



CROSS BORDER CONFERENCE **WORKSHOPS**

INDIGENOUS EDUCATION: Sharing Social Justice Pedagogy with B.C. and U.S. Teachers

This workshop will provide teaching activities developed by B.C. teachers and is designed to address the need to increase Aboriginal Education curriculum content from K-12 with rethinking history in order to understand contemporary issues. This workshop was first presented as a half day clinic at the recent NCSS in San Francisco in December, 2017.

Session: 1 Room: C104



Carol Arnold

Carol Arnold is a secondary teacher of Metis-Cree ancestry on Salt Spring Island.



Gail Stromquist

Gail Stromquist is Nlaka'pamux and the Program Director of Aboriginal Education at BCTF.

ACTIVATING MY DEMOCRACY WITH KIDS, CLIMATE, AND THE COURTS

Workshop considers why people seek judicial relief and explore elements of a civil lawsuit, using interactive activities and drawing on real examples from youth-driven climate cases. This workshop focuses on: 1) the pre-trial requirement for “standing” in a court of law; 2) how protected classes are determined and how new rights recognized under the Constitution and under the Public Trust Doctrine; 3) decisions and remedies; and 4) game-changing cases in five states. Students gain an understanding of how values, law, science, and politics interface when addressing complex public problems with multiple perspectives. Free lessons: www.ultimatecivics.org/lesson-downloads/

Session: 2 Room: B201



Riki Ott

PhD in marine toxicology, eye-witness to and survivor of Exxon Valdez oil spill, author, and co-founder of Move To Amend. Accomplished in civic activism and grassroots engagement, empowering youth and adults with accessible, science- and civics-based trainings to inform decisions and actions towards a healthy democracy and a healthy energy future. Directs Ultimate Civics and ALERT, both projects of Earth Island Institute.

BLACK OUT MASH UP WINDOW MIRROR BRIDGE BUILDING CROSS BORDER WRITING REMIX

We are opinionated, yet we cannot offer our opinions. We have a right to the echo, not to the voice, and those who rule praise our talent to repeat parrot fashion. We refuse to accept this mediocrity as our destiny." - Eduardo Galeano Participants will read, speak, write, critique, interrogate, black out, and play with words from various texts to create visual and literary arts. Through shared written and spoken word we will attempt to collectively articulate against the brutal and casual violence of the imperialist capitalist white supremacist cisheteropatriarchy to find common meaning, and words that liberate.

Session: 1 Room: C106



Bryan Chu

Bryan Chu teaches 7th & 8th Grade Social Studies at Boise-Eliot Humboldt School in Portland, Oregon.

BLANKET EXERCISE: Exploring Historical Relationships between Indigenous and non-Indigenous Peoples

This is an interactive theatre experience to share the historic and contemporary relationship between Indigenous and non-Indigenous peoples in Canada.

Session: 2 - 3 Room: B008



Jacquie King

I am the Aboriginal Rep. for the STA, member of the Aboriginal Education Committee for STA, BCTF facilitator focusing on aboriginal content. I am a member of the Peepeekisis Band, Cree Nation.

NEW!

BORDERS AND WALLS: Stories that Connect Us to Palestine

Because teaching about Palestine/Israel is so often silenced, it can be hard to figure out how to integrate it into curriculum. In this interactive workshop, we use first-person narratives, mostly by youth, to explore the impact of walls and borders in students' lives in North America and in Palestine as a way to bring Palestine into your classroom. We'll brainstorm additional ways to bring Palestine into your curriculum and we'll talk explicitly about how to overcome barriers to teaching about Palestine. You'll leave with a wealth of resources, ideas, and confidence.

Session: 1 **Room: C209**



Jody Sokolower

Jody Sokolower, coordinator of the Teach Palestine Project at the Middle East Children's Alliance in Berkeley, California, is former managing editor of Rethinking Schools, a progressive magazine for K-12 teachers and teacher activists. Now a teacher educator, she has taught middle and high school students, HIV test counselors, and women immigrants.

CREATING A GENDER-INCLUSIVE SCHOOL CULTURE

This workshop will help develop an understanding of the risks facing trans* students, as well as the protective factors, gain increased familiarity with terminology used by the trans* communities and increased awareness of gender identity and gender expression. Best practices for supporting a student through gender transition within the school system will be covered. Although the focus is on trans* students, gender inclusive schools help all students to feel safe at school.

Session: 2 **Room: C203**



Susan Trabant

Susan Trabant is a high school teacher and is the SOGI (Sexual Orientation, Gender Identity) Resource Teacher in Prince George. She is a certified Sexual Health Educator, and has been a BCTF Facilitator for more than 5 years. She is social justice focused and passionate about Aboriginal Education. She engages her workshop audience in a way that provokes thought and action about change. Join in, participate, and be open. Susan Trabant will take you on a journey that will motivate you to look at teaching with a new set of eyes.

CREATING INCLUSIVE SPACES

This workshop will provide teachers with strategies to help contribute to more inclusive environments. Participants will be introduced to a number of barriers to inclusion based on race, gender identity, sexual orientation, class and physical ability. They will then explore strategies and resources available on the BCTF Equity and Inclusion webpages to address these barriers. Through an inquiry model, participants will begin thinking about specific actions they can take in their classrooms, schools, locals, and communities.

Session: 2 - 3 **Room:** C205



Isaac Louie

Isaac Louie is an early career teacher who believes that a more sustainable world is possible. He values social justice and sits on the LGBTQ Ad-Hoc Committee in the Surrey School District and is a former anti-violence facilitator with the Safe Teen's Boys' Program. He has also worked in the Youth Ending Violence program with Battered Women's Support Services (BWSS).

NEWS

CRITICAL LITERACY: Reading, Writing and Rising Up

The mass media machine, especially cartoons aimed at young children, continues to promote a vision of society fueled by the worship of wealth, the standardization of beauty and whiteness, and the glorification of those at the top at the expense of everyday people. In this workshop, we will explore a number of participatory activities to get students thinking about race, class, and gender in cartoons, literature, and history. The lessons will also demonstrate how to get students to write with passion about critical issues that impact their lives.

Session: 1 **Room:** B101



Linda Christensen

Linda Christensen is currently the Director of the Oregon Writing Project at Lewis & Clark. She is the author of *Teaching for Joy & Justice: Re-imagining the Language Arts Classroom*, *Reading, Writing, and Rising Up: Teaching About Social Justice and the Power of the Written Word* and co-editor of *Rhythm and Resistance: Teaching Poetry for Social Justice*.

CULTIVATING CRITICAL EDUCATOR PARTNERSHIPS TO ACTIVELY DISRUPT SYSTEMS OF OPPRESSION

In this workshop presenters will engage participants in critical thinking and organizing to create Critical Teacher Partnerships. In order to organize at the grassroots level and effect long lasting change, we need to network, organize, and be active participants in our classrooms and community. During this session we will dig deep and dissect the barriers to creating critical discussion spaces. We will be guided by critical questions and put together a plan to create partnerships that disrupt the system and sustain you as a radical educator. Target teacher audience: activists.

Session: 2 Room: C210



Juan Cordova

Juan Cordova was born and raised in Cuenca, Ecuador until the age of 10. He completed his Bachelors Degree at Stony Brook University in NY. After a successful career in banking, he returned to UW for his MIT. At the UW he learned about Community Teaching, and about creating authentic relationships with students, families, and community. He is a fourth-year teacher, teaching 5th grade in Burien, WA where he strives to incorporate community-teaching every day.



Stephanie Norman

Stephanie Norman was born and raised in Texas. She has a Masters degree in curriculum and instruction with a focus in bilingual education. Stephanie strives to cultivate authentic relationships with colleagues, students and families in order to know their strengths and unique abilities to build a strong community that centers the voices of the historically marginalized. This is her 6th year as a classroom teacher.

CULTURES OF PEACE

In line with the big ideas and core competencies of the revised curriculum, this interactive workshop provides resources for teachers and their students to create peaceful learning communities, and to discuss current global realities. Activities will incorporate the United Nations Convention on the Rights of the Child, and discuss the effects of war and violence on children and youth. Lesson sequences will be provided and explored surrounding the Palestine-Israel Conflict, and Olympic Truce, which was recently revived by the International Olympic Committee (IOC) to emphasize the role sport can play in building a more peaceful world.

Session: 1 Room: B201



Shanee Prasad

Shanee Prasad is a first generation South Asian woman, born and raised on the unceded territory of the Musqueam, Teil-Tuth and Coast Salish people. Shanee teaches at Byrne Creek Community school, in senior alternative education (Burnaby). She holds a bachelors degree in political science and received an education degree and special education diploma from Simon Fraser university. Shanee is the president of Peace and Global Educators provincial specialist association and the equity representative for the BC Federation of Labour Worker of Colour representative.

NEWS

DANGERS OF SINGLE EDITION: Representations of Race in Secondary Social Studies

Taking a closer look at two editions of the textbook, Counterpoints, used in Socials 11 (BC), workshop participants will engage in deconstructing the language representing minority settlers in Canada, from the early 1900s. We will actively compare the editions' narratives, with a specific focus on Asian/South Asian immigrants that were seen as a racial threat to settlement. Early references to Indian, Chinese, and Japanese minorities enforced racist ideologies of undesirable settlers, who were exploited for their labour. The histories of British Columbia and Washington are connected by the Anti-Asian riot of 1907. This workshop address early racism towards minority settlers, and how remnants of that exist today.

Session: 2 **Room: B202**



Amrita Kauldher

Amrita is currently teaching English in Coquitlam School District. Her experiences teaching in The Bahamas and working on African Canadian curriculum with the Harriet Tubman Institute initially shaped her social justice teaching practices. Her passion for deconstructing race and ethnicity was inspired by her MA research in social Anthropology.

DEMOCRATIC EDUCATION

This workshop will use democratic processes to demonstrate how students can self determine their education within the confines of publicly funded education, and beyond. Starting where you are and working with what you have is the basis for this discussion. How do educators within a hierarchical system empower themselves, and the students they work with, to co-create a learning environment where all voices are heard and decisions are made collectively? In this workshop we will share our successes and hurdles, the tools we have found useful, and the conditions that fostered our ability to survive and now thrive as part of the BC public education system. windsorhouseschool.org

Session: 3 **Room: C210**



Meghan Carrico

Meghan Carrico has 47 years of experience learning and working in democratic education. She has been a student, parent, teacher and now administrator at Windsor House School. She has a particular interest in democratic education being part of the public school system.

NEW!

DEVELOPING AN INCLUSIVE CLASSROOM CULTURE STATEMENT WITH IMMIGRANT/REFUGEE LEARNERS

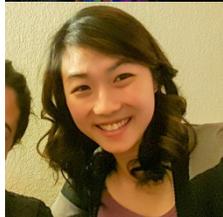
This workshop will share a unit used to develop inclusive classroom culture with high-beginning ELL adult immigrant/refugee students who ranged in age from 28-65 and originated from Afghanistan, Ethiopia, Eritrea, Honduras, Iran, and Pakistan. Using a *Teaching Tolerance* text, pictures from *Material World: A Global Family Portrait*, clips from *Selma*, a movie about the Civil Rights movement in the U.S., in addition to students' home regalia and stories, our class addressed issues of racism, sexism, and religious discrimination in order to write a classroom culture statement that affirms our commitment to inclusivity. Unit could be adapted for K-12 learners. Target teacher audience: ELL teachers.

Session: 2 Room: C211



Lauren Plitkins

Since 2013 Lauren Plitkins has worked in adult education for immigrants and refugees at a community-based Seattle non-profit called Literacy Source where she is currently the ESOL Instructional Lead. Lauren teaches a workplace English class to high beginning level learners and a literacy class to low beginning learners. Prior to teaching adults, she taught ESOL to youth in South Korea and then in Santiago, Chile.



Jaclyn Pang

Jaclyn is currently a Teacher's Assistant for the Ready to Work class at Literacy Source, a non-profit adult education community. She was previously the Editor-in-Chief for the University of Washington Bothell's school newspaper and served in the student government. Her background includes organizing for education, diversity, and leadership events.

EXPLORING RACE & GENDER IN YOUR CLASSROOM: Facilitating Dialogue (not debate) & Moving People Forward

Issues of race and gender are as relevant to our lives as they ever have been. The 2016 US presidential election brought a lot of these issues to the surface. Now in both the USA and Canada, the division is as obvious as ever, accompanied by the growing presences of the "alt right" and the continued work of people advocating for #IdleNoMore, #BlackLivesMatter and #MeToo. Many teachers know it is important to be discussing these issues in our school communities, but feel ill-equipped to explore or work with these themes in their classes. This workshop will explore some frameworks teachers can use to unpack issues of race and gender (at any age) and ways teachers can facilitate dialogue (not debate) on these topics and move people forward together based on their shared values.

Session: 1 Room: C110



Ryan Cho

Ryan Cho teaches Social Justice 12 & sponsors a "gender equity" club at Terry Fox Secondary School in Port Coquitlam, BC. He sits on the BCTF Anti-Racism advisory committee and has done curriculum development for the CCPA's Climate Justice Project (www.teachclimatejustice.ca) and the documentary film "*Fractured Land*" exploring the impact of colonialism and of indigenous perspectives on resource development in BC. He also recently redesigned the BCTF's anti-racism curriculum package.

EXPLORING SOCIAL JUSTICE THROUGH NARRATIVE MÉTISSAGE

Narrative Métissage is an arts-based method that can honour the individual story and also go beyond it by interweaving individual personal stories into a complex collective. This interactive, experiential workshop offers participants the transformative opportunity to experience the interweaving of their own narratives related to social justice with the larger collective. Specifically, participants will work together in small groups to create their own Narrative Métissage, thereby identifying common ground and unique experiences. Participants will also explore how the practice of Narrative Métissage can be adapted and applied to nurture more holistic, inclusive transformative learning experiences in their own contexts.

Session: 1 **Room: A204**



Catherine Etmanski

Catherine Etmanski, PhD, is director of the School of Leadership Studies at Royal Roads University in Victoria, Canada. She integrates creative, arts-based practices into her teaching, research, and community development work.

FINDING UNITY: Teaching Literature through the Lens of Intersectionality

My workshop intends to provide strategies of teaching literature through a lens of intersectionality. Intersectionality refers to the “intersection between gender, race, and other categories of difference, individual lives, social practices, institutional arrangements, and cultural ideologies” (Kathy Davis). I will demonstrate through discussion, lecture, and a sample lesson how teaching with a focus of intersectionality can be a lens from which to observe and understand the invisible power structures within society. I will share my own experiences of how these strategies can promote the development of empathy, critical thinking, as well as citizenship.

Session: 2 **Room: C106**



Hannah Vaartnou

Hannah Vaartnou believes wholeheartedly that education is the beginning of creating a more peaceful and harmonious world. Hannah has studied literature through the lens of social justice, and endeavors to bring her love for social justice to students in an accessible way. Hannah works as a teacher in the Coquitlam School District, currently teaching English as an additional language and also digital literacy.

HEALING FROM TRAUMA: Tools for self-care and supporting your students

When we experience an extremely stressful or disturbing event that leaves us feeling helpless and emotionally out of control, we may experience trauma. In this day and age, we are impacted by local and global events on an ongoing basis and often lack effective coping strategies. We can learn how to deal with traumatic events in safe and healthy ways. As educators, we can also teach some simple strategies to our students when dealing with critical incidents. Join me to understand trauma, how to heal from it and ways to maintain good emotional health on an ongoing basis.

Session: 2 Room: C217



Sonia Andhi Bikhu

Sonia Andhi Bikhu is a family counsellor who has worked with hundreds of clients in dealing with issues like anxiety, depression, trauma, anger and addictions. She works with adults, children, teenagers and couples. She is fluent in Hindi, Punjabi, Urdu and English. She has a Bachelor of Arts degree from Himachal University, India, Bachelor of Social Work from the University of Victoria and a Master of Social Work from the University of British Columbia. She currently works for Family Services of Greater Vancouver and has a private practice.

Sonia is the founder of Shakti Awards and Shakti Society, a non-profit society that is committed to empowering women, families and children. Shakti Awards were founded in 2000 and are given annually to women who have excelled in various fields. Shakti Society hosts various events like community cafes on violence against women and bullying, annual wellness days, women's healing circles and monthly women's luncheons.

HOW A STRUGGLE BECAME A JOURNEY: Intersecting Conversations of Mental Health and Gender Identity

In which ways can we as educators be inclusive and foster diversity in our classrooms? In this interactive social justice workshop, participants will be taken through Shilpa's lived experience with mental health challenges as a queer youth. We will discuss what techniques can be applied to create safe spaces for students experiencing barriers in regards to their identity and how teachers can foster a social justice framework in their classrooms so students can be safe and secure and are able to disclose if they are struggling. There is a powerful intersection between mental health and LGBTQ topics.

Session: 3 Room: C203



Shilpa Narayan

Shilpa Narayan is a 22 year old mental health and LGBTQ activist. She has been diagnosed with major depressive disorder and anxiety since the age of 12. She uses her story as a queer youth of colour to bring light to the importance of connection, conversation and the need for classrooms to be safe spaces.

LA VIA CAMPESINA: Capitalism vs. Food Sovereignty

The global small farmers movement, La Via Campesina, has 200 million members in its affiliated organizations. It has articulated a vision of “food sovereignty” as a direct challenge to the market-driven policies favored by corporations and governments in the so-called developed world. In this workshop we’ll explore a number of participatory activities to get students thinking about hunger, food, farming, and justice. This workshop will demonstrate classroom-tested activities that help students think about the corporate approach to food and agriculture and grassroots alternatives that address hunger, climate change, public health, forced migration, etc.

Session: 1 Room: C105



Bill Bigelow

Bill Bigelow taught high school social studies in Portland for almost 30 years. He is the curriculum editor of *Rethinking Schools* magazine, co-director of the Zinn Education Project, and author or co-editor of numerous books including *Rethinking Columbus*, *Rethinking Our Classrooms*, and *A People's Curriculum for the Earth*.

MIGRANT JUSTICE

Who is Canadian? Who is an immigrant? Who decides? Explore the history and causes of immigration and challenge anti-migrant racism. Migrant justice breaks down stereotypes and advocates for a world where no one is "illegal".

Session: 1 Room: C211



Raagini Appadurai

Raagini is currently the Education Program Coordinator for Check Your Head. From her unique positionality as an Indian immigrant, woman of colour, artist, activist and educator, Raagini is deeply committed to educational transformation, social justice, and youth empowerment through a creative, anti-racist, feminist framework. Through her extensive work with racialized youth, new immigrant and refugee communities, and diverse groups of students in both community and educational spaces, she is passionate about the development of alternative, accessible, artistic, and equitable platforms of education for today’s young people. Raagini holds a BA in Peace, Conflict & Justice and an MEd in Social Justice Education from the University of Toronto.

NO WAY TO TREAT A CHILD: Palestinian Children in Israeli Prisons

Educators are concerned with the well being of children far beyond the borders of their own classrooms. In this workshop we will introduce material and ideas from “No Way to Treat a Child Canada,” an international campaign (Canada/U.S.) which highlights the mistreatment of Palestinian children in Israeli prisons. Since 2000 at least 8,000 Palestinian children in the West Bank (Occupied Palestinian Territories) have been prosecuted by its military court system. The majority of child detainees are charged with throwing stones at the Israeli Occupation forces which can lead to sentences of 10 to 20 years. This workshop will examine Israeli violations of the Rights of the Child Convention, discuss ways to broaden student awareness and promote action for change.

Session: 3 **Room:** A202



Kathleen Copps

Kathleen Copps (retired B.C. teacher)



Marianna Harris

Marianna Harris (retired United Church Minister)



Anne Roberts

Anne Roberts (retired Langara journalism prof/former Vancouver City Councillor)

NON SEXIST PEDAGOGY

Come and find out about some very innovative thinking and teaching taking place in Central America. We will learn about Daysi Marquez’s work with a coalition of feminist educators who have developed and delivered workshops throughout their countries.

Session: 1 **Room:** C205



Daysi Marquez

A Honduran Science teacher, Daysi has been instrumental in creating and delivering workshops that train teachers to use non-sexist pedagogy in their classrooms. This group of forward-thinking feminist teachers has trained hundreds of teachers in Central America to co-construct a better society, as they simultaneously defend public education from neo liberal attacks, join in the defense of the people after the coup in 2009 and the electoral disaster in 2017, and work to develop true critical-minded literacy among their students. They

have also had good success getting classroom materials published through the ministry of education in Honduras, which diffuses their methodology even wider.

OUR MATHEMATICS: A future to believe in

In this session, I discuss a critical approach to teaching mathematics that shifts away from computation and valuing correct answers to a more inclusive, equitable practice that adopts a broader sense of mathematical understanding. I show that, through the investigation of social concerns using a mathematical lens, not only do students become familiar with social justice issues, but they also develop a mathematical awareness critical thinking skills.

I bring a lens of hope to show how high-quality mathematics education can be more enabling of a critique of social inequities. Target teacher audience: Math teachers.

Session: 1 **Room: C217**



Sean Chorney

I taught mathematics grade 6-12 for 22 years in both Vancouver and Hong Kong. In 2014 I left the Vancouver School Board and moved to SFU as an assistant professor. Half of my research portfolio is seeking ways to better the implementation of social justice into mathematics. My profile at SFU:

<http://www.sfu.ca/education/faculty-profiles/schorney.html>

POVERTY & INCOME INEQUALITY

How are minimum wage and corporate power related to income inequality? Find out how a growing income gap perpetuates poverty, and think critically about the unequal distribution of wealth and resources, from a global to national to local context.

Session: 3 **Room: C211**



Raagini Appadurai

Raagini is currently the Education Program Coordinator for Check Your Head. From her unique positionality as an Indian immigrant, woman of colour, artist, activist and educator, Raagini is deeply committed to educational transformation, social justice, and youth empowerment through a creative, anti-racist, feminist framework. Through her extensive work with racialized youth, new immigrant and refugee communities, and diverse groups of students in both community and educational spaces, she is passionate about the development of alternative, accessible, artistic, and equitable platforms of education for today's young people. Raagini holds a BA in Peace, Conflict & Justice and an MEd in Social Justice Education from the University of Toronto.

PROMOTING HEALTHY YOUTH RELATIONSHIPS: EDUCATING AGAINST GENDER-BASED VIOLENCE

This workshop will help develop an awareness of healthy and unhealthy youth relationships and gender-based violence. It will increase our understanding of the impact of dating and sexualized violence on youth. Through the exploration of lessons and strategies to address these issues in the classroom, the workshop will enhance the capacity of schools and educators to encourage healthy youth relationships. A series of lesson plans and comprehensive resources will be provided for use in the classroom.

Session: 3 **Room:** C206



Joan Merrifield

Joan began her political work as an environmental activist doing non-violent civil disobedience to prevent nuclear subs from coming into Nanoose Bay on Vancouver Island. She cannot remember a time when she did not consider herself a feminist. She has brought these two passions into her teaching career and to her work at the BCTF, working with the CASJ committee and giving social justice workshops. Joan is presently teaching in Nanaimo School District.

RECIPROCITY IN ROPE-MAKING

What is our responsibility to the land? What is our responsibility to each other as we gather, teach, and learn on a land with history most of us are still reconciling? How do we model behavior that is rooted in respect, reciprocity, relationship and responsibility?

Inspired by EarthHand Gleaners “Land & Sea” project, this workshop will focus on these themes while we keep our hands busy processing plant material into cordage. Teachers will come away knowing how to make and teach rope-making from plants, including ethical harvesting/gleaning. In the classroom, rope-making can integrate Physics, History, Social Studies, Ecology, Decolonization and Ethics.

Session: 1 **Room:** C113



Jaymie Johnson

Jaymie Johnson is an interdisciplinary artist based in Vancouver, BC who is invested in social and environmental change through art that engages community and facilitates collaborative making, skill sharing, and storytelling. She continues to deepen her relationship with the land and to expand her fibre growing and processing knowledge with EarthHand Gleaners Society as the 2018 Steward of two artist resource gardens.

RECONCILIATION OF INDIGENOUS AND SCIENCE PERSPECTIVES

Science First Peoples by FNEC (First Nations Education Steering Committee) inspire our senior science lessons. Our goal is to foster creativity, curiosity and courage to participants. This workshop will explore identity, pedagogy, philosophy from an Indigenous perspective. Rationale and introduction to First Peoples Principles of Learning will be briefly analyzed. All student projects weave the BC Education core and curricular competencies with Indigenous perspectives. These projects will be shared in a gallery walk-about and interactive learning stations. Finally, participants will be invited to a learning circle and an online support network to allow for future collaborations. Together, we can broaden our reach to strengthen our voices and work towards Truth and Reconciliation. Target teacher audience: Science, Socials, Elementary.

Session: 2 **Room: C104**



Paul Abraham

UBC Medical student and former educator who specializes in bridging the gap between high school science and first year university.



Amanda Kong

Senior Science teacher that pursued and implemented inquiry-based activities that were introduced to the SD43(Coquitlam) curriculum with an emphasis on the First Peoples Principles of learning.

REVIEWING THE PAST TO INFORM THE PRESENT: How history can help teachers and students organize in difficult times

Considering history, including the struggle to integrate US public schools in the '50s, Vancouver student peace conferences in the '80s and youth distributing anti-Nazi leaflets in Munich in the '40s, we see great examples of the ways the classroom has been key to social justice movements. For equity seeking groups and their allies now, there are key lessons to be learned and questions to be answered. What happened in the past to give hope in the present? What similarities exist between historic challenges and those faced by today's young activists and their teachers? How did people organize effectively before cell phones and social media? How can nurturing an historical imagination help youth and teachers 'carry it on' and build effective, inclusive movements? This activist workshop will provide both perspective and a practical approach.

Session: 2 **Room: C103**



Marcia Toms

I am a retired Vancouver teacher and BCTF activist. I am currently involved in the BCTF's Labour History working group and have produced a Walking Tour about the work of women in Strathcona-Chinatown from 1917-1960. I served on the Executive of End the Arms Race in the 1980s and have been an active feminist since 1968.

SEXUAL ORIENTATION & GENDER IDENTITY SOGI: Strategies for supporting Transgender and Gender Variant Students in our schools

This workshop will offer strategies on how to talk about transgender identities with students and colleagues and model respectful understanding and awareness of gender diversity within our schools and classrooms. The presenter will share thoughts and recommendations from Transgender and Gender Variant youth from SD #79 Cowichan school and district. There will be opportunity for collaboration and questions during this session.

Session: 1 Room: C203



Ali Donnelly

Ali Donnelly is a Graphic Design/Photography/Digital Media High School teacher at Cowichan Secondary School in the Cowichan Valley. She is also the SOGI representative, is the teacher sponsor for the school's Rainbow Club and is presently completing her Masters Thesis entitled "Supporting Transgender Students in SD#79: Finding Belonging in a School Community."

SOCIAL JUSTICE IN EVERY CLASSROOM

How socially just is your classroom? Do you include social justice and human rights as part of your curriculum? Would you like your students to participate in social justice activities locally and globally? This workshop is designed for teachers to expand and enhance their teaching strategies for including social justice issues in the classroom. These practical activities can be used throughout the K-12 curriculum.

Session: 1 Room: C206



Joan Merrifield

Joan began her political work as an environmental activist doing non-violent civil disobedience to prevent nuclear subs from coming into Nanoose Bay on Vancouver Island. She cannot remember a time when she did not consider herself a feminist. She has brought these two passions into her teaching career and to her work at the BCTF, working with the CASJ committee and giving social justice workshops. Joan is presently teaching in Nanaimo School District.

SOCIAL JUSTICE THROUGH CHORAL MUSIC

This workshop is a participatory choral workshop exploring lyrics and music through social justice issues. All registrants will be supported through lyrics, manuscript, and piano accompaniment throughout this session. This session will include singing, listening, discussion, and an opportunity to ask questions and share ideas.

Session: 1 **Room: C117**



Carol Sirianni

Carol Sirianni is the artistic director of Aequitas Social Justice Choir and the Arts Education Helping Teacher for Surrey Schools. Social Justice through Music has been her passion for 20 years and she welcomes all singers/registrants to participate in this session and bring commitment towards the power and responsibility of music and musicians to share their awareness and education for our communities.

STARLING MINDS' STRATEGIES TO IMPROVE TEACHERS' RESILIENCE TO STRESS

Starling is an online program for teachers to learn evidence-based strategies to increase their mental fitness and ability to manage stress. This workshop will cover tools in the Starling program that are based on Cognitive Behaviour Therapy. Participants will learn how to increase their ability to detect early signs of stress/burnout, strategies to regulate their emotions, and a plan to resolve stressful issues. In particular, teachers engaged in social justice activities often experience stress and burnout due to their extremely busy involvements, and may need to pay attention to their own mental health.

Session: 3 **Room: C217**



Andrew Miki

Andrew Miki is the founder and the CEO of Starling Minds Inc., a company dedicated to helping teachers increase their own mental fitness. Starling believes that stronger teachers will lead to better education for all.

STRATEGIES FOR DISCUSSING CONTROVERSIAL ISSUES

Discussing controversial issues with students is an important part of social justice, the inquiry process, and building the skills for students to become active, engaged and critically-minded democratic citizens. This workshop provides practical classroom strategies to discuss controversial issues in a respectful manner. Students learn to see the grey continuum in issues, rather than just the black and white poles.

Session: 2 Room: C110



Nichelle Penney

Nichelle Penney has been teaching in Kamloops for the last five years. Originally from Newfoundland, she has always been involved in social justice, especially in the realm of LGBTQ2S+ advocacy. Nichelle is active with social justice within the BCTF, and has served on the Committee for Action on Social Justice for three years.

STRENGTHENING OUR CONTINUING JOURNEY: Educators of Color Creating Puentes (Bridges)

Today, less than 15% of teachers working in the United States Public K-12 system are teachers of color. Research suggests that teachers of color have a higher percentage of turnover than their White colleagues (Achinstein, Ogawa, & Sexton, 2010). Is there a similar phenomenon with our neighbors in Canada? Now an annual tradition at the Northwest Teaching for Social Justice conferences in Seattle and Portland, this workshop seeks to create a venue for cross border dialogue between educators of color working within the public K-12 system. It is an opportunity to talk about shared experiences, successes, and struggles through this work as people of color. A panel of currently working educators in the US will be featured and share their experiences from the field. All are welcome to this dialogue.

Session: 1 Room: C210



Luis Escamilla

Luis Escamilla is an English Language Development teacher in Tukwila, Washington. Escamilla is currently transitioning into the University of Washington's Danforth Program for Principal Certification where he hopes to bring critical pedagogy and culturally-centered mentoring into practice at the administrative level. His current work revolves around the centering of student's cultural backgrounds within the classroom and uses MesoAmerican concepts of reflection, knowledge, positive action, and transformation as a foundational part of teaching and learning in the classroom.



Longoria

Longoria (he/him/his) is NTT faculty in the Secondary Education department and affiliated faculty for the Education and Social Justice minor at Western Washington University in Bellingham, Washington. He is a PhD candidate in multicultural Education at the University of Washington, Seattle where His research focuses on conceptualizing Queer immigrant youths presence and needs in U.S. K-12 schooling. He formerly worked as a predoctoral teaching associate in the Secondary Teacher Education Program at the University of Washington, Seattle where he taught courses in multicultural education, English language arts methods, and supervised teacher candidates in their school internships"

TAKING ON THE LIVES OF A FACTORY WORKER IN 1915: How to Teach Social Justice Through Character Exploration and Role Play

In this session you will participate in an active lesson that leads you through a story about factory workers in the early 20th century. Through active role playing, group collaboration, subject integration and decision making you will learn how to engage your students in learning about social movements throughout history and how they are reflected today. Target teacher audience: Socials Studies, cross curricular.

Session: 1 Room: C103



Michael Koopman

Michael is an Oregon native who is currently an administrator at Trillium Charter School in Portland Oregon. He has worked in education for ten years and is committed to providing authentic education through a social justice lens.

TEACHER IN TRANSITION

Through Spoken Word presented by award-winning poet and story teller Spillious, participants get a glimpse into the everyday lived reality and experiences of a Queer Trans female high school teacher who is in the process of openly transitioning. The poems and stories serve as a springboard for activities and discussions that shed light on what it is like for gender diverse individuals in school. The workshop will provide clarity to the vast and ever-changing vocabulary associated with SOGI (LGBT) identities and offer best practices for all levels of education from everyday classroom environments through to district policies. Participants will learn about gender transition, what to do if someone comes out to you, and the difference between gender identity, gender expression, sex assigned at birth and sexuality. All in addition to being moved and entertained!

Session: 2 Room: C204



Trevana Spilchen a.k.a. Spillious

Trevana Spilchen a.k.a. Spillious is the Grand Slam Champion of the Vancouver Poetry Slam, Vancouver Story Slam 2017 Finalist & 5 time competitor at the Canadian Festival of Spoken word. They have also completed a Masters in Education in Social Justice Education and have been facilitating Gender Diversity workshops for the BCTF for the last 3 years throughout BC all while teaching high school music and social justice and raising 3 amazing teen daughters.

TEACHERS AND ACTIVISTS: Placing ourselves in a movement against Islamophobia

As social justice teachers, our work to address Islamophobia is both inside and outside of our classrooms. In this workshop we will share stories about what teachers in BC have done to address Islamophobia in our classrooms, schools, workplaces, and broader communities. We will talk about initiatives that the BCTF has and is taking to address Islamophobia, racism, and BDS and will make space to hear from other regions and the work they are doing. Join us to share experiences, successes, and mistakes so that we can strategize effective ways to address Islamophobia.

Session: 3 Room: C209



Maryam Adrangi

Maryam Adrangi sits on the Committee for Action on Social Justice with the BC Teachers Federation. She has also been involved in education initiatives on anti-war movements and Palestinian Human Rights, and is increasingly working to address Islamophobia and anti-Middle Eastern sentiment in her community.

TEACHING AND LEARNING IN AFGHANISTAN

This session is an engaging presentation that will brief participants on the current state of education in Afghanistan with an emphasis on changes to teacher education. We will describe the work we are doing to strengthen public teacher colleges, to use technology to give teachers access to information and learning opportunities online and to connect to each other, and to support schools to be stimulating learning environments where teachers have the tools they need to apply new methods of teaching. We will share stories, photos and lessons learned from our many years of working in the education sector in Afghanistan, and leave you surprised and hopeful about all the changes that have occurred in this country otherwise known for its experience of war and suffering.

Session: 2 Room: A202



Lauryn Oates

Lauryn Oates is Programs Director at Canadian Women for Women in Afghanistan. She has also worked as an advisor and consultant in Afghanistan with UNICEF, Womankind Worldwide, USAID, Global Rights, the Women and Children's Legal Research Foundation, the World University Service of Canada, among others. She has a PhD in Language and Literacy Education from UBC.



Jamshid Hashimi

Jamshid Hashimi is an award winning software engineer from Afghanistan who founded CodeWeekend, the country's first and largest community of programmers, and co-founded the Afghanistan Book Club. He holds a degree in computer science from Dokuz Eylul University (Turkey) and a Master's degree in Innovation & Entrepreneurship from Bournemouth University (UK), and is alumni of MIT's Global Entrepreneurship Bootcamp.

TEACHING BLOCKADIA: How the global movement against fossil fuels is changing the world

This workshop will focus around a role play, written in collaboration with Naomi Klein's book and film, *This Changes Everything*, that highlights the hopeful struggles of anti-fossil fuel activists around the world: fighting extraction on indigenous lands in North America, struggling for fairer and cleaner development in India and China, leading the divestment movement on college campuses, and building clean, community-controlled energy systems in Germany and the U.S.

Session: 2 Room: C105



Tim Swinehart

Tim Swinehart teaches Social Studies at Lincoln High School, in Portland and is co-editor of *A People's Curriculum for the Earth*. He was the recipient of the 2015 Oregon Outstanding Social Studies Teacher of the Year award, is a longtime organizer with Portland Area Rethinking Schools and the Northwest Teaching for Social Justice Conference, and currently serves on the Portland Public Schools Climate Justice Committee.

TEACHING PALESTINE/ISRAEL: A Multiple Narratives Approach

Since the mid-20th century, Palestine/Israel is often framed as a dichotomous conflict—one side vs. another—it is to this end that, when teaching Palestine/Israel, a multiple narratives framework should be used. It allows us to consider multiple narratives simultaneously, and understand that such narratives are not always in opposition. Narratives of Palestinians and Israelis common humanity are often overshadowed or silenced by the dominant narrative of Palestinians and Israelis as enemies. Thus the multiple narratives framework creates an opportunity for us to imagine a future for Palestinians and Jews/Israelis untethered from the word conflict.

Session: 2 Room: C209



Samia Shoman

Samia Shoman has been a public high school educator (Social Sciences) in the Bay Area of California for the past 20 years. Additionally she has taught in the Department of Ethnic Studies at SFSU and in the administrative credential program for Cal State East Bay.

THE POLITICS OF LANGUAGE: TEACHING ABOUT LANGUAGE AND POWER

This workshop will focus on activities to help students understand the politics of language, from the ways colonizers attempted to destroy mother tongues across the globe to the resistance as indigenous people fought back. Using mixers, readings, and poetry, participants will come away with ideas to trouble the premise of a standard language.

Session: 3 **Room:** B101



Linda Christensen

NEW!

Linda Christensen is currently the Director of the Oregon Writing Project at Lewis & Clark. She is the author of *Teaching for Joy & Justice: Re-imagining the Language Arts Classroom*, *Reading, Writing, and Rising Up: Teaching About Social Justice and the Power of the Written Word* and co-editor of *Rhythm and Resistance: Teaching Poetry for Social Justice*.

THEATRE OF THE OPPRESSED ADAPTED FOR CHILDREN

Theatre of the Oppressed Adapted for Children: empowering kids to explore positive solutions to their social conflicts. This is a social theatre workshop for educators that focuses on exploring conflict resolution ideas and social bonding with and between children and/or teens. Based on the techniques of Theatre of the Oppressed, this style of theatre uses the experiences and knowledge of its young participant so that, in a group setting, they can explore solutions to social conflicts they have experienced and how to strengthen their social bonds in loving relationships. Target teacher audience: all teachers, especially Social Studies.

Session: 1 **Room:** C126



Angelo Moroni

Studied Classical Theatre at UNAM, Mexico. 18 years practicing Theatre of the Oppressed, 15 years working with children as an educator. Artistic Director and founder of S.I.T.E. Theatre, Actor, Performer, Musician. Grew up in East Vancouver.

UNDERSTANDING CLIMATE CHANGE: A Scientific Overview

In this workshop we will examine “Natural Variability and Anthropogenic Influences on Climate Change” including extreme weather, the climate system and issues on human health driven by climate change and extreme weather. There is a lot of nuance that gets lost in the cacophony of all the noise on the internet and media or mixed-messages on climate change science. Participants would take away printed resources, copies of my powerpoint from a USB and my book on Climate Change Science at Teach BC.

Session: 2 **Room: C207**



Harold Gopaul

Retired Earth Science & Biology Teacher - Taught in Coquitlam School District, UBC (Faculty of Education), Cameroon (West Africa) and in Qatar.

UNSETTLING THE NEW BC CURRICULUM: (how) can an educator unsettle a settler-colonial institution from within?

The theory of futurology (Melinda Smith, 2010) is one way of characterizing Indigenous peoples’ fight for their rights, sovereignty, and land to be returned and recognized. Small institutional reforms are often made to give the appearance of positive change, but the issue of land at the heart of Indigenous struggles remains in perpetual deferment. The recently revised BC curriculum is a clear example of surface level reform, as the BC Ministry of Education (BCME) has incorporated a greater focus on Aboriginal Education, but without any acknowledgement of the varying relationships to the land that undergird Canadian settler society. Come to learn about how to teach Indigenous content in a more socially just way to ensure that students don’t just walk away from your class knowing more, but that they are also inspired to act. IN this workshop we will use specific examples and resources for grade 5 Social Studies. Target teacher audience: Elementary Social Studies.

Session: 1 **Room: B202**



Sarah Shove

Sarah Shove is a White settler living in Vancouver and working as an elementary teacher in Delta, BC. She is a recent Masters of Education in Equity Studies graduate from Simon Fraser University. She is actively working to implement anti-racism and social justice practices in her grade 7 classroom.

VOICES RISING TO CHANGE THE WORLD: Social Justice Poetry in High School

Poetry can support high school students in finding their authentic voices and in gaining confidence to speak out on human and civil rights. It also serves to broaden our compassion and regard for each other and for the earth. Poems that address peace-making, immigration rights, and environmental care-taking with language that builds bridges rather than separates, will be included in a packet of readings from poets of all ages and backgrounds. The packet includes poems from refugee and immigrant youth. Hands on, participatory writing prompts will model how to elicit original poems of witness, of protest, and of calls to action.

Session: 2 Room: B101



Merna Ann Hecht

Merna Ann Hecht, is the founder and co-director of *the Stories of Arrival: Youth Voices Poetry* project at Foster High School in Tukwila, WA, one of the most ethnically diverse high schools in the U.S. She is a nationally known storyteller, an essayist, poet and teaching artist. She teaches part time at the University of WA, Tacoma including a class called “Art in A Time of War”, which has a focus on the consequences of war for young people and on peace education.

WHY YOU SHOULD HAVE A PRIDE PROM

This workshop is an exploration of the importance of having an explicitly queer space for students to be celebrated and is based on logistics to my own experience planning and hosting the first Pride Prom in BC. Target teacher audience: Secondary teachers.

Session: 1 Room: C204



Heather Kelley

Heather Kelley has been advocating for LGBTQ+ students and educators in British Columbia for years. She facilitates and develops workshops, resources and education for current teachers and within the teacher program on how to support LGBTQ+, gender nonconforming and gender fluid students. She sits on regional and provincial boards that have to do with LGBTQ+ issues in education and was the organizer of the province’s first Pride Prom.

YOU CAN'T BE WHAT YOU CAN'T SEE: Why LGBTQ+ media, print and novels are important for LGBTQ+ Students

This workshop will focus on the amazing LGBTQ+ film, short stories, novels and media that could and should be included in school libraries and English departments. Target teacher audience: Librarians and Language Arts.

Session: 3 **Room:** C204

Heather Kelley



Heather Kelley is a lover of LGBTQ pop culture and Young Adult fiction. She would love to share this with all educators. There is currently a bit of a renaissance in LGBTQ YA fiction and there are many amazing options to choose from. She has been involved in LGBTQ+ education for pre-service and service teachers for many years and has a lot of experience developing and facilitating workshops about LGBTQ+ and trans issues. She was the organizer of Surrey Pride Prom, the first district wide dance for LGBTQ+ students in BC. She currently sits on regional and provincial boards that pertain to LGBTQ+ issues and education.