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. What additional materials cannot be spared and need to be purchased?

iii. What other funding from the school is available for the purchase of materials?

2) Approach college administration regarding funding/use of materials:
   i. Paper, printers, copy machines for the purposes of advertising.
   ii. Supplies not available from high school to display art (display boards, mat board, shelves, etc.).
   iii. What funding is available for smaller details, e.g. refreshments?

3) Explore options for further funding:
   i. Seek business sponsors from the community.
   ii. Hold college student-hosted fundraising activities.

4) Reserve a space for the event to take place (most likely ask permission from the high school administration to use high school gymnasium or similar-sized space).

5) Research possible speakers for event (budget permitting). Possibilities include a former victim or perpetrator of a hate crime.

6) (Optional) Agree on an activity/hate prevention group most prudent to the purposes of VISION that will receive any money earned. This may require an interview with possible candidates.

H) Conducting the Activity:

1) Each high school student researches a particular demographic that is currently affected by hate crimes OR something that they perceive to perpetuate hate crimes (media, bullying, etc.).

2) The high school student creates a pieces or pieces of artwork to illustrate what they have learned in their research.

3) A brief, typed explanation of the piece is required of the high school student, and they must also be prepared to give an oral explanation to viewers.

4) Work is delegated among college students to different areas:
   i. Fundraising (if applicable): Contact local businesses and members of the community to organize fundraising activities.
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.