



International Coalition of  
**SITES of CONSCIENCE**

## **FROM BROWN V. BOARD TO FERGUSON:** Fostering Dialogue on Education Equity and Incarceration



International Coalition of  
**SITES of CONSCIENCE**

## About The International Coalition of Sites of Conscience

The International Coalition of Sites of Conscience (ICSC) is a global network of museums, historic sites and grassroots initiatives dedicated to building a more just and peaceful future through engaging communities in remembering struggles for human rights and addressing their modern repercussions. Founded in 1999, the ICSC now includes more than 275 Sites of Conscience members in 65 countries. The ICSC supports these members through seven regional networks that encourage collaboration and international exchange of knowledge and best practices.

Learn more at [www.sitesofconscience.org](http://www.sitesofconscience.org).

---

This project was made possible in part by the Institute of Museum and Library Services [MG-20-15-0072-15].



INSTITUTE of  
**Museum and Library**  
SERVICES

## About The Institute of Museum and Library Services (IMLS)

The Institute of Museum and Library Services (IMLS) is celebrating its 20th Anniversary. The Institute of Museum and Library Services is the primary source of federal support for the nation's approximately 123,000 libraries and 35,000 museums. Our mission is to inspire libraries and museums to advance innovation, lifelong learning, and cultural and civic engagement. Our grant making, policy development, and research help libraries and museums deliver valuable services that make it possible for communities and individuals to thrive. To learn more, visit [www.ims.gov](http://www.ims.gov) and follow us on Facebook and Twitter.

---

All photos in individual models are courtesy of the participant site and community partner(s). All other photos, unless otherwise noted, are courtesy of the International Coalition of Sites of Conscience.

# CONTENTS

Introduction .....	2
Children’s March and Youth Activism .....	4
Radical Inclusion in the Movement for Social Change .....	6
Facing the Future .....	8
Dialogue Program Models (with Primary and Contemporary Sources)	
Seeking Educational Equality: An Intergenerational Dialogue .....	11
Unfiltered .....	17
Making a Killing: Guns, Greed, and the NRA .....	23
North Star Leaders Social Activism Workshop .....	27
Claiming Education through Youth-Led Active Dialogues: Race, Gender, Voice, and Equity .....	33
Colorism Affecting Our Future .....	39
60 Years after the Crisis .....	45
Closing the Gap: An Intergenerational Exploration of Educational Equity .....	51
Popping Your Bubble with Reality: School-to-Prison Pipeline Mural Painting Project .....	57
Brown v. Board to Ferguson: Memphis Cohort for Dialogues .....	63
Recommendations for Activism .....	69
Evaluation Worksheets and Key Findings .....	72
Program Group Share Template .....	74
Program Survey Template .....	76
Program Video Template .....	78

# INTRODUCTION

By **Tramia Jackson**

*International Coalition of Sites of Conscience*

Museums and historic sites are engaging in activism and are speaking to the challenges of today's society by engaging marginalized or overlooked voices, particularly the voices of young people. The goal of the International Coalition of Sites of Conscience (the Coalition) is to help historic sites and memory initiatives around the world share their stories with the public, especially with young people. Race, gun violence, immigration, and incarceration are being discussed among youth in communities across the country and in museums as well. All over the world Coalition members are working with young people to create opportunities for engagement in movements for human rights using their voices and their stories. *From Brown v. Board to Ferguson: Fostering Dialogue on Education Equity and Incarceration* is one of those initiatives.

The goal of *From Brown to Ferguson* was for youth to engage with difficult topics of race, education equity and incarceration for themselves and make opportunities for others to do the same. In November 2017, space was created at the National Civil Rights Museum for twenty two youth leaders from eleven different cities to gather and discuss these issues. Many of the youth attending the Summit were already engaged in their communities in various ways however NCRM, the Coalition, and a host of museum and social justice practitioners helped the youth put these issues into historical context, connecting the past to the present. The attendees were immersed in the legacies of the civil rights movement and were introduced to practical community organizing and dialogue strategies that they could take back to their communities. This toolkit reflects the programs developed by the youth using the tools from the Summit to address current struggles within their own communities and especially among other young people.

This toolkit is the second of two which were produced over the course of the three-year project. In this toolkit, you will find facilitated dialogue models of the participating member sites. Most of the models in this toolkit were developed by the youth leaders for both intergenerational and youth audiences. Models that primarily focus on youth audiences are from Borderland Public History Lab, Jane Addams Hull House Museum, Birmingham Civil Rights Institute, Eastern State Penitentiary Historic Site and the Levine Museum of the New South. The models in this toolkit not only use the history of the respective site to address specific legacies that affect their communities around the core themes of race, education equity and incarceration, but they also address specific themes that speak directly to the youth experience in the US today, including topics like colorism and the media, engaging stereotypes, school closings and gun violence. Each site program describes the goals of their dialogue which were developed exclusively by the youth leaders at the Youth Summit in Memphis, and include lessons learned from the youth teams, materials, each site's specific methodology, and step by step instructions for hosting a unique dialogue experience. Facilitators using this toolkit can mix and match materials, instructions and methodologies to best match their own dialogue goals. The toolkit also has a page on Recommendations for Social Action with quotes gathered from the youth leaders themselves. Evaluation forms at the end of the toolkit are also available for use. When combined with the first toolkit, together both are not only a resource for other Sites of Conscience and museum staff to design dynamic dialogic programming around these issues, but can be used to help assist social justice and youth organizations in developing their own programs, ensuring the project's continued relevance to address struggles for justice and human rights. We are proud to be part of such important work and the *From Brown v. Board to Ferguson* program.



Birmingham Civil Rights Institute

# CHILDREN'S MARCH AND YOUTH ACTIVISM

By **Charles Woods III, Education Programs Manager**

*Birmingham Civil Rights Institute*

Museums and historic sites are engaging in activism and are speaking to the challenges of today's society by engaging marginalized or overlooked voices, particularly the voices of young people. The goal of the International Coalition of Sites of Conscience (the Coalition) is to help historic sites and memory initiatives around the world share their stories with the public, especially with young people. Race, gun violence, immigration, and incarceration are being discussed among youth in communities across the country and in museums as well. All over the world Coalition members are working with young people to create opportunities for engagement in movements for human rights using their voices and their stories. From *Brown v. Board to Ferguson: Fostering Dialogue on Education Equity and Incarceration* is one of those initiatives.

The goal of *From Brown to Ferguson* was for youth to engage with difficult topics of race, education equity and incarceration for themselves and make opportunities for others to do the same. In November 2017, space was created at the National Civil Rights Museum for twenty two youth leaders from eleven different cities to gather and discuss these issues. Many of the youth attending the Summit were already engaged in their communities in various ways however NCRM, the Coalition, and a host of museum and social justice practitioners helped the youth put these issues into historical context, connecting the past to the present. The attendees were immersed in the legacies of the civil rights movement and were introduced to practical community organizing and dialogue strategies that they could take back to their communities. This toolkit reflects the programs developed by the youth using the tools from the Summit to address current struggles within their own communities and especially among other young people.

This toolkit is the second of two which were produced over the course of the three-year project. In this toolkit, you will find facilitated dialogue models of the participating member sites. Most of the models in this toolkit were developed by the youth leaders for both intergenerational and youth audiences. Models that primarily focus on youth audiences are from Borderland Public History Lab, Jane Addams Hull House Museum, Birmingham Civil Rights Institute, Eastern State Penitentiary Historic Site and the Levine Museum of the New South. The models in this toolkit not only use the history of the respective site to address specific legacies that affect their communities around the core themes of race, education equity and incarceration, but they also address specific themes that speak directly to the youth experience in the US today, including topics like colorism and the media, engaging stereotypes, school closings and gun violence. Each site program describes the goals of their dialogue which were developed exclusively by the youth leaders at the Youth Summit in Memphis, and include lessons learned from the youth teams, materials, each site's specific methodology, and step by step instructions for hosting a unique dialogue experience. Facilitators using this toolkit can mix and match materials, instructions and methodologies to best match their own dialogue goals. The toolkit also has a page on Recommendations for Social Action with quotes gathered from the youth leaders themselves. Evaluation forms at the end of the toolkit are also available for use. When combined with the first toolkit, together both are not only a resource for other Sites of Conscience and museum staff to design dynamic dialogic programming around these issues, but can be used to help assist social justice and youth organizations in developing their own programs, ensuring the project's continued relevance to address struggles for justice and human rights. We are proud to be part of such important work and the *From Brown v. Board to Ferguson* program.



Jane Addams Hull-House Museum, Free Street Theater. Students help create piñata wall bricks while discussing voting rights.

# RADICAL INCLUSION IN THE MOVEMENT FOR SOCIAL CHANGE

By **Dr. Amber Johnson**

*Assistant Professor at Saint Louis University*

*Founder of The Justice Fleet*

Imagine being invited to a dinner party. The host sends you a beautiful invitation and asks you to simply bring yourself and a friend. When you show up to the dinner, your friend, who is wheelchair bound, cannot enter the home, the chairs are too small for your body, the music is too loud and you are sound sensitive, and every prepared dish has an ingredient you are allergic to. On top of all of these problems, you are ignored throughout the dinner party because you are considered a youth who can't possibly contribute to the conversation. When we talk about diversity and inclusion as a "seat at the table," this is generally what we run into. A pre-set table that marginalized people are invited to, but without any serious consideration or regard for how they might show up.

## **Radical Inclusion and Social Change**

Radical inclusion goes beyond a seat at the table and asks us to think about who should be included from the idea, to the implementation, to the assessment. Instead of beginning with a date, or location, or menu, begin with a question, "Would you like to have a dinner party?" If the answer is yes, then include your guests throughout the entire process. This is the work of radical inclusion—ensuring that each person is engaged and included from idea, to implementation, to assessment regardless of your status, social identity or age.

In the movement for social change, radical inclusion asks us to show up as our whole self, and create space for others to do the same without judgment or exclusion through the entire process of planning direct actions and engaging in social justice. Whether it's a protest, a march or a conversation online or in person, this process captures the importance of self-reflection, self love, and self-care as we move our bodies in and out of brave and hostile spaces, in digital and physical contexts, with community and alone.

## **Showing up for ourselves**

But before we can do this, as activists and human beings, we must think about what it means to be our whole selves, and be honest about who we are, what we need, and where our boundaries lie. Especially as youth activists who are constantly asked to tame our bodies, our ideas, and our momentum. We must be self-reflexive and think deeply about what makes us unique, and whether we feel comfortable sharing that with others, or if we feel the need to tuck away bits and pieces of ourselves for fear of fitting in, being judged, or being dismissed.

Consider the following questions to begin unpacking the various layers that make you a unique and whole human being.

- Who am I and what matters to me?
- How do I engage in self-care?
- What are my social identities and how do they impact my work and school life?
- How do they impact how others see me?
- What am I leaving out and how does compartmentalizing myself increase my personal and invisible labor?

### Showing up for others

Radical Inclusion also asks us to think intentionally about how we show up for other people and how we create space for other whole selves who may have social identities different from our own.

Answer the following questions to begin sorting through how you create space for other people to coexist in ways that spark freedom and positive social change.

- Am I inviting diverse others to bring their whole selves to the table?
- Am I engaging them in ways that support their whole selves?
- Do I understand their social identities and how they impact their work?
- Do I understand my biases towards their social identities and how that impacts how I see their work?
- Am I including them throughout the entire process, from idea, to implementation, to assessment?

### Showing up online

We are bombarded with millions of digital messages and digital encounters everyday. As a youth activist, you are likely apart of many social media outlets and constantly in community with other people. How we show up in the digital world not only impacts how people perceive us, but also our mental and emotional health and well-being. Things to keep in mind as we interact with digital content and encounters include:

- Practice self care by taking frequent digital breaks and choosing to engage in digital encounters and content that help you grow into the person you want to become versus making you feel small, under-valued, afraid, or dismissed.
- Check your language
  - ✓ Think about intersections of power within the context
  - ✓ Think about medium
  - ✓ Think about reach beyond your immediate circle
  - ✓ Think about permanency
  - ✓ Think about your future
- Think before you type! Everything in the digital world is permanent and impacts your life and future. Ask yourself about the content you are sharing and consuming. Do you want it to be connected to your forever record? If not, think twice before you post, comment, or respond.
- Own your Intent & Impact in an era of call out culture. What we intend to do doesn't always happen. Instead of focusing on your intentions, focus on how your communication practices might potentially impact other people.
- Recognize key strategies of division and determine engagement with respect to cyber bullies and trolls. Avoid cyber bullies and trolls by recognizing and avoiding the bait.

It is crucial that we are attentive to our online identity management as our offline identity, how we create space for self-care, and how we show up as our whole selves invested in building tables with community so that we are radically inclusive and critically engaged in our communities from idea, to implementation, to assessment. This is the work of the future, thus, it is the work of the youth.

# FACING THE FUTURE

By Tyrianna Ross (17) and Lincoln Harrison (18),

Youth Leaders at Jane Addams Hull House/Free Street Theater

*“The power of youth is the commonwealth for the entire world. The faces of young people are the faces of our past, our present and our future. No segment in the society can match with the power, idealism, enthusiasm and courage of the young people.”*

– Kailash Satyarthi, Nobel Prize Winner

We are both ordinary teens. We are both from Chicago and we both happen to share the same program and interests. We didn't start by sacrificing our weekends to protest education inequality or boycotting work or sitting for hours near city hall demanding equal rights and justice for all. Instead, we started in a theatre company, Free Street Theater.

As one of the first racially-integrated theater companies in Chicago, Free Street has a long history of addressing pressing social issues from diverse points of view since 1969. On our first visit to Free Street, we didn't know what to expect. We came in with our own ideas and experiences, excitement and nerves. On that first day, we hoped for a place on the stage and a place to fit in. We spent the ride on the elevator to Free Street's 3rd floor studio preparing for the unknown. There'd been talk of activism during the audition, but we'd never done anything like the non-violent civil disobedience of the 1960s or explored civic engagement before. Social justice was daunting territory, and neither of us knew what to do. How far could we take this? We lacked the groundwork and basic skills of our seniors, the experience and the techniques. Not to mention, neither of us really felt like we had a sense of our own identities or how we felt about certain issues within our communities. We thought that our various roles as students, siblings, and artists were important, but it was hard to fit them together. Each role seemed different and distinct, and without a place to explore the interconnections of these roles at home, we shied away from opportunities of self-discovery. Being at Free Street helped us to learn to explore our true selves. One of our first plays, *Checkmate*, was created entirely through our cast's experiences. It grew from the frustration of wanting to make change without having the right to vote, and seeing policies get put into place without being able to do anything about it. We researched, compared approaches, and learned skills that helped us bring these ideas across clearly. We interviewed leaders in the community, got notes from our director, and challenged what we'd been told to believe, all while working with people our age. The show gave us a chance to examine what we really thought, and to share our beliefs with an audience. Without this sort of environment at Free Street, our onset into activism would've been much more difficult. Identity plays an important part in growing as a community and acknowledging the diversity of the people within your community. There, identity and art were intertwined.

Today, our generation is seeking out these kinds of spaces and learning to express themselves through truths. We are learning to be true to who we are, where we come from, and what we believe with an understanding of the endless opportunities and awareness of the potential barriers around us. Our identities are what break down the walls of socially constructed norms and build stronger and supportive communities, and our peers are taking the initiative to find them. This understanding becomes important in the development of leadership. At the *From Brown v. Board to Ferguson* Youth Summit in Memphis, we used the skills we'd learned at Free Street to prepare for our own projects and gained new skills. Research grew into asset mapping, public speaking into facilitation. By coming in with a foundation to build off of, we

were able to use these lessons effectively and bring them smoothly into our roles as activists. Today's youth need opportunities like this summit and the *Brown v. Board to Ferguson* program to strengthen their skills. They are willing to accept change and are prepared to learn. They know there's still a lot of work to be done, but our generation will continue to explore who they are, to be involved, and to live out Free Street's legacy of inclusion and bringing awareness to social issues.



Jane Addams Hull-House Museum



Dialogue at Missouri History Museum.

# SEEKING EDUCATIONAL EQUALITY: AN INTERGENERATIONAL DIALOGUE

## Site Background

### The University of Texas at El Paso (UTEP) Borderlands Public History Lab (El Paso, TX)

The University of Texas at El Paso (UTEP) Borderlands Public History Lab was established in January of 2016, aims to preserve and promote the histories of borderland peoples, communities, and culture along the border. Additionally, the BPHL works with university students to develop their skills in research, public presentation, and collaborative work. The University of Texas at El Paso is dedicated to the advancement of the El Paso region through education, creative and artistic production, and the generation, interpretation, application and commercialization of key discoveries, and the dissemination of knowledge. UTEP embraces its role as an intellectual, cultural and socioeconomic asset to the region, offering programs to meet human resource needs and contribute to the quality of life. One of UTEP's goals involves Public Service: To work in partnership with public and private agencies, institutions, and organizations, including business and industry, to improve the quality of life in our region and world by providing appropriate University expertise and leadership. Working with the International Coalition of Sites of Conscience and La Mujer Obrera moves this goal forward. UTEP is located right on the US-Mexico border and our sister city, Ciudad Juárez is visible from campus. Over 80% of the 23,000 student-body are Latino and another 4% are from Mexico. The Department of History that houses the BPHL is renowned for its focus on borderlands history.

## Community Partner Background

### La Mujer Obrera (El Paso, TX)

La Mujer Obrera is a local independent organization dedicated to creating communities defined by women. Our organization was founded in 1981 by women who were both garment workers and Chicana activists. Our experience showed us that as women we must implement our own ideas and strategies for our community. La Mujer Obrera has developed its organizing strategies based on the following basic human rights: employment, housing, education, nutrition, health, peace, and political liberty. Over the years, La Mujer Obrera has been one of the leaders in the struggle against an "undeclared war" on marginalized women workers of Mexican heritage. LMO is located in Barrio Chamizal, one of the historic Mexican American neighborhoods on El Paso Southside.

The mission of LMO is to develop and use our creative capacity to express the dignity and diversity of our Mexican heritage, from indigenous Mesoamerican roots to contemporary expressions, and to develop and celebrate our community through economic development, community building, community health and civic engagement.

Both the BPHL and LMO are uniquely poised to develop and facilitate this dialogue program. The director of the BPHL, Dr. Yolanda Chávez Leyva, has conducted research on the history of Mexican American children in El Paso for over two decades, with a focus on education. She brings this research to the project. LMO contributes years of experience working with Southside communities around issues of equity and education.

## Primary Audience:

Community elders, parents, and youth

## Goals

- Intergenerational participants will be brought together to share knowledge at the dialogue.
- Youth and elder participants will engage in dialogue and discuss the current state of the public schools in South El Paso.
- Participants will be encouraged to become or stay involved in social justice actions in the forms of protests with La Mujer Obrera and Familias Unidas at tentative dates.
- Youth participants will join Familias Unidas and LMO at the Health Fair held at Café Mayapan on March 24, 2018 to raise awareness about environmental racism in the Southside schools of El Paso and provide information for the future intergenerational dialogue to the community.
- Participants can explore ways that the community can be more conscious about incorporating the ideas and experiences of youth in local activism and the positive contributions they make through their social justice involvement.

## Dialogue Model and Mechanics

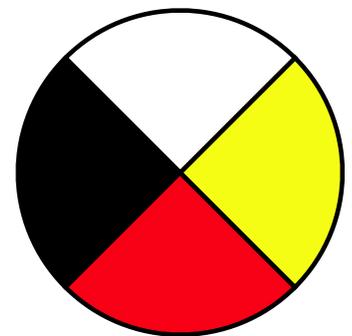
Our dialogue project is part of the International Coalition of Sites of Conscience national project, *From Brown v. Board to Ferguson: Fostering Dialogue on Education, Incarceration and Civil Rights*. Dialogues about education inequity and school-to-prison pipeline are taking place at museums and historic sites across the United States.

The UTEP Borderlands Public History Lab and La Mujer Obrera decided to focus our project (fall of 2016) on the schools of south El Paso. Our goal is to facilitate an intergenerational community dialogue about the experiences and memories of those who attended and attend school in south El Paso. Together we developed an alternative to the “arch of dialogue,” to base our community dialogue within our cultural heritage.

Our dialogue model is based on the traditional indigenous model of the seven directions, used throughout the Americas. Using this model we hope to create a space where everyone feels free to participate and comfortable sharing their perspective.

This wheel represents the directions. Our dialogue follows the natural movement of the earth direction counter-clockwise, following the earth’s axis around and revolution the sun. In Indigenous Mexican practice and ceremony it is tradition to begin in the east (yellow), so our dialogue follows this tradition.

The series of programs began in July 2016 and the final dialogue took place on May 30, 2018. This program was the last in a series of dialogues and was led by youth participants who ranged from elementary school students to high school students (10-18 years old).



### **Date and Duration**

1 hour; 23 participants

### **Materials**

A manta, or banner, was worked on in two previous sessions with the youth—before the final dialogue. We decided to paint a manta as a means of conveying the youth’s experiences to their parents, elders, and other community members. We needed cloth, brushes, paints, and painting trays.

### **Terms**

- Southside in the El Paso community represents an area of town that is populated by a large working class community. It is also a predominantly ethnic Mexican area of town.
- Manta, refers to a large banner used during actions or protests to convey a message to viewers.

### **External or Community Influence**

- Many of the youth participants had previously participated in a variety of actions that addressed the inequities they faced in their schools. The community has been battling the school district over the unfair treatment of the students from the barrio for many years, so they were sympathetic and concerned with the experiences that the youth were sharing.

### **Shared Content**

- During the dialogue, the youth focused on sharing two areas of content with the attendees. One of these was the El Paso School District’s efforts to place the districts school bus hub directly adjacent to Bowie High School. Bowie HS has historically been known one of the poorer high schools in the district and is located in the heart of the Southside barrio. Their student population is predominantly Mexican American and Mexica immigrant.
- The second area of content that the youth shared was the ongoing struggle between Beall Elementary School parents and students and EPISD. For over two years, the school district has been attempting to shut down Beall Elementary, which like Bowie, is located in the Southside barrio and one of the poorer schools in the district. When it was founded, Beall was intended to be a Mexican school, serving the purpose of keeping poor Mexican students from the barrio from mixing with white students in more affluent areas of the city. Douglass Elementary, located in the barrio as well, was the segregated school for African American students. While Douglass is not under the threat of closing, the conditions and funding of the school pale in comparison to schools in other areas of the city.

## **Dialogue Format**

### **THE EAST (YELLOW) (20 minutes)**

1. Our dialogue model is based on the traditional indigenous model of the seven directions, used throughout the Americas. Using this model we hope to create a space where everyone feels free to participate and feels comfortable sharing their perspective.
2. The movement of the dialogue follows four of the seven directions, East, North, West, and South. Our dialogue follows the natural movement of the earth direction counter-clockwise, following the earth’s axis around and revolution the sun.

3. The East represents beginnings. In this part of the dialogue we will introduce ourselves and the guidelines for the dialogue.
  - a. Invites group to introduce themselves by name and school they attended.
4. Rules of dialogue
  - a. Be respectful to all participants
  - b. Listen when others are speaking
  - c. Share the available time with others who wish to comment
  - d. There is a survey at the end of the dialogue that we hope you will participate in.

### THE NORTH (WHITE) (35 minutes)

1. The North represents ancestral knowledge. In this direction the dialogue moves on to the historical content of contemporary educational struggles in our community.
2. This portion is presented by the youth to the audience, providing the space for them to describe their experiences in their schools and their ongoing involvement in the struggle.
3. Three youth participants give presentation on the shared content of the Bowie bus hub.
4. Two youth participants give presentation on shutting down Beall and Douglass.
5. Youth participants then explain their paintings on the manta.

### THE WEST (BLACK) (25 minutes)

1. The West represents warriors, especially women. In this direction the dialogue will look at how we have learned from one another in our struggles, inside and outside of our community. In this part of the dialogue, everyone is welcome to share their experiences.
2. First, facilitators ask questions for the Elders and Parents of the group:
  - a. What have you learned about the issues in schools from the youth?
3. After a brief discussion, the facilitators asks a question for the youth of the group:
  - a. What have you learned about the lucha, or struggle, in schools from your parents and elders?
4. After a brief discussion the facilitator asks the entire group:
  - a. How have we struggled together to fight for equality in public schools?

### THE SOUTH (RED) (20 minutes)

1. Facilitator explains the significance of The South direction to the group. The South represents youth, creativity, and survival. In this direction we seek to determine how we move forward in this struggle.

2. Facilitator asks the youth and elders:
  - a. How do we make sure that we incorporate the voice of the youth more into our struggles?

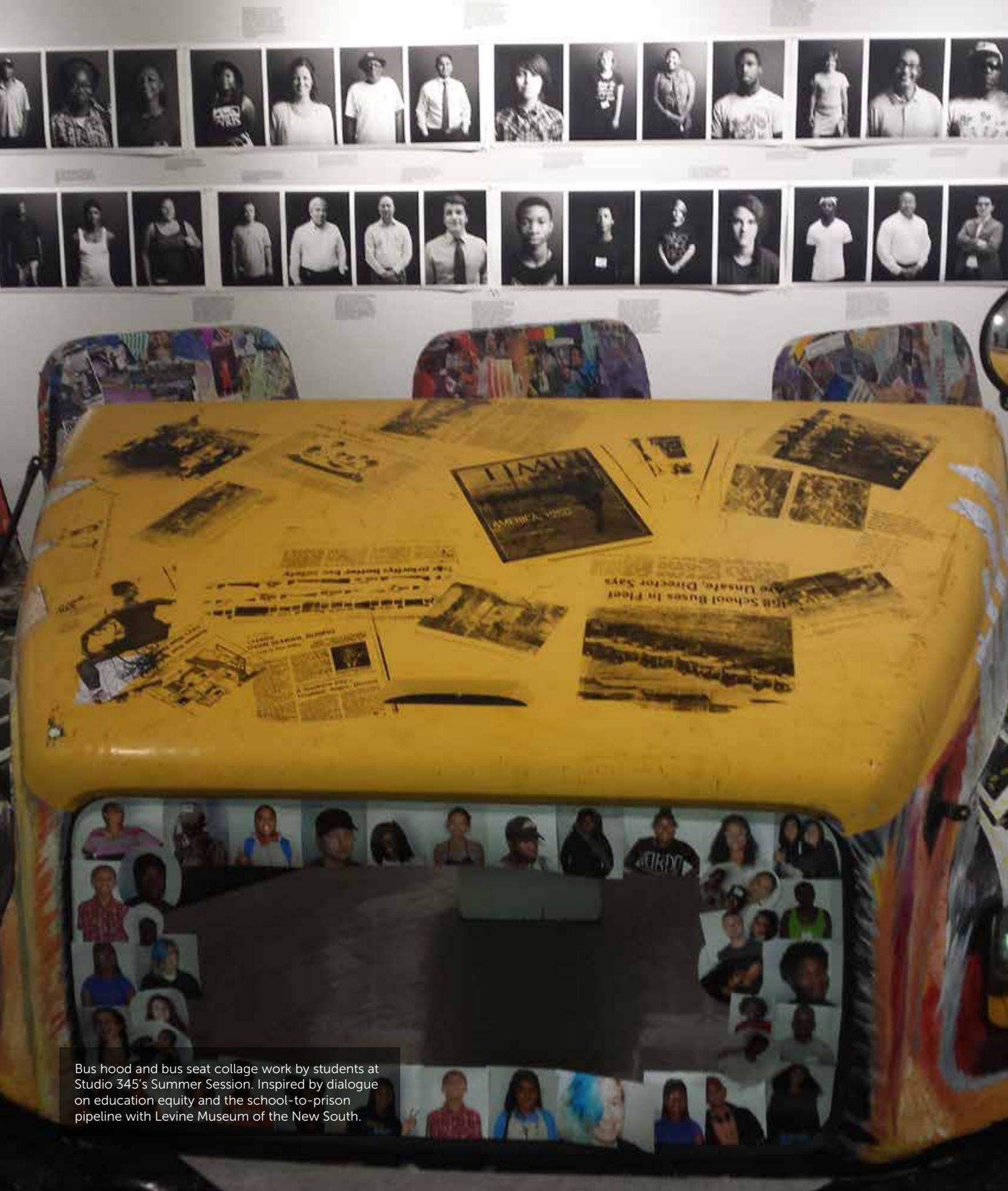
### CLOSING (10 minutes)

1. At the end of the discussion facilitators thank the group for their participation and hand out surveys and pens to the participants.

## LESSONS LEARNED

The dialogue model utilized for the youth-led intergenerational dialogue with the elders who were former El Paso students and the youth who were current students in El Paso public schools was well organized and gave the participants the opportunity to be engaged in a dialogue model that had cultural significance to their community and its heritage. Because the dialogue was led by the youth, a more comfortable atmosphere was established. Additionally, their energy and passion to discuss the inadequacies in their schools promoted a sense of hope for the future. From this, we learned that it is imperative to provide space for the youth to have their opinions and perspectives heard. We learned that there is much value in their experiences that can contribute to the ongoing struggle for equal education in the barrio.

Our youth participants, organized by Katherine Villegas, felt that they learned how to take lead and take part in dialogues with different ages. Katherine summarized the views of the youth for us, explaining to us how they learned about the history of the schools within their barrio and how it still faces challenges today that are part of a larger history of struggle for better education. The participants of the youth-led dialogue suggested providing fruit or snacks during all meetings. In addition, the participants decided they would like to have additional youth-led dialogues.



Bus hood and bus seat collage work by students at Studio 345's Summer Session. Inspired by dialogue on education equity and the school-to-prison pipeline with Levine Museum of the New South.

# UNFILTERED

## Site Background

### **Birmingham Civil Rights Institute (Birmingham, AL)**

The Birmingham Civil Rights Institute is a cultural and educational research center that promotes a comprehensive understanding and appreciation for the significance of civil rights developments in Birmingham with an increasing emphasis on the international struggle for universal human rights. Its mission is: "To enlighten each generation about civil and human rights by exploring our common past and working together in the present to build a better future."

Since opening its doors in 1992, BCRI encourages visitors to examine basic issues of morality, law, justice and responsible citizenship. It also teaches communities that silence and indifference to the suffering of others can only perpetuate social problems and divisions.

## Community Partner

### **City of Birmingham Mayor's Office Division of Youth Services (Birmingham, AL)**

Birmingham is one of the few municipalities in the country with a division or department that specifically addresses issues impacting its youth population. The Mayor's Office Division of Youth Services (DYS) strives to ensure that youth in the City of Birmingham are provided with quality, efficient and effective programs and services in eight key areas: Athletics & Recreation, Cultural Arts, Education, Faith-Based Initiatives, Family Services, Health & Wellness, Mentoring and Workforce Development.

DYS uses a comprehensive, four-pronged approach to serving youth:

- PRONG I: DYS Disseminates Youth-Related Information
- PRONG II: DYS Advocates Youth Inclusion & Participation
- PRONG III: DYS Maintains a Network Collaborative Partners
- PRONG IV: DYS Assists with Monitoring City-Funded Youth Initiatives

Birmingham and its Division of Youth Services have achieved national recognition, being honored multiple times as winners of both *Playful City USA* and the *America's Promise Alliance's 100 Best Communities for Young People*.

## Primary Audience

High school children (14-18yrs old)

## Goals

The goal of Unfiltered is to create a safe space on school campuses where young people can come together to discuss topics that would otherwise be difficult to discuss on school campuses, for example discussions about race and racism.

## Dialogue Model and Mechanics

The *Unfiltered* sessions were a series of student led discussion where anything and everything could be discussed regarding race, education equity and incarceration. The goal of these dialogue sessions was to inspire the youth participants to become discussion leaders who would ultimately go back to their respective schools and start *Unfiltered* chapters at their schools. The main topic for the foundational session in *Unfiltered*, which this model describes, was race and racism.

The discussions take place in what are called safe spaces. Safe spaces are places where young people can speak their minds and not fear of retaliation or discipline by adults. This program was completely student led. The Youth leaders came up with the questions, the topics, and facilitated the discussion. They also decided what was important for the group to know, see and experience.

**SERIES OR ONE TIME PROGRAM:** This program was a series that consisted of 4 sessions.

**DURATION:** 2 hours

**MATERIALS:** Markers , Large Paper

### TERMS:

- **Safe Space** - Safe spaces are places where young people can speak their minds and not fear of retaliation or discipline by adults.
- **Reverse Racism** - The term is defined as the celebration of African American culture to the exclusion of White culture or people. Or things like affirmative action exclude Caucasian students.

## Shared Content

- Birmingham Civil Rights Institute Permanent Galleries
- *Welcome to Unfiltered* PowerPoint Presentation by Gabrielle Johnson and Courtney Davis which includes 2 videos:
  - Racism Is Real Video by Brave New Films ([https://www.youtube.com/watch?v=kU3Jgq\\_SCBo](https://www.youtube.com/watch?v=kU3Jgq_SCBo) )
  - Reverse Racism' Is A Giant Lie – Here's Why Video ([https://www.youtube.com/watch?time\\_continue=14&v=-w0LFYhedo0](https://www.youtube.com/watch?time_continue=14&v=-w0LFYhedo0)),
- Educator Approval Letter
- *Defining Race* by Gabrielle Johnson

## Dialogue Format

### INTRODUCTION

1. Introduce founding/executive members of each chapter
2. Explain the significance of having dialogues regarding race in our society

### SOCIAL CONTRACT

Facilitator should initiate discussion about establishing a social contract. A social contract is typically a set of rules established at the beginning of each dialogue to allow for a safe space. Feel free to edit or amend to the contract to better fit your group.

1. Bring your full self means do not be apologetic for the person you are, just be honest
2. This is not a time to condemn someone else's views
3. When making statements use "I" statements as you cannot speak for an entire group of people
4. There is no talking over each other or just coming up with rebuttals, instead truly listen

### HELLO!

Allow everyone else to introduce themselves and state either why they decided to come to the dialogue or when they first realized racism still existed

### VIDEOS

Facilitators begin by playing the Welcome to Unfiltered PowerPoint presentation

After playing the videos in the powerpoint allow everyone to discuss whether they support the themes of the videos or not.

- Racism Is Real Video by Brave New Films ([https://www.youtube.com/watch?v=kU3Jgq\\_SCBo](https://www.youtube.com/watch?v=kU3Jgq_SCBo)) and
- Reverse Racism' Is A Giant Lie – Here's Why Video ([https://www.youtube.com/watch?time\\_continue=14&v=-w0LFYhedo0](https://www.youtube.com/watch?time_continue=14&v=-w0LFYhedo0))

### REVERSE RACISM

Facilitator should introduce and define the term reverse racism and begin a discussion on the topic.

### CONCLUSION

Facilitator should end the discussion by asking each participant to provide final thoughts on the program. *During the conclusion of the program, Courtney and Gabriel discussed the goal of establishing Unfiltered chapters at the schools of the original participants in order to provide spaces for youth to discuss solutions to issue concerning race in the country.*

## LESSONS LEARNED

### GABRIELLE JOHNSON

When developing a program specifically involving Civil Rights one should first know that just because you are young does not mean that you cannot handle. However, it does not mean that this will be an easy task for any age. In today's society the idea of discussing race makes many people uncomfortable. This does not mean that you should avoid the uncomfortable by any means. Instead you must go into the uncomfortable places and let everyone feel that they are there together. Make sure that everyone knows that they are at the same level. As a moderator it is not your responsibility to come in with all the knowledge or to be the only one speaking. Instead get everyone involved and to make yourself more approachable sit at the table with your group; let them get to know you. And no matter the attendance in what you do know that you did your best. It is impossible to reach everyone, but reach who you can.

### COURTNEY DAVIS

Going through the process of becoming a dialogue facilitator was truly one of the greatest tests I have been through. Although being a facilitator can be a lot of fun, it can also be quite difficult because it is up to you to keep the conversation moving along and keeping the climate controlled. I would not say that I would not do it again because I definitely would in a heartbeat but next time I will be sure to have more people around me to vibe off of in terms of remaining grounded throughout the dialogue formations and productions. It was kind of difficult to stay focused due to other things that I had going on but having the multitude of resources provided by the Conference helped me and my team tremendously in staying on track with the dialogues' creations and being put in motion. I learned that keeping a log of everything is super important and especially taking notes during the dialogues as it helps in the evaluation of the surveys and also for lines of discussion in upcoming dialogue sessions. I do believe our schedule set up was well thought out and made it easy for people to attend but I do believe next time we need to have better publicizing. We wanted to have a more diverse group of people present but unfortunately, I myself lacked the network for that, which left my partners to handle group diversity on their own which is something that I regret. However, because of my team's great efforts, I was able to build my network for future dialogues and relations in general. Overall, the entire facilitating dialogue process was one that was quite interesting and eye opening as I was able to learn to better understand others' viewpoints.



Jane Addams Hull-House Museum



The "Little Rock Nine" are escorted inside Little Rock Central High School in 1957 by troops of the 101st Airborne Division of the United States Army.

Photo credit: By US Army -US Army, Public Domain,  
<https://commons.wikimedia.org/w/index.php?curid=2805207>

# MAKING A KILLING: GUNS, GREED, AND THE NRA

## Site Background

### Brown v. Board of Education National Historic Site (Topeka, KS)

The Brown v. Board of Education National Historic Site is a unit of the National Park Service located in Topeka, Kansas. The National Park Service is a federal agency responsible for protecting, preserving and informing the public about the United States' most precious treasures. On October 26, 1992 Brown v. Board of Education National Historic Site was established by Public Law 102-525 and opened as a National Historic Site in 2004.

The US Supreme Court decision in *Brown v. Board of Education* (1954) is one of the most pivotal opinions ever rendered by that body. The landmark decision highlights the US Supreme Court's role in affecting changes in national and social policy. The program at the Brown v. Board of Education National Historic Site directly and indirectly discusses the ramifications of public school integration in Topeka, KS and the complexities associated with it.

## Community Partner

### Topeka Public School District (Topeka, KS)

Topeka Public School District is a hub of inner city schools in Topeka, the capital of the state. Its enrollment currently totals 14,084 students and has been on a steady incline since 2001. The school district holds accreditation through the Kansas State High School Activities Association and is recognized as a certified public school district.

Having been directly impacted by the Brown v. Board of Education Supreme Court decision, the school district offers profound insight into the history of school integration, particularly as many of the schools that adhered to mandatory school integration are static functioning schools in Topeka today.

## Primary Audience

The program targeted youth age 14 years old and older.

## Goals

- A youth audience will gain knowledge about education effects of gun violence and what can be done to resolve the profit-driven crisis.
- A youth audience will be inspired to address the challenges around gun violence today
- A youth audience will act on at least one actionable solution identified at the event
- A youth audience will have a positive impression of their role in bring an end to gun violence

## Dialogue Model and Mechanics

### SERIES OR ONE TIME PROGRAM:

Standalone program

### DURATION:

40 minutes – 2 ½ hours

### MATERIALS:

Post-It notes (both oversized and regular sized), markers, bottled water, fans, pencils, clipboards, candy, projector, DVD player, *Making a Killing: Guns, Greed, and the NRA*

## Shared Content

*Making a Killing: Guns, Greed, and the NRA*

This documentary tells the stories of how guns, and the billions of dollars made off from them, affect the lives of everyday Americans. It features personal stories from people across the country that have been affected by gun violence, including survivors and victims' families and exposes how the powerful gun companies and the NRA are resisting responsible legislation for the sake of profit -- and thereby putting people in danger. *Please note that due to the disturbing content this documentary is inappropriate for children under 14 years old. If the participants in the program are younger than 14 years old, facilitators should review the video and pull statistics and summarize key concepts from the video to share with the participants before the dialogue or before each phase of the dialogue in order to provide a discussion.*

## Dialogue Format

Before the dialogue begins, facilitator places four large Post-It notes on the wall around the room with the following questions:

- Should teachers be allowed to carry guns? ( yes / no )
- If you needed to get a gun in your community would you know where to get one? ( yes / no)
- Do guns make your community safer ( yes / no)
- I have personally been affected by gun violence ( yes / no )

### INTRODUCTION AND OVERVIEW OF GUIDELINES

Facilitator introduces themselves to the group and explains the purpose of the program.

Facilitator initiates a conversation about guidelines to the group. Suggested guidelines included:

- One mic (only one person can speak at a time)
- Passion / Emotion is welcome
- Share what matters to you
- Listen first

**(3-5 minutes)**

Allow participants to put blank post-it notes under the column under “No” or “Yes” under each Post-It

**(7-12 minutes)**

Facilitator should go to each post-it note and begin a dialogue with the participants around each.

Throughout the dialogue introduce statistics from noted in the documentary and other researched sources were given to audience member. There were also sub-questions address from the post-it for example,

- “If teachers should not be allowed to carry guns than who in the school should be able to?”
- “How did you come to find out that you could get a gun from the person/entity in your community?”
- “Who or what can ensure that your community is safe if guns are not the answer?”

**CONCLUSION**

Facilitators should encourage participants to complete evaluation surveys of the program.

## LESSONS LEARNED

### AUDIENCE MATTERS

The foundation of the program and dialogue centered on the documentary *Making a Killing: Guns, Greed, and the NRA*. This made it easier to provide information, data, and the impact of gun violence in an engaging and illustrative way. The only challenge, of which we thought we planned for, is that the impact of gun violence carries with it the implicit nature of disturbing content. While the preparation we did was focused on the dialogue itself and the emotions that would be evoked by the documentary, there was oversight of the possibility that the video would be altogether inappropriate for a younger audience. We found that the responsive audience was families which meant that we met both the audience we were aiming for as well as a fringe audience we did not expect. Rather than show the video we summarized the content at various intervals of the dialogue and carried out an exercise-rich facilitated dialogue that met the diversity of the audience and the initial objective of our program.



Visitors at Eastern State Penitentiary Site.

Photo credit: Jeff Fusco

# NORTH STAR LEADERS SOCIAL ACTIVISM WORKSHOP

## Site Background

### Eastern State Penitentiary Historic Site (Philadelphia, PA)

When Eastern State opened more than 180 years ago, it changed the world. The first prison of its kind – a penitentiary – it was designed to inspire true regret in the hearts of its inhabitants. The building itself was an architectural wonder; it had running water and central heat before the White House, and attracted visitors from around the globe.

Although the prison now stands in ruin, its story remains relevant today. When Eastern State Penitentiary opened as a historic site in 1994, it attracted just over 10,000 visitors. In 2017, it was visited by more than 270,000. The site's staff and programming continue to grow by inviting the public into new spaces, mounting original artist installations, and engaging visitors in conversations about the history and legacy of the building.

In 2012, Eastern State Penitentiary began incorporating issues of contemporary corrections into the visitor experience by creating new programming that connects the past with the present. In 2014, the museum installed a 16-ft. metal bar graph that displays statistics showing the rise of incarceration in the United States during the twentieth and twenty-first centuries, how the United States' incarcerated population compares to other countries, and the racial disparity between the population of white prisoners versus the disproportionate number of people of color incarcerated in America over time. To analyze these statistics further, Eastern State Penitentiary opened a new exhibit, *Prisons Today: Questions in the Age of Mass Incarceration*, in 2016. The first major museum exhibit to tackle this subject matter, *Prisons Today* challenges visitors to reexamine their notions about the role and effectiveness of prisons in America.

## Community Partner

### Art Sanctuary (Philadelphia, PA)

Art Sanctuary believes that art connects people, that the inner city is valuable, and is committed to preserving black art. Art Sanctuary uses the power of black art to transform individuals, foster cultural understanding, and create and build communities within and outside the inner city.

Since its founding in 1998, Art Sanctuary has worked with marginalized youth and their families, providing world-class artistic experiences and drawing inspiration from communities that are often overlooked or neglected by most of society. Over the years, Art Sanctuary has held music and writing programs in prisons, community centers and schools. Its annual Celebration of Black Arts Festival brings free workshops, performances, presentations, author talks and an outdoor festival to thousands of Philadelphians who would not be able to afford the events otherwise. The arts education program focuses on using the arts to partner with schools and community sites to enhance the academic and curricula delivery by training artists to teach the civil rights movement through the arts while embedded in English, social studies, and history classes.

## Primary Audience

Youth of Philadelphia

## Goals

- Youth of Philadelphia will come together for an afternoon of dialogue and networking;
- Youth of Philadelphia will gain knowledge or broaden their knowledge about the issues impacting their communities, i.e. stereotyping, mass incarceration, and the criminalization and over criminalization of youth of color;
- Youth of Philadelphia will become more informed in how they can participate in social justice activism;
- Youth of Philadelphia will create art in response to the issues of stereotyping, mass incarceration, and the criminalization of youth of color to be shown at the second workshop with Eastern State Penitentiary Historic Site visitors.

## Dialogue Model and Mechanics

The purpose of the dialogue program is for veteran North Star participants to practice the dialogue facilitation skills learned at the Sites of Conscience Youth Summit by facilitating a youth workshop with other youth from the Philadelphia area. This workshop will focus on creating space for an informed discussion on stereotypes, mass incarceration, and the school-to-prison pipeline with a specific emphasis on stereotypes which lead to mass incarceration and over-criminalization of youth, primarily young people of color.

This workshop was planned and led by the veteran North Stars participants, hereon known as North Star facilitators. Although the North Star facilitators felt the terms such as mass incarceration and the school-to-prison pipeline are a phenomenon their peers would understand based on instinct and lived experience, the North Star facilitators decided it was still important to define those terms with both academic and colloquial definitions and examples.

**LOCATION:** Eastern State Penitentiary Historic Site

**DATE AND DURATION:** May 19, 2018, 11:00am-4:00pm

**SERIES OR ONE TIME PROGRAM:** This particular day-long workshop was part of a two workshop series in the overall North Star program.

**MATERIALS:** Index cards, pencils, pens, computer with internet access and HDMI hookup, paint, markers, poster board, glue, scissors, various craft supplies (i.e. feathers, googly eyes, pom-poms)

**TERMS:** These definitions were loosely based on information from *The Sentencing Project* and *Eastern State Penitentiary Historic Site's Prisons Today: Questions in the Age of Mass Incarceration* exhibit.

- **Mass Incarceration:** The incarceration of 2.2 million people in the United States of America, an unprecedented increase of nearly 600% since the closing of Eastern State Penitentiary. The United States of America incarcerates more citizens than any other country in the world; the U.S. has 4% of the world's population, but 25% of the world's incarcerated population.

- **School-to-Prison Pipeline:** Due to increasingly harsh school zero tolerance policies, more minors and young adults are being suspended, expelled, and eventually arrested. The behaviors targeted in the zero tolerance policies range from fighting on school grounds to being disrespectful in class.

## Shared Content

- Adichie, Chimamanda Ngozi. "Danger of a Single Story." Filmed July 2009. TED Video, 18:43. [https://www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story](https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story)
- Coogler, Ryan. *Black Panther*. Film. Directed by Ryan Coogler. 2018. Burbank: Marvel Studios, LLC, 2018. DVD.

## Dialogue Format

### INTRODUCTION AND GROUP AGREEMENTS (5 minutes)

Program coordinator introduces youth facilitators, reviews the workshop agenda, and helps set group agreements with the youth facilitators and participants. The participants are asked to develop and confirm their own agreements, using: give and receive respect, openness, right to pass and allow another to speak, challenge the idea not the person, and using "I" statements. *Program coordinator formally hands over facilitation of the program to the North Star facilitators.*

### ICEBREAKER AND CHECKING THE PULSE (10 minutes)

*North Star facilitators give the youth participants index cards and pens.* To begin the session, North Stars facilitators ask the youth to introduce themselves and state one thing they did before coming to the workshop. After all participants - including the North Star facilitators - answer, North Star Facilitators follow up with the question: "What is a stereotype?" Youth participants are asked to write their responses on their index cards. The North Stars facilitators encourage the youth to think as big or as personal as the youth felt comfortable with sharing. The youth participants were told to hold on to their index cards as they would be needed in a guided cool down activity.

### SHARED CONTENT: GUEST SPEAKER, RUSSEL (30 minutes)

North Star Facilitators Introduce guest speaker, Russell Craig. *Russell Craig, a local Philadelphia contemporary artist and former tour guide of Eastern State Penitentiary Historic Site, spoke about his lived experience dealing with and overcoming stereotypes that people have assigned him throughout his life, particularly discussing his label of being both formerly incarcerated and a person of color.*

### GUIDED COOL DOWN (10 minutes)

Facilitators allow time for youth participants to ask questions and comments for reflection. To help facilitate the break for reflection you may share the prompt, "Take a snapshot of your thoughts. What are you feeling right now?" Facilitators collect the youth responses written anonymously on the same index cards as checking the pulse activity to later be discussed at the end of the workshop.

### STEREOTYPES AND SINGLE STORIES (60 minutes)

In order to present the nuance and complexities of stereotypes, share Chimamanda Ngozi Adichie's "Danger of a Single Story" TED Talk (20 minutes). Following the video, facilitators take turns asking open ended questions that create an open-floor dialogue on the power of single stories, stereotypes, and personal known and unknown bias.

### Questions:

- Have you heard other “single stories?”
- Why do people believe in single stories?
- What is the relationship between single stories and stereotypes? Are they similar?
- Are all single stories bad? Or are they just incomplete?

### “HOW DO WE LEARN SINGLE STORIES?” (10 minutes)

Facilitators ask youth to reflect on their own experiences and ask participants to think of single stories or stereotypes they believe or once believed to be true and how they learned about them. *The mainstream media and popular culture was the main focus.*

### STEREOTYPES CREATING REALITY (30 minutes)

*This discussion brought to the forefront the difficult topics of the school-to-prison pipeline, how stereotypes can turn a young person into a criminal, and mass incarceration.* North Stars facilitators show an image of Kalief Browder and share his story. Facilitators then start a dialogue with the following questions:

### Questions:

- How can stereotypes negatively impact a person’s life?
- Do stereotypes play a part in who goes to prison and for what?

*Be aware that this conversation can cause high emotions. To check in on the emotional temperature of the participants, facilitators may wish to initiate Carpet of Ideas if necessary to gage the room*

### INTERRUPTING STEREOTYPES AND CHANGING THE NARRATIVE (45 minutes)

The North Star facilitators wanted to stress that all people can have control of their stories and narratives, but just have to be brave enough to take the opportunity to define themselves. North Star facilitators show the trailer for Ryan Coogler and Marvel Studios’ Black Panther as an example of reclaiming a narrative and flipping a stereotype. Facilitators then lead a dialogue discussion on the trailer by asking the following questions:

### Questions:

- Did Black Panther make you feel heavy emotions?
- Why do you think Black Panther has resonated with so many?
- How do you think Black Panther has interrupted the stereotypes and negative narratives of young  
— People, especially youth of color, which we’ve discussed today?
- How can we interrupt stereotypes in our own lives?

### “WE CONTROL OUR STORIES” ACTIVITY (60 minutes)

*Just like Black Panther served as an example of youth of color rewriting negative and harmful stereotypes, the North Star facilitators wanted the youth participants to create artwork that served the same purpose.* North Star Facilitators asked the youth to create a form of art – spoken word, painting, photography - based on one of the following themes:

- Responded to a stereotype the youth had heard in reference to their identity;
- Show others that a stereotype does not define anyone and what a full picture story looks like.

North Star Facilitators explained that this artwork would then be shown at the second workshop with Eastern State Penitentiary Historic Site visitors.

After the activity, the North Star Facilitators brought out the **Guided Cool Down** response index cards and asked the youth participants to not only reflect on their previous answers, but to figure out where their emotions were at that moment. This was the informal conclusion of the workshop.

## LESSONS LEARNED

“For our project, Blessing, myself and other North Stars formed a day of dialogue on stereotypes. We spent the day discussing with others what a stereotype is, how it impacts us and even plays into the issue of mass incarceration. By the end of our project, through the use of artwork, we discovered meaningful ways we can ultimately change the narrative of a stereotype. From this project I learned that no form of activism is beneficial if you attempt to do it alone. I feel as if our program was successful because after all we learned in Memphis about how to be impactful leaders and create effective dialogue, we returned to Philadelphia and taught the other North Stars all we had learned. From there, we all formed this project based on our personal experiences and on our strengths and weaknesses as leaders.

Even though our collective activism truly worked well in our project, next time I would definitely try to find another way to effectively advertise our project to generate a broader audience. For anyone thinking to create a project similar to this, the best thing to do is to work with people that come from all different walks of life. That way, when having a dialogue about stereotypes, everyone is represented and the issues that derive from stereotypes can be addressed and eventually, with more conversations, solved.”

- **Kamryn Davis, Youth Leader**

“Working on this program with the other youth was a wonderful experience. Our goal was to educate people, particularly youth and museum patrons, about the destructive systems of mass incarceration and how we as members of society can work to dismantle them. In addition, another goal of ours was to facilitate friendly and productive dialogue about the power of stereotypes - both negatively and positively. I strongly believe we did that successfully. It helped that at Eastern State, there is a very popular exhibit called *Prisons Today* that works well in reaching people coming from a variety of backgrounds. We all sat in close proximity, introduced ourselves through ice-breakers, and had healthy discussions where everyone’s points of view were heard. I think the best part about our program is that we brought in a speaker, Russell Craig, a well-known artist and activist from our area who was formerly incarcerated earlier in his life. He shared with us his experiences from actually being in the system that we were there to discuss. He shared his story and told us how he uses those stories to create his unconventional art. Craig had a significant influence on the rest of the group because he is a living, positive example of “the danger of a single story.”

I cannot say that I learned any new facts necessarily, only because I, personally, have been digging into these things for a while and have also spent a lot of time at Eastern State Penitentiary. However, I can say that I was more empowered than ever to be a better activist after this program. I was inspired and empowered. Before, I thought so lowly of myself. But afterwards, I realized that there is so much beauty and strength in Black people. I started to believe it more and I am not the only one.

- **Blessing Osazuwa, Youth Leader**



Jane Addams Hull-House Museum

# CLAIMING EDUCATION THROUGH YOUTH-LED ACTIVE DIALOGUES: RACE, GENDER, VOICE, AND EQUITY

## Site Background

### Jane Addams Hull-House Museum (Chicago, IL)

Jane Addams Hull-House Museum (JAHHM) serves as a dynamic memorial to social reformer and Nobel Peace Prize recipient Jane Addams (1860-1935) and the social reformers and radicals whose work influenced the lives of their immigrant neighbors and impacted national and international public policy. In 1889, Jane Addams founded Hull-House with her colleague, Ellen Gates Starr, on the Near West side of Chicago to live alongside and work with local residents who were struggling with poverty, racism, gender oppression and unregulated labor. Jane Addams Hull-House Museum engages this legacy through innovative exhibitions, research, public programming and educational initiatives that link the history of Hull-House to contemporary social justice issues.

## Community Partner

### Free Street Theater (Chicago, IL)

Founded in 1969 by Patrick Henry, Free Street Theater is dedicated to creating performance by, for, and with a wide-range of participants. As one of the first racially-integrated theater companies in Chicago, Free Street has a long history of creating work that addresses pressing social issues from diverse points of view.

Today, Free Street's work includes:

- A Youth Conservatory, where youth ages 13-19 create original ensemble-based performances in two different locations
- A Multi-Generational Collective – for youth and adults to create together
- An Incubator Program – for artists developing new performances
- Free Workshops – to help bring theatre to everyone
- Community Residencies – to help groups and organizations use theatre to amplify their work

We believe that theatre matters. Theatre travels. Theatre responds and includes. Theatre builds community and activates action through dialogue.

## Primary Audience

Intergenerational: youth, families, adults, multiple genders, racial and ethnic backgrounds and abilities

## Goals

- Youth artists, activists and students in Chicago will be brought together to dialogue and network for two dialogues and beyond.
- Youth artists, activists and students in Chicago will gain knowledge about the issue of how spending affects education equity and how gender affects education equity.
- Youth artists, activists and students in Chicago will be inspired to make changes to local spending in education and the policing of students.
- Youth artists, activists and students in Chicago will ask more questions, talk to their parents and to their local representatives.
- Youth artists, activists and students in Chicago will have a positive impression of youth.

## Dialogue Model and Mechanics

### APPROACH:

In collaboration between Free Street and Jane Addams Hull-House Museum, a more Socratic dialogue was married with the Free Street Active Dialogue method. Free Street Theater utilizes “Active Dialogues,” which features activity after activity rooted in critical dialogue. Free Street uses theater games and activities to approach difficult conversations with joy, allowing for connection even in disagreement. Active Dialogues build community, allow space for each individual to participate, and move quickly through different questions to allow for participants to approach an issue from different places.

### SERIES OR ONE-TIME PROGRAM:

This program is one of two youth-led dialogues sponsored by JAHHM and FST which were part of a longer discussion series on education, race and equity hosted by the Museum. The series was prompted by JAHHM’s exhibition on school closures and educational inequity in Chicago: *Claiming Space: Creative Grounds and Freedom Summer School* (September 19, 2017–July 29, 2018). The larger discussion series began in September 2017 with the exhibition opening and public forum, entitled, “Who Fights For Our Schools?” and ended with the two youth-led dialogues on May 8 and May 30, 2018.

**DURATION:** Two hours

### MATERIALS:

Food, post-it notes, permanent markers, loose leaf paper, pencils, map of Chicago school closings and fact sheet, print-outs of case study (Austin neighborhood story) for facilitators

### EXTERNAL AND COMMUNITY INFLUENCES:

In the fall of 2017 Hull-House launched an exhibition called, *Claiming Space: Creative Grounds and Freedom Summer School* (September 19, 2017–July 29, 2018), that prompted, informed and grounded the youth dialogue programs. *Claiming Space: Creative Grounds and Freedom Summer School* is a collaborative exhibition spearheaded by Hull-House with artists, activists, educators and students. It addresses the extensive public school closures in 2013 – 49 in total – that significantly impacted youth, families and local communities, primarily, on the West and South Sides of Chicago. The exhibition explores the transformation of public school space amidst the backdrop of depopulation, divestment and displacement. The exhibition supports local youth and residents’ right to know and to navigate their own education, learning and knowledge landscapes and to become more informed about education issues.

In 2013, Mayor Rahm Emanuel of Chicago, closed 49 Chicago Public Schools - the largest number of school closures in Chicago's history. In 2017, Mayor Rahm Emanuel, in response to the US Department of Justice investigation of The Chicago Police Department, announced the plans for a \$95 million cop academy in Garfield Park, a predominantly black neighborhood in Chicago. Activists and community members responded in outrage to this decision, which they saw as an attempt to, once again, ignore Chicago's youth - whose education system is ranked as one of the lowest among all 50 states - and displace community members of Garfield Park. Youth in Garfield Park began an activist movement, #NoCopAcademy, educating Chicagoans on funding decisions, police spending in Chicago and the lack of investment in education. For the second dialogue on May 30, FST youth focused on connecting the Cop Academy to education.

## Shared Content

- *Case Study of an Austin Neighborhood school: Rebecca Burns, "INVESTIGATION: The Troubled History of the Fund Tapped for Rahm's Controversial Cop Academy," In These Times, February 20, 2018.) <http://inthesetimes.com/article/20932/tif-tapped-for-rahms-controversial-cop-academy-has-20-million-unspent>*

## Dialogue Format

**Post-It Note Welcome** (Pre-dialogue, as people arrive): When participants arrive give each one a post-it note. Instruct them to write on the post-it note something that they learned during the current week. This could be anything from a fact to something more personal that they learned about themselves. Once they have written it, have them place it on a blank wall. All post-it notes should be placed together.

### INTRODUCTIONS (5 minutes)

Standing in a circle, introduce your group, the affiliated organizations and facilitators. In a lightning speed round, have participants go around the circle and say their names, pronouns, organizational affiliation and their relationship to school. (Example, "Katrina, she/her/hers, Free Street Theater, public school graduate and present teaching artist.)

### POST - IT PARTY (5-10 minutes)

Have participants take a post-it note off the wall that they did not write and go into the circle. One at a time, have participants run into the circle and shout out what is written on the post-it note. If that post-it note resonates with anyone in the circle, they are then to run into the middle of the circle and have a "5-second party" (you can dance, shout, clap, however you "party").

### SPECTRUM (15-20 minutes)

Help participants imagine that there is an invisible line running down the middle of the room. And on one end of the line is a "1". This indicates that a participant totally disagrees with a statement. At the other end of the imagined line is a "10." This indicates that someone "could not agree more!" One at a time, facilitators will read a statement, and depending upon how much they agree or disagree, participants will place themselves on that invisible line. You will need 3-4 facilitators along the line, for each statement, to ask participants to identify which number they "occupy" and why they rank themselves at that particular number. These are the statements that participants were asked to respond to by placing their bodies on the spectrum. If you reproduce this model, you can create your own statements as needed. Suggested needs are:

1. I like to dance.
2. I like my school.

3. My school is well funded.
4. Funds for CPS are distributed fairly
5. I believe the local government prioritizes education
6. Police effectively protect Chicago communities
7. A cop academy is what Chicago needs.

### **SMALL GROUPS (40 minutes)**

Facilitators will divide up the participants into 5–7 people per group. Sitting at tables, facilitators will read a case study related to the topic. For this dialogue, youth leaders summarized a story about “TIF funding in Austin neighborhood of Chicago (see “Shared content” above).” Using this story as shared content, facilitators will use the following questions as guidelines for their conversation:

- How do you feel about the way the local government handled funding in this story?
- Name a time your school did not receive support from the city? How did that make you feel? How did you respond?
- Where did you see money spent elsewhere around the same time?
- What do we know about how funding in our city is decided?
- When we look at how funds are distributed in the city and listen to this story, what stands out to us about the most about how our government prioritizes education?
- How do you think this impacts equity and education?
- How does race or class play a role in the distribution of funding?
- What would be your ideal situation for education funding?

*Facilitators will use the facts they researched and gathered on police spending, school closures and the “cop academy” to facilitate the next segment of question and discussions:*

- What trends do we see in the map of Chicago school closures?
- Why do you think Illinois prioritizes police spending over education?
- Which schools are receiving funding? Why?
- What issues emerge for you related to these decisions? How can we fix them?
- When we see where the money is going and how students are being treated, what can we do to activate youth voices and involve them?

### **POETRY WORKSHOP - GUEST ARTIST, KEREN DIAZ DE (20-30 minutes)**

*Note for other facilitators: The goal of the guest artist workshop is to provide access to an art that is not available to most students and to help participants process the discussion of very serious and “heavy” topics. It also allows for participants to transform their thoughts into something tangible that they can take with them. This does not have to be a poetry workshop. It could be a mini-workshop or exercise on screen-printing, painting, etc. Decide what feels best for your community.*

These are the steps for helping participants to create a poem that they can take home:

- Create a list of things/space/parts of our city that need to be reimagined based on the conversation you had today.
- Create a list of how you would reimagine those things.
- Create a poem using a prompt “I want a Chicago that...” which weaves together these two poems.
- You can ask 2-3 people to share their poems. You should not pressure participants to share if they do not want to.

### LARGE GROUP REFLECTION (10 minutes)

This is a way to conclude the session in shared conversation with the larger group by posing a few questions:

- What are new things that came up for folks today?
- What is something you learned?
- When we see where the money is going and how students are being treated, what can we do to bring youth into the conversation?
- How do we lift youth voices?

## LESSONS LEARNED

### INTRODUCE COMMUNICATION

One of the bigger differences between our first and second dialogues was what activity preceded the discussion. In our first, *On the Table* dialogue, we had participants take a mock standardized test, and in the second, we played a spectrum game - where groups would rank how much they agreed with a statement, then explain their opinion. The first exercise helped set the tone for the night, considering it exposed everyone to the statistics, but it seemed to encourage quiet, individual reflection from the get-go. I had an easier time prompting conversation after the groups had already done some talking. The first exercise prepared everyone with facts, while the second prepared them to speak.

### GUIDE THE DISCUSSION

One piece of facilitation I don't think I understood *until* facilitating was the relationship between people at the table. I'd come prepared with fact sheets and articles, and I felt as if my job was to accomplish goals and get certain points across. I spent a good chunk of the first facilitation feeling like a teacher instead of a part of the conversation, which is silly! The best parts of the dialogue arose from people's opinions and experiences, which I can't understand until they're explained to me. My job as a facilitator was to raise questions about those opinions and to draw connections in the moment, using the facts I'd been learning about. The statistics I'd been given weren't for me to repeat to the others, but for me to guide where the discussion was headed.

– *Lincoln Harrison, Youth Leader*



Grant School, 6th grade Image of black and white students in the 6th grade at Grant School in Topeka, Kansas, date unknown.

# COLORISM AFFECTING OUR FUTURE

## Site Background

### Levine Museum of the New South (Charlotte, NC)

Levine Museum of the New South (Charlotte, NC) was founded in 1991. An interactive history museum that provides the nation with the most comprehensive interpretation of southern society post-Civil War, Levine Museum's mission is to engage a broad-based audience in the exploration and appreciation of the diverse history of the South since 1865, with a focus on Charlotte and the surrounding Carolina Piedmont. The Museum collects, preserves, and interprets the materials, sights, sounds, and ideas that illumine and enliven this history. The Museum presents opportunities for life-long learning and provides historical context for contemporary issues and sees itself as a community forum for thoughtful discussion. Since 2004, with the launch of its exhibit *COURAGE: The Carolina Story that Changed America*, which focused on the Carolina roots of the *Brown v. Board of Education* case, Levine Museum has pushed its community to consider how education equity has or has not been achieved. Because Charlotte, NC, was the test case for using busing to desegregate schools in the 1970s, Levine Museum's exhibits and programming often detail the challenges and triumphs of desegregation, integration and re-segregation. Additionally, in February 2017, Levine Museum launched the exhibit *K(no)w Justice K(no)w Peace*, a community-curated exhibit that looks at the protest, policing and community response in the aftermath of officer-involved shootings.

## Community Partner

### Studio 345 (Charlotte, NC)

Studio 345 is a free, creative, out-of-school youth development program using Digital Photography, Digital Media Arts, and Multimedia Design to educate and inspire students to stay in school, graduate and pursue goals beyond high school. A program of the Arts and Science Council of Charlotte. Studio 345 provides unique experiences for high school students in Charlotte-Mecklenburg schools while fostering a sense of belonging and interconnectedness. Students in the program are taught and mentored by professional working artists and through their experiences in the arts and beyond, students gain invaluable experiences enabling them to become creative risk-takers and craftsmen while growing emotionally, intellectually and artistically. Studio 345 has worked with students on a variety of projects that expose them to issues of civic engagement, social justice and understanding how contemporary and historic issues affect their daily lives. It has worked on projects involving dialogue with Levine Museum of the New South and groups throughout Charlotte seeking to help students find their voice and grow their artistic and personal talents.

## Primary Audience

High school students attending Studio 345

## Goals

- Students will be brought together to dialogue and network in the mixed media and music production classes offered at Studio 345.
- Students will gain knowledge about the issue of colorism in social media, television, and radio, as well as learn a creative way to address and spread awareness of the issue.
- Students will be inspired to make changes and to create artwork that promotes more diversity through social media outlets, on television, and through radio.
- Students will create a piece of artwork or a poem along with a podcast that will later be shared through Studio 345 Celebration and through social media.
- Students will have a positive impression of youth through their work.

## Dialogue Model and Mechanics

**DATE AND DURATION:** April 18, 2018; 60 minutes

**MATERIALS:** Computer, projector, audio recorder and mic (if choosing to podcast)

**TERMS:**

- **Colorism:** Prejudice or discrimination against individuals with dark skin tone, typically among the same ethnic or racial group.

## Shared Content

- BuzzFeed Presents What Dark-Skinned People will Never Tell You
- "In 2013, researcher Lance Hannon, Robert DeFina and Sara Bruch found that black female students with darker skin were three times more likely to be suspended at school than their light-skinned African American counterparts." *Same Family, Different Colors: Confronting Colorism in America's Diverse Families* by Lori L. Tharps (Beacon Press, 2016)
- Let's Get Real About Black Women and Colorism (Published by For Harriet September 13, 2016)
- "In the May issue of Psychological Science, Professor Eberhardt reports that convicted murderers who look more stereotypically black - broad noses, thick lips, dark skin, kinky hair - are more than twice as likely to get the death sentence than are fairer skinned black men. That is, as long as the victim is white." Mathis, Deborah. "Does Darker Skin Equal More Prison Time?" NPR, 7 June 2006, [www.npr.org/templates/story/story.php?storyId=5457607](http://www.npr.org/templates/story/story.php?storyId=5457607).
- The Truth About Colorism (Published by Attn:, Inc.)

## Dialogue Format

### PHASE 1: WELCOME AND INTRODUCTION TO TOPIC (5 minutes)

After welcoming the participants, the facilitators explain that the purpose of the dialogue is to share how colorism has affected those in the room and manifests in education equity, incarceration, and civil rights. The time shared together is an opportunity for group and individual learning. Facilitators then define colorism and share how it has affected their lives.\* Next, facilitators should set the expectations for group conduct using the following guidelines, and ask participants to share their thoughts on what each point means:

- Listen fully and respectfully.
- Be aware of the air.
- Ask questions to clarify, not debate.
- Stay open and willing to change your mind.
- Speak for yourself and not as a representative for any group.
- Suspend your own judgment.

\*The participants in this group already knew one another and it we decided to forgo group introductions. If, however, you see it fit to do so, include time for introductions before setting expectations.

### PHASE 2: COLORISM GROWING UP (15 minutes)

Facilitators begin the dialogue by introducing the idea of colorism shaping childhood, and then play BuzzFeed Presents What Dark-Skinned People will Never Tell You. Ask participants to consider the following question and open the floor for responses.

- How did my attitude about skin tone develop throughout my life, particularly my childhood?

### PHASE 3: COLORISM IN EDUCATION (15 minutes)

Moving the dialogue forward, facilitators should next introduce the topic of colorism in school. Ask participants to think about how colorism has appeared in school (during school, in school sports, and during after school programs). Watch the second video, Let's Get Real About Black Women and Colorism. Share the quote from Same Family, Different Colors. Ask participants to share their responses to the following question:

- How has colorism affected you or anyone you know in educational environments?
- Does diversity in faculty affect how teachers perceive students? Please explain.

### PHASE 4: COLORISM AND MASS INCARCERATION (15 minutes)

Facilitators move the dialogue into the third subtopic of colorism and mass incarceration. Ask participants to watch The Truth About Colorism. Next, share the quote from "Does Darker Skin Equal More Prison Time?" Ask participants to respond to the following question:

- How have you seen or heard of colorism affecting incarceration?

### PHASE 4: WRAP-UP AND ART PROJECT

Facilitators should begin concluding the dialogue by acknowledging everyone for participating and sharing their diverse experiences and summarizing big takeaways. Facilitators should then present the final question for participants to mull over as they plan their art projects.\* Finally, handout dialogue evaluations and provide instructions for completing them.

- Why does my reflection on this issue matter? How will understanding my attitude about skin color change things personally or communally?

\*Our participants created collages in a mixed-media class using words and images that convey how colorism has affected them and how they would like to see it change in the future.

## LESSONS LEARNED

Developing this program, one of the most important things to have in mind is to always be flexible. Working with your team members it is good to have meetings to come up with the best options for your specific project. When our team would meet, I would give them an idea of what I was thinking of doing for the project and they would help modify so that the project would work well. In the end, we came up with a project that we knew followed the guidelines and would be interesting enough for the students of Studio 345. When the event is taking place, it is important to give all the students an opportunity to be a part of the conversation to keep them interested. Something that would have helped me is to have some flash cards and just to be able to respond to the students after they would speak and have more of a conversation instead of just asking questions and having them answer it.

– *Emily Nunez, Youth Leader*



Birmingham Civil Rights Institute



Elizabeth Eckford and Hazel Bryan, by Wilmer "Will" Ira Counts Jr., 1957.

<http://webapp1.dlib.indiana.edu/archivesphotos/results/item.do?itemId=P0026600>

# 60 YEARS AFTER THE CRISIS

## Site Background

### Little Rock Central High School National Historic Site (Little Rock, AK)

The Little Rock Central High School National Historic Site, hereafter referred to as the park, was designated a Historic Site in 1998, becoming a unit of the NPS. The mission of the Little Rock Central High School National Historic Site is to "...preserve, protect, and interpret for the benefit, education, and inspiration of present and future generations, Central High School in Little Rock, Arkansas, and to interpret its role in the integration of public schools and the development of the Civil Rights movement in the United States."

**History of Little Rock Central High School NHS and Equality** Little Rock Central High School NHS was founded on interpreting the role of the 1957 Desegregation Crisis in the Civil Rights Movement. Nine young people, named by the media "The Little Rock Nine," withstood hate, brutality, and isolation for testing the Supreme Court decision *Brown v. Board of Education Topeka, Kansas* which ruled it was unconstitutional to separate public schools based on race. The National Historic Site has about 150,000 visitors per year learning about the early days of the Civil Rights Movement and the fight for equal education. The National Historic Site also host a number of youth based programs that emphasize the struggles of the Little Rock Nine and how they relate to the present day fight for education equality. Education is still one of the key factors determining quality of life in the United States. From poverty to incarceration, education is still the great equalizer in America and the goal of equal education for all is still a work in progress.

## Community Partner

### Just Communities of Arkansas (Little Rock, AK)

Just Communities of Arkansas, JCA, builds communities—through education, celebration and advocacy—where every person is valued, every voice is heard, and everyone has a chance to succeed. They provide the groundwork for transformative shifts in thought; enhancing the work of government agencies, academia, media, businesses, community advocates, philanthropists, and congregations. JCA also train youth and adults to include and understand one another to breed positive change on individual, societal, and ultimately systemic levels. By empowering the next generation of change agents, JCA strives to help people have difficult conversations on about racism, prejudice, policing, and poverty.

**History of Just Communities Arkansas and Equality** JCA are experts in diversity training. When spaces for social justice dialogue do not naturally exist, they create them. JCA workshops are designed to identify privilege and oppression, challenge assumptions, and organize action plans to cultivate inclusion within each attendants' sphere of influence. All of the programming—from fifth grade anti-bullying to corporate team building and workplace training—implements a five-point plan, known as the Path to Inclusion, for effective and celebratory trainings.

1. Create a safe space—for everyone. Define the group's acceptable behavior. Clarify what it means to be civil.
2. Provide new information. Give definitions and context for the issue at hand. Create a common language for the discussion.
3. Make it personal. Open the space for sharing stories and asking questions.
4. Create cognitive dissonance.
5. Empower action. Equip each individual with an action plan and tools to use their influence to promote inclusion.

## Primary Audience

Youth, students from J.A. Fair High School in Little Rock, AR

## Goals

- Students will be introduced to community activists and agents of change in their local community through a series of dialogues.
- The students at J.A. Fair High School will gain knowledge about the historical events and policies that have led to the racial and economic segregation that is seen in the greater Little Rock area today and the skills to talk about segregation with others in their community.
- The youth will be inspired to make changes to the way they think about systemic racism and how youth can get involved in issues they are passionate about.
- The local community activists and park rangers will have a positive impression of youth.
- The youth will get involved with local community activists and agents of change in their own community over the next couple of months.

## Dialogue Model and Mechanics

### DIALOGIC METHODS :

The dialogue methods – ice breaker and forced voting – were used during this program in order to bring a variety of voices into the room. The students who participated in the program were from different schools within the Little Rock School District and were unfamiliar with each other. Since some the questions had yes or no answers, we decided that the forced voting technique would fit best to give the students an opportunity to explore each other’s responses and get different perspectives.

**SERIES OR ONE TIME PROGRAM TYPE:** Series

**DATE AND DURATION:** February 2018 until May 2018

**MATERIALS:** Guided walking tour of Little Rock Central High School, a dodgeball, and snacks

### TERMS:

- **Desegregation-** the ending of racial policy segregation
- **Integration-** the action or process of integrating people of different races
- **Segregation-** the enforced separation of different racial groups in a country, community or establishment
- **Jim Crow Laws-** state and local laws enforcing racial segregation throughout the United States
- **Advanced Placement Classes-** the placement of a student in a high school course that offers college credit if successfully completed
- **Special Education-** a form of learning provided to students with exceptional needs

### COMMUNITY AND EXTERNAL CIRCUMSTANCES :

In 2014, the Arkansas State Board of Education voted for a state takeover of the Little Rock School District. Since then, the governor of Arkansas, Asa Hutchison has selected a new Commissioner of Education, Johnny Key. Subsequent events have led to a tumultuous political environment with the closing of eight schools and combining two high schools. All the schools closing are in poverty stricken and racially segregated areas where a majority of the students that attended the schools are black or Latino. The Commissioner will be closing these schools only to build a new high school in the wealthy, affluent, predominantly white area of Little Rock. The students of J.A. Fair High School will be one of the two groups of students that will be directly impacted by these school closures. Activist groups around the city including the largest group Save Our Schools (SOS), fought diligently against the school closures.

In September 2017, the city of Little Rock commemorated the 60th anniversary of the Central High School Desegregation Crisis.

### Shared Content

"In 1954, the Supreme Court decision in Brown v. Board ruled stated that it was unconstitutional to separate schools based on race. That same year, the Little Rock School District decided to proceed with the integration of Little Rock Central High School. The superintendent asked for volunteers to integrate the school. Originally, 200 students signed up, but we only talk about the Little Rock Nine. The school board wanted to make some of the students change their minds so they gave the Black students a set of rules.

1. Black students cannot participate in any extracurricular activity including prom or anything that took place after school.
2. The black students had to find their own way to school. No transportation will be provided.
3. They must be nonviolent at all times. They could not retaliate against any aggressor or else they will face expulsion."

### Dialogue Format

The facilitator discussed the differences between the white high school Little Rock Central High and the all black high school Paul L. Dunbar High and discussed how separate was not necessarily equal. The students also went on a full guided walking tour of Central High School learning about what happened to the Little Rock Nine once they got inside.

The students then participated in a game of dodge ball. Each team had to play without using an arm. One team played without using their right arm and the other team played without using their left arm.

### INTRODUCTION AND GUIDELINES:

Facilitator introduces themselves and explain the From Brown v. Board to Ferguson grant and the purpose of facilitated dialogue.

- Allow the group to establish ground rules and add any additional rules that will allow a peaceful conversation after the game.
  - Treat everyone with respect.
  - Say "ouch" if someone says something that hurt their feelings.

- Do not interrupt one another.
- Keep an open mind.
- Get all the voices into the room.

#### PHASE I:

1. When you hear the word “opportunity” what is the first thing that pops into your mind?

#### PHASE II:

1. What was your experience playing the game, when you were not allowed to use one arm?
2. Follow up Questions:
  - a. What differences did you notice in your responses?
  - b. What similarities did you notice?
  - c. What do you think are some of the causes of the similarities in experience?

#### PHASE III:

Facilitation technique: Forced Voting

1. What is a good opportunity in the context of education?
  - a. Any specific examples within schools you are familiar with.
2. What does a good quality of education look like?
  - a. What are examples have you personally experienced?

#### PHASE IV:

1. Are there things you heard today that you want to understand better?
2. What have you heard that inspires you to act more on this issue?

## LESSONS LEARNED

"There are several great things that I learned by been part of this project. One of them, I have gain more valuable knowledge about the art of directing and leading sensitive deep conversations. I notice that conversations about sensitive topics such as racism, mass incarceration and injustice are very sensitive topic that evokes deep emotions on some participants, especially those who have experienced these injustices. It can often cause for people to react to the situation with strong feelings. To some extent, it seems like when a facilitator is leading a conversation; he or she is not only managing the people, but also their emotions and the relationships of the participants. The facilitator must learn to have good diplomatic skills and empathy in order to truly make the participants feel comfortable speaking up and understood. I still have a long ways to go but I have also learn to truly listen to others and not just listening to my own judgments and evaluations which often blind from truly listening to other person. Finally, I was humbled to learn that a person cannot always completely understand the experiences of some people. I leaned not to say "I understand" to everybody because in some areas, there were experiences that I do not understand. However, the best thing I can do is to offer them my full support." – **Fabian Ruiz, Youth Leader**

"This project has taught me to trust the process. Being that I did not have a lot of experience facilitating dialogues, I was nervous and did not know what to expect. However, after weeks of carefully planning this project, it turned out great. In other words, I learned that if you thoroughly prepare by having an outline and pre-prepared questions, then the program will go accordingly.

Furthermore on trusting the process, this project taught me that although things may not go as planned, it does not mean the project won't be as successful. For example, we were not able to have a kickball game as planned. Instead we had a dodgeball game, which turned out to be the best option because the youth seemed to truly enjoy the game and had a deep understanding of our intent of placing one team at an advantage and the other at a disadvantage that may have not been as clear while playing kickball.

Lastly this project taught me that the youth have voices and need a safe place to find others who are as passionate in making change as they are. As I mentioned before due to my lack of experience with facilitated dialogues, I was not sure how the youth would respond to my questions or if they would respond at all. For instance after the kickball game I asked "Why didn't someone from the team with an advantage help the disadvantaged team?" One youth answered "Because it was a competition and I wanted to win." Another youth very wisely responded "Isn't that what happens in real life?" This sparked a conversation on how we can prevent having a "us versus them" mentality. This shows how if we provide a safe space for youth to have conversations, ideas will bounce off each other, and great realizations will come out of it which will result in action". - **Truth Betts-McCullum, Youth Leader**



Jane Addams Hull-House Museum

# CLOSING THE GAP: AN INTERGENERATIONAL EXPLORATION OF EDUCATIONAL EQUITY

## Site Background

### Missouri History Museum (St. Louis, MO)

Founded in 1866, the Missouri Historical Society is the oldest chartered non-profit organization in Missouri. The Missouri History Museum is recognized in the St. Louis region as a space for open conversation and reflection on the ways in which the collective past influences the community today. The Museum's programming has consistently addressed historical inequity in housing, education, employment and health; the displacement of African American communities; the intersection of race and governance/policing; and numerous other topics. In the wake of the unrest in Ferguson, the Museum hosted several town hall-style programs, becoming a space for difficult community conversations in a time of heightened tensions. The Museum's award-winning *Teens Make History* program also wrote and performed the short theatrical piece, #Ferguson. The Museum continues to address issues of race in St. Louis in the exhibition, *#1 in Civil Rights: The African American Freedom Struggle in St. Louis, which examines the story of the struggle for African American equality in St. Louis from 1819 through Ferguson.*

## Community Partner

### FOCUS St. Louis (St. Louis, MO)

FOCUS St. Louis® is the region's premier leadership organization. FOCUS prepares a diverse base of leaders to work cooperatively for a thriving St. Louis region through experience-based leadership training, civic issue education and public engagement initiatives. FOCUS St. Louis's eight signature leadership programs prepare individuals as part of an influential network of committed citizens who are working individually and as a group to change the region for the better. FOCUS also seeks to encourage vigorous dialogue and debate on a wide variety of public policy issues that are critical to the health and prosperity of the region. As a neutral convener and facilitator, FOCUS connects over 8,000 leadership program graduates and others throughout the region to deliberate on critical regional issues in a trusted, non-partisan space. In Fall 2015, FOCUS assisted the Ferguson Commission in its role of closing down as a formal Commission and planning next steps for the continuation of its work, now as Forward through Ferguson. In May 2016, FOCUS vice president began serving as the Executive Director of the Missouri Supreme Court's Commission on Racial and Ethnic Fairness.

## Primary Audience

General public, intergenerational

## Goals

- Youth and adult participants will be brought together to listen to each other and better understand the experiences of the other group.
- Youth and adult participants will come away with an increased understanding of equity in education, both past and present.
- Youth and adult participants will come away with a better understanding of using of active listening in dialogue.
- Youth and adult participants will have a positive impression of youth.
- Participants will come away with at least one actionable idea of how they can effect change.

## Dialogue Model and Mechanics

### APPROACH:

The focus of this program was on active listening as a tool for understanding. With this in mind, we centered our dialogue around the fishbowl activity, giving both the youth and adults an opportunity to dialogue without interruption before sharing out with the larger group. We found that we needed to be flexible with our format, as the size and demographics of our group was not conducive to some of the activities that we had originally planned. For example, we had planned several activities that relied heavily on visual elements, but one participant was a gentleman who was visually impaired. We also had several participants with limited mobility. We attempted to be responsive to the needs of the group and play it by ear a bit. The group wanted to stay in a conversational place, so we substituted some of the original activities for additional opportunities for conversation.

**SERIES OR ONE TIME PROGRAM:** *Closing the Gap* was scheduled as a one-time program, hosted at the Missouri History Museum during the run of the exhibit, *#1 in Civil Rights: The African American Freedom Struggle in St. Louis*.

**DATE AND DURATION:** Saturday, April 7, from 1:00-4:00pm.

**MATERIALS:** Snacks, name tags, markers, white board, A City Decides film clip, Normandy/Francis-Howell audio clip, Evaluations, clip boards, pens/pencils

### TERMS:

- **Youth/adult:** for this program, we defined youth as 18 and under, and adults as 18 and over (or out of high school).
- **City/county:** The St. Louis region is made up of a separate city and county that does not share tax revenues or school districts. The county is further subdivided into 88 municipalities, some of which are independent, and some of which partner with other municipalities to share resources (schools, police, waste removal, etc.).
- **Fishbowl:** Dialogue format in which a center circle of people have a conversation while the people in an outer circle listen.

## COMMUNITY AND EXTERNAL INFLUENCES :

“Where did you go to high school?” is known locally as “The St. Louis question.” High school affiliations are used both as a basis for finding common ground and for taking a snapshot of someone’s economic and social status. St. Louis has a long history related to school desegregation, from the national-level integration of the 1950s, to a short-lived busing program in the early 1980s, to the merging of various school districts today. Issues of school suspensions, the school-to-prison pipeline, and a lack of equity in access to resources continue to resonate. In 2014, the shooting of Michael Brown in Ferguson, MO, divided and outraged our community. At the same time, it re-engaged many people with a sense of activism and urgency. In the wake of Michael Brown’s death, the *Ferguson Report* and the Forward Through Ferguson organization have provided recommendations and guidelines for moving forward with a more equitable mindset, including in education. While some incremental change has been made, reminders of the region’s systemic issues show up regularly, and many people here feel skeptical about the area’s ability to change.

## Shared Content

We used two media pieces to offer historic and contemporary context for the discussion:

- The first piece was a five-minute excerpt from a 1954 documentary, *A City Decides*, which looks at early school desegregation in St. Louis. The specific excerpt we used featured a meeting in which parents expressed their concerns to school board members. While the film acknowledges some of the different concerns of black and white parents, it also presents an over-simplified view of integrated education that lacks nuance.
- The second piece was an audio clip from a 2013 meeting regarding student transfers from the unaccredited Normandy school district (which happens to be Michael Brown’s former district) into the more affluent Francis Howell school district. The audio clip featured a Francis Howell parent speaking passionately and using charged language to express her fears about integrating the districts.

## Dialogue Format

### GUIDELINES AND DIALOGUE

*Adult program coordinators explain the purpose of the From Brown v. Board to Ferguson project, then turned it over to the youth leaders.*

Youth facilitators introduce themselves and discuss the agenda of the day. Then lead a short icebreaker activity to introduce everyone to each other, and then engage the group in a discussion of dialogue guidelines focused on the concept of cultivating brave space. Some of the guidelines may include:

- Respect individual experience
- Respond without judgment
- Be respectful
- Assume good intent

## PART 2: PROVIDE CONTEXT

Introduce both shared content clips with some context and clarification. Share the video clip from *A City Decides* and the audio clip from the Normandy/Francis Howell school board meetings.

## PART 3: FISHBOWL ACTIVITY

Facilitators should advise both the youth and adult groups to gather together for the fishbowl with a group in the center and an outer circle around the group. Participants in the inner circle are asked similar questions about their personal experiences in the classroom. Questions should be focused both on personal experience and getting a sense of participants' perceptions. The participants in the outer circle are asked to be completely silent as they listen to the inner circle conversation. After both groups have a chance to be part of the inner circle, regroup as a whole and ask participants to share what surprised them and what resonated with them.

## PART 4: ACTION STEPS

*The original plan for this portion of the day was to break into smaller, intergenerational groups to create tableau scenes that would synthesize their varied experiences with education. Reading the mood of the group, however, it seemed better to move into an action-oriented discussion rather than continue to compare and contrast experiences.* Facilitator asks participants specific questions about what students, teachers, and administration can do to address issues of inequity in schools. At the end of the discussion, advise everyone to fill out a notecard with one action item they would take with them. Share these action items out with the group.

## QUESTIONS ASKED DURING DIALOGUE:

- How do you think your experience in school is different from someone older/younger than you?
- How do you feel race showed/s up in your classroom or school?
- Do you feel that all students are afforded the same educational experience? If not, what factors do you feel contribute to those inequities?
- Desegregation programs typically bus students from the city to the county, not the other way around. How do you feel about this?
- What is a personal action you can take to address inequity in your school (or your child's school, etc.)?

## LESSONS LEARNED

I learned a lot from the development of our dialogue at the Missouri History Museum. Collaboration is difficult, and it is made more difficult when you are several hundred miles away from the people you are working with. In order to stay involved in the project, I had to do my best to constantly make sure that I was communicating and making my voice heard throughout the development of our program. Honestly, there were times where I was not as engaged as I should have been, as the business of the school year kept me distracted; however, getting to see the program come together on the day of and to take a leadership role in running the program was really rewarding. I stayed engaged enough in the development process to be prepared to co-run the event with my fellow youth facilitators, who were a joy to work with. It was a lot of fun being able to work with them in the final stages of development, and I would have really enjoyed having an additional youth voice in the development of the program. I sometimes felt like my voice was not strong enough within the group, and I wish I had done a better job coming up with ideas to get more youth from around St. Louis to be involved in our program. This failure was evidenced by the very low turnout of young people to our event, which I would have really liked to have seen. This leads to the biggest lesson of all. If there is something you want to see in a program you are designing you have to be the one to make it happen. I think if I was more active and engaged and put in more work in the developmental stages, our program would have gone better. It was still really great, but I wish I had found better more active ways to be engaged. – **Joseph Gill, Youth Leader**

*[Note from the Museum: One of our original two youth participants dropped out due to school demands. We were unable to find another youth from our original group to join us for the Memphis trip. After the trip, we did gather together a small group of youth through FOCUS St. Louis, but Joe did not have as much opportunity to work with them, as he had started college in Chicago by the time we were in the detailed planning process.]*



Birmingham Civil Rights Institute

# POPPING YOUR BUBBLE WITH REALITY: SCHOOL-TO-PRISON PIPELINE MURAL PAINTING PROJECT

## Site Background

### Museum of International Folk Art (Santa Fe, NM)

The Museum of International Folk Art (MOIFA)'s mission is to foster understanding of the traditional arts to illuminate human creativity and shape a humane world. Inaugurated in 2010, the Gallery of Conscience (GoC) at MOIFA is a participatory community space, designed to catalyze dialogue, engagement and action toward positive social change through the words and works of traditional artists both at home in New Mexico and around the world.

## Community Partner

### Santa Fe ¡Youth Works! (Santa Fe, NM)

Santa Fe ¡YouthWorks! is a non-profit, community-based organization that creates opportunities for disconnected youth and families in Santa Fe and Northern New Mexico to become engaged and valued members of their communities. Through our programs – job training and placement, life skills, counseling, education, and leadership development – we inspire youth to realize their full potential.

## Creative Consultant

### Hakim Bellamy (Beyond Poetry LLC) (Albuquerque, NM)

Hakim Bellamy is the inaugural Poet Laureate of Albuquerque, New Mexico. He is a national and regional Poetry Slam Champion, and holds three consecutive collegiate poetry slam titles at the University of New Mexico. His poetry has been published on the Albuquerque Convention Center, on the outside of a library, in inner-city buses and in numbers of anthologies across the globe. In 2014, Bellamy was named a W. K. Kellogg Foundation Fellow and was awarded the Food Justice Residency at Santa Fe Art Institute. He is co-creator of the multimedia Hip Hop theater production *Urban Verbs: Hip-Hop Conservatory & Theater* that has been staged throughout the country. He facilitates youth writing workshops for schools, jails, churches, prisons and community organizations in New Mexico and beyond. Bellamy holds an MA in Communications from the University of New Mexico and is the founding president of Beyond Poetry, LLC.

## Primary Audience

Local Santa Fe ¡YouthWorks! youth in/out of school and visiting Youth Ambassadors\* from South America. Youth Ambassadors is an International facilitated learning exchange and development program coordinated by World Learning, who manages the program for the U.S. State Department.

## Goals

- Youth will be brought together to dialogue and network on a designated Facebook group page (Popping Your Bubble With Reality: School-to-Prison Pipeline), interviews, mural redesign, creation, and host a community gathering to present work and beyond;
- Youth will gain knowledge about the local/national school-to prison-pipeline issues, i.e., education inequity, to build their skills to be able to discuss difficult conversations and express their thoughts through art;
- Youth will be inspired to make changes to the current sociopolitical climate, including the inequity associated with the education system, by having difficult conversations and using art as an expression of their thoughts;
- Youth will become educated in the prevalence of the school-to-prison pipeline and be inspired to become advocates among their peers, families and in their communities.

## Dialogue Model and Mechanics

**PURPOSE:** Youth Summit Leaders, a.k.a. facilitators, designed and driven dialogue to raise awareness among participants, in order to impact change and action around the school-to-prison pipeline using skills and strategies learned at the Memphis Youth Summit, by visually expressing their thoughts through art. The collaboratively designed classroom mural installation would then be an educational tool for students and the community alike at Santa Fe ¡Youth Works!

**SERIES OR ONE TIME PROGRAM:** This workshop was a one-time informal program that built on other youth engagement components over a two-month workshop series, which included two (2) mural redesign workshops with a local legendary muralist.

**DURATION:** 9:00am - 4:30pm

**MATERIALS:** Pencils, pens, Sharpie markers, notebook paper, easel paper, stickers/Post-It Notes, white board with markers, computer with internet access, 8' x 8' partition "primed" interior panel wall, acrylic paint, drop cloths, paint brushes, containers for paint, mixing sticks.

### SHARED CONTENT:

- New Mexico 2017 Kids Count Profile / The Annie E. Casey Foundation (NM Overall Rank 49) <https://www.nmvoices.org/archives/9135> and
- Zeroing in on Place and Race /Youth Disconnection in America's Cities (Online PDF). <https://youtheconomicopportunities.org/resource/2585/zeroing-place>

## Dialogue Format

### PHASE ONE: COMMUNITY BUILDING

Welcome, introductions, group agreements (30-minutes): Youth Summit Leaders introduce themselves, purpose of workshop, agenda, establish group ground rules for sharing, then all youth introduce themselves: name, where from, "what's up" in their life and hobbies.

It was important to define the phenomenon known as the school-to-prison pipeline, as there were both local and international youth participating who may not have been familiar with the term.

### ICEBREAKER TABLE ACTIVITY: (15 minutes):

Five (5) tables of 5-6 students each, responded to the following questions laid out on easel sheets

- What do you know about the school-to-prison pipeline?
- What questions do you have about it?

### FEEDBACK/GROUP SHARING : (15 minutes):

One Youth Summit Leader walked from table to table to prompt the whole group sharing of their responses and engagement with each other around deeper questions, while the other Youth Summit Leader wrote on white board common themes that emerged, like, more prisons than schools, bullying, peer pressure, drop-outs, drugs, system (systemic), home life, arrest, bad influences, and guns in schools.

### PHASE TWO: SHARING OUR OWN EXPERIENCES: (20 minutes):

**Sharing of personal stories** ( Youth Summit Leaders seeded the discussion by stepping up bravely to talk about their journey along the school-to-prison pipeline. Modeling this opened up the floor for other youth to share intersections and how they have navigated the system to be where they are today..

### PHASE THREE: EXPLORING BEYOND OUR OWN EXPERIENCES: (20 minutes):

**Sub-questions and discussion** How do you get from being in school to not being in school and how does that happen? Why do kids take guns to schools? Teachers and how they reach or don't reach students? USDA commonalities between prison food and school lunch. Similarities and differences between the United States and South American societies around issues of mass incarceration, education inequity, race, and civil rights was explored through comments and examples during the discussion..

### HARD FACTS/STATISTICS: (20 minutes):

Read aloud and discussion among youth of data from the following hand-outs, New Mexico 2017 Kids Count Profile / The Annie E. Casey Foundation (NM Overall Rank 49) & Youth Disconnection by Race, Ethnicity, and Gender statistics.

### PHASE FOUR: SYNTHESIZING AND CLOSING THE LEARNING EXPERIENCE: (30 minutes):

**Wrap-Up discussion** with the following questions:

- What changes can we do to improve the situation?

Call-out responses and recording on easel paper included: "Speak-out, create safe spaces for students, more funds for schools, more orientation and support for students and parents, more extracurricular activities, improve teacher engagement, equalize funds across schools and districts, drug prevention, better school system. Ask questions to gain understanding and clarity; keep you minds sharp."

- What can you do today?

Join and post on the Facebook group page to raise awareness/actions to be taken, express thoughts by contributing creatively to wall mural, continue difficult conversations and research throughout the afternoon during the mural painting, other actions included working in the community farm, which feeds food insecure youth in Santa Fe through various outreach initiatives.

**LUNCH: (30 minutes)** Catered by Santa Fe ¡Youth Works! Culinary Arts Program

**MURAL PAINTING: (4.5 hours)** *Mural redesign sketches from the previous week of*

workshops were applied to panel wall under the guidance of legendary local Chicano muralist, Sam Leyba, who then oversaw the mural painting execution throughout the afternoon.

Overarching mural themes and symbolism include: Hopes and dreams, educate yourself, tree of knowledge (knowledge from the roots helps build the person you become), open space (freedom), road (direction), broken chains, lotus flower (perseverance), Sacred Heart with wings (faith).

After lunch, Youth Summit Leaders conducted interviews with youth focusing on their unique school-to-pipeline “lived” stories and into the weeks leading up to the mural unveiling at Santa Fe ¡Youth Works! held a month later. These interviews were then transcribed into ethno-poetic quotes and printed on large metallic sheets of drafting paper, then displayed prominently at the community unveiling reception near the completed mural.

Before the youth departed for the day they were given an Evaluation Survey to complete and thanked again for their contributions to the dialogue and mural painting project.

## LESSONS LEARNED

“I learned how to present to a big group; how to lead my own study on a topic; awareness of current race issues; and, how to work with others, even if I don’t like them. Also, I would have done the (mural) painting and dialogue on separate days and done more research.”

- **Amanda Barber, Youth Leader**

“Trust in people when you talk to them about your past; and, it is very valuable to listen to other people’s stories – both successes and challenges.” - **Matthew Ortiz, Youth Leader**



A dialogue program with police officers at the Museum of Tolerance.



National Civil Rights Museum

# BROWN V. BOARD TO FERGUSON: MEMPHIS COHORT FOR DIALOGUES

## Site Background

### National Civil Rights Museum (Memphis, TN)

The National Civil Rights Museum located at the Lorraine Motel, the assassination site of Dr. Martin Luther King, Jr., chronicles key episodes of the American civil rights movement, examines today's global civil and human rights issues, provokes thoughtful debate and serves as a catalyst for positive change.

Established in 1991, the National Civil Rights Museum opened to the public with interactive exhibits, historic collections, dynamic speakers and special events. The museum offers visitors a chance to walk through history and learn about a tumultuous and inspiring period of change. The National Civil Rights Museum is uniquely relevant to this program because of the alignment of mission with the objectives of the dialogues. The Museum encourages visitors to take part in civic engagement and discussion regarding civil and human rights issues.

## Community Partners

### Facing History and Ourselves (Memphis, TN)

Facing History and Ourselves' (FHAO) mission is to engage students of diverse backgrounds in an examination of racism, prejudice and anti-Semitism to promote the development of a more humane and informed citizenry. By studying the historical development of the Holocaust and other examples of genocide, students make the essential connection between history and the moral choices they confront in their own lives.

Since FHAO's Memphis office opened in 1992, the organization has provided professional development and resources for over 3,439 area teachers. FHAO's content and methodology enhance the goals and objectives of Tennessee's state frameworks. The semester-long Facing History high school elective course has been certified by the Tennessee Department of Education and is currently taught in 25 high schools.

## Primary Audience

Adults, youth (ages 15-18) and young adults (ages 18-22)

## Goals for the Program:

- For the Memphis Cohort members learn more about one another, our community and ourselves.
- To gather intergenerational groups of people together to discuss issues related to race, education equity and justice

- To promote dialogue as a method to connect the past to the present and memory to action
- To have four dialogue sessions focused on the following themes:
  1. Individual Identities
  2. Local Community
  3. Effective Protest
  4. Choosing to Participate

## Dialogue Model and Mechanics

**PROGRAM:** On April 19, 2018 – our community partner Facing History and Ourselves hosted a teach-in on voting. The teach-in occurred two weeks after the 50th anniversary commemoration of the death Dr. Martin Luther King, Jr. and thousands of people from various parts of the world descended on Memphis to participate in this historic moment. In the aftermath of this historic commemoration, the Memphis community was faced with the question reiterated in the commemoration theme, Where Do We Go From Here? 2018 is a critical local election year for Memphis, and Facing History targeted its teach-in this year to motivating the community to think about voting, low voter turnout, and how their identity influences their vote.

**DATE AND DURATION:** October 2016-April 2018

**LOCATION:** National Civil Rights Museum Classroom - For a dialogue, select a location and space that offers privacy and limits external distractions and access to a laptop and projector, if presentations are offered in this format.

**MATERIALS:** Evaluation forms, journals, pens, chart paper or a dry erase board, markers (dry erase if needed,)

## Dialogue Format

**CHECK-IN & WELCOME:** Participants register for the teach-in online, and check-in upon arrival. Each participant is assigned a room number, this is done to ensure that there are a variety of people in each teach-in group. Each group is no larger than 20 people. Everyone gathers in the gym where they were welcomed by Marti Tippens Murphy, the Director of FHAO Memphis, and received an overview on the night's theme by Dr. Noelle Trent, National Civil Rights Museum.

**INTRODUCTION:** Once in the class, the student facilitators introduce themselves to the group, and review the guidelines for the evening's discussion.

- Respect
- Use accountable language
- Share talking time
- Use "I" statements
- Listen with respect

- Do not interrupt others
- Suspend judgment
- Think with your head and your heart
- Responsible use of technology
- OUCH! Point” - acknowledge & discuss comments that may be or are perceived as offensive

The introduction as explained the reason why the night’s theme was based on voting and its relationship to MLK50, the 50th anniversary commemoration of Dr. King’s death.

### EXPLORING IDENTITY/ BUILDING COMMUNITY:

- Participants were asked to reflect on the type of things that influence their identity.
- Participants then constructed an identity chart with 3 words to describe themselves and one word others place on them.

- Participants then participated in a discussion line
- Discussion line directions:
  - » Choose a partner! Make sure you have your ID chart!
  - » Get into 2 parallel lines facing each other.
  - » We will read aloud a prompt. You have two minutes to discuss ONLY with the person directly in front of you.
  - » We will say **STOP** when time is up. Then ONE line will shift to the right. The other line will stay in place.
  - » You have a new partner now.
  - » Repeat!



- The student facilitators read the following prompts for the discussion line activity:
  - What is one thing about yourself that someone would not be able to tell just by looking at you?
  - What do you hope to take-away from this experience tonight?
  - Do you feel that it is important to vote in local, state, and federal elections? Why or why not?
- As a part of the group discussion participants answered one of two questions:
  - What aspects of your identity influence your vote?
  - If you could vote today, which aspect of your identity would influence your vote?

## HISTORICAL GROUNDING - FREEDOM SUMMER 1964:

- The students provided the historical context around Freedom Summer 1964, and how that influenced the Voting Rights Act of 1964. This presentation involved a variety of documents whose historical language could be considered offensive, so the following disclaimer was provided: “There will be some disturbing language in a couple of documents. The goal is not to perpetuate its use, but rather to confront its role in U.S. history.”
- The participants divided into groups where they received a folder containing primary source documents. Each participant was asked to write any questions, emotions, or comments they had in response to the sources. The groups then shared their responses.
  - A larger group debrief addressed the following questions:
    - » What are some of the barriers/challenges that individuals faced in these readings?
    - » What are some other groups that have been historically marginalized with respect to voting rights?
- Low Voter Turn Out
- Student facilitators lead a discussion on low voter turn-out, encouraging the group to reflect on what is the overall impact.
- Choosing to Participate
  - As the closing exercise, participants were asked to complete the following statement:
    - » “I (will) vote and/or advocate for \_\_\_\_\_ because \_\_\_\_\_.”

**Evaluations were then distributed to all participants.**

## LESSONS LEARNED

### THOUGHTS FROM YOUTH PARTICIPANTS IN THE PROGRAM

Not only were the student facilitators well-informed, but they were brave and confident in their positions. They organically lead us into very open and honest dialogue. They helped me express myself, which helped me to grasp the concepts on a deeper level. Overall, it was amazing to be a part of a program that was geared for me as a 15 year old, and that was led by students that I can aspire to become. — **Participant One:**

Identity matters in voting, and in the protection of voting rights. I was not expecting us to begin the program with identity exercises, but it ended up being the most amazing part. I enjoyed discussing how my identity could affect how I vote one day, and speaking with adults now on how their identity has already affected their voting decisions. I am glad that students facilitated the program, but I think it was valuable to involve adults in the discussions as well to have an inter-generational element to the discussion. It was interesting to hear how political access has been restricted in their time, while also discussing what is happening with voter rights now, a few years before I can join in the voting myself. I feel empowered to participate in voter issues, even before I can vote, and this program has greatly increased my passion for this subject. — **Participant Two**

I felt empowered to become a young activist. Going through the primary sources that outlined the work of activists in the Civil Rights Movement, young activists that volunteered their time at great cost in Mississippi, I realized that I could be involved in protecting and promoting voting rights now! The student facilitators had done a great job studying this subject and that is definitely something I can do myself – learn more, engage more with the history of the movement. Additionally, I can be involved in local organizations here in town, and help people register to vote now. Seeing leaders my age in the past and present opened my eyes to the accessibility of becoming an activist myself. — **Participant Three**



Jane Addams Hull-House Museum

# RECOMMENDATIONS FOR ACTIVISM

We asked each of the youth leaders to provide a few recommendations for success in doing the programs as well as initiating action in social justice. Below are the highlights from their thoughts.

## SEEK OUT PARTNERS AND GET TO KNOW YOUR COMMUNITY

Seek out Allies. Few community leaders work on their own. You'll get support, suggestions, and different perspectives.

– **Lincoln Harrison, Jane Addams Hull House Museum/Free Street Theater, Illinois**

Reach out to others who can help your vision become a reality.

– **Courtney Davis, Birmingham Civil Rights Institute/Birmingham Mayor's Office, Alabama**

Some resources that I have found useful were the people that I met. Activist, social justice agents of change, and passionate people can provide you guidance and support when strategizing your programs. These people will help you to successfully achieve the vision in the best possible ways.

– **Fabian Ruiz Little Rock Central High School National Historic Site/Just Communities, Arkansas**

Find a partner that is a hard worker and will make the work a priority.

– **Amanda Barber, Museum of International Folk Art/ Santa Fe! Youth Works! New Mexico**

My recommendation for anyone trying to be a catalyst for social change in their community is to one: Get to truly know your community. Whether it is through having block parties or forums, it is always best to be familiar with the people you are trying to help. Every community's needs are different and beyond just needs, you learn how others can benefit from your work as an activist by learning the community's strength. Get to know the individuals within your community, both the government officials and at a local level as well. There is a miscommunication gap between our elected officials and our communities and we as activists can fill that gap by being the voice of understanding.

– **Kamryn Davis, Eastern State Penitentiary Historic Site/Art Sanctuary, Pennsylvania**

## HAVE A VISION, PLAN AHEAD BUT BE FLEXIBLE

The advice I would give to anyone who would want to do a program like this is as follows: be organized, but do not over-plan. One of the things I believe we did well, was that even though the agenda was structured, we allowed for flexibility. The human minds are flexible. All issues are nuanced. People tend to be more free when they are in an environment that reflects that freedom. We did that very well. Overall, I am grateful to have had this opportunity and I hope to do it again!

– **Blessing Osazuwa, Eastern State Penitentiary Historic Site/Art Sanctuary, Pennsylvania**

For other youth or individuals who wish to create change in their community and be socially active I would say to have a plan. Having a plan is a great start. You do not have to follow your plan step by step but know that it will eventually evolve into something greater: action.

– **Truth Betts-McCullum, Little Rock Central High School National Historic Site/Just Communities, Arkansas**

One advice that I would give to other youth is to develop a vision before they start working on the projects. When a person has a good vision, this will allow a person to know their needs or resources that will be needed ahead of time. The person must truly be passionate about the topic and be willing to go beyond preparation in order to truly make a change in the community.

– **Fabian Ruiz, Little Rock Central High School National Historic Site/Just Communities, Arkansas**

Never think that the situation you're in will not change, patience in the process is important. Work with people you like and have common goals, it helps the work flow.

– **Matthew Ortiz, Museum of International Folk Art/Santa Fe Youth Works, New Mexico**

### HAVE PASSION, COMMITMENT AND SHARE YOUR VOICE

Next, be passionate about what you are doing. Creating change and being socially active is not easy, however having passion will make it easier to endure. It'll give you the motivation to keep going in the face of opposition.

– ***Truth Betts-McCullum***

The person must truly be passionate about the topic and be willing to go beyond preparation in order to truly make a change in the community.

– ***Fabian Ruiz***

Know how to articulate your cause in at least three different ways to appeal to different audiences.

– ***Brown v. Board of Education National Historic Site/Topeka School Board, Kansas***

Think of ways to convert your social justice activism passion into a career. I am passionate about educational equity and am currently exploring the field through an internship at the Chicago Public Schools Department of Student Assessment. I want to do this work for the rest of my life and finding the right career path for me will be key to this.

– ***Joseph Gill, Missouri History Museum/FOCUS St. Louis, Missouri***

### HAVE CONVERSATIONS, EVEN WITH THOSE WHOM YOU MAY DISAGREE.

Anticipate and welcome opposition.

– ***Brown v. Board of Education National Historic Site/Topeka Public Schools, Kansas***

Have conversations with both those that have the same values and beliefs as you and those that have opposing because conversations spark ideas and ideas spark action.

– ***Truth Betts-McCullum***

After participating in a lesson like this, I would like to continue this conversation with other people my age. I want them to understand the importance of voting and share my experience, but I also know that the conversation needs to be one of mutual respect. I need to make space for them to speak their own opinions, listening to them without interruption. I definitely want to continue to educate myself on this subject, and then engage with my family and friends.

– ***National Civil Rights Museum/ Facing History and Ourselves, Tennessee***

### VOTE AND BE CIVICALLY ENGAGED.

We had several speakers from various organizations doing the work in Memphis, Stand For Children and The National Civil Rights Museum. I think volunteering is an important part of continuing the work of Civil Rights Movement today, and volunteering in a local organization that fights for equality and justice is a way that I can give back and continue to learn.

– ***National Civil Rights Museum/ Facing History and Ourselves, Tennessee***

Low voter turnout is a problem in current American elections. Voter Registration is the first step, and we need to join campaigns that support voter registration and builds excitement for each election. The public needs education on why their vote matters, with activities like this program.

– ***National Civil Rights Museum/ Facing History and Ourselves, Tennessee***



Birmingham Civil Rights Institute

# EVALUATION WORKSHEETS AND KEY FINDINGS

By Elizabeth Tinker

*Evaluation Consultant*

Edited by the International Coalition of Sites of Conscience

More than 450 people were brought together to discuss race, education, and incarceration at 11 different sites. The youth led a variety of different programs centered on facilitated dialogue but included activities like art projects, tours of historic sites, and screenings of relevant films. They built on the work of the first phase of the project that took place in 2016-2017, and utilized their tools and training gained during the Youth Summit in November 2017. When looking at the goals, attendees of the program had very positive impressions of the youth, were inspired to do more and work with people they met at the event. The amount of knowledge and skills gained varied from program to program as most attendees already knew a great deal about the topics discussed at their dialogues. Measuring whether participants engaged in some form of action or activity as a result of the dialogues was difficult as many teams were unable to follow up with their participants, however, overall there were many positive comments about the programs and the youth who led them. Below are a few key highlights:

## OVERALL SUCCESS

When asked how participants would rate the Phase 2 program overall, the average rating was high, at 4.59 on a 1-5 scale, 5 being the best. Many participants increased their knowledge (58%) and skills (48%), though many already had a fairly high knowledge of the topic to begin with. Of the participants who had a comment when asked if they had any additional thoughts about the program, 52% had something positive to say.

## EDUCATION WAS THE MOST SUCCESSFUL TOPIC FOR PROGRAMS

The most successful programs focused on the topic of *education*. They were rated the highest overall (4.73 compared to 4.59 average for all topics), participants were most likely to discuss *education* after the program (4.77 compared to 4.53 average for all topics) and most likely do something after the program (4.49 compared to 4.29 average for all topics). However, participants gained more knowledge and skills during the programs focusing on the topics of *prisons* and *race*, but they also knew less about those topics prior to the program.

## PARTICIPANTS WERE INSPIRED TO DO MORE

When asked how likely they would be to do something about the issues discussed at the dialogue, 80% of visitors chose 4 or 5, where 5 was *very likely*. When asked how likely they would be to discuss the topic with others, 87% chose 4 or 5, where 5 was *very likely*. When asked the open-ended question, "What do you think you will do to address (topic of program)?" *discussing the topic with others* (35%), and *being an advocate/activist/supporter* (34%) were the most frequently given types of responses.

### THERE WAS A POSITIVE IMPRESSION OF YOUTH

Overall, participants had a very positive impression of youth. The youth leaders played an active role in the programs, as many planned the programs from the beginning, and facilitated them. When asked, "What was the best part of the program?" participants mentioned youth more than anything besides the dialogue itself. When asked, "What do you think of the youth who worked with you today?" 87% of all respondents had a positive impression of the youth.

### PARTICIPANTS MAKING CHANGE IN THE COMMUNITY

As the programs were created it was clear that the intense planning process often did not leave time to plan what participants could do to make change in the community and how sites could measure it. In the end, no sites gave specific numbers about how many participants "made change in the community" as a result of the program they attended. Despite this, participants did take action in several programs as described by the site teams. For example, several programs had follow up events including a mural opening (Museum of International Folk Art) and sharing projects with the general audience (Eastern State Penitentiary Historical Site). One site had youth participants start clubs to discuss these issues in their schools (Birmingham Civil Rights Museum).

### AUDIENCE MAKEUP

The majority of participants identified as African American/Black (64%), lived within 10 miles of the site holding the event (60%), identified as female (52%), and were under the age of 18 (47%).

# FROM BROWN VS. BOARD TO FERGUSON PROGRAM GROUP SHARE TEMPLATE

## Introduction

Youth from eleven sites across the country will create a series of dialogues with their community for the IMLS grant funded project, *From Brown vs. Board of Education to Ferguson*. The goal is to have youth lead people from their communities in dialogues about race, education, and/or incarceration. The programs created at each site may vary in a number of ways including: topics, audiences, dates, and formats. Therefore, in order to measure the overall impact of these programs, a set of goals that all programs would strive to achieve were created by participating youth and staff at the Youth Summit in November of 2017. Programs will be evaluated based on the goals below that were determined during the Youth Summit.

- Participants will be brought together to dialogue and network at the programs and beyond
- Participants will gain knowledge and skills on topics
- Participants will be inspired to act
- Participants will take action to make change in the community
- Participants will have a positive impression of youth

These goals were adjusted at each site to make terms like *participant*, *skill*, and *topic* more specific to the sites programs. The group share interview questions below will similarly be adjusted at each site to clarify questions for respondents. However, when analyzing the data the larger goals will be used to consolidate all the responses.

## Methodology

Large easel pad sheets with questions for participants to respond to will be placed on the walls at the event asking participants to answer questions that explore their experience at the program. Participants will write their responses on post-it notes and place them below the questions. All questions will be open – ended giving a nuanced understanding of how participants perceived the program. There will be no specific demographic questions asked but different colored post-it notes can denote different demographic groups like yellow for youth and green for adults.

Participants will be able to read others' responses, which could create a basis for further discussion but could also influence other's responses if they can read those responses before writing their own. This potential bias should be taken into account as the data is analyzed.

Each site that uses group shares, will ask all participants to answer each question. This will allow for a census rather than a random sampling. To increase the rate of return, each site will follow the steps laid out below. Any lessons learned from sites that hold events earlier will be shared with other sites to continue to increase the rate of return.

Once group shares have been collected each site will enter and analyze the data and send their results to the ICSC and the evaluator to review and compile all the results. A report will be created by the evaluator based on these results.

## Interview Questions

What did you think of (your program)?

What was the most important thing you discussed today?

What new things did you learn at (your program)?

What, if anything, do you think you will do to address (your topic) after you leave today?

What do you think of the youth who worked with you at (your program)?

# FROM BROWN VS. BOARD TO FERGUSON PROGRAM SURVEY TEMPLATE

## Methodology

The survey will be a short one-page survey with qualitative, quantitative, and demographic questions. The quantitative responses will give precise numbers for comparison while more open-ended responses will give a more nuanced understanding of how participants perceived the program. Demographic questions will determine whether target audiences were successfully reached.

Each site that uses surveys, will give the short-self-administered survey to all participants at the end of their programs. This will allow for a census rather than a random sampling. To increase the rate of return, each site will follow the steps laid out below. Any lessons learned from sites that hold events earlier will be shared with other sites to continue to increase the rate of return.

Once surveys have been collected each site will enter and analyze the data and send their results to the ICSC and the evaluator to review and compile all the results. A report will be created by the evaluator based on these results.

---

(Name of your organization) (Name of your program) (Fill in Program Date)

Thank you for attending (name of your program) today! We would love to know what you thought of the program so we can improve future programming at (name of your site).

1. How would you rate (your program)?  
Bad      1      2      3      4      5      Very Good
2. Did you have conversations with other participants about (your topic) ? Yes    No
3. What did you feel was the best thing about the program?
4. How likely do you think you will be to continue to discuss this topic with others after you leave?  
Will not    1      2      3      4      5      Very likely
5. Did you meet anyone you would like to continue to work with on (your topic)?  
Yes    No
6. How much did you know about (your topic) before you came?  
Nothing    1      2      3      4      5      A great deal

7. How much do you feel you know now about (your topic) now?  
 Nothing      1      2      3      4      5      A great deal
8. How confident were you doing (the skill(s) you are teaching) before today?  
 No confidence      1      2      3      4      5      Very confident
9. How confident are you doing (the skill(s) you are teaching) now?  
 No confidence      1      2      3      4      5      Very confident
10. How likely do you feel you will be to do something about (your topic) after you leave today?  
 Will not      1      2      3      4      5      Very Likely
11. What do you think you will do to address (your topic)?  
 \_\_\_\_\_  
 \_\_\_\_\_
12. What do you think of the youth who worked with you today?  
 \_\_\_\_\_  
 \_\_\_\_\_
13. What else, if anything, would you like to share about your experience with (your program)?  
 \_\_\_\_\_  
 \_\_\_\_\_
14. What gender, if any, do you identify as?  
 a) Male    b) Female    c) Trans/ nonconforming    d) Decline to answer
15. What is your age range?  
 a) 18-24    b) 25-34    c) 35-44    d) 45-54    e) 55-64    f) 65+  
 g) Under 18 \_\_\_\_\_ (please give exact age)
16. Zip Code or country \_\_\_\_\_
17. Ethnicity? Please choose any that apply.  
 a) African American/ Black  
 b) Asian/ Asian American  
 c) Caucasian/ White  
 d) Hispanic/ LatinX  
 e) Native American/ American Indian  
 f) Other \_\_\_\_\_  
 g) Decline to answer

# FROM BROWN VS. BOARD TO FERGUSON PROGRAM VIDEO TEMPLATE

## Methodology

Videos will be taken asking participants to answer questions that explore their experience at the program. All questions will be open – ended giving a nuanced understanding of how participants perceived the program. Demographic questions will be asked prior to filming to determine whether target audiences were successfully reached. A release will also be signed

Each site that uses videos, will ask all participants if they are willing to be filmed. This will allow for a census rather than a random sampling. To increase the rate of return, each site will follow the steps laid out below. Any lessons learned from sites that hold events earlier will be shared with other sites to continue to increase the rate of return.

Once videos have been collected each site will transcribe the responses, enter and analyze the data and send their results to the ICSC and the evaluator to review and compile all the results. A report will be created by the evaluator based on these results.

## Interview Questions

What did you think of (your program)?

Briefly describe what you did at (your program)?

What new things did you learn at (your program)?

What, if anything, do you think you will do to address (your topic) after you leave today?

What do you think of the youth who worked with you at (your program)?

### Form for all participants being interviewed:

Combine these questions with video release

14. What gender, if any, do you identify as?  
a) Male    b) Female    c) Trans/ nonconforming    d) Decline to answer
15. What is your age range?  
a) 18-24    b) 25-34    c) 35-44    d) 45-54    e) 55-64    f) 65+  
g) Under 18 \_\_\_\_\_ (please give exact age)
16. Zip Code or country \_\_\_\_\_

17. Ethnicity? Please choose any that apply.

- a) African American/ Black
  - b) Asian/ Asian American
  - c) Caucasian/ White
  - d) Hispanic/ LatinX
  - e) Native American/ American Indian
  - f) Other\_\_\_\_\_
  - g) Decline to answer
-



International Coalition of  
**SITES *of* CONSCIENCE**

55 Exchange Place, Suite 404  
New York, NY 10005

**[www.sitesofconscience.org](http://www.sitesofconscience.org)**

 [Facebook.com/SitesofConscience](https://www.facebook.com/SitesofConscience)

 [@SitesConscience](https://twitter.com/SitesConscience)

 [SitesofConscience](https://www.instagram.com/SitesofConscience)

**#BrownToFerguson**