



Lesson Plan: Jeans 4 Justice

Title: Jeans 4 Justice Wearable Art

Grades: 7 through 12

Medium: Recycled or used denim, and mixed medium embellishments including acrylic paint, fabric paint, pieces of fabric

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Class time required: 3 hour workshop (1.5 content; 1.5 wearable art project)

Sample results:



Overview: The purpose of this lesson plan is to provide students with an empowering and transformational experience that helps them build self-esteem while introducing them to the concept of social change and engaging them in a conversation about how they can be powerful in the movement to end interpersonal and relationship violence. The workshop ends with the students being able to paint on patches of denim, or directly on their own jeans, and incorporate messages, inspiration, quotes, images and words that reflect their learning.

Materials:

- Flipchart and markers
- Used or new denim, or strips of denim
- Fabric paints and fabric pens
- patches, stencils, pieces of fabric for adornments
- Glue gun
- Scissors
- J4J Journals

Teacher Preparation:

- Gather materials, preferably donated used jeans
- Instruct students they may bring in their own pair to reconstruct

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Procedures:

1. The first section of this workshop delivers content and guided discussion/journaling around social change and being an active bystander.
- a. **Awareness (15 minutes)** The **Awareness Section** is designed to invite students into the conversation that there is a problem going on around them and plant the seed that they can be a part of the solution. The energy of the class is safe, open, inviting, engaging and inspires curiosity.
 - Introduction to Jeans 4 Justice- who we are, our mission, and teachers share a personal reflection from being 13-18 ;-)
 - Introduce our model for social change: Awareness, Engagement, *Transformation*, Leadership, Action
 - Question: Ask what words come to mind when you hear the word "transformation"? Capture response on flipchart.
 - o Share our definition: A journey, where we go beyond changing or fixing something in ourselves, and instead focus on what is within us calling us to *return* to ourselves. It is the process of taking all the things inside us, and our live experiences, and turning them into something more whole and beautiful. It is being able to hold all the parts of ourselves and have our life reflect the magic that is within us. This awakens the spirit inside of us, our own insistent voice that calls us to live our destiny, our authentic self. ~ *Shannon Thompson, Founder of Shakti Rising*

GUIDED MEDITATION: Teacher getting the students grounded, still, in their hearts and thinking about what life is like for them at home, at school, with their friends.

STUDENTS ASKED TO WRITE IN JOURNAL: Students invited to set their intention for the day. Ask them, "What do you want to create here? What do you want to leave with? What do you want to transform inside of you?" Students should feel free to "free write", use words, pictures, phrases, or sentences. This is for them and the writing will not be seen or judged by anyone.

- Discuss what is a bystander and why we see this a vital piece in the movement for social change?
- Offer some examples from society where a bystander stepping in could have prevented the tragedy.
 - o Gang Rape from Richmond, CA
 - o Boston Suicide
 - o SDSU Article
 - o Some ways you wouldn't normally think you are being a bystander NOT OBVIOUS: YouTube "School Shooter" "Grand Theft Auto"
- Provide some examples when you may have been a bystander. Cheat on a test, drink and drive, eating disorder, listened or participated in gossip

STUDENTS ASKED TO WRITE IN JOURNAL: Students asked to think about a situation or experience where they have been a bystander. Asked to write down what the situation was, who was there, and how they felt. Tell them they can also reflect on time they had something happen to them where they wish someone would have intervened, or stepped in.

- Question -Why don't *people* intervene? Capture responses on flipchart.

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Intention and Outcome: This section affords an opportunity to show students some of the things that teens their age are going through around the country and in the world and in their back yard. The tone of this would serve as a reality check to show them just how much they are being affected and allow them to choose whether they want to be a part of the problem or a part of the solution.

b. **Engagement & Empowerment (20 minutes)** The **Engagement Section** is all about enrolling the students in the role they play in social change. It allows them to differentiate between being a part of the problem and being a part of the solution. It then empowers them to make the choice to be one or the other.

- o Content and discussion on Acceptance & Approval vs. Rejection

- Question: What does your environment tell you to be?
- Question: Who tells you what, who and how to be?
- Fitting into a box- exercise and discussion- first on board then take it to a personal level in their journal
 - o The box consists of all the adjectives and qualities that we feel pressured and expected to be
 - o What happens when you don't fit into the box?
- Discussion on being liked vs. being your truth, what are you willing to give up to be your truth and how do we support each other in that choice
- Define "truth" and "authentic self" – what feelings do you have when you are living here?

c. **Transformation (30 minutes)** The **Transformation Section** is when the students get to learn about the beliefs they have about themselves that might be holding them back from acting when they see something going on around them that doesn't feel right. It allows them to tap into their own intuition and awaken to the tools inside of them that can help them navigate through difficult situations, and make safe and conscious choices.

- Using intuition and knowledge to engage and act
- Stages of bystander behavior- focus on assuming personal responsibility
 - o Safety first reminder
 - o Indirect vs. direct intervention- being creative with your intervention strategies....you DON'T need to dress up like a super hero
- Fear vs. Love
- What fears are inside you that prevent you from being authentic and acting from your truth

GUIDED MEDITATION: Teacher asks students to close eyes and talks them through a visualization of seeing their younger self. Their younger self delivers a message to them. Emphasize thinking about this message and what it means about true self.

STUDENTS ASKED TO WRITE IN JOURNAL: Freeform write on this meditation- written in journal- 3-4 minutes

d. **Leadership (15 minutes)** The **Leadership Section** is all about inspiring and empowering the students to step up as leaders in their own lives and in their social circles. It is about owning their truth, their worth and their freedom to be themselves. The content and exercises are designed to anchor in the learning from Sections 1-3 and communicate with one another as leaders!

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What does it mean to be a leader?

- 'Be the Change' exercise and discussion- group share on words and definitions of what it means to be a leader, capture responses on flipchart
- Explaining the ripple effect
- Identifying our inner wise person and writing down your truth about who you are in your life, in your family and in your community

JOURNAL: What is your tiny change or promise that you are making to yourself today that you can bring into your life? This could look like a personal mantra or purpose statement, or be a simple contract that you make with yourself. Be creative, be free, be you!

e. Action (15 minutes) The **Action Section** provides an opportunity for students to apply their learning in real life scenarios and in their communities through tiny changes. They reflect on their experience over the previous 4 sections and set intentions for themselves as leaders of social change.

What are you going to do about it?

- Role plays- each group picks a scenario to act out, groups of 4
 - Scenarios from their original share in journal of a situation where they could've been an active bystander. They develop a role play based on one of the person's situations and develop a strategy to intervene.
- 1 group performs the in front of entire group (5 minutes)
- Transition from the ripple effect into real life action steps- enrolling friends and family in your promise

2. Closing experience: Wearable Art Project (90 minutes) This part of the workshop is intended to ground the students in all of the content and discussion they just experienced. This content brings up many emotions and inner thinking that they may not easily verbally express at first, so this is an opportunity to express their learning artistically and visually.
 - Explain the purpose of creating wearable art in grounding in what they learned that day, as well as being something they can use to create awareness amongst their peers about social change, and how they learned to intervene when a bystander to a negative situation.
 - Students chose denim from donations brought in, or take out the jeans they brought. Distribute art supplies to tables and show examples of jean art from the Jeans 4 Justice collection.
 - Ask students to use their jeans as a canvas to express how they are feeling from the workshop, write a promise to themselves about how they will act differently based on what they learned about themselves that day, represent any emotions they have about the issue of relationship violence, etc.
 - Teachers facilitate the process
 - Allow students to share their creations and talk about the symbolism at the end of the hour and a half session.

Teacher Tips:

- Bring jeans from J4J collection to demonstrate the concept and give examples to students.

Variation:

- If you are short on time, complete the lesson with students decorating small strips or patches of denim with their 'promise' to themselves based on learning.
- Have students that want to become further involved organize a fashion show event at their school to

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display the jeans created.

CA CONTENT STANDARDS: English Language Arts, Grades Nine and Ten

3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

2.1 Write biographical or autobiographical narratives or short stories:

c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.

Visual Arts and Performing Arts, Grade Seven

2.6 Create an original work of art, using film, photography, computer graphics, or video.

2.7 Create a series of works of art that express a personal statement demonstrating skill in applying the elements of art and the principles of design.

1.4 Analyze and describe how the elements of art and the principles of design contribute to the expressive qualities of their own works of art.

4.2 Analyze the form (how a work of art looks) and content (what a work of art communicates) of works of art.

Visual Arts and Performing Arts, Grade Eight

1.2 Analyze and justify how their artistic choices contribute to the expressive quality of their own works of art.

5.2 Create a painting, satirical drawing, or editorial cartoon that expresses personal opinions about current social or political issues.

4.3 Construct an interpretation of a work of art based on the form and content of the work.

Visual Arts and Performing Arts, Grade Nine - Twelve

2.6 Create a two or three-dimensional work of art that addresses a social issue.

5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.

"Bibliography/Webography"

Skati Rising - <http://www.shaktirising.org/>

Jeans4Justice <http://jeans4justice.org/>

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