



CRIMINAL JUSTICE REFORM LESSON PLAN

In this lesson plan, your students will engage in powerful dialogue around the school-to-prison pipeline.

This toolkit includes artwork and a two-day lesson plan with prep materials to help you speak confidently and courageously about these issues alongside tips for creating a Brave Space in order to lead thoughtful discussions.

In addition, you'll find multiple extensions to dig deeper with your students and grounding exercises to help create a healthy, honest, and restorative educational space.



THANK YOU

for bridging 6-12 classrooms and social change movements to inspire youth around the country to lead social change in their communities! The Education Amplifier program is committed to amplifying the voices of social change movements through art and community engagement by creating meaningful ways for educators and their students to join the national conversation. We achieve this by collaborating with artists and social change movements to create and distribute teaching tools such as artwork, lesson plans, art builds, and storytelling opportunities to registered Amplifier educators for their classrooms. We hope that you will adapt and improve upon this lesson plan to meet the needs and age range of your group.

The Education Amplifier program is proud to present you with a lesson plan developed in collaboration with We the Future youth icon and prison reform activist, Ismael Nazario, and dozens of formerly incarcerated youth, activists, and educators from the non-profit organization, Performing Statistics. In this lesson plan, your students will engage in powerful dialogue around the school-to-prison pipeline. This toolkit includes artwork and a two-day lesson plan with prep materials to help you speak confidently and courageously about these issues alongside tips for creating a Brave Space in order to lead thoughtful discussions. In addition, you'll find multiple extensions to dig deeper with your students and grounding exercises to help create a healthy, honest, and restorative educational space.

Ismael Nazario is a formerly incarcerated prison reform/social justice/human rights advocate currently working at The Fortune Society (TFS) where he initially worked within the I-CAN (Individualized Correction Achievement Network) program, helping those at high risk for recidivism from Rikers reintegrate into society after their release. He is currently a Database Systems Analyst within the IT Department at TFS. Before his work at TFS, Ismael worked at the Center for Community Alternatives dealing with court involved youth. He became passionate about helping young people and inspired to stand up for these disenfranchised voices. Ismael has worked with numerous advocacy projects such as the Raise the Age campaign, Banning Solitary Confinement, and Rikers Reform. In 2015, he was recognized for his contributions and received the Peabody Award for Community Activism. Through his firsthand experience within the criminal justice system, Ismael focuses his work on numerous social justice and human rights injustices, not only to shed light on these issues, but to encourage others to take action and become a part of the solution. Ismael is partnering with the We The Future campaign to connect his story and advocacy to the work of other formerly incarcerated teens in the Performing Statistics program.

Performing Statistics, a project by ART 180 in partnership with RISE for youth, connects incarcerated teens with an incredible group of artists, designers, educators, and Virginia's leading policy advocates to transform the juvenile justice system. By working with incarcerated youth to become creative and civic leaders in their communities Performing Statistics supports RISE for Youth's advocacy work to directly affect laws and public policy that affect the school-to-prison pipeline.

Based in Richmond, Virginia, [Performing Statistics](#), a project of ART 180, connects incarcerated teens with artists, peer mentors, teachers, lawyers, and organizers to create art and media-campaigns that amplify and power juvenile justice reforms across the city, state, and country.

The work advocates to close prisons, pass laws, train law enforcement, and connect the dreams and demands of incarcerated youth with tens of thousands of people.

AND NOW YOU CAN TAKE THE WORK INSIDE YOUR CLASSROOMS!

In the summer of 2018, a group of brave and brilliant teenagers (14 - 17 years old), incarcerated in Richmond, Virginia, met for eight weeks at ART 180's Atlas teen art center as part of the Performing Statistics program. We asked them:

“IF YOU WERE TEACHING A CLASS ON THE SCHOOL-TO-PRISON PIPELINE, WHAT WOULD YOU WANT YOUR STUDENTS TO LEARN? FEEL? BE INSPIRED TO DO?”

We then connected the teens with a group of high school and middle school teachers in Richmond and the surrounding counties to help transform their ideas into a powerful series of lesson plans. What you hold in your hands includes one of those lesson plans as well as the teens art, stories, and calls to action.

Now it's your turn... as you engage their lesson plan and artwork, we hope you will listen, you will learn, and that, in whatever way makes sense to you, you take action. As one teen says,

**“WE'RE BEHIND THE WALLS,
LET'S CHANGE THE LAWS!”**

**WHAT IF WE ASKED
INCARCERATED YOUTH TO
BE OUR TEACHERS?
WHAT MIGHT WE LEARN
ABOUT KEEPING
OUR SCHOOLS AND
COMMUNITIES SAFE,
FREE, AND WHOLE?**

LESSON PLAN GOALS



PROVIDE FREE SOCIAL JUSTICE TOOLS TO TEACHERS: This lesson plan was created to help teachers educate and inspire classroom conversations on the school-to-prison pipeline. The lesson plan includes artwork and a two-day lesson plan co-designed by incarcerated youth in the Performing Statistics project in collaboration with high school and middle school teachers. The lesson plan is designed to take two class sessions, but also includes:

- **Prep materials for educators** to help you speak confidently and courageously about these issues alongside tips for creating a Brave Space in order to lead thoughtful discussions
- **Multiple extensions** to dig deeper with your students
- **Grounding exercises** to do with your students to help create healthy, honest, and restorative educational space



SHARE POWERFUL ART MADE BY YOUTH IN THE JUVENILE JUSTICE SYSTEM: Throughout the eight-week program, teens at the Richmond Juvenile Detention Center worked with muralists, filmmakers, virtual reality designers, radio journalists, silk screen artists, photographers, hip-hop artists, and others to create the artwork you'll find in this lesson plan.

- We have included high-tech and no-tech versions of their artwork, so that you and your students can engage their powerful artwork in any educational space



SPARK AND SUPPORT ACTIVISM TO DISMANTLE THE SCHOOL-TO-PRISON PIPELINE: Communities across the United States are fighting back against the policies that perpetuate the school-to-prison pipeline. We hope that this lesson plan will help connect you and your students not only to the teens most impacted by this issues (incarcerated youth themselves), but also to local statistics and advocacy efforts to dismantle the school-to-prison-pipeline.

TARGET AUDIENCE FOR LESSON PLAN

Middle and high school students, all settings: public school, private school, museum, or community

RATIONALE BEHIND THE LESSON PLAN

Youth incarceration and the school-to-prison pipeline are issues that affect every person in our communities, but directly and disproportionately affect students of color and students with disabilities. This lesson plan addresses these issues while sharing tools that students can carry with them to understand and engage these critical issues in the classroom or community.

We look to you, the teacher, as a facilitator. We hope this lesson plan can help you feel even more comfortable to spark discussion, learn alongside students, and be inspired to take action together.

The artwork included and the corresponding facts on the school-to-prison pipeline are important and powerful, but the true learning takes place when teachers and students critically think about the issues, discuss how the school-to-prison pipeline affects students and their own communities, and decide how we can all take steps towards change. This lesson plan is a cross disciplinary jumping off point where teachers and students can choose which avenues to take through arts, writing, history, etc.

CREDITS

SUMMER 2018 YOUTH PARTICIPANTS:

C (14 years old), **Ch** (17 years old), **O** (16 years old), **S** (16 years old), **Sid** (18 years old)

SUMMER 2018 EDUCATORS:

Cluny Brown, Jessica Diaz, Stuart Harnsberger, Sarah Pedersen, Kim Tolbert

GUEST ARTISTS INCLUDED IN THIS LESSON PLAN:

Kate Deciccio (mobile murals)

Catherine Komp (audio design)

Mark Strandquist (photography, poetry)

Studio Two Three (poster design support)

PERFORMING STATISTICS STAFF:

Project Director: **Trey Hartt**

Creative Director: **Mark Strandquist**

Engagement Director: **Gina Lyles**

Prep materials and initial framework for this lesson plan was co-designed by

Dr. Courtnie Wolfgang, Tesni Stephens, and the Performing Statistics staff.

More information, artwork, and expanded lesson plan (this is just a portion of what the teens have created) can be found at our website: www.performingstatistics.org

GLOSSARY

SCHOOL-TO-PRISON PIPELINE:

a system of laws, policies, and practices that push students out of school (through suspension, expulsion, or arrest) and onto a path towards the juvenile and criminal justice system.

DOMINANT NARRATIVE:

stories and media that validate and amplify the interests and ideologies of a society's most powerful and influential social group(s).

DECARCERATION:

the act of eliminating incarceration as a tool for public safety, i.e., closing prisons, ending electronic monitoring systems, etc.

COUNTER NARRATIVE:

stories and media that validate and amplify the stories, belief systems, and future dreams of those who have been historically marginalized, oppressed, and kept from power and influence.

RESTORATIVE JUSTICE:

is an approach to problem solving that stems from indigenous practices and is based on repairing harm (to all involved). Restorative justice doesn't ask what happened, by why did something happen? When harm has been done (whether in a conversation, school fight, or criminal behavior) restorative justice connects wrongdoers, victims and the community in efforts to heal the harm and put things right.

MODULE 1

WARM UP

LESSON PLAN:

A) Warm-Up / Intro



Welcome students



Go over outline of day



Create a Brave Space for conversation



Since this lesson plan focuses on important and heavy topics, it is important that students feel both comfortable asking questions and sharing experiences. Feel free to use the Creating Brave Spaces materials found on page 14 to help set the stage for your classroom conversation.

MODULE 2

UNDERSTANDING THE ISSUES WHY PRISONS DON'T WORK (20-30 MIN)

KEY CONCEPTS

School-to-prison pipeline, youth incarceration, juvenile justice reform

ESSENTIAL QUESTIONS

What is the school-to-prison pipeline? What is youth incarceration? How does it affect me? How does it affect my community?

OBJECTIVE

By engaging research and statistics about the juvenile justice system (both locally and nationally) you and your students can understand the scale of an issue. As we combine research and statistics in this section, with the personal stories of currently and formerly incarcerated teens in the next section, the teens' powerful stories will be magnified, one struggle becomes part of the struggles of 50,000 other youth who are trapped in the juvenile justice system. One dream becomes a whole generation's.

MATERIALS

- Printouts of juvenile justice statistics (see statistics below)
- If classroom has web access, use Youth First and ProPublica tools to identify local statistics (see links below)
- Writing utensils (pens/pencils)
- Blank paper

LESSON PLAN:



Ask students if they have heard of the school-to-prison-pipeline? What do they think it means?



Pass out print outs of the research materials below to each student



Have students spend 5 minutes looking over the hand outs



Then, going around the room, have students respond to the information:

- What statistics and information most stand out to them?
- How does this issue impact youth in their own school? In their own community?
 - Create a list on the board of places, people, rules that contribute to the school-to-prison pipeline in their own schools and communities

WHAT IS THE SCHOOL-TO-PRISON PIPELINE?

The school-to-prison pipeline is a system of laws, policies, and practices that pushes students out of school and onto a path towards the juvenile and criminal justice system.

In 2015, Virginia (where we work) referred more students to law enforcement than any state in the country and still suspends thousands of students each year for things like “insubordination,” “classroom disruption,” and “walking away from or cursing at adults.” Even a ten-day suspension can set a child back far enough educationally that staying on grade level becomes a challenge. When students are pushed out of school for weeks at a time, many fall too far behind, become too discouraged, and feel too disconnected from school to return. In Virginia, unless a student has a disability, schools are not required to provide any educational services during suspensions.

Separating young people from their education can lead to academic failure, school dropout, lower self-esteem, substance abuse, and contact with the criminal justice system. Keeping youth engaged in relevant and supportive educational environments can keep our youth free, our communities safe, and our society whole.

EXTENSION

WHAT ABOUT MY OWN COMMUNITY?

If you have time, use this extension to work with your students to research juvenile justice issues in your/their own community.

STATE-BY-STATE STATISTICS ABOUT YOUTH INCARCERATION



WHY PRISONS DON'T WORK!

BECAUSE 1 CHILD IS TOO MANY, BUT 50,000 IS AN EMERGENCY:

On any given day, America incarcerates nearly 50,000 youth within the juvenile justice system.

Source: <https://www.ojdp.gov/ojstatbb/corrections/faqs.asp>

BECAUSE THE SYSTEM IS UNJUST:

African-American youth are 5 times more likely to be incarcerated than white youth, Native American youth are 3.2 times more likely to be incarcerated than white youth, and Latino youth are 2 times more likely to be incarcerated than white youth.

Source: <https://www.ojdp.gov/ojstatbb/corrections/faqs.asp>

BECAUSE THEY COST TOO MUCH.

In 2017, Virginia, the state spent \$214,207 to incarcerate one youth for one year in state prisons vs. \$12,171 to educate one student.

Source: 2017 Va JDD Data Resource Guide

BECAUSE ISOLATION IS NOT WHAT OUR YOUTH NEED.

In 2016, 64% of committed youth in Virginia had a diagnosed mental health need.

Source: 2017 Va JDD Data Resource Guide

BECAUSE PRISONS DON'T PREPARE OUR YOUTH TO RE-ENTER THEIR COMMUNITIES, HOMES, AND SCHOOLS.

74% of youth are reconvicted within three years. The stats don't lie. Prisons don't work: not for youth, not for their families, not for our communities, and not for you.

Source: 2017 Va JDD Data Resource Guide

WHAT DO YOUTH NEED TO STAY FREE?

A 2014 John Jay Research and Evaluation brief looked at 3,523 juvenile justice involved youth and found that 86% remained arrest free while in a community-based program, and 93% were still living in their communities when their time in the program ended. Like all young people, youth in the system need support, peer mentors, programs to inspire and nurture their dreams, customized employment options, and avenues to creatively express themselves and imagine a more just future for us all.

Source: www.yapinc.org/Portals/0/Documents/Fact%20Sheets/BeyondBars.pdf

PROPUBLICA Based on civil rights data released by the U.S. Department of Education, ProPublica has built an interactive database to examine racial disparities in educational opportunities and school discipline.

This interactive map includes more than 96,000 schools and 17,000 districts: <https://projects.propublica.org/miseducation>

YOUTH FIRST CAMPAIGN Research your own state on this website to see how the juvenile justice system impacts youth in your own community: <http://www.youthfirstinitiative.org/thefacts/>

MODULE 3

BUILDING EMPATHY

JAIL MAIL: STORIES AND ARTWORK BY YOUTH IN DETENTION (20-30 MIN)

What do incarcerated youth want you to know about their lives? Their needs? Their dreams?

KEY CONCEPTS

Empathy, Stereotypes, Counter Narratives

ESSENTIAL QUESTIONS

How does youth incarceration and the school-to-prison pipeline affect people's lives? How do they feel? What stereotypes do I, or other people, hold of incarcerated people? Why should I care? What similarities and differences do I have to someone who may be incarcerated, or to the families of those incarcerated?

OBJECTIVE

Using a series of reflection questions, students will engage the artwork, poems, videos, and audio pieces made by incarcerated youth in the Performing Statistics project. Based on answers to those questions, students will discuss empathy, privilege and stereotypes, and prepare to propose solutions to the school-to-prison pipeline.

MATERIALS

- Printouts of Performing Statistics artwork, poems, and stories and their corresponding reflection questions (Refer to attached packet entitled "Performing Statistics #ArtAsEvidence")
- Writing utensils (pens / pencils)
- Blank paper

LESSON PLAN:



Frame the conversation: (3-5 minutes)

- Talk about how research and statistics (like the ones they just engaged) can provide a broad understanding of an issue but emphasize it is people's stories that make those statistics come to life, who humanize numbers, and bring issues "home" to our own lives, families, communities, and schools.



Begin dialogue: (3-5 minutes)

- What are stereotypes?
 - Work with students to define stereotypes and come up with examples
 - It may be useful to ask; "what are some stereotypes about incarcerated youth?"
- What is wrong with stereotypes?
 - They are:
 - Untrue
 - Reductive/Incomplete
 - Harmful

- **How do stereotypes connect to politics?**
 - **Society makes laws based on stories they believe**
 - **If we hear the same stories about people, our laws will reflect those stories**
 - **These stories are called **DOMINANT NARRATIVES** (see glossary for definition)**
 - **If we create stories (through many art forms) that challenge, replace, and/or destroy those stereotypes with our own stories, we are creating **COUNTER NARRATIVES** (see glossary for definition).**
- **New stories that amplify people’s full humanity, needs, dreams, and demands can create the foundation for more just and fair laws, policies, and institutions**



Share Artwork / Spark Reflection: (7-10 minutes)

- **Pass out prints of art projects made by incarcerated teens in the Performing Statistics program (it’s ok if there are multiple copies of the same artwork)**
 - **Art materials have been designed to function in classrooms with access to high levels of technology **AND** in those classrooms and workshop spaces that have no technology at all, see below for how different art pieces can be engaged by students with their eyes, with their phones, with your own computer, and more.**
- **After students each have an art piece on their desk, have students work individually, or in groups of 2-3**
- **Have students spend 5-7 minutes looking at their art piece and writing responses to the corresponding reflection questions**



Share Artwork / Spark Reflection: (7-10 minutes)

- **Go around the room and have each student, or group of students, share:**
- **One solution (reinforce that the more personal and specific, the more powerful):**
 - **to end the school-to-prison pipeline “in my school” “in my community”**
 - **or one thing that youth need to stay free and out of the juvenile justice system?”**
- **As each student responds, write their answer on the board**
- **Keep this list on the board, or document the list in some form that you can share with students**
- **Teachers, if useful, can tell students something such as:**
“Tomorrow, we will each create a poster that demands one of these ideas...”

#ARTASEVIDENCE

Refer to attached packet (entitled “Performing Statistics #ArtAsEvidence”) for art pieces and reflection questions

MODULE 4 ACTION

FROM ART TO ACTION: CHALLENGING THE SCHOOL-TO-PRISON PIPELINE IN YOUR OWN COMMUNITY!

KEY CONCEPTS

Using art and storytelling for social change, advocacy, and education

ESSENTIAL QUESTIONS

How does change happen? What can I do to help? What are other people doing to help? How can my actions affect me and my/our community?

OBJECTIVE

Building on the artwork, stories, and media from the Performing Statistics project, students will create their own poster that demands actions, changes, and forms of support that can keep youth free, out of prison, and in their communities.

MATERIALS

- Blank paper
- Pens / pencils
- Sharpies, markers, paint and brushes, cut out letters, any way to create text (magazines for collage, letter stencils, etc)
- A blank wall (of any single color or texture) or photo backdrop large enough for a person to stand in front of it
- Any type of digital camera
- Access to a printer and/or a digital editing technology capable of adding text to an image (can be on a phone, computer, tablet, etc)
- This can be a color or black and white printer
- If no printer is available, use a computer to digitally add text to images after they've been taken, then use printer outside of class and bring images in the next day
- If no computer is available, use a phone with a camera (that has picture editing software) to both take the photo, and then add the student's slogan on top of the image. Then email the photo to the teacher, who can print them out.

LESSON PLAN:



Welcome students



Go over outline of day



Go back over the solutions students identified at the end of the last class (In response to the question, “What do youth need to stay free and out of the juvenile justice system?”)

- Have their ideas either printed for students to read over, or written clearly on the board
 - They will be choosing from these ideas (like a menu) later, so they need to be able to read them

FRAME THE CONVERSATION



Ask students... **What is a protest slogan?**

- What does a slogan do?
 - Ex: demands change, demands rights, highlights injustice, celebrates community/collective power, etc
- What are some slogans that you can think of?
 - As students come up with examples write them on the board...
 - You can also pull slogans from the teen’s artwork in the Performing Statistics program (ex: Guide Us, Don’t Criminalize Us!; Lift us up! Don’t Push Us Out!; Education Not Incarceration!)
 - For each example, ask students:
 - What makes it a strong slogan?
 - What about the slogan doesn’t work as good?
- Explain that each student (or have students work in small groups) is going to create their own slogan demanding an end to the school-to-prison pipeline, and use their slogan to create a poster that illustrates their slogan
 - If your class is bigger than 20 students, we suggest having students work in groups of 2-3 students.
- Hand out blank paper, pens/pencils for each student (or have students work in small groups)
 - Ask students to look at list of solutions that they came up with the day before in response to the question, “What do youth need to stay free and out of the juvenile justice system?”
 - Go around the room and have each student choose one of the ideas from the list and write their choice on their sheet
 - This will be the raw materials for their slogan
- Now ask each student, (or have students work in small groups), to “Create a slogan that demands the solution that they chose and wrote on their paper”

FRAME THE CONVERSATION CONT'D

- Once the slogans are created, have each student (or group of students) share their slogan. After each student (or group of students) shares their slogan, have the rest of the class repeat their slogan back to them so they hear the power of their whole class voicing their slogan
 - If time allows, give feedback to students about their slogans and invite students give feedback to each other
- Transition to visual ideas for their posters / Lead the full class in a conversation about example posters before they begin creating their versions.
 - Present visual examples of protest posters
 - Examples: Get inspired by other posters young and older artists have created:
 - <https://amplifier.org/#downloads>
 - Or from Performing Statistics artwork
 - Reflection questions:
 - What do you think the poster is trying to communicate?
 - What is the relationship between the visual elements of the poster and the written elements?
- Have each student (or group of students) work on their poster. Have students either
 - Use the Performing Statistics protest photo workshop;
 - Find a blank wall or photo backdrop (could be a pattern, large piece of fabric, large roll of paper, blue sky, etc)
 - Have students come up with a hand gesture), or body movement that illustrates their protest slogan
 - Photograph the hand gesture or body movement so that the hand/arm/gesture is isolated on the wall
 - **example;** if they're holding their arm up with a fist closed, don't photograph their head too, just their arm and fist so the arm stands out against the background without any distraction
 - Digitally print the image and have students use sharpies, paint, collage, etc to add their slogan on top of their printed image
 - See examples below;



If students want to use a different method they can create their own poster using any art mediums they choose (text, painting, collage, color, etc) to combine visuals with the protest slogan they chose

SHARE OUT: PRESENTING THE FINISHED POSTERS

-  Have each student write on the back of their posters:
 - Their names
 - Where, in their school or communities they would want them hung up, and why
-  Then, one at a time, have each student (or group of students) stand up and show their poster to the class and share where, in their school or communities they would want them hung up, and why
-  Take a group photo of your class holding their posters
 - Post it to instagram and use the hashtag #PrisonsDontWork to join others across the country standing up to dismantle the school-to-prison pipeline!

EXTENSION WHAT NEXT?

If you have time once you and your class has finished their posters, use this extension to work with your students to dig deeper and connect their posters to those who need to see them most.

WAYS TO HELP MAKE THE WORK HAVE AN IMPACT

-  Is there a way to bring the posters to the places that each student wanted?
 - As a possible homework assignment, ask students, or groups of students to bring their poster near, or to the place they wrote about on the back of their sign and get someone to photograph them there holding their sign.
-  Hang up your posters somewhere public in your school and/or community.
 - Next to each poster place a print out of where each student wanted their poster to be and why
 - Leave a blank poster board and invite community members to add their own ideas, comments, and questions
-  Is there a local gallery, library, legal aid office, public space, or city building that might be willing to display your work?

PREP MATERIALS AND EXTENSIONS

FOR TEACHERS:

TIPS FOR GROUP DISCUSSION

Set up a Brave Space:



Lynn Weber's Guidelines for Classroom Discussions (can be adapted for age)



Come up with rules of safe space together

Encourage all students to engage in ways that they feel comfortable:



Use tactics like writing first when responding to a question, that way students will have something to contribute to the conversation as a group



Use small group work or allow non verbal participation in some way (like writing) in order to engage all learners



Encourage wait time: Instruct students to think for a moment before raising their hands



Be aware of who you are calling on; encourage people who may not have spoken, and validate their thoughts with guiding questions and tips for looking at and interpreting artwork

GUIDING QUESTIONS AND TIPS FOR LOOKING AT AND INTERPRETING ARTWORK

Start with basics of what you actually see, then move to meaning and discussion of application to personal lives or community.

Encourage deeper looking with follow-up questions:



What do you mean by that? (Tell us more about that.)

Ask open-ended question:



What do you see? (Describe what you see. Tell us what you see.)



How do you know? (Please point out what you seen and how you know that.)



What else do you see?



Why do you think the artist chose to...? (Use the colors, subject matter, composition, materials, etc.)



How does your life influence how you see this work of art?



How does this apply to your life? Your Community? Your school?

EDUCATE YOURSELF ABOUT THE PROJECT

What is Performing Statistics? The project connects incarcerated teens with artists, designers, educators, and leading policy advocates to transform the juvenile justice system.

Three main goals of Performing Statistics:

- 1 Work with incarcerated youth to become creative and civic leaders in their communities;
- 2 Educate and Activate communities across Virginia around juvenile justice reform
- 3 Support juvenile justice reform advocacy work to directly affect laws and public policy that affect the school-to-prison pipeline

PREPARE YOURSELF TO TEACH

Courage to approach difficult subject matter



[Speak Up at School: How to Respond to Everyday Prejudice, Bias, and Stereotypes](#)



[Begin Within: Preparing Yourself to Speak Up in Public School](#)



[How to be an Advocate for Your Students](#)

Identifying bias



[Test Yourself for Implicit Bias](#)



[Teaching “Those Kids”](#)

VOCABULARY / KEY CONCEPTS

Visit these sites to learn more

COLORBLIND RACISM



[The Challenge of New Colorblind Racism in Art Education](#)



[Colorblindness: The New Racism?](#)

DISPROPORTIONALITY: PEOPLE OF COLOR ARE DISPROPORTIONATELY PUT IN JAIL



[Virginia Tops Nation in Sending Students to Cops,Court](#)



[Race, Crime, and Punishment in the Twentieth and Twenty First Centuries](#)



[Disproportionate Juvenile Minority Confinement: A State Level Assessment of Racial Threat](#)



[Suspended Progress](#)

VOCABULARY / KEY CONCEPTS CONT'D

INTERSECTIONALITY: A CONCEPT THAT DESCRIBES THE WAYS IN WHICH OPPRESSIVE INSTITUTIONS (RACISM, SEXISM, HOMOPHOBIA, TRANSPHOBIA, ABLEISM, XENOPHOBIA, CLASSISM, ETC.) ARE INTERCONNECTED AND CANNOT BE EXAMINED SEPARATELY FROM ONE ANOTHER.



[Intersectionality 101](#)

LGBTQ ISSUES IN INCARCERATION



[Beyond Bullying: How Hostile School Climate Perpetuates the school-to-prison pipeline for LGBT Youth](#)



[Messy, Butch, and Queer: LGBTQ Youth and the school-to-prison pipeline](#)



[The Unfair Criminalization of Gay and Transgender Youth: An Overview of the Experiences of LGBT Youth in the Juvenile Justice System](#)

MASS INCARCERATION



[Mass Incarceration](#)

SCHOOL-TO-PRISON PIPELINE



[ACLU fact sheet](#)



[Video: How The School to Prison Pipeline Ruins Lives Before They Start: BRAVE NEW FILMS](#)



[Enhancing Educators' Capacity to Stop the school-to-prison pipeline](#)

SYSTEMIC RACISM: INSTITUTIONAL RACISM OR SYSTEMIC RACISM DESCRIBES FORMS OF RACISM WHICH ARE STRUCTURED INTO POLITICAL AND SOCIAL INSTITUTIONS. IT OCCURS WHEN ORGANIZATIONS, INSTITUTIONS OR GOVERNMENTS DISCRIMINATE, EITHER DELIBERATELY OR INDIRECTLY, AGAINST CERTAIN GROUPS OF PEOPLE TO LIMIT THEIR RIGHTS.



[What is Systemic Racism?](#)

YOUTH INCARCERATION



[Uncompromising Photos Expose Juvenile Detention in America](#)



[An Unusual Glimpse Behind Bars: Juveniles In the Justice System](#)



[54,000 children: The Geography of America's Dysfunctional & Racially Disparate Youth Incarceration Complex](#)



["It Was Basically College to Us": Poverty, Prison, and Emerging Adulthood](#)



[The Impact of Incarceration on Juvenile Offenders](#)

ADDITIONAL PROJECTS AND ARTISTS ON PRISON SYSTEMS



[Artists Grapple with America's Prison System](#)



[Tamms Year Ten](#)



[Walls Turned Sideways Are Bridges](#)



[Windows From Prison](#)



[People's Paper Co-op](#)



[Chicago Torture Justice Memorial](#)



[Project NIA: Building Peaceful Communities](#)



[Prison Photography](#)



[Trent Bell: Reflect Project](#)

OTHER ACTIVITIES AND WAYS TO GET INVOLVED WITH YOUR STUDENTS:

- Silkscreen or design and print posters about the school-to-prison pipeline. Put them up in your school or neighborhood or participate in a local justice parade (follow Performing Statistics on Facebook for updates!)
- Create a zine or publication on the computer or by analogue means which advocates for youth and issues that are important to this cause. Distribute in your school or community.
- Join a rally as a class and bring posters, signs, or t-shirts that you all designed and created.
- Make a movie or a PSA which advocates for youth or related issues. Distribute on the internet or submit to festivals.
- Have a screening of a relevant movie and then have a Q & A after, or invite a panel of relevant people to come speak after.
- Arrange a screening of Performing Statistics short films at your school.
- Curate a show dedicated to artwork about these issues. Advertise and have an opening.

OTHER ACTIVITIES AND WAYS TO GET INVOLVED WITH YOUR STUDENTS (CONT'D):

- Host a pop-up exhibit of your student work OR Performing Statistics teen work at your school or in the community.
- Use social media to create a hashtag to advocate for these issues.
- Create a photobooth or instagram station at an event that is already occurring.
- Create a mural or public art which advocates and educates your community.
- Write a story or letter about your own experiences or those of another.
- Come up with your own way to help and take action! Get creative!



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ISMAEL NAZARIO + @PERFORMINGSTATISTICS + @MUNK_ONE + AMPLIFIER.ORG

FEEDBACK

We would love to share the story of your conversation around criminal justice reform with the rest of the Education Amplifier network, as well as other educators interested in bringing art and dialogue into their classrooms.

If you'd like to share, please email us at education@amplifier.org.

Some emails we like getting most:

FEEDBACK: Such as: How did the lesson plan go? What did you learn? What were your students most interested in? How did they respond? What would you change if you were going to facilitate this lesson plan again? Did you revise the lesson plan to fit your students better, and if so how?

PHOTOS OR VIDEO OF YOUR STUDENTS IN ACTION. If you share this, please indicate if you have permissions for us to share these photos publicly with other educators, or if they are strictly for documentation purposes.

YOUR STORY! Such as: Why did you decide to facilitate this conversation in your classroom? What has your experience been so far as an Education Amplifier? How are you using the artwork in your classroom? How have your students reacted to the artwork?

