

A) Name: Hannah Bober

B) Title of Activity: VISION (Violence In Schools Is Out NOW)

C) Ideally Used By: Studio Art/Art History Students, Art Clubs

D) Purpose:

- 1) Use visual representations to show students and the general public what hateful actions look like/what the results of hateful actions are.
- 2) Display examples of demographics currently affected by hate crimes (well-known and not).
- 3) Make high school students consider what hate and violence mean to them, and learn how to use those feelings to generate something positive.
- 4) Give college students experience in working in an art exhibition environment, as well as volunteering and group work skills, which they can use to build their resumes.
- 5) Teach high school students valuable researching skills.
- 6) Secure an understanding in college students about what it means to be a role model.
- 7) **(Optional)** Raise money for the purpose of funding future hate prevention activities OR to donate to a current hate prevention group.

E) Materials Required:

- 1) Different art media, including (but not limited to) drawing/coloring pencils, paper, paint, canvas, clay, glaze (would require a kiln), found objects, etc.
- 2) Printing supplies for flyers and pamphlets, such as paper, ink, printer, and copy machine.
- 3) Display boards, pedestals, shelves, cases, and pins for the purpose of exhibiting the art.
- 4) Mat board to frame art and make cards to display the artist name and title of the piece.

F) Permissions Required:

- 1) College administration
- 2) High school administration/art department
- 3) Parents of high school students

G) Advance Preparation:

- 1) Approach high school administration/art department regarding funding/use of materials:
 - i. What funding is available for the department?

- ii. Advertising: Create flyers for event, post in community (also possibly advertise in local newspapers, budget permitting). This may involve researching further for statistics regarding youth hate crimes.
 - iii. Execution of exhibition: Construct show, including putting up boards, shelves, etc. to display art.
 - iv. Greeting/Refreshments: Greet visitors, set up and distribute refreshments, and hand out pamphlets.
- 5) Speaker (student leader or instructor) welcomes audience, gives an explanation of the exhibition.
 - 6) Guest speaker (if applicable) addresses audience.
 - 7) High school students stand next to their respective pieces and relate to viewers the meaning, justification, and significance of the piece, and field any questions the viewers have.
 - 8) **(Optional)** Post-exhibition: Artwork is auctioned off (at the consent of the artist) and money is donated to activity/group that supports cause.

I) Follow-Up Options:

- 1) Split high school students up into groups (in the classroom) to discuss what they learned from the activity, and give them questions to start off with:
 - i. What did the other students research? Why did they pick the topic that they did?
 - ii. What emotional reactions, if any, did the other students encounter during the activity?
Did viewers have similar reactions? What were other reactions viewers had?
- 2) Instruct high school students to imagine they are writing for a newspaper, and have each student write a short article about their topic. Compile articles into a newspaper format, and make copies to be distributed/available to all high school student body.