

Talking about Policing and Violence with Youth: An Activity and Resource Guide

Mariame Kaba, Project NIA

<https://policeviolence.files.wordpress.com/2010/11/policingviolenceactivityguide.pdf>

Project NIA is a Chicago-based initiative to dramatically decrease the number of youth in who are arrested, detained, or incarcerated using the principles of restorative and participatory community justice. This publication came as part of their *Exploring the Roots of Violence* program to make curricula and resources available to educators, youth workers, and community organizers. This guide builds from the idea that for many young people—particularly young men of color in urban centers—the police symbolize fear rather than protection, as they are left feeling powerless in the face of aggressive policing in their communities. Its exercises integrate conversation, history, art, and poetry to illuminate the manifestations of police violence in the United States in a nonviolent, empowering tone.

Exploring Solutions to Address Racial Disparity Concerns

Anti-Defamation League

<http://www.adl.org/assets/pdf/education-outreach/exploring-solutions-to-address-racial-disparity-concerns.pdf>

This curriculum was developed in response to the deaths of Michael Brown, Eric Garner, and Tamir Rice in 2014. It is meant to help students reflect on the underlying problems and issues that have emerged with the rise in media coverage of police violence in recent years. They will also discuss various strategies and reforms that have circulated as a result of these events. The main points are still very much applicable in light of the violence of this past summer.

Speak Up at School: How to Respond to Everyday Prejudice, Bias, and Stereotypes

A Publication from Teaching Tolerance of the Southern Poverty Law Center

http://cdna.tolerance.org/sites/default/files/general/Speak_Up_at_School.pdf

This source is meant to provide educators with guidelines and strategies for responding to remarks made by both students and other adults. It also provides insight on how to help students learn to speak up as well. The guide focuses on preparing adults to speak up themselves and act as models for students.

Something is Wrong: Exploring the Roots of Youth Violence

By *Mariame Kaba, J. Cyriac Mathew, and Nathan Haines* Layout and Design by *Caitlin Ostrow*

http://www.project-nia.org/docs/Something_Is_Wrong-Curriculum.pdf

This is another piece developed by Project NIA that covers a number of different types of violence encountered by youth. It conceptualizes what is often considered peer to peer violence as violence in the lives of young people—at home, at school, in the streets, and highest level of government through detrimental policies. The curriculum’s aim is to challenge youth to think about the roots of violence in their lives, the enforcers of violence, the effects of violence on both victims and perpetrators, and finally, how violence can ultimately be minimized through systemic changes.

Tips for Talking About Police Violence, Race, and Racism in the Classroom

Curriculum Matters-EdWeek Blog

http://blogs.edweek.org/edweek/curriculum/2016/07/talking_about_police_violence_race_racism_classroom.html

This blog post from Education Week guides educators returning to school this fall on how to approach the deaths of both civilians and police officers that have occurred during the vacation months. It touches on the effect that Trauma can have on a student’s ability to learn. The blog includes a number of resources that address institutional racism, including an enlightening TED Talk by commentator Jay Smooth entitled “How I Learned to Stop Worrying and Love Discussing Race.”

Talking With Students About Ferguson and Racism

Submitted by Kathleen Melville as part of Teaching Tolerance-A Project of the Southern Policy Law Center

<http://www.tolerance.org/blog/talking-students-about-ferguson-and-racism>

Though this piece is from 2014, the topics that it outlines remain relevant and indispensable in classrooms today. It covers how many students conceive of racism and do not immediately grasp the institutional aspects of racial discrimination. The commentary also covers topics such as white privilege and intersectionality-and reflects the path that dialogue may take in class discussions. In general, the Teaching Tolerance website (<http://www.tolerance.org>) provides a wealth of resources on this topic.

Understanding Stereotypes

Discovery Education Online Curriculum

<http://school.discoveryeducation.com/lessonplans/pdf/stereotypes/stereotypes.pdf>

This is a lesson that uses creative expression to help students understand how assumptions can lead to stereotypes and unfair judgements about individuals and groups, as well as how our own biases affect our lives.

What Youth Need to Know if They are Questioned by the Police

by The PACER Center Juvenile Justice Project

<http://www.pacer.org/parent/php/php-c171.pdf>

This is a brief summary for caring adults and youth with disabilities regarding what to expect in an encounter with the police. It includes information on what to say, how to be prepared in the event of questioning, what to do if detained or arrested, and more.

The Ruderman White Paper: On Media Coverage of Law Enforcement Use of Force and Disability

by David M. Perry, PhD. and Lawrence Carter-Long

http://issuu.com/rudermanfoundation/docs/ruderman_white_paper/45?e=23350426/33988851

This extensive report from the Ruderman Family Foundation highlights the scope of the police violence epidemic, viewing it through a different lens and finding that nearly half of police deaths involved disability. This drives home the need to make connections about race and disability, despite relatively limited resources that are available relating to these topics. The report coaches readers on how to find and share the details on the intersection of disability and the justice system, even if they are undisclosed.