In an era of late capitalism and overt oppression, it becomes more important than ever to critique our current political and economic models and to find alternatives. In the richest country in the world, more than 40 million people live in food-insecure households. In a country with more than 14 million vacant homes, more than 2.5 million children experience homelessness. In a country that claims to be a “meritocracy” and that promises the American Dream, the inequality between an exploited working class and a wealthy elite continues to grow. Clearly, our current political system isn’t working for all those it purports to serve. That’s why it’s more important than ever to understand that the system we inhabit is one of many, and that just because it’s survived thus far does not mean it is, by any means, the “right” one. We, as socialists, propose an alternative that we believe to be more inclusive, more humane, and ultimately, more sustainable. In this workshop, we will work through introductory socialist concepts, presenting theory, history, and terminology whilst discussing leftist politics in our time. Breaking down the false American “left” in order to move past neoliberal propaganda, we will analyze the importance of class and examine the ways in which class struggle interacts with other social liberation movements.

**K-Pop is not My Culture: Demystifying the Korean-American Experience.** In this session, we will be exploring the changing social perception of Korean-Americans, particularly as it pertains to the rise of popularity in K-pop and ‘Koreaboo’ culture in the United States. We will discuss the implications of this cultural shift, as well as the casual, disguised racism that it can often perpetuate.

**Loco Bloco Drumming (with Pedro Gomez -- Loco Bloco’s Musical Director).** This session provides a hands-on experience in Loco Bloco’s multicultural, community-based drumming. Facilitators and students will explore how the Afro-Brazilian concept of “Blocos” inspires Loco Bloco’s music and programs. Students will discuss and formulate their own view of the value and impact of the arts on cultural health and resilience. (This session is limited to 15 participants.)

**Making a Difference: The Little Things.** The smallest things can make the biggest difference in someone's day. Sometimes this can be a positive difference and other times it can be negative. We will learn about microaggressions both inside and outside of school and explore how they affect our community as whole. In addition, we will discuss alternate ways to approach and react to these interactions so that we can make our community more caring and connected. Join us!

***On the Hill: I am Alex Nieto*—an activism workshop with Paul S. Flores, the writer/director of *On the Hill*.** *On The Hill* is an interview based, docu-theater play based on the testimony of real people in the community who knew Alex Nieto, or who were impacted by his death at the hands of the San Francisco Police. In the interview process, Flores and Loco Bloco's young activists found that many people described Alex Nieto's character different than the SFPD's version of him as a violent, mentally disturbed, gang member. The community said Alex was a peaceful young man, born and raised in Bernal Heights, who worked to take care of his Mexican immigrant parents, graduated from City College, and was a practicing Buddhist for ten years. Does the difference in portrayals of Alex surprise you? Why is it important to get as many versions of the truth as possible? This session will ask students to write about how people of color are labeled "bad" by learning to empathize with Alex Nieto. Students will tell a story about how they have been labeled by others, then interview each other about the experience, and then retell the story from their partner's perspective.

**Panel & Discussion: Socioeconomic Status at UHS.** Socio-economic status (SES) is the social standing of an individual or a group, often measured by education, income, and occupation. UHS is known for being a school for those of a higher SES. What implications does this reputation bring to the table, and how does it translate into lived experience on campus? Do we, as a community, benefit or hurt from our reputation and the assumptions made about UHS? What happens when students are not part of the stereotyped narrative? Why has UHS shied away from discussions of SES, and how can we break the silence around this topic? In this session, we will explore these questions and more through a student panel and an interactive discussion.

**Public Spaces and Public Knowledge: the Evolving Roles of Public Libraries in Community.** In this session, we'll walk over to the public gardens outside the Presidio Branch of the San Francisco Public library. We'll briefly discuss the history of public gathering spaces and what roles resources like parks and libraries service in communities. Then, we'll investigate some of the resources offered at local public libraries, from traditional (checking out books and literacy classes) to workshops on race, live music performances, tool rentals, healthy cooking workshops, and more. At the end of lunch, we'll meet in the lobby outside the Theater to walk over to Sacramento Street, and be back on campus for the Closing Ceremonies.

**Rethinking Mental Health at UHS: Erasing Stigmas & Increasing Advocacy.** Each year, nearly one in five Americans suffers from mental illness. Despite the ubiquity of mental health issues & attempts to expand the conversation, rampant discrimination against the

mentally ill and a stigma against acknowledging one's struggles remain. Under these conditions, it can become quite difficult, risky even, to seek support or treatment in our schools and our communities. In our larger society, an increasing focus on hyper-individualism and personal achievement warns us not to depend on each other. We can conflate interdependence with incompetence or weakness and feel like failures if we're not the best, on our own. We can forget that we're not alone when we struggle. Join us in community as we break the silence on mental health stigma and discuss possibilities for advocacy and reform.

**salt.**

*you broke the ocean in  
half to be here.  
only to meet  
nothing that wants you.*

—“immigrant,” from *salt*.

If you want to be moved, healed, or inspired by some words, this session is for you. In this session, we will read several of Nayyirah Waheed's poetry from *salt*. —a book of concise and powerful poems concerning race, sex, motherhood, love, and more. The book has recently become a best-seller on Amazon and has 4.9/5 stars. We will analyze Waheed's poems, connect them to our experiences, and write our own *salt*-inspired poetry. Not only will you be surprised by the power of her words, you may even be surprised by what you're capable of writing. (Also: shoutout to Pierre Carmona for teaching this book in his class!)

**Telling Our Stories Through Graphic Novels.** We all have stories to tell. Because our lives are our stories, a great way to understand different cultures and points of view is through narratives of other people's lives. And what better way to experience someone else's story than through the intimacy of a graphic novel? In the UHS library we have memoirs of immigrants to the US, life in other countries, teenagers discovering their true selves, and experiences enmeshed in our history. In our session today, we will discuss the benefits of graphic novels as a medium for personal stories, think about how we would tell our own stories, and have time to read some of the memoirs from the UHS library collection.

**Terminal Diseases, Ableism, and ALS.** Since the repeal of the Affordable Care Act, the realities of people living with disease 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 ableism, physical disability, proper health care, and terminal diseases? Is UHS truly an accessible environment for people facing health-related issues that are beyond their control? This session will discuss our responsibility as a community to fight ableism, and will explore what it means to spread awareness about ALS, various Cancers, Alzheimer's Disease, and Parkinson's Disease. Our conversation may cover these specific diseases, but is not

limited to them. We encourage people to bring in their own stories if they feel comfortable and so inclined. The ALS Association is in the process of contacting an experienced, qualified speaker to assist us in this session.

**The Beat Within.** Have you ever read the experiences of kids our age that are incarcerated? What does it mean for children to be taken out of school and put into the juvenile system? This session will be centered around *The Beat Within*, a magazine that provides incarcerated youth with the consistent opportunity to share their ideas and life experiences in a safe space that encourages literacy, self-expression, critical thinking skills, and healthy, supportive relationships with adults and their community. We will watch video clips, read pieces written by incarcerated youth, and even write a reflection piece that is going to be featured in *The Beat Within* magazine. Get ready to be enlightened, motivated, and influenced!

**Trip to the Museum of African Diaspora.** In this session, we will go off campus to the Museum of African Diaspora to view "A Matter of Fact: Toyin Ojih Odutola." Odutola was born in Nigeria and emigrated to the United States when she was nine years old. In this exhibition, she explores the constructs of class and wealth through the fictionalized UmuEze Amara Clan. Odutola primarily draws black figures and has noted that, "one of the things [she] like[s] to play with is, "What is black?" Is it because I drew it? Is it because it looks black? Is it because you think the figure is black? Because a lot of it is just a filter, and the filters get more and more obstructed by whatever people think the image is about and not really what it is." This session will allow you to explore a museum beyond the SFMOMA or de Young and to see the work of a black and female contemporary artist in person. *NOTE: We will leave at the start of lunch and come back to campus in time for Closing Ceremonies.*

**What (Not) to Wear.**

*"Wear whatever you want."*

*"You don't have to show skin to be sexy."*

Students will observe and respond to a "fishbowl" conversation of UHS adult women discussing how women choose to dress in and outside of UHS. Tensions we will address: Should the response you are going to receive determine what you choose to wear? Is this about empowerment or exploitation? What is inappropriate vs appropriate? What role does safety play in dress choices? Note: this workshop is for students who don't identify as male.

**What Does Integrity Mean in 2017?** How do we as a community at UHS define integrity when the very definition seems to be changing? In an era of "alternative facts" and shifting values, how do we assess our own relationship to integrity and honesty? We are hoping this will be a non-partisan conversation about what honor and integrity mean, and we hope to provide diverse sources and examples as inspiration for this discussion.

**Women Athletes and Sexism.** Come to our workshop to discuss the sexualization of women athletes and how our culture's deference to the male gaze has contributed to it.



Body image and sexualization go hand in hand, so we also want to explore the difficult societal expectations that women face: how muscular physiques are mocked and declared unattractive while the lanky, skinny body portrayed in magazines is unrealistic for most women. Body shaming is often magnified in the lives of professional athletes (think Serena Williams) because there are people who quite literally make a living for critiquing the appearances of prominent women. *Note: this session is open to people of all genders, athletes and non-athletes.*

**Woke 101.** Have you ever wondered if you should go to that protest? Ever thought of going to that affinity group meeting? News flash! Affinity groups are hungry for allies in open meetings because they need you engaged in a conversation about equality for *all*. This workshop is centered around looking at the crossroads of our identifiers, and at how our positionality allows us to build bridges between group leaders and allies. **Whatever community you belong to, we want your voice** in the room to trace what **your community needs** and what **you can offer** in the pursuit of social justice.