

THE MOVEMENT TO DISMANTLE
THE CRADLE TO PRISON PIPELINE®

TEACH-IN GUIDE

ABOUT THE CHILDRENS DEFENSE FUND

The Children's Defense Fund Leave No Child Behind® mission is to ensure every child a Healthy Start, a Head Start, a Fair Start, a Safe Start and a Moral Start in life and successful passage to adulthood with the help of caring families and communities.

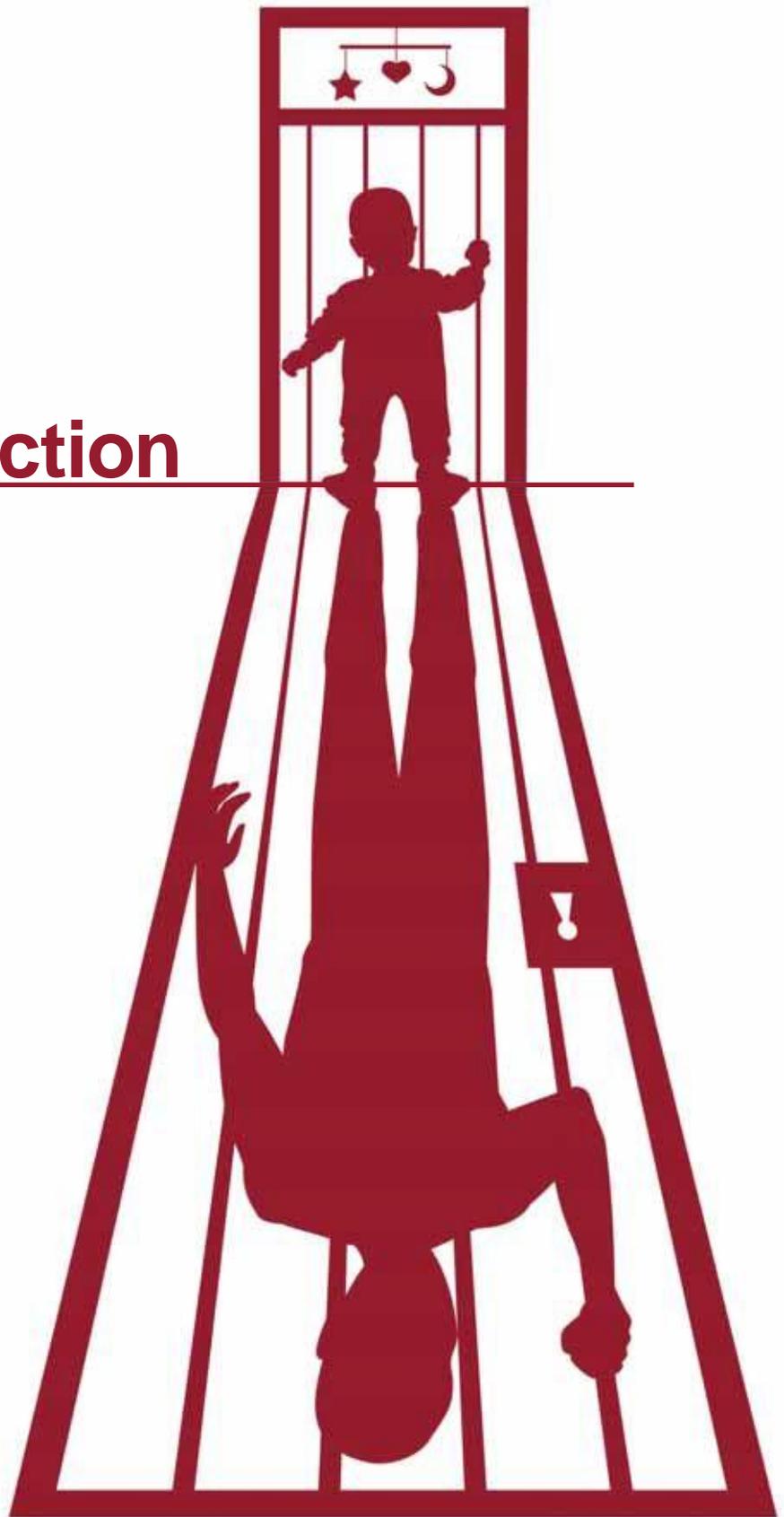
CDF provides a strong, effective and independent voice for all the children of America who cannot vote, lobby or speak for themselves. We pay particular attention to the needs of poor and minority children and those with disabilities. CDF educates the nation about the needs of children and encourages preventive investments before they get sick, drop out of school, get into trouble or suffer family breakdown.

CDF began in 1973 and is a private, nonprofit organization supported by foundation and corporate grants and individual donations.

ABOUT THE NEW ABOLITIONIST ASSOCIATION

The New Abolitionist Association is a group of young people who use grassroots organizing to dismantle the Cradle to Prison Pipeline® and replace it with a pipeline towards college or productive work. Our membership is made up of young people from college campuses, concerned congregations, youth leadership programs and other community associations. We cover all race, creeds, political viewpoints and socio-economic status.

Introduction



What is a teach-in?

A New Abolitionist Association teach-in uses one of the most powerful movement tools of all: educational empowerment. Teach-ins create a culture of inspired learning and thinking. Our goal is to increase awareness about the Cradle to Prison Pipeline® issues and encourage people to act. The success of our movement depends heavily on how many of our peers, friends and family we can bring into the fold to teach what's really happening to our generation and our children. At the end of a teach-in you should have accomplished these things:

1. Had an in-depth dialogue around the Cradle to Prison Pipeline®, one of its issues or direct nonviolent action.
2. Engaged college professors, community experts or community members with relevant testimony if possible
3. Stimulated involvement within an existing group and/or coordinated with other groups
4. Identified people in the group who want to provide leadership and direction
5. Developed next steps to have another teach-in, house meeting or creation of a New Abolitionist Chapter

What should happen at a teach-in?

Teach-ins should not only be about telling people what's going on in the world, but allowing for dialog to take place.

One of the most significant roles you can play as a Servant Leader to dismantle the Cradle to Prison Pipeline® is to educate people in your community or school about the problems our children face and inspire them to take action. Fundamentally, that is the purpose of this Teach-in Guide. It is a template for education and a launching pad for action to dismantle the Cradle to Prison Pipeline®. The Children's Defense Fund knows that it is imperative to educate people on what is actually going on with our nation's children. When good people are silent, the Cradle to Prison Pipeline® is able to spread unimpeded. Everyone knows about these pressing problems in our community: violence, poor education, lack of health care access, ineffective juvenile justice practices. But do people really know and feel what the outcome is: the Cradle to Prison Pipeline®. Your task isn't just to convey information, but to make it real by having an

in-depth conversation about what is really happening to our children and our country. You can play a significant role in helping to dismantle the Cradle to Prison Pipeline® once and for all.

You do not need to be an expert on issues of the Cradle to Prison Pipeline® to hold a teach-in because this guide will give you the tools you need to be successful. All you need is a passion for dismantling the Cradle to Prison Pipeline®, a team and a few hours to prepare for presenting and discussing this important information with a group of people in your community.

The Cradle to Prison Pipeline® Teach-in Guide is divided into five parts, each of which is designed to help you hold a successful teach-in in your community.

Part 1: An overview of how the Teach-in Guide can be used and connecting your learners

Part 2: Explaining the concepts of the issue you're talking about

Part 3: Dialogue and teaching back

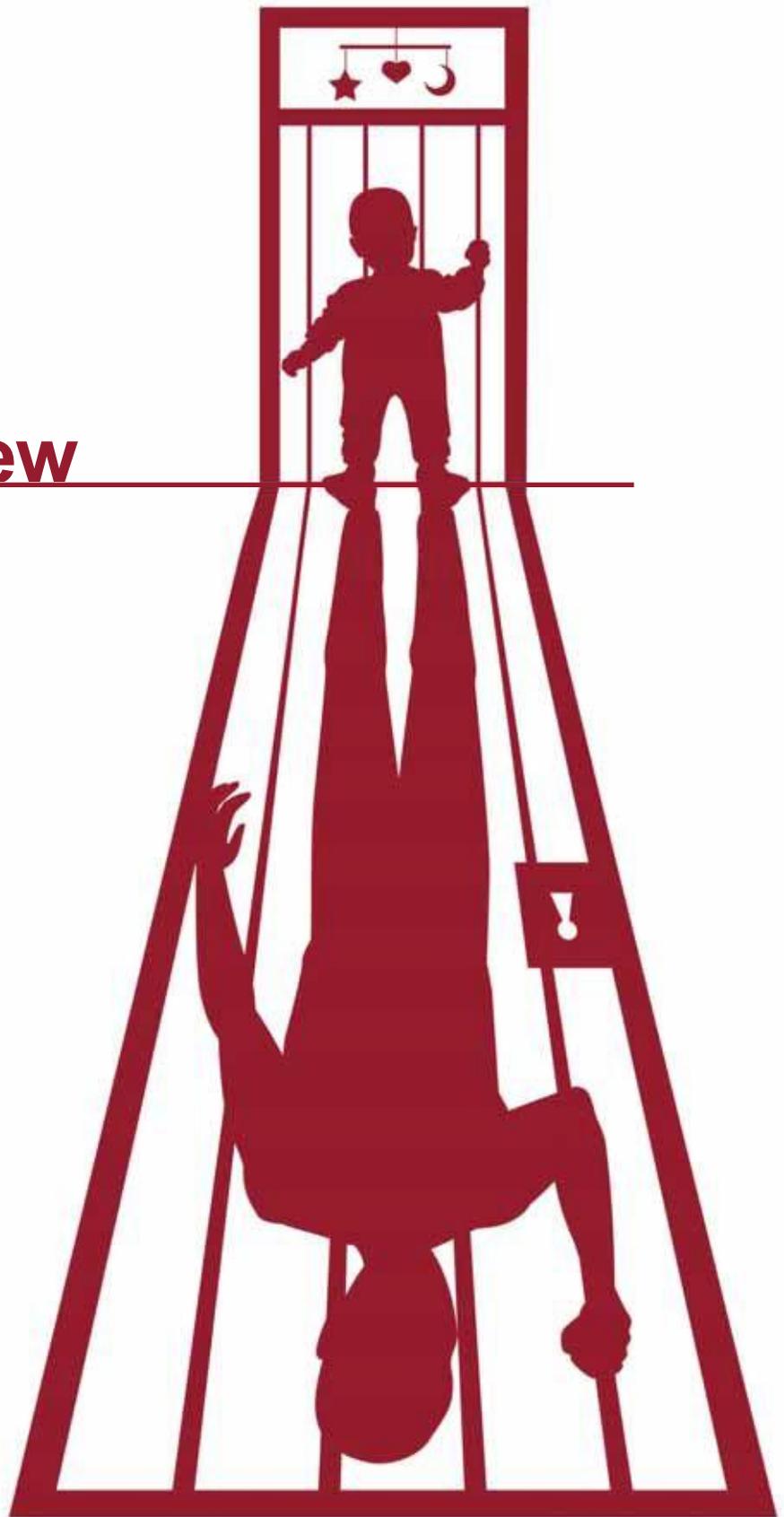
Part 4: Making conclusions and identifying leadership

Part 5: Following up with new leadership

Always be sure to notify the Children's Defense Fund when you hold a teach-in so we can list your event on our website (if you like) and we can provide you with any updated materials you may find useful in your presentation. The primary point of contact for CDF's New Abolitionist Association is Joseph Worthy, National Coordinator of Youth Leadership and Development, who can be reached at jworthy@childrensdefense.org or 216.659.1961. You are also encouraged to post information about your teach-in on the New Abolitionist Association portion of the CDF-Ohio website yourself by completing the form located at:

Good luck with your teach-in! Our collective success in dismantling the Cradle to Prison Pipeline® hinges on people like you stepping up!

Overview



Overview of how to hold a teach-in

Below are items to take into consideration when planning your teach-in to help ensure success.

Decide on your target audience

You can keep your teach-in simple by inviting a few friends over and leading them through the teach-in module, using the module as part of a regularly scheduled New Abolitionist chapter meeting (or any other organization to which you belong). You could also schedule a teach-in with an organization(s) to which you do not belong, but think would want to get involved in the movement to dismantle the Cradle to Prison Pipeline®. Finally, you could hold a teach-in for your entire campus. Remember, we want to educate as many people as possible and inspire them to act, so your contribution is significant no matter who your audience is!

Where to hold teach-ins

People often wonder about where they can physically hold a teach-in. The truth is, a teach-in can be held just about anywhere, but the audience you want to attract to the teach-in should heavily influence the location you choose. For example, if you're trying to reach your peers in the dorms, you can have the teach-in in a common area. If you're trying to reach your peers at your church, have them stay after service or use a youth service to hold the teach-in. If you're in a high school use after-school or study hall time.

The teach-in module was designed to be flexible and work in multiple environments. Some examples of locations include holding your teach-in at a community center, the facilities of a local faith community, at work during a lunch break, in a home, classroom or student union. The possibilities are endless. But remember, having it in a place where there is not a lot of disruptions is best – especially when dealing with a topic as heavy as the Cradle to Prison Pipeline®. Also, it is good to have it in a location that is accessible for people (consider things like handicap accessibility and access to public transportation).

Reaching out to new organizations to hold a teach-in with them

Note: For the purposes of this section, when we refer to “organization(s)” we are using it loosely as a catch-all word, so it can include civic and social justice organizations or groups, as well as faith communities, and various military organizations.

Our common vision of dismantling the cradle to prison pipeline and replacing it with a pipeline towards college and productive work will not be achieved without an inter-racial, intergenerational union advocating in support of these goals. Thus, it is important when planning a teach-in to consider reaching out to organizations throughout your community and asking for their involvement. Below are some helpful guidelines for forging relationships with organizations and diverse communities. Remember, these are guidelines; there is no perfect formula, so be sure to take into account the climate and culture around you when deciding how to outreach.

Guidelines for Outreach

Do your homework on the organization

Check to see if the organization has made public the Cradle to Prison Pipeline®. It is not necessarily a problem if they have not, but you should be ready to recognize their contribution to our collective efforts if they have. Remember, it is worth giving any organization a call if you feel like they might potentially be helpful in planning, supporting or recruiting attendees to your teach-in.

Be flexible

When approaching an organization about inviting them to participate in your teach-in, it is important to invite their input. To whatever extent possible, include the organization throughout the entire planning process.

Ask well in advance

Always be sure to ask organizations well in advance if you want them to co-sponsor your teach-in or advertise it to their members. Depending on

what you ask of them, you want to allow a few weeks to a month in advance notice.

Mold your story to match your audience

We know that stories inspire action where there was none. Mold your story of “us” to fit what you’ve researched about the given organization and make sure they know that we’re all in this together. It is important that your story resonates with the organization that you’re reaching out to. There is a particular interest to involve faith communities, young people affected by the Pipeline, and traditional civil rights organizations. Below is information that you might find helpful in making your story for each, should you decide to seek their involvement:

Know what you are asking for and give options

When calling an organization, be sure that you know what you want them to do. Having several levels of involvement in which the organization can participate in your teach-in is always helpful. For instance, if you want the local NAACP chapter (National Association for the Advancement of Colored People – a civil rights organization) to take part in your teach-in, you could give them the following options:

- Co-sponsor the teach-in and have an NAACP presenter talk about their organization’s concerns with the Cradle to Prison Pipeline®.
- Co-sponsor and advertise the teach-in to their grassroots members but not provide a speaker.
- Post information about the teach-in on their website or in their newsletter.

To reiterate the first point, it is always important to hear what ideas the given organization might have for their participation in the teach-in you are planning, so be sure to ask for their input as well.

Schedule a time to follow up

Before you hang up the phone, end an email, or conclude your one-to-one meeting, be sure to schedule a time to follow up with the organization. This shows your commitment to their involvement and secures their commitment to the teach-in. Remember, a commitment is only a commitment if it’s a specific person doing something at a specific time at a specific place.

Tips for facilitators

There are five main goals a facilitator should keep in mind when preparing to lead a teach-in.

1. Give people a general orientation to the issue of the Cradle to Prison Pipeline®. The teach-in is intended to educate participants on the Cradle to Prison Pipeline® and get them to take action to help end these abuses.
2. Teach one thing well. Your hour to hour-and-a-half with a group of people will not make them experts on this subject. Simply set out to educate them so that they may do the same for others and take action to dismantle the Cradle to Prison Pipeline®.
3. Create a common language, attitude and method. By uniting activists with a common language, attitude and method we will be able to accomplish our shared goals more effectively.
4. Create enthusiasm and momentum. The New Abolitionist Association has action opportunities that are ongoing. Your teach-in should aim to generate the necessary energy to motivate people to participate!
5. Build confidence. Many people lack self-confidence when it comes to acting politically and talking about the kinds of issues addressed in the Teach-in Guide. By educating people in your community, it will increase their confidence on this issue and move them to take action.

Key points to keep in mind

Keep the brain in mind

People learn best by with the four C's: Connection, Concepts, Concrete and Conclusion. Below we describe the four C's that we will reference throughout the guide

Connection

People have to feel comfortable with the people they're learning with, so think of some ideas to make people learn about each other so they're comfortable in the space.

Concepts

Ask yourself: do I want people to hear about the Cradle to Prison Pipeline® or learn about the Cradle to Prison Pipeline®? You have to run your teach-in keeping in mind how people learn. People take in new information in multisensory ways: hearing, seeing, discussion, writing, reflecting, imagining, participating and teaching it to others. As you adjust our module to your audience, think of how you can make sure someone is actually learning

Concrete practice

Make sure the participants are participating in an active review of new knowledge. Make sure there is time for someone to put in their own words what is happening to our country's children.

Conclusions

Make sure your participants summarize what they've learned, evaluate you and the process, celebrate it and create action plans for how they will use the new knowledge after the teach-in.

You may have noticed in the Teach-in Guide several areas where these types of activities are incorporated. For example, having participants watch a Children's Defense Fund conference video or having individual participants read sections of Children's Defense Fund reports opposed to people listening silently creates a different atmosphere. You should consider adding more activities or modifying what we have suggested to fit your group's needs.

Try to practice "non-repetitive redundancies" whenever possible by repeating each major piece of information in at least three different ways (ex. write it, say it, ask questions about it, etc.).

Group participation is key

People prefer to listen to a variety of people, not just you. As the teach-in module mentions, you should let a participant explain concepts such as "from charity to justice" as opposed to just defining these key terms for them. Encourage people to share the knowledge they already have to foster an interactive learning atmosphere.

Tips for facilitators

Remember to ask questions so that you aren't the only one talking. The Teach-in Guide includes several thought-provoking questions you might find helpful. Of course, feel free to add your own!

Continually ask for feedback. ("What do you think about...") This will provoke conversation and keep your listeners engaged.

Before beginning a group discussion, however, clarify in your mind the purpose and intended direction of the dialogue. Try to stay on track and respect participants' time commitments by sticking to the allotted amount of time for your teach-in. Sticking to your time also elicits more participation at a faster pace. If participants think they have all day to talk they'll be less likely to speak up. However, if they know that when the 5 minute discussion is up, it's up, they will be more likely to get out what they want to contribute.

Who should come?

The Children's Defense Fund wants as many people as possible involved in dismantling the Cradle to Prison Pipeline®, so trying to bring together a diverse group of participants is encourage; however, it is important to keep in mind that you can have a diverse group of people who have a fairly similar level of knowledge about the issue. This is key. You don't want half of your audience confused while the other half is bored. While this can be hard to achieve, it is worth keeping in mind as you develop advertisements for the teach-in and an outreach plan of who will be invited.

The Teach-in

Welcome and Making a Connection



Teach-in module

Below is a suggested module for your teach-in. The Children's Defense Fund has spelled out the process as fully as possible to make it accessible to everyone who wants to be a facilitator. Each section of the module includes suggested activities that you are encouraged to follow. Most sections also include special tips for facilitators, questions you can pose to foster conversation during the teach-in, and insights as to where you can find more in-depth information about topics covered in the module to better prepare you as a facilitator. This module is adaptable! If you are more comfortable with content in one section more than others, you should feel free to modify the module to meet your needs. Also, consider adding sections and content to meet the needs of the participants who will attend your teach-in. For example, if you are holding a teach-in with a faith community, you may want to include what the given religion says about children and how sacred they are. If you have questions, you can call Children's Defense Fund-Ohio at 216-650-1961.

Welcome and overview of teach-in, making a connection

Suggested time: 15-20 minutes

A great way to get people connected is to have them discuss amongst themselves what they want to get out of the teach-in and what they already know about the subject.

Split the group into small groups or pairs and have them discuss for 5 minutes what they want to get out of the teach-in. Once everyone is done, have them report back to the group.

Next, briefly discuss the Cradle to Prison Pipeline®, the New Abolitionist Association and the Children's Defense Fund's history in fighting for justice in America.

Facilitator: For almost forty years the Children's Defense Fund has worked for justice for America's children. Our research has exposed one of the greatest tragedies in American history: The Cradle to Prison Pipeline®, where a black boy born in 2001 has a 1 in 3 chance of going to prison and a Latino boy a 1 in 6 chance of going to prison. This is because of several issues in our community that we can see every day: Pervasive poverty, Health Care Access, Gaps in Early Childhood

Education, Disparate Educational Opportunities, Intolerable Abuse and Neglect, Unmet Mental and Emotional Problems, Rampant Substance Abuse, Overburdened, Ineffective Juvenile Justice System, Student Loan Debt and Environmental Injustice. The Children's Defense Fund is committed to training and supporting the next generation of servant leaders. The New Abolitionist Association is a group of young people in the Children's Defense Fund committed to dismantling the Cradle to Prison Pipeline® and replacing it with a pipeline towards college and productive work. Over the next hour we will look at the Cradle to Prison Pipeline®, explore what is happening to our nation's children and how to dismantle the Pipeline.

Review Goals and Agenda

Now is a good time to view the goals of the teach-in and see if there is anything that participants would like to see added. Write these goals up on a flip chart in advance of your presentation.

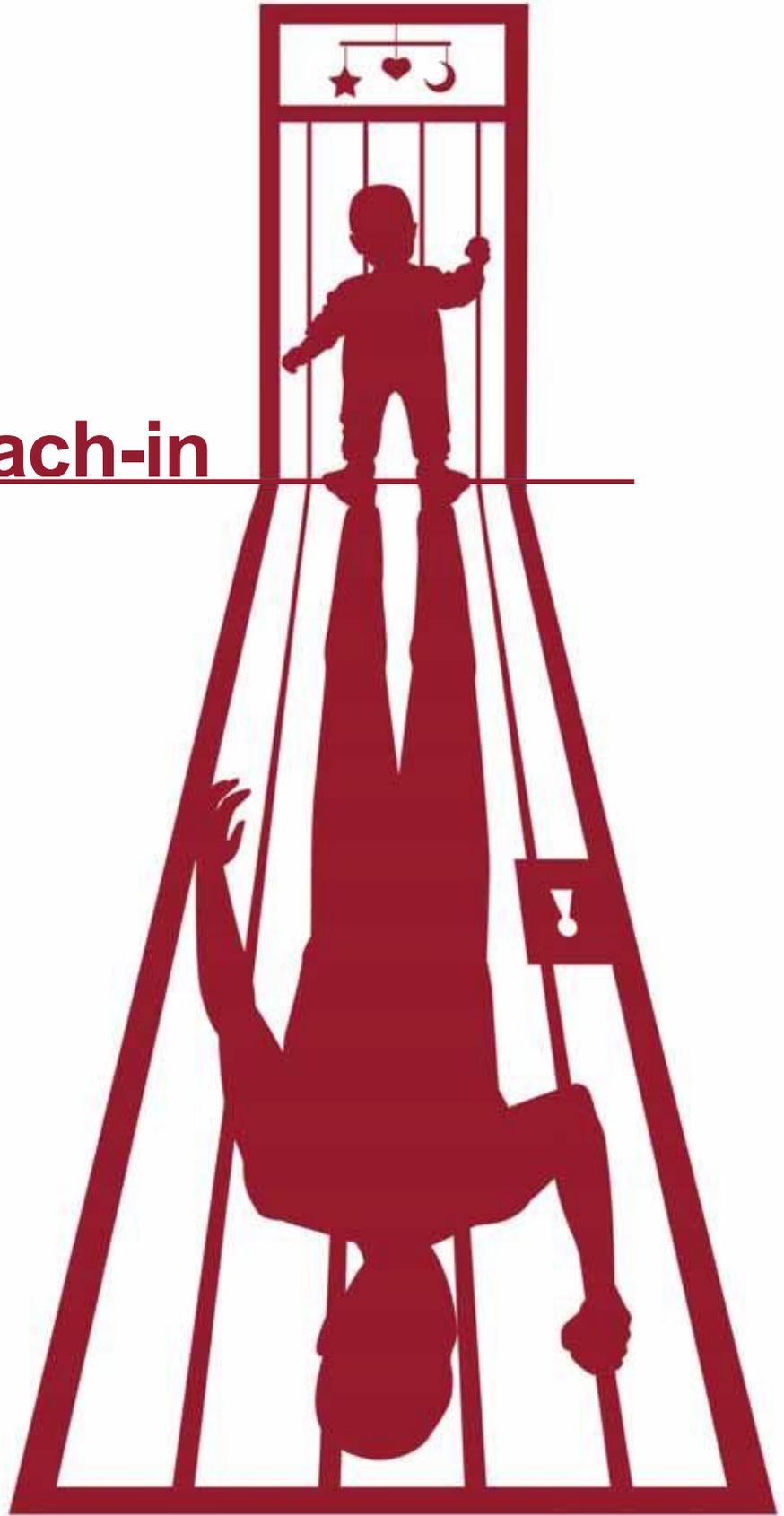
Teach-in Goals:

- Spark a dialog around the Cradle to Prison Pipeline® and humanize the issue.
- Educate participants on the scope of the Cradle to Prison Pipeline®
- Move participants to take action and provide them with tangible opportunities to act.

Instead of stating the goals and moving on—a more effective and engaging way to introduce goals is to have all participants initial which goal(s) are most important to them. After this you're ready to move on to your issue of choice.

The Teach-in

Concept



The cradle to prison pipeline

Suggested time: 30-40 minutes

Now that everyone is in a comfortable learning environment and connected to each other, it's time to move into the concepts that the teach-in will be focused on.

You have several options to choose from on our topics packages. Whichever package you choose there should be a video, a reading and a fact sheet to go with it. Make sure you have enough readings and fact sheets to go around to everyone.

First, show the video Cradle to Prison Pipeline® video. Take a moment to let everyone think about what they just saw and reflect for further discussion.

Facilitator: *What you've just seen was the reality of what's happening to America's most vulnerable citizens. That's why we're here, because all of the Pipeline issues add up to what we've just seen on this screen. Now I want us to discuss a few things.*

Make sure these questions are all visible and allow the group to report back

1. How did the video make you feel?
2. What do you think we can do to prevent these things from happening?

Issue Package

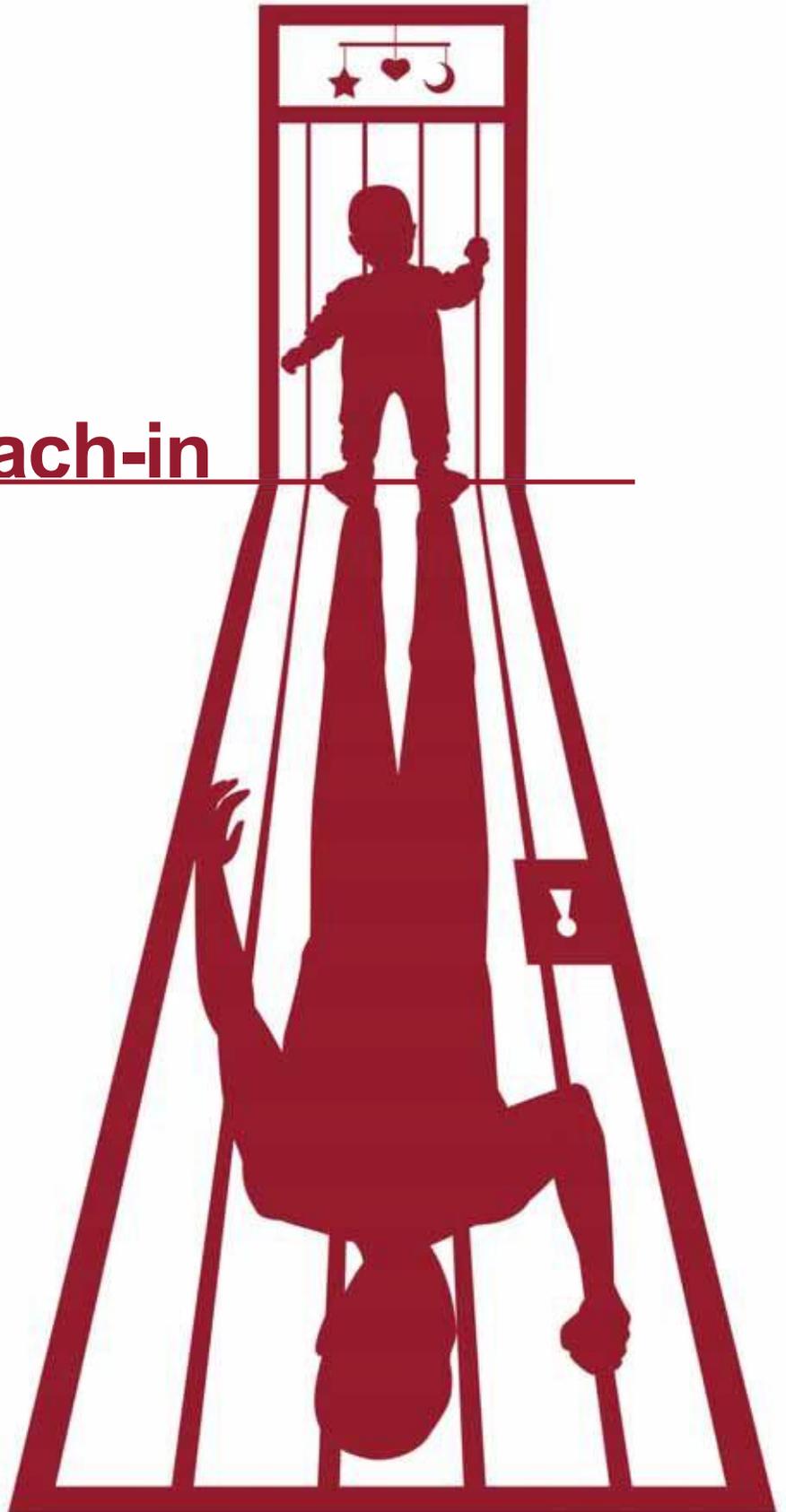
From here you want to move on to your issue package. If you haven't picked an issue or concept to focus on yet return to our teach-in page and pick one that you care about the most.

Each issue package had a video, a reading and a fact sheet. The first thing that you're going to do is have one or two members of the group read the reading out loud to the group. This should take about 5 minutes. From there, break the group up into small groups or pairs to have them discuss how the reading made them feel.

Next, play the video that came in your package. When it's over have them go back into their small groups or pairs and discuss how they feel and what they learned from the video.

The Teach-in

Teach Back



Teach back

Suggested time: 20-30 minutes

This part of the teach-in is when you bring everyone back together to discuss the issue. A great way to do the discussion is to have a teach-back.

Facilitator: Now that we've see, read, and heard about what is happening to our nation's children. I want to give everyone the opportunity to teach others what they've learned. Central to our movement to dismantle this pipeline is educating others to know what's really happening! Now we're going to have a teach-back to practices teaching others about the cradle to prison pipeline!

What Is a Teach-Back?

A Teach-Back is an activity in which learners teach each other what they have learned. They can do this many ways—verbal explanations, demonstrations, skits, and artistic expression, to name a few. Get creative based on the group you're working with.

Besides helping participants learn and remember new information, a Teach-Back is an excellent way for a facilitator to check for understanding. You don't truly know how much your learners understand or remember until they explain, demonstrate or teach what they have learned. With a Teach-Back, you obtain a clear idea of their level of understanding and whether or not you have to re-teach certain issues.

What Does a Teach-Back Do?

For learners, participating in a Teach-Back can

- **Deepen** their understanding of information already learned.
- **Increase** their long-term memory of important facts.
- **Clarify** any misconceptions or confusion about the information.
- Make them **aware** of how much they have learned and what they still need to know.
- **Increase** their confidence as they teach someone else what they have learned.
- **Help** them to master what they teach.

By observing learners as they participate in a Teach-Back, a facilitator can

- Check for understanding and clarify what learners know and don't know.
- Assess what areas of learning need more direct instruction or more review.
- Give constructive and encouraging feedback to individuals and groups when necessary.
- Make notes on the progress of each learner and tailor some of the later review to specific learning needs.

There are two ways you can do a Teach-Back, pairs or small groups.

For a pair, ask learners to stand, find partners (triads are acceptable if there is an odd number of participants), and do one of the following:

- Take turns explaining the need-to-know information from the teach-in.
- Take turns asking each other questions about the issue covered.
- Together, create a short, one- or two-minute report back demonstrating the need-to-know information, and then report out to the whole group.

For a small group Teach-Back do the following:

- Assign each table group one specific content segment to teach to the class.
- Each group prepares a short presentation of the material. These can be summaries of about one to three minutes in length or longer presentations of five or ten minutes, in which small groups use different media: visuals, slides, charts, interactive strategies, or demonstrations.
- Small groups make their presentations and receive rounds of applause from the class.

Make sure you leave time for discussion after each pair or group presents so that everyone can talk about what they are learning about the Cradle to Prison Pipeline®.

The Teach-in

Conclusion



Conclusion

This last part of the teach-in is for people to talk about what they've taken away from the entire experience and for the facilitator to create next steps and enlist new membership and leadership.

A great activity for conclusion is called stand and deliver.

What does stand and deliver do?

This activity allows individuals to report out to the group what their next steps as a leader will be.

How do I do it?

Post the following questions where everyone can see them.

- What will you do with this new information?
- What next steps will you take to dismantle the Cradle to Prison Pipeline®?
- What questions do you still have and how will you seek out those answers?
- What role do you think you can have in our movement?

Ask learners to write their answers to one or two questions of their choice. Instruct learners to form standing groups of three to five people. If you did a small group Teach-Back then learners may be more comfortable with their formal groups. Learners should read their written answers aloud while in their standing groups. If time allows, ask for a few volunteers to read their answers to the class.

Wrap-it up!

Make sure you get everyone's contact information and you ask them if they would like to lead a teach-in of their own. If they would like to lead one, make sure you report that person's name to the lead organizer so that they can keep track of all the teach-ins happening.

Make sure that you have gotten everyone's name, phone number and e-mail and you have indicated who wants to step up to take on leadership roles.