


Youth for Justice Project

Afterschool Arts & Advocacy Program



A Photo-Narrative Exhibit of the
Guadalupe-Washington Community



Youth for Justice Project (YJP) is an Afterschool Arts & Advocacy Program, under the leadership of Jesica S. Fernández (jsfernandez@scu.edu), and student facilitators, Maria de la Lima and Jacqueline Ramirez, in the Ethnic Studies Department at Santa Clara University.

YJP develops the leadership, civic engagement and community-based research skills of youth in the Guadalupe-Washington community by having them engage in a participatory action research (PAR) process that involves the development of art projects, such as self-portraits, collages and photo-voice, to document via images and stories, their hopes and dreams for their neighborhood, the social issues they wish to see addressed, and to think about solutions that can help create change in their communities and their environment.



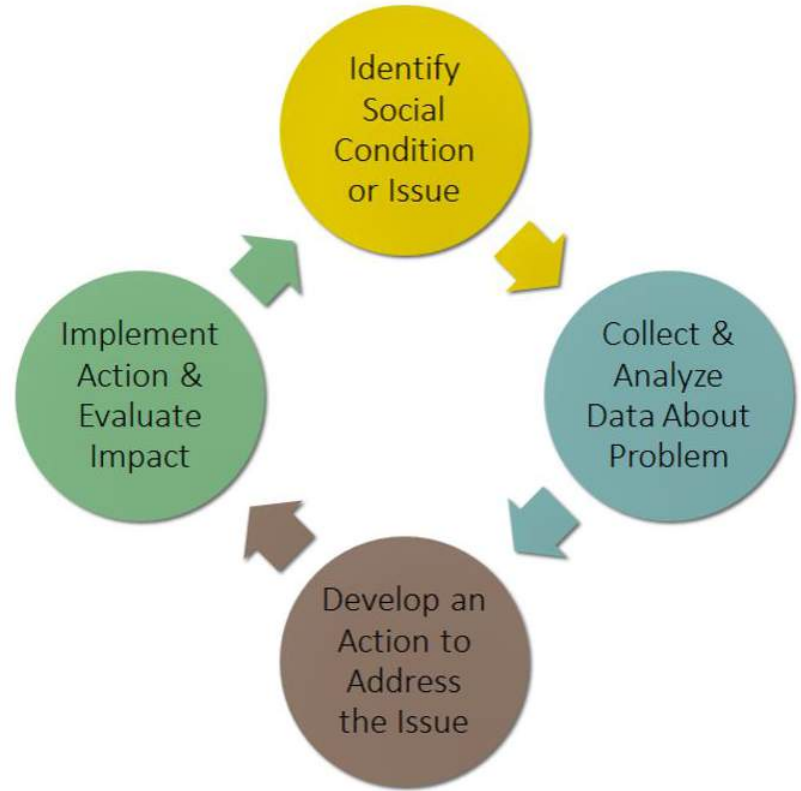
Who, What, How, Where & Why

- **Who:** Youth, 6-8th graders, in transition from elementary to middle school
- **What:** Develop youth critical thinking, civic engagement and leadership through art and advocacy, via community-based research skills training and capacity building
- **How:** Weekly 1 hour sessions to learn about youth experiences in their school, family and community contexts; to support youth radical hopes for change; and to develop action-projects to address identified problems or issues in their community
- **Where:** Sacred Heart Nativity School, Guadalupe-Washington Neighborhood
- **Why:** Youth are the present and future leaders! Supporting them in making change is one way to create more just, humanizing and thriving communities

Participatory Action Research

“Nothing about Us, without Us, is for Us”

- YJP follows a PAR (Participatory Action Research) approach – it is a way of doing research that is community-based
- Youth in the community identify & determine the issue or condition that impact them, they learn about the root cause to the issue – what caused it & why – then they come up with actions/an action-project to address the issue
- Through this process, youth determine whether the issue was addressed via an action-project, & if social change is possible
- PAR is an iterative, cyclical and relational process – the work is ongoing!



Advocacy, Art Making & Auto-Retratos

- Over the course of 22 YJP Afterschool Program Sessions, from September 2021 through Spring 2022, we've engaged SHNS youth in various advocacy art & activism oriented projects – from auto-retratos (self-portraits) to drawings to collages, sketches & photographs with narratives
- All of the art making SHNS youth have created are meant to convey who they are – their identities, lived experiences & future aspirations – along with their hopes & dreams for their school, families & communities
- At every session we've been joined by an average of 7 youth, most of whom are 6th grade youth & young girls

What is advocacy?

Art types

- Self-portraits
- collages



- you show your personality
- you stand up for yourself
- you stand up for causes / what you believe

↳ climate change: habitats / ice melting / people's living pl

↳ injustices: racism, homophobia, exclusion, tre
wasting resources, police brutality

- talking about problems so we can solve them through art

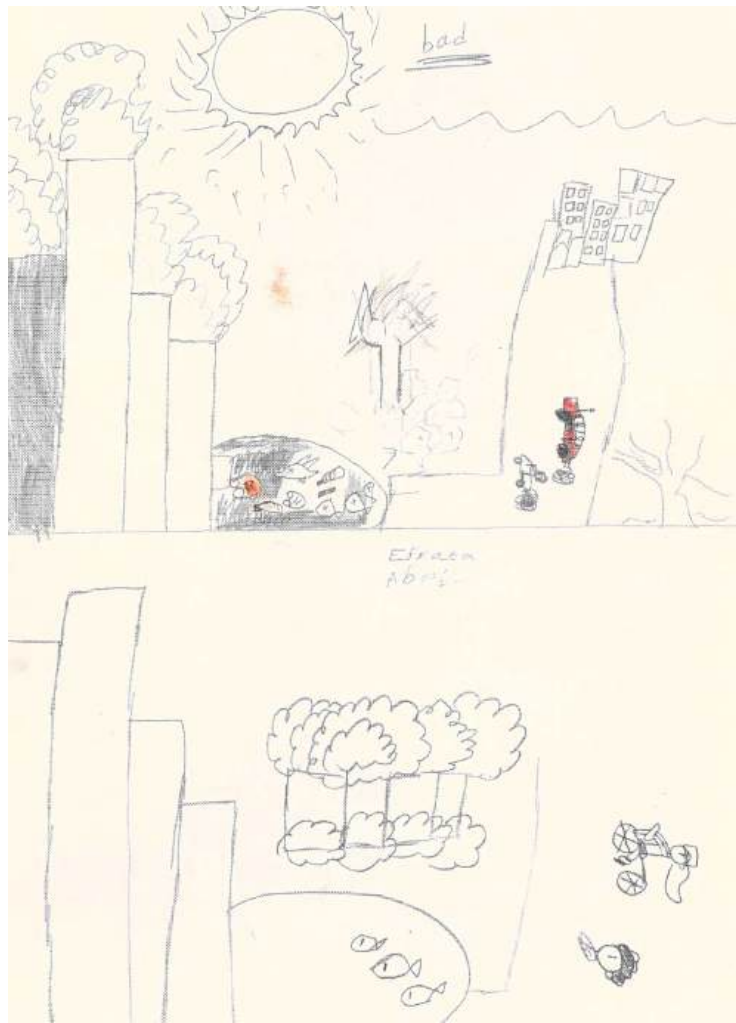
Auto-Retratos / Self-Portraits - Drawings



Auto-Retratos / Self-Portraits



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HOW CAN YOU MAKE A CHANGE IN THE WORLD?

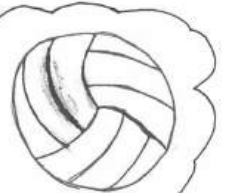
change the
world, before
its too late.



You can change the world for good by throwing
your trash in the garbage. Also, having eco-friendly
supplies. Including, plant based items.

-Rashaell Ormeño S.

A
Volley ball
represents
me.



Questions

- What are your favorite things about your neighborhood?

- What represents your community?

- What would you take a picture of?

- pretty things - culture & lifestyle

- Why is there _____ in your neighborhood?

LOVE



We are



helpful

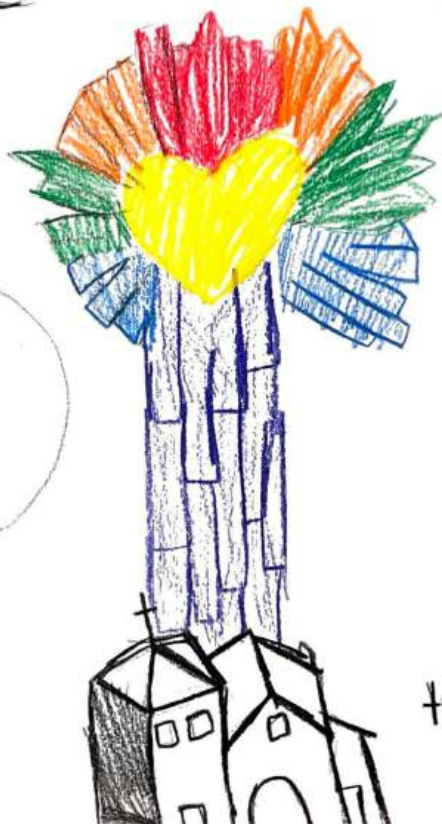
Caring



Here together



trusting



Neighborhood Walk Activity & Photovoice

- In the Spring, youth engaged in a Neighborhood Walk Activity where together we walked around the neighborhood & surrounding areas of SHNS – Calle Willow, Edwards, Oak, First Street
- As we walked these streets, we took photographs & notes of what we observed & talked about – we took photos of aspects of the community that youth cared about, were positive, & thriving representations of the community that made us feel happy!
- We also took photos of those aspects that we saw were challenging the wellbeing of the community – or that we hoped could be changed, improved & addressed
- Our process of taking photos & adding a description is known as photovoice – our photos + captions are our narratives/stories about our community hopes & dreams!

I took a photo of the restaurant, El Camaron, with a shrimp on it because it's a Mexican restaurant where people eat that is nice. - Jose, 7th Grader



The pictures
with the trash on
the sidewalk
make me sad
because it shows
how people
don't take care of
the planet when
they don't
recycle. - Jose,
7th Grader

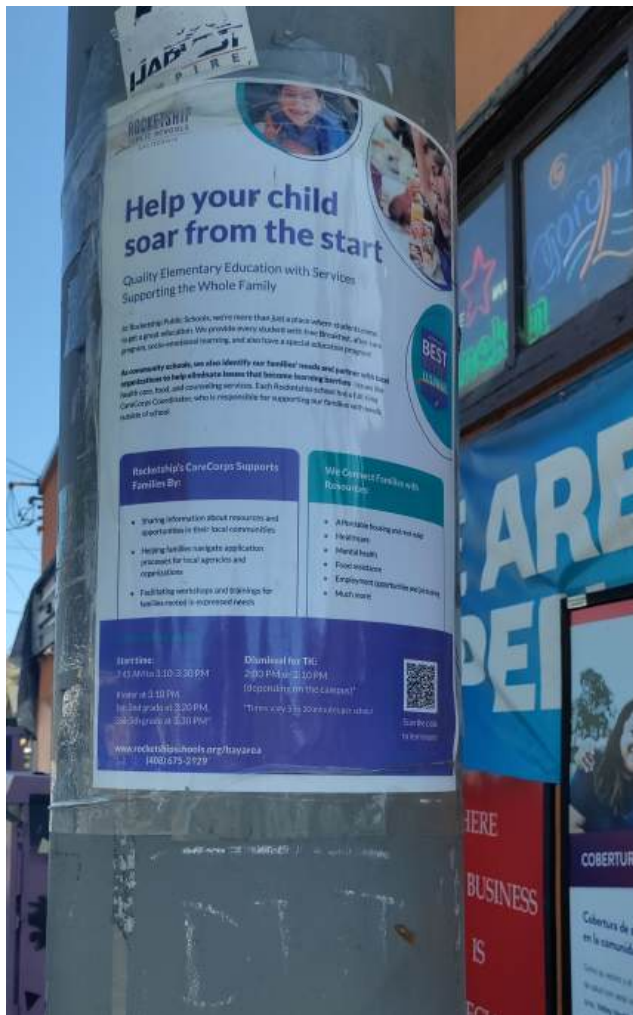




I like communities that give poor people food to eat because some people don't have money to buy food. It is good to give food to people because it shows that people care about others. Martha's Kitchen is a place that gives people food for free. - Jose, 7th Grader



I like the photo of this mural that shows Latino culture. I also like how it tells the story about important Mexican figures in our community, like folklorico dancer Brenda Lopez. It is also very beautiful. - Allisson, 6th Grader



People are helping each other
by sharing information. -
Allisson, 6th Grader

The liquor store is part of the history of the community because it's been there since 2002. I buy things there like food and snacks. - Allisson, 6th Grader





I love how even schools try to spread kindness. Schools are trying to tell the community to start spreading kindness, like confetti – but that can be littering so they should have it changed to “Spread Kindness Like Butter.” - Tanya, 6th Grader

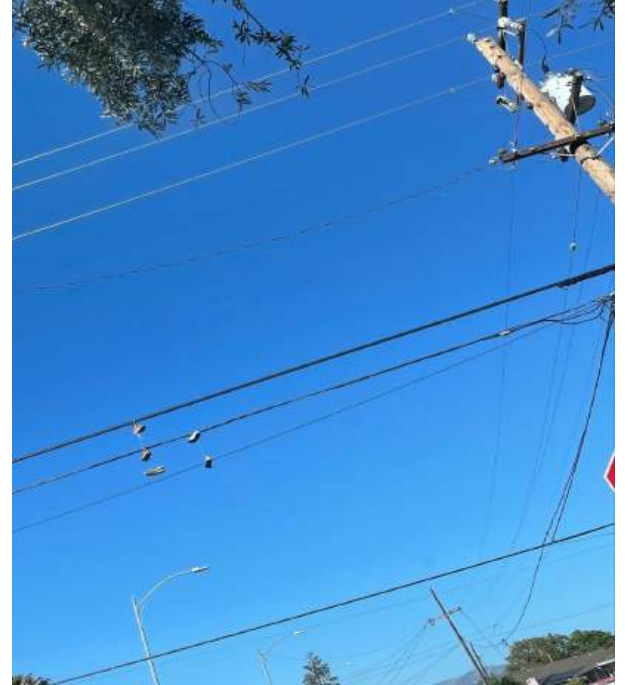


I love this mural because it represents different moms, including my mom. It took awhile to make the mural, but it's beautiful because it was made by moms. -
Tanya, 6th Grader

The mural has many meanings. It represents a lot about our community. For example, it shows students can blossom to learn new things. It also represents the heritage and history of the community. - Alisson, 6th Grader



The shoes hanging from the electricity wire show gangs in the community. These are used by cholos to mark their territory. - Tanya, 6th Grader





The sign tells the community to not use tobacco on school property. This helps protect the children and keep us healthy. - Tanya, 6th Grader

The hearts on the concrete wall are cool and make me feel happy. I'd say the community is super cool. This is important because it shows the community is loving and cares about each other. - Alejandra, 6th Grader

The art on this wall shows the love for the community. For example, it shows love. Like the love and care we have for others, and to help each other in the community. We help each other because we care. - Alisson, 7th Grader





The price of gas is very expensive. It is not okay. I took this picture because I don't agree with the price of gas. Gas is bad for the environment. But it is also bad that people cannot buy gas to drive to work or school. - Efrata, 6th Grader

The flowers and hummingbird mural is really pretty and nice to look at. It shows the beauty in random places in the community. - Efrata, 6th Grader





Turning the newsstand into a trashcan is not okay. This is for the news and not the trash. People who deliver the newspaper cannot do their job because they don't have a place to put the news articles. - Efrata, 6th Grader



Without color these utility boxes are boring, but this one is beautiful and nice to look at.

It's great! I also like that it's pretty and really nice to look at. It can make people happy. -

Efrata, 6th Grader





I like what is shown in this photo because it shows what I think is a protest for workers, and how much people work. - Stephanie, 7th Grader

I picked this picture because these flyers show how important politics are in our world. And it shows the beliefs of people about politics, and how influential politics are to a community. - Stephanie, 7th Grader

I picked these signs because it shows how people put things to support and show their beliefs. Politics are very influential to a community because they get to have a lot of power over a community. - Stephanie, 7th Grader

The flyers on this photo show us about the important political events that are happening in the community.

It also shows us that Pancho Barraza is cool. - Allisson, 6th Grader



The photo of the information flyers at the library makes me feel okay. It shows and tells the community is cool because it shares information. This picture is cool because it also shows the community must be informed on what's going on. - Alejandra, 6th Grader

What if there is a serial killer loose, how will people know? - Alejandra, 6th Grader



It's a photo of a mural that reminds me of a sad time. When I look at it, It makes me feel bad. I fell near there and I have a scar from the fall. - Allisson, 6th Grader



I like this because it can help lots of people with no bikes. And it's great. I also like this because it helps people. - Efrata, 6th Grader

The bicycle is a way to get around and how to move around. - Richard, 7th Grader



Youth for Justice Project (YJP) is a collaboration between the Ethnic Studies Department at Santa Clara University, the Santa Clara County District Attorney's Office (SCCDAO) Bend the Arc Grant Program, the Guadalupe-Washington Neighborhood, and Sacred Heart Nativity School.



Thank You!



Youth for Justice Project



A Collective Zine Project

Youth for Justice Project (YJP) is an Afterschool Program, under the leadership of Dr. Jesica S. Fernández (jsfernandez@scu.edu), and undergraduate student co-educators/facilitators. We are affiliated with the Ethnic Studies Department at Santa Clara University.



YJP strives to foster youth sociopolitical development, critical thinking, and community-engaged action through youth-centered pedagogies, critical ethnic studies curricula, and participatory action research (PAR) processes that may involve youth pursuing art, advocacy and act projects, such as self-portraits, collages and photo-voice. Youth learn to reflect and document via shared stories, art and action their hopes and dreams for their communities, and their learning (school) and living (neighborhood) environments.

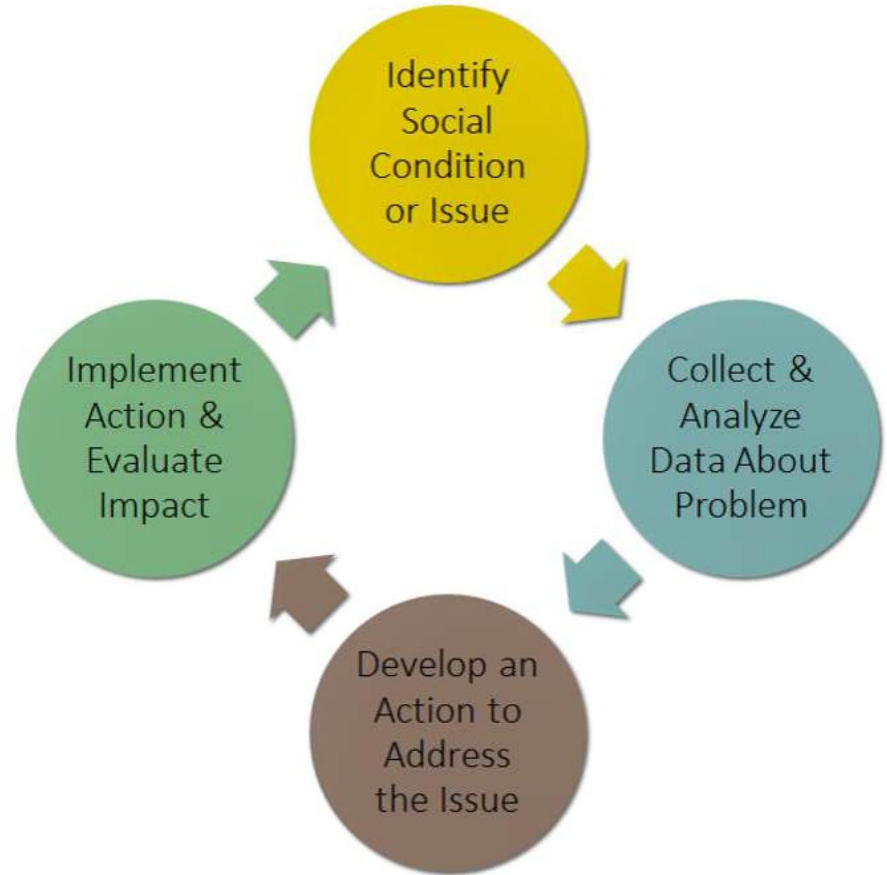
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Art Making for Advocacy & Action

- Through a PAR process youth in the community identify & determine the issue or condition that impact them, they learn about the root cause to the issue – what caused it & why – then they come up with actions/an action-project to address the issue
- Through this process, youth determine whether the issue was addressed via an action-project & if social change is possible
- During the 2022-2023 academic year we engaged SHNS youth in various advocacy art & activism oriented projects – such as making auto-retratos (self-portraits) to producing drawings and collages, sketches & photographs with accompanying narratives

Swimming in circles is no life, empty the tank

"The best way to eliminate a fish is to let them swim."
-Stephen King (Dune, Dune)



Worldwide 3 million Deaths every year from harmful use of alcohol this represents 5.3% of all deaths - World Health Organization



WE CAN'T DRINK MONEY!

SAY NO!



92 million metric tons of CO2 to Climate Crisis

The Willow Project!!



on the billion

Doing Big

TEEN SUICIDE

Teen Suicide is the 3rd leading cause of death. 4 out of 5 teens that have attempted to take their own life, have shown signs. 81% of young men take account of suicide deaths.

CALL 988
IF YOU NEED
SOMEONE TO
TALK TO.



NOBODY KNOWS.



The world is not what you see.
The world is what you feel.
The world is what you think.
The world is what you believe.
The world is what you want.
The world is what you need.
The world is what you have.
The world is what you are.
The world is what you do.
The world is what you say.
The world is what you do.



Art Making for Advocacy & Action

- All of the art making SHNS youth create is meant to convey who they are – their identities, lived experiences & future aspirations – along with their hopes & dreams for themselves, their families, school & communities
- Inspired by the independent creative & political art, writings, media & public dissemination productions associated with community newspapers produced during 1960s Civil Rights Movements, specifically zines such as Pa'Lante, El Tecolote, The Black Panther and many others, youth engaged in the production of their own Zines! We feature the pages of the YJP Zine in the slides that follow.

The Intercollege

[illegible][illegible]

—Photo by Don

—Marty by David

Why Ethnic Studies?

[illegible]

Free Proposes Two Studies Program

[illegible][illegible]

The impact and flow of the new model have been discussed in detail elsewhere by the author. It is designed and intended to be used only in places that have been found to be amenable to such an approach. It is not intended to be used in the absence of such a finding. The model is designed to be used in the presence of a "Vital Sign" in a particular country or region and will not be used in the absence of such a finding. The model is designed to be used in the presence of a "Vital Sign" in a particular country or region and will not be used in the absence of such a finding. The model is designed to be used in the presence of a "Vital Sign" in a particular country or region and will not be used in the absence of such a finding.

[illegible][illegible]

*The
Institu*

1. To see the extent of the damage to the building.

1. The defendant will
be held in custody until
the trial is held.

4. It requires a 2-
stage development
the State Statute
from October 19
have come to be
in the relationship
the State and
and his mother.

is provided over
the main, after
being the first
of the line
of course and

Examples:
There, there,
there are no

as two com-
the studen-
was down-
ology of
of the Bo-
one in a
lators.
of the
Fusion
society.

of about
in recorded
while the most
to people, the
high level of
with simple and
and as before.
shaking of the
during the last
months of super-
charged by the
members of the

Coll
Eth

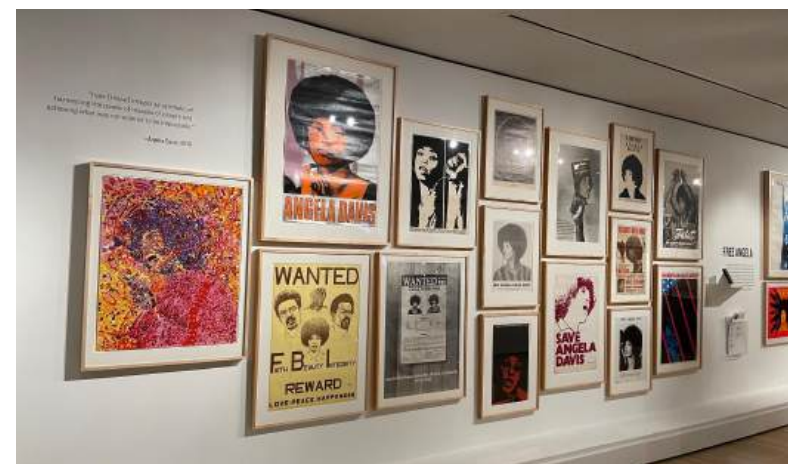
[Faint handwritten text from the reverse side of the page]

... of a ...
... and ...

RECEIVED

[illegible]

...and several...
...of a...
...year...
...be...
...problem...





love

what is love without shame?

Love is more sustainable than fear

not hurting you but moving through hurt

practices of (self) love:
just join
not ignoring
healing as a way of life

"By giving up the illusory power that comes from lying and manipulation and opting instead for the personal power and dignity that comes from being honest, black women can begin to eliminate life-threatening pain from our lives."

Kindness as a politic

"In self healing, black women can identify that voice within ourselves and begin to replace it with a gentle, compassionate, caring voice... with loving caring to criticism. It is also important for black women to practice speaking in a loving and caring manner about what we appreciate about one another."

How do I affirm myself today and what do I need to do further?

"love knows no shame"

bell hooks

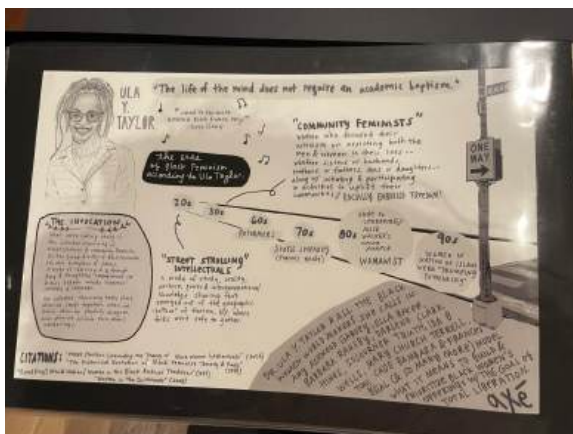
"Knowing how to be solitary is central to the art of loving. When we can be alone, we can be with others without using them as a means of escape"

Truth

truth isn't about whether to "share this or tell that," but about "being whole, being wholehearted"

Speak with care, slow down

community



BLACK FEMINIST STUDY

is a mode of learning in & through deep, thoughtful engagement with your folks. It happens in the body, in the streets. Our collective theorizing happens when we laugh together, when we dance, when we playfully disagree, & when we affirm each other's wanderings.

Zine Project

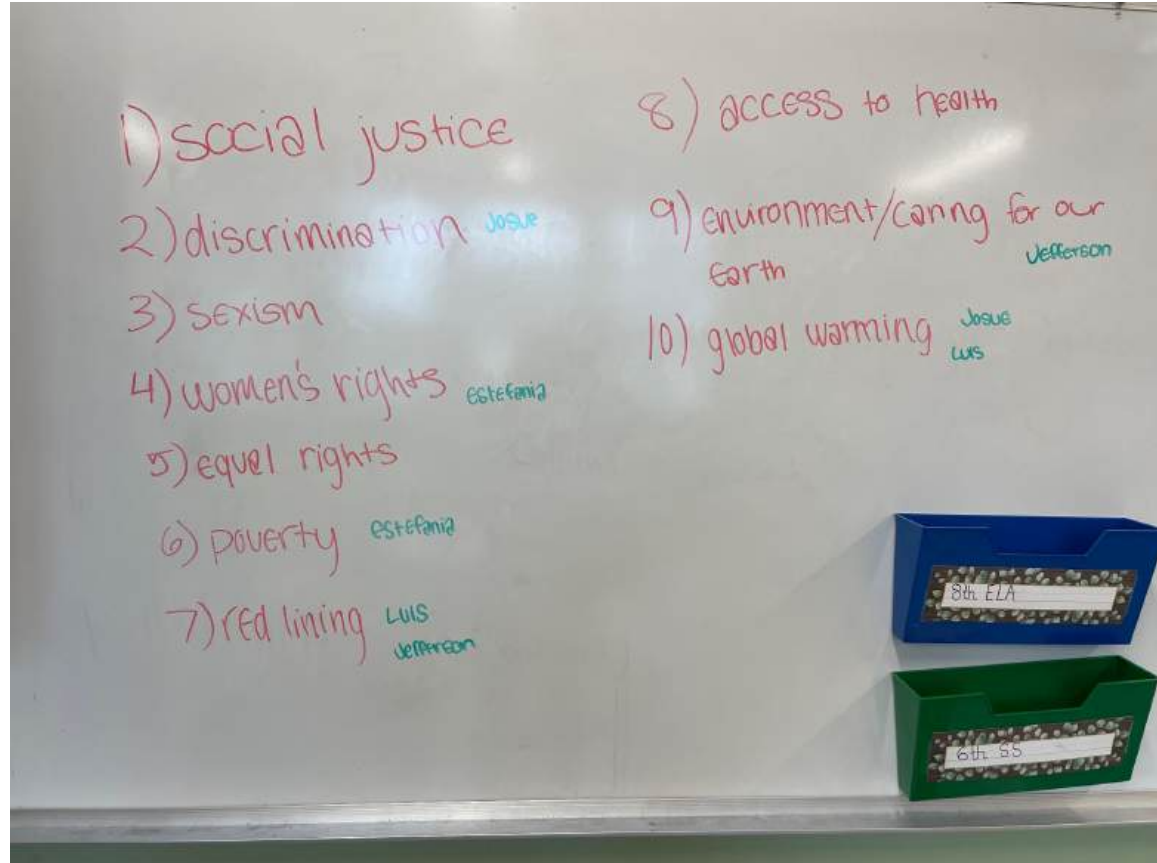
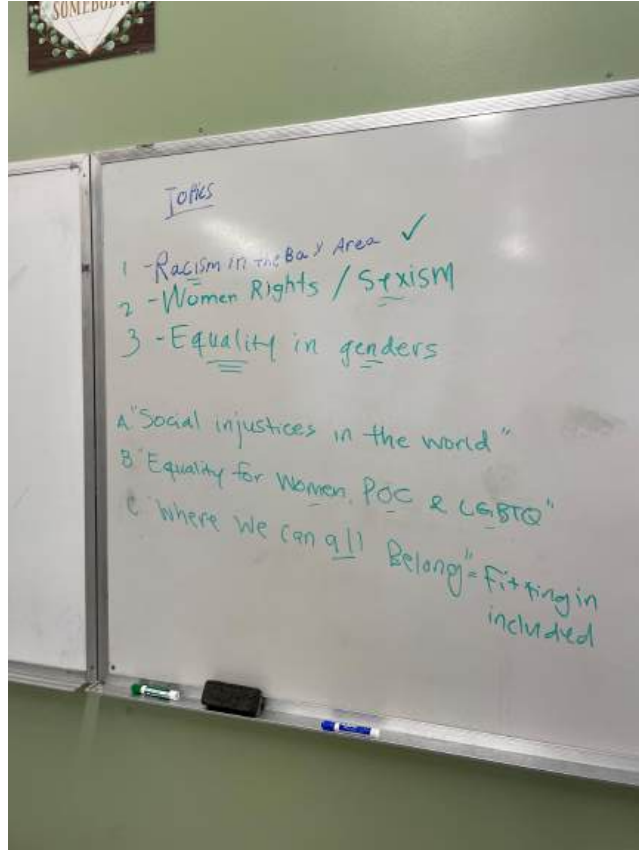
- Inspired by the learning youth engaged in their SHNS language arts classes, the Zines produced as part of social movements & Civil Rights struggles & related curricula, youth created a Zine that drew from their lives experiences
- The YJP Zine featured the following themes: women's rights, environmental justice, climate change, gender & racial justice, Black Lives Matter, health equity & LGBTQ+ rights
- These themes are featured in the "Where We Can All Belong" Zine

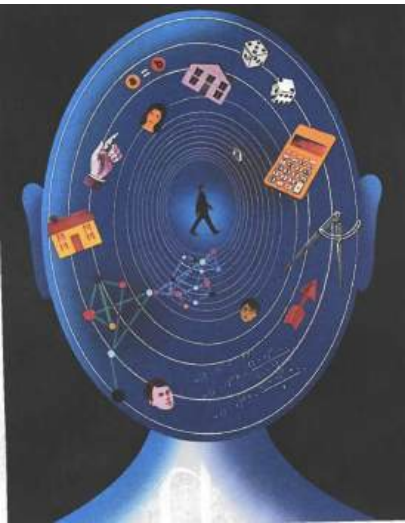


Magazines = "Zine"

- Promote products/items/ideas
- Share info / trends
- Photos, art, recepies, coupons
- Writings: descriptions, opinions
stories, interviews, biographies
- Fashion, Nature, food, travel, Animals
- Cover + content

If you could
make a zine
about a social
justice topic
you care about,
what would
that topic be?





WHERE WE CAN
ALL BELONG

THE YOUTH FOR JUSTICE PROJECT (YJP) ZINE



HEALTH

WELLNESS, FITNESS, NUTRITION—AND THE LATEST RESEARCH

MEDICATION DANGERS

Every three minutes, a woman ends up in the ER for painkiller misuse. Although opioids and narcotic pain relievers (including Vicodin and OxyContin) can relieve symptoms, they can also be addictive. Follow these tips to use them safely.

THE CUDDLE CURE

Embrace this fun, easy way to avoid a cold! Research from Carnegie Mellon University found that study participants who received daily hugs had a lower risk of stress-related infection. And for those who did get sick, frequent snuggling was associated with milder symptoms. "People benefit from knowing they have social support in times of need, and hugging is a simple and effective way to show this," says Denise Janicki Deverts, PhD, co-author of the study.

Could it be life-threatening?

If you're even contemplating going to the ER, just go. Chest pains, difficulty breathing or walking, severe physical harm and excessive bleeding are all signs you need immediate attention. People often wait too long to seek treatment for a stroke, but the key is to think FAST—Face drooping, Arm weakness, Speech difficulty, Time to call 911.



EARTH

IF WE LOSE THE LAND,
LOSE OUR WAY OF
LIFE. FOREVER.

NOT

being valued.



22

Climate change is sure to be a hot topic on the 45th anniversary of *Earth Day*. Learn more about the environmental movement and commit to perform an Act of Green at earthday.org.



THEY GROWN UP
WITH PARENTS AND NOW THEY
HASTY SLOWED DOWN THESE CHEETAHS.

FEELING THE SQUEEZE
FROM SHRINKING HABITATS AND CLIMATE CHANGE,
ANIMALS BIG AND SMALL
STRUGGLE IN THIS FRAGILE ECOSYSTEM.

here struggle to find
enough prey, and some
inevitably starve to
death. It's the boom-
and-bust cycle of the
Serengeti region that
predators of the plains
live and die by.

IN A LAND OF
PLENTY AND PAUCITY,
THE NEXT MEAL
IS EVERYTHING.



Immortal BUT STILL DYING

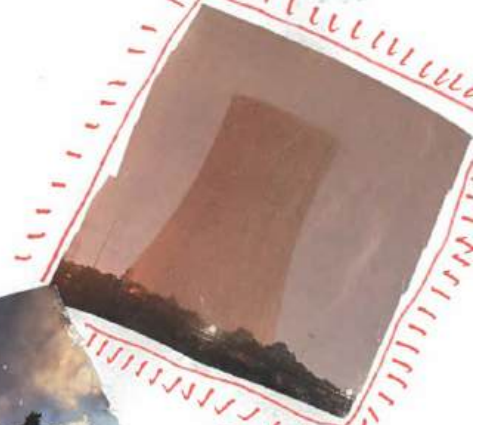
Animals dying



Climate Change



Global warming



endangered

LIFE BORN TO
ICE IS DIFFICULT,
AND NATURAL
MORTALITY
IS HIGH. ADD
A SEASON OF
INCREASED
TEMPERATURES
AND DECREASING
ICE AND YOU
HAVE A DEADLY
COMBINATION
FOR THE PUPS.



CLIMATE CHANGE



Climate Change is very important !!

EXTINCTION



Climate Change is making fires and also its melting the ice !!



NO ANIMALS ARE STUPID.

IMAGINE THE ANIMAL IS WRITING A DIARY EVERY DAY.
I'M PREGNANT.
I'M HUNGRY.
I'M STRESSED.
IT'S TELLING YOU THAT INFORMATION.

Gave Animals



WITH THE KILLING OF GEORGE FLOYD, A SWITCH WENT OFF. IT LIT EVERYBODY UP.

A Better World

World Needs to Change!

Help the Earth!



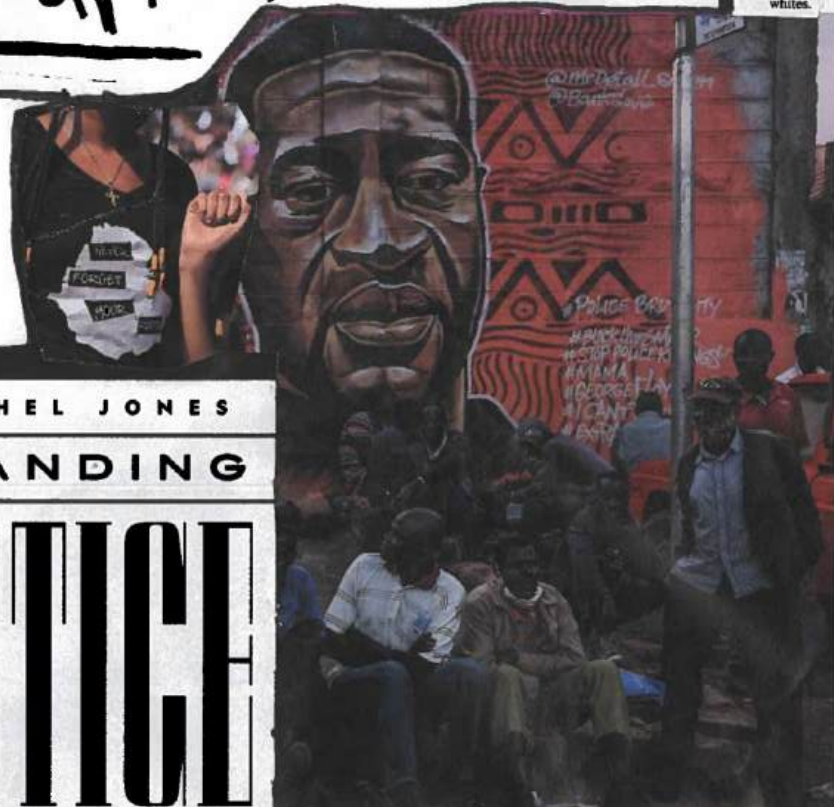
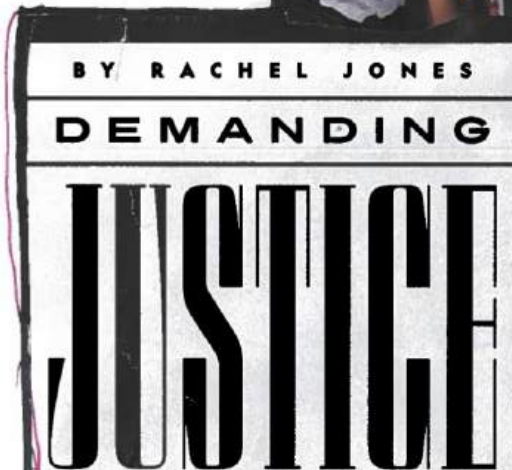
IT'S DIFFICULT TO KEEP LIVING THESE OVER AND OVER AGAIN. SORT OF LIKE A PERVERSE "GROINGRASS DAY" WHERE THESE MURDERS JUST KEEP ON HAPPENING.
- JON BERRY

We Matter.



BLACK Lives Matter ! ! !

Im gonna stand up Take my people
with Me !!



Blacks
in the U.S. are

3

times more likely
to be killed
by police than
whites.



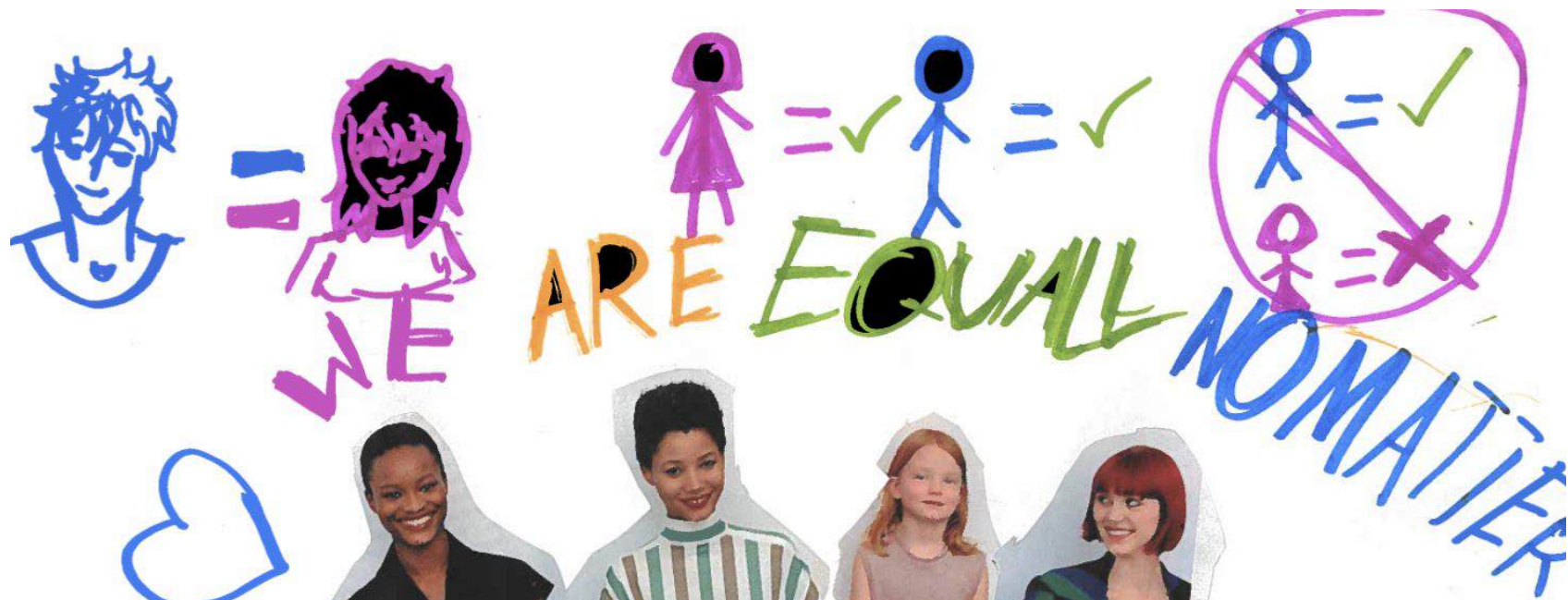
Would you
call yourself
a badass?

girl

“The way I
have defined it,
I would say
yes, of course.”

WoMeN
Right





Love
the
Rainbow!

WHAT!



Women rights & poverty



The Linda Lindas

Following a viral performance in May, the young punk band earned both instant riot grrrl status and a record deal. Here, they share why they were born to rock.

we don't need a map to
FIND OURSELVES

SET TRENDS. DON'T FOLLOW THEM

In order to feed our growing
population, global food production
will need to increase by
70% BEFORE 2050.



But the women on this list never put their
passions on pause. They've championed vital
causes and strived to realize their visions for
the world amid the most challenging times.
And we're all better for it.

**Saving People
Money**

We are

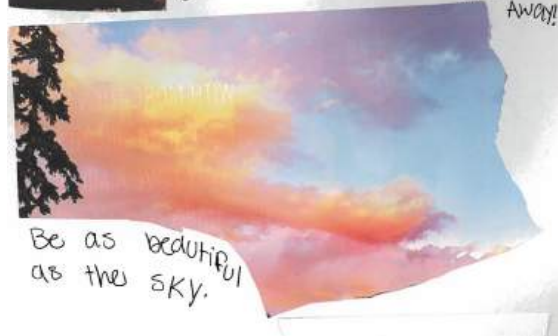


Love is
everywhere

Leave us
alone!
(discrimination)



Don't
throw us
away!



Be as beautiful
as the sky.



Healing & Mercy.

"The most important needs

of any human being are not only

food, clothing, and shelter,

but the need for justice, healing, and

mercy."

"Without the latter, the former are useless."

"I never really understood what [representation] meant until I became one of the first Indigenous women in Congress. In the end, that's what it's really about, for people to bring their perspectives to the table."

106 NOV/DEC AUGUST 2021

What are the most important

things in life? Food? Love?



We're a species wired for metaphor. Storytelling is at the heart of all human endeavor. We build economies and start wars with stories. They liberate oppressed people. They're powerful things.

"Whether we choose

to acknowledge it or not,

we are all responsible for

each other and the world."

Seize the Day

share the love



Strong
Minded

BETTER

TAKE ACTION NOW

REBUILDING

YOUTH

VOTE



Impact

I feel
Empowered

Youth for Justice Project (YJP) is a collaboration between Sacred Heart Nativity School (SHNS), Santa Clara University's Ethnic Studies Department, the Environmental Justice & the Common Good Initiative, the Miller Center for Social Entrepreneurship, and the Guadalupe-Washington Neighborhood.



Youth for Justice Project



Our Voices, Our Vision (boards) for Change



The **Youth for Justice Project (YJP)** is an afterschool program under the leadership of Dr. Jesica S. Fernández (jsfernandez@scu.edu), and a team of undergraduate student co-educators/facilitators (Ashley Orozco-Plata, Linda Soto & Naomi Hernandez). YJP engages youth between the ages of 10-13 at a private middle school in downtown San José (CA, USA) in a predominantly Latinx community. The neighborhood surrounding the school, while rich in history, cultural diversity, and a strong sense of community, is also characterized by patterns of economic inequity, housing and food insecurity, public safety concerns, and cycles of gentrification. As a research collaborative coordinating YJP, we are supported by and affiliated with the Ethnic Studies Department, the Environmental Justice for the Common Good Initiative Youth & Environmental Justice Program, and the Miller Center for Social Entrepreneurship at Santa Clara University (SCU). YJP fosters youth sociopolitical citizenship development and wellbeing, critical literacy, and community-engaged action through youth-centered pedagogies, critical race & ethnic studies, and environmental sustainability curricula. Grounded in a decolonial praxis that is oriented toward participatory action research (PAR) paradigm, we acknowledge youth agency, power and rights to determine art-advocacy and/or action projects to bring about change in their living and learning environments.

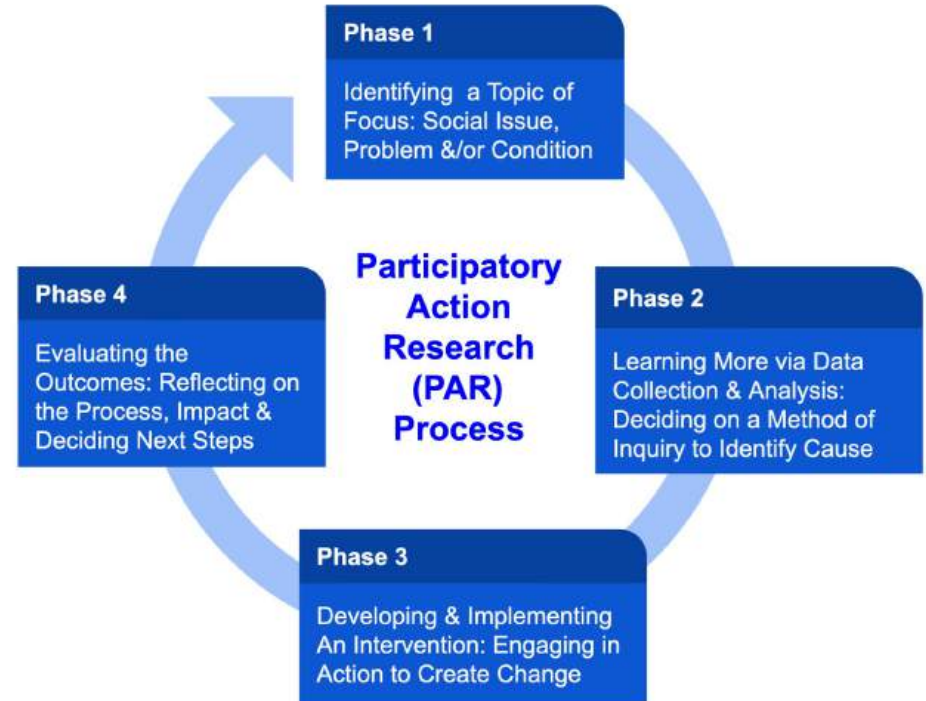
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- **Where:** Sacred Heart Nativity School, Guadalupe-Washington Neighborhood
- **Why:** Youth are the present and future leaders! Supporting them in making change is one way to create more just, humanizing and thriving communities

Participatory Action Research

“Nothing about us, without us is for us.”

- YJP follows a PAR (Participatory Action Research) paradigm, which is an approach or a way of engaging in research that is community-driven, place-based & shaped by people most impacted by systems of power
- Characterized by a collaborative, iterative, cyclical & relational process where researchers & communities come together to engage in research processes to bring about change (Camarota & Fine, 2010; Fernández, 2018, 2021; Fine, 2009; Dutta, Fernández, Galletta, & Langhout, 2023; Jolivéte, 2015; Kirshner, 2010; Torre & Ayala, 2009; Tuck & Yang, 2023)
- Involves inquiry, reflection, dialogue, analysis & action – it is an ongoing praxis!



Social Entrepreneurship Framework



“Social entrepreneurs express a powerful moral imagination.” - Miller Center, SCU

- Social entrepreneurship (SE) is a methodology that uses [business research] skills and strategies to foster social justice; it is a mode of thought and a form of social engagement that leverages the power of [social capital, resources] to foster inclusive development, sustainability and environmental justice (Gray et al., 2017; Gregory Dees, 1998)
- SE is essential to advancing the UN Sustainable Development Goals for economic development, health, education and the environment (Carlson & Koch, 2018)
- Aligns with a PAR process for social change by identifying issues & solutions with communities impacted by such conditions

Background, Process & Mission

- Background: YJP youth have engaged in various art-advocacy & action-projects over the course of our afterschool program's existence, which began in fall 2021 amidst the COVID pandemic
- Process: Youth identify & determine a topic(s) or issue(s) of concern to them, or that impact their learning and living conditions; through youth-centered activities that involve art-advocacy we support their sociopolitical development and critical literacy process to learn about the topic &/or the root cause to the issue – what caused it & why
- As facilitators our intentions are sustain YJP's mission: *To support youth in determining, pursuing and developing art products &/or action-projects to raise awareness about a topic or issue to address*

Art-Advocacy Action-Project

- All of the art products & action-project YJP youth engage, create & disseminate is meant to convey who they are – their identities, lived experiences & future aspirations – along with their hopes & dreams for themselves, their families, school & communities
- During the 2023-24 academic year youth were inspired by prior projects – the ***Neighborhood Walk Photo-Narrative Exhibit*** and the ***Where We Can All Belong Zine*** – to produce a collection of **Vision Boards** that reflect their **Voices**, specifically their intersectional identities as students and young girls who often struggle to be seen, heard and belong at their school

Neighborhood Walk Photo-Narrative Exhibit

Youth for Justice Project (YJP)

The YJP aims to support the sociopolitical citizenship and leadership development of youth via art and advocacy action-projects. Youth learn how to develop their critical thinking and social analysis of issues in their school and neighborhoods, as well as build capacity for engaging in community-engaged research. Since 2020 we have engaged over 20 youth in the YJP with the goal to support their agency, engagement, and sociopolitical action in environmental and racial justice art-advocacy activities that are youth-centered. We support youth learning through research skills training and capacity building so that they can identify social issues in their school/neighborhood, and possible solutions to address these issues. Youth are present and future leaders! Supporting them in making change is one way to create more just, humanizing and thriving communities, and learning environments for all!

School & Community Context

Located in an low-income working-class community in a region that is considered the heart of tech innovation, Silicon Valley (California, USA), Heart Middle School is the setting where the YJP afterschool program meets once a week for approximately eighty minutes. We engage middle-school youth in grades 6-8th between the ages of 10-14. Most of the youth identify as Latinx, or of Latin American descent specifically from Mexico. In recent year, there has been a shift in the school's demographics as families of Eritrean descent have enrolled their students. At the time of this study, most of the YJP youth identified as Latinx, one as Vietnamese American, and another as Eritrean American. The teacher demographics are also predominantly Latinx, which also reflect the cultural diversity of the greater neighborhood.



How can you make a change in the world?



Research Paradigm

YJP follows a Participatory Action Research (PAR) paradigm, which is an approach to engaging in research that is community-engaged (Cammarota & Fine, 2010; Fernández, 2018; Fine, 2009; Dutta et al., 2023; Tuck & Yang, 2013). Youth in the community identify and determine the issue or condition that impact them, they learn about the root cause to the issue – what caused it and why – then they come up with action/en action-project to address the issue. Through this process, youth determine whether the issue was addressed via an action-project, and if social change is possible. PAR is an iterative, cyclical and relational process – the work is ongoing! The diagram demonstrates our youth PAR process.



Sociopolitical Citizenship Framework

Sociopolitical development theory (SPD) describes Sociopolitical development theory was developed by community psychologist Rod Watts (1994) to describe the critical consciousness, political efficacy, and positive development of African American/Black youth. Informed by Black consciousness, critical race theory, and liberation psychology, sociopolitical development is defined as the cognitive process of forming a critical consciousness of oppression with the aim of identifying and defining the factors that can contribute to transformative social change (Fernández & Watts, 2021; Hope et al., 2023; Watts & Hipolito-DeLaGua, 2015; Watts et al., 2002; Watts et al., 1998). developing sociopolitical citizenship (Fernández, 2021), which is defined as a process of youth developing their identities, critical consciousness, socioemotional awareness, and political participation to create change in their community environments. Fostering sociopolitical citizenship toward action or activism is a goal of the YJP program. We utilize it as a framework to guide our curriculum planning and implementation.

Neighborhood Walk Activity

To support youth sociopolitical citizenship development, we facilitated a neighborhood walk activity that led to the development of a *Neighborhood Walk Photo-Narrative Exhibit*. The purpose of the activity was to encourage youth critical thinking on environmental justice, and to support their art-advocacy action project on issues impacting their school and neighborhood. With the support of undergraduate student co-facilitators/educators, we engaged in a photovoice oriented neighborhood walk activity that involved us strolling within a two to three block radius of the school. Over the course of one afterschool program session, we walked with twelve youth around their school's neighborhood.

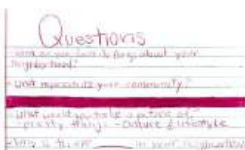
As we walked and talked about what they saw, and helped youth discern what to capture via their photo-taking, we asked them what messages they wanted to convey. We prompted youth to respond and document via photographs and accompanying narrative descriptions to the following questions:

- What is your community like?
- What are your hopes and dreams for the community?

We supported youth by having them take photographs with their smartphones of conditions or scenes they wanted to document. We also helped them take photos of moments or aspects of their neighborhood they considered would best represent their community's strengths, as well as their hopes and dreams. Most importantly, we accompanied and supported youth in their agency to tell their community's story through the lens of their photo-taking. A selection of some of their photographs and their corresponding narratives are illustrated; these were then exhibited at in their school hallway.

Conclusion

YJP youth documented their hopes and dreams for their community. The activity encouraged youth to consider the intersections of social issues and the possibilities for transformation and just change. The *Neighborhood Walk Photo-Narrative Exhibit* demonstrates how youth talked about racial injustices and saw these as connected to other forms of structural ecological inequities, specifically economic instability, poverty, and environmental toxicity. Documenting aspects of their neighborhood helped youth describe problems and solutions; some expressed aspirations to become doctors so they could provide care to those who struggle to live in safe environments experience health and wellbeing.



Turning the newspaper into a trashcan is not okay. This is for the news and not the trash. People who deliver the newspaper cannot do their job because they don't have a place to put the news articles. - 6th Grader

I love how even schools try to spread kindness. Schools are trying to tell the community to start spreading kindness, like kindness – but that can be limiting as they should have it changed to "Spread Kindness Like Butter". - 6th Grader



Like the mural of this mural that shows Latinx culture. Like how it tells it's story about important Mexican figures in our community. Like how it shows it's history. Like it's history. Like it's history. - 6th Grader



This street hanging from the electric wires where gangs in the neighborhood. I have seen them mark their territory. - 6th Grader



The price of gas is very expensive. It is not okay. I hate this picture because I don't agree with the price of gas. Gas is bad for the environment. But it is also bad that people cannot buy gas to drive to work or school. - 6th Grader



The pictures with the trash on the sidewalk make me sad because it shows how people don't take care of the planet when they don't recycle. - 7th Grader



I like communities that give poor people food to eat because some people don't have money to buy food. It's good to give food to people because it shows that people care about others. Martha's Kitchen is a place that gives people food for free. - 7th Grader



The courts on the concrete wall are nice and make me feel happy. I'd say the community is super cool. This is important because I believe the community is healthy and caring and everyone else. - 6th Grader



The art on this wall shows the love for the community. For example, it shows how we love the community and how we help for others, and to help each other in the community. We help each other because we care. - 7th Grader



The mural has many meanings. It represents a lot about our community. For example, it shows students can blossom to learn new things. It also represents the heritage and history of the community. - 6th Grader

Where We Can All Belong Zine



1

Zine Project

- Inspired by the learning youth engaged in their GHS language arts classes, the Zines produced as part of social movements & Civil Rights struggles & related curricula, youth created a Zine that drew from their lives experiences
- The YJF Zine featured the following themes: women's rights, environmental justice, climate change, gender & racial justice, Black Lives Matter, health equity & LGBTQ+ rights
- These themes are featured in the "Where We Can All Belong" Zine

2



3



4



5



6



7



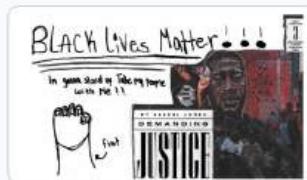
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14



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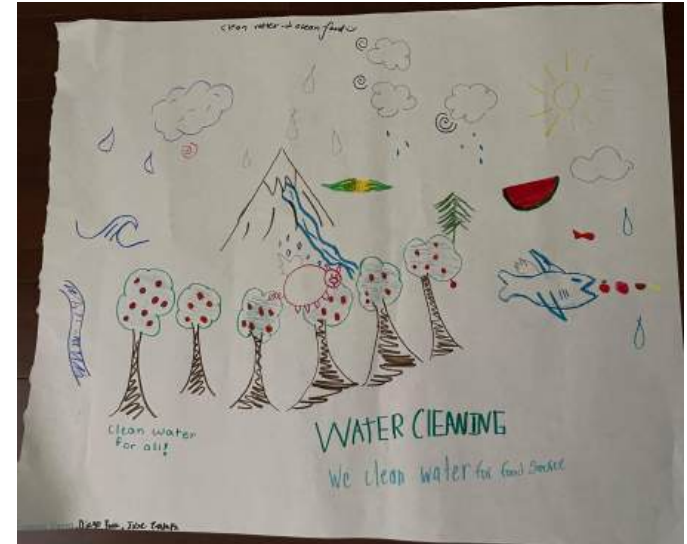
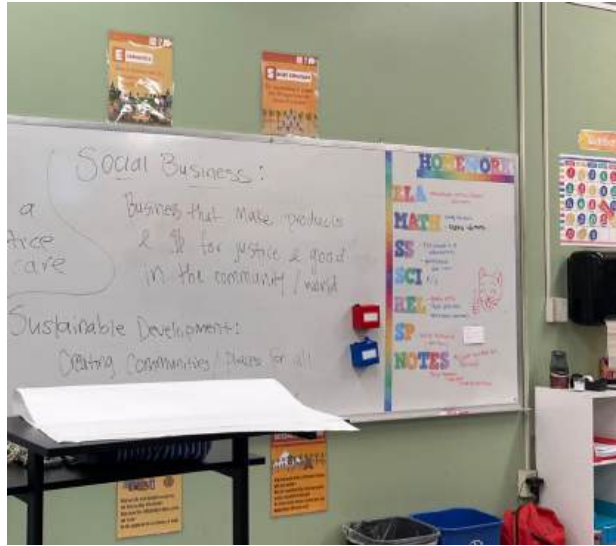


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Art, Advocacy & Action-Centered Activities

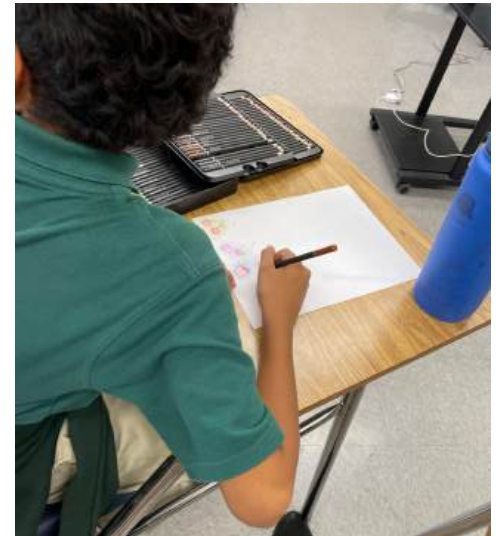
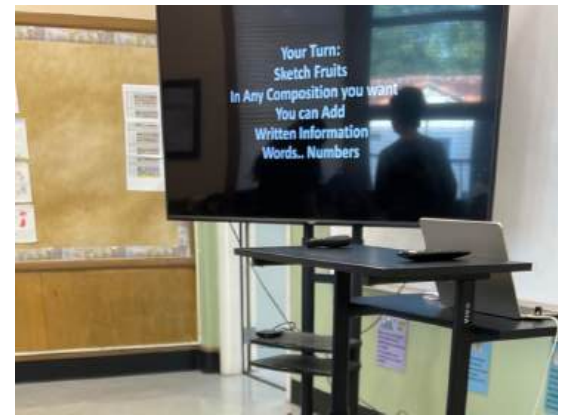
- Fall Quarter: learning about social entrepreneurship through a social-justice lens, how research, action & economic development can bring about transformative change to better communities
- Winter Quarter: Reflecting on social contexts, environments & relationships that foster health, wellbeing & sustainability; what & who matter to youth & why; documenting youth voices, esp. concerns, challenges, hopes & dreams for their school
- Spring Quarter: Discerning themes from art projects & interviews of each other to produce the Our Voices, Our Vision (boards) Project

Justice-Oriented Economic Development: Miller Center for Social Entrepreneurship



Digital Art Design for Social Change

San José Museum of Art



Muraling as Public Art for Justice

Local Color San José



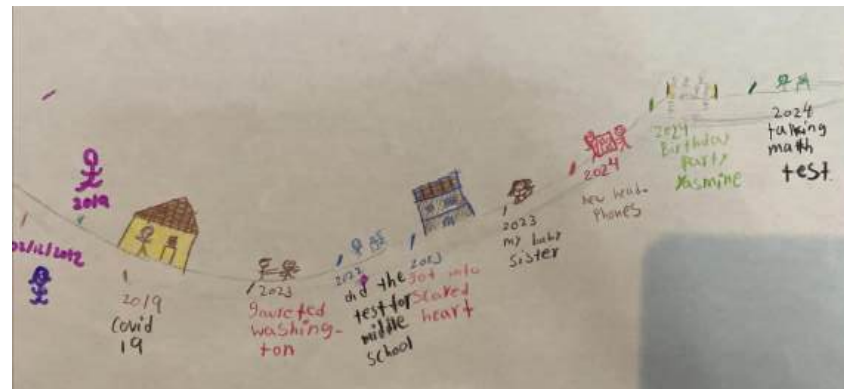
Life Maps

HOW TO MAKE A LIFE MAP

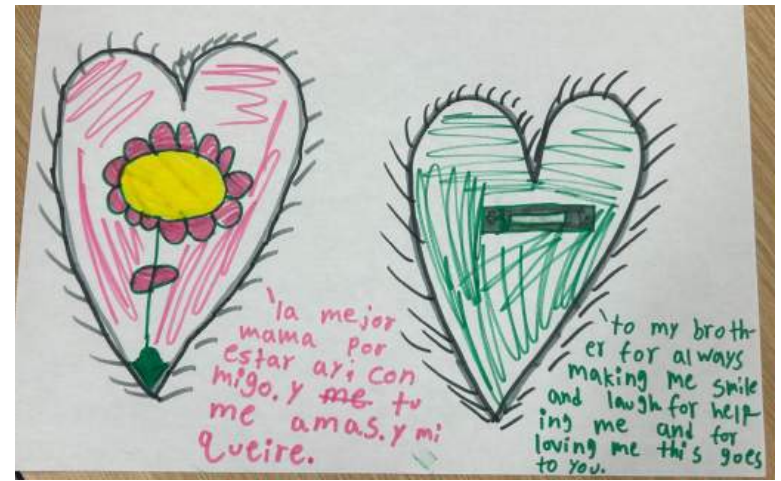
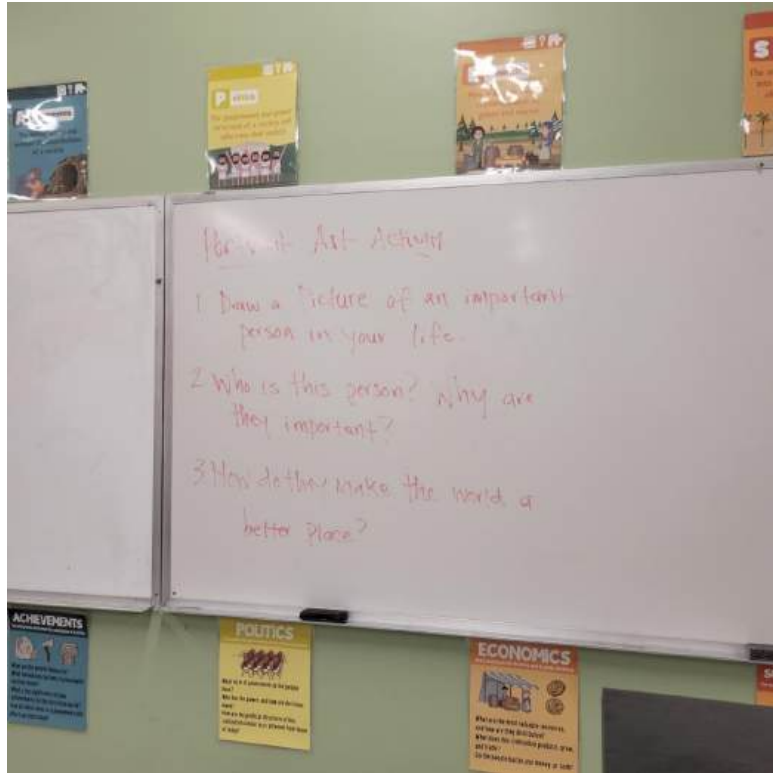
- DRAW OUT A SYMBOL OR PICTURE THAT REPRESENTS A FEW MAIN EVENTS OR HIGHLIGHTS/MEMORIES IN YOUR LIFE
- ADD A LABEL THAT IDENTIFIES & GIVES DATES TO THE EVENT; BE CREATIVE WITH THESE LABELS - E.G., "THE ROAD TO HAPPINESS ON MY NEW BIKE!"

BEGIN WITH THE FOLLOWING:

1. DRAW OUT 4-5 EVENTS THAT REPRESENT YOUR PAST
2. THEN, DRAW OUT 4-5 EVENTS THAT YOU IMAGE OR WOULD LIKE TO BE PART OF YOUR FUTURE
3. CREATE LINKS OR A PATH BETWEEN THESE DRAWINGS/EVENTS



Meaningful Person Portraits



Peer-to-Peer Interviews

II. Art/Creative Activity: Meaningful Person Portrait Card

- Referring back to the "Life Map" activity where youth featured important, meaningful highlights or moment from their lives, as a set up for this activity we can have them identify 1 person from their life, Life Map, that is important to them – or that they appreciate
- Having the youth draw a portrait of an important person in their life (friend, parent, sibling, teacher, mentor) with a meaningful message inside the card about why they are important to them and their life

● Pair-Share Interview Questions (Naomi & Jesica)

1. Who is this person?
2. Why are they important to you and your life?
3. What makes them beautiful or powerful?
4. How do they care for you and/or the community and/or the environment?
5. How does the person in your life make you feel cared for/supported?
6. How does that person care for or support their environment/community/family?
7. What in your school/community makes you feel cared for and supported?
8. If you could change anything in your school/community environment what would you change and why?

00:00:02

Like the food in the school is like.

00:00:04

Very, very trap like it's.

00:00:05

Literally homeless food.

00:00:06

Like it's it's not good.

00:00:07

Like, I don't like the only for good food is like the sandwiches and the nachos, OK?

00:00:13

Literally, like the food is like plastic.

00:00:16

You can't even like take a bite.

00:00:18

The sandwiches are like barely even good.

00:00:20

And like, no, like they gave us like vegetables that are not even vegetables.

00:00:26

They're like, they're not even cooked.

00:00:29

They're like boiled or something.

00:00:31

And then the tortilla, they give it plain and like, it's like literally, like not even warm like out of the bag.

Theme Discernment Process

#1 → Food (expired milk)
1 month 2+ students
Not eatable, 0 nutrition

#2 Sanitation
Not clean insects (spiders, cucarachas)

#3 Favoritism

#4 Weird teachers PE, Spanish

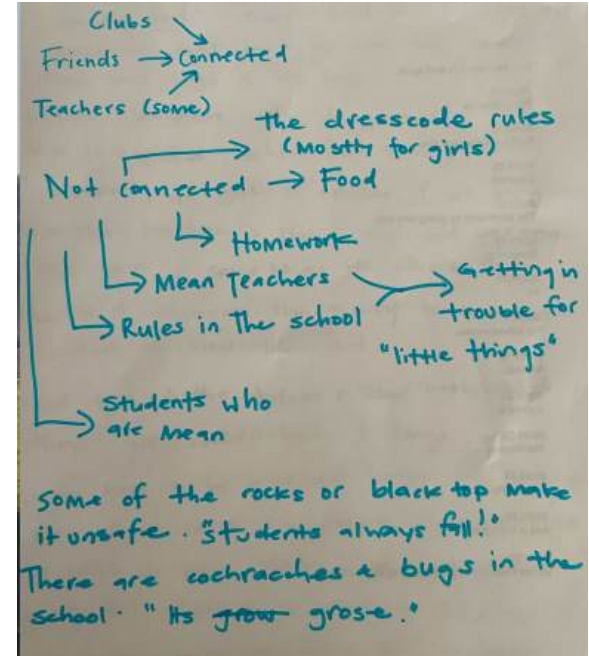
#5 Safe?? (school structure)

give but not get back
Last minute notice.

* Not fair!!
Waste of money
Where the money is at? Tijuana?

11/11

- They feed us "interesting food"
- Expired food, rotten oranges
- Students don't want to eat the food at the school
- There are bugs and rat poop in the food
- Plastic in the food as well, and sometimes even maggots because the food is expired
- School food quality is not good
- The food is not checked to see if it is good – they don't care
- Sometimes there is mold in the food and the bathrooms
- We get in trouble if we bring snacks
- Martha's Kitchen is the only food you can eat or get
- Sometimes we don't eat at school
- We get hungry, we're hungry most of the time
- The food impacts the ability for just to learn ins school and how we feel
- Mold behind the toilets in the bathroom is another problem
- There are cockroaches and bugs around the school too
- Skirts must be a certain length
- You must wear some colors, only those the school authorizes
- The staff and teachers get some food but not the students
- The money we pay for the school goes to charity
- The school needs maintenance
- We don't know where the money goes
- "Where the money at?"
- Teachers have their own rules and students have other rules



Vision Boards Activity

- **Larger Group Dialogue** (5 minutes, Jesica)
 - A dialogue-reflection about what stood out to youth and why
 - Having the older students share and reflect on what stood out to them from their interviews first as a way to show the younger students that they too might have had similar experiences
 - Then, opening it up for others, younger students, to share their experiences and/or what they reflected on from their interviews
 - Pass out paper and color/writing materials to give youth the option to write out or draw their question, reflection or thoughts if they are not comfortable speaking up or sharing, having themselves known
- **Preliminary Themes from Interviews** (5 minutes, Linda/Jesica)
 - (1) ***Sense of belonging***: connection to staff & teachers, feeling & being heard/understood, cared for, experiences of students made to feel uncomfortable by teachers, emotionally depleted
 - (2) ***Nutricion***: food insecurity, quality of food, healthy food, students being hungry|
 - (3) ***Sanitation***: decaying infrastructure of the school environment, lack of cleanliness, no heating system in winter

Create a Vision Board for Your School!

- What are you hopeful for based on these three themes?
- What are your dreams for your school?
- Imagine a school where a sense of belonging, nutritious food and safe sanitary spaces are possible – what would that look like?

Our Voices, Our Vision (boards) for Change Project

The project features the YJP youth voices and visions for change. Each Vision Board was created by a youth to represent some of the themes from their peer-to-peer interviews. Themes included: **sense of belonging school, nutrition & sanitation**. A Vision Board photo is accompanied by a description, or statement, that youth presented to the group on our last day of the afterschool program.

They don't allow us to wear makeup, but teachers can wear a lot of makeup or whatever they want, and we can't wear earrings or jewelry as well, and that seems unfair, we should be able to wear what we want

Dressing however we want is not acceptable, we don't have a right to choose what we want to wear, we cannot have access to nutritious food, and there needs to be more programing and opportunities for us to be in clubs we want to be in, and that are geared toward having us learn more about STEM



I have never put limits on what I want to wear and what I look like."

She Wears the Pants

Let's Get to the Bottom of It

I want to SLEEP

Comfort Food

IS THE BEST

LAVENDER

THE POWER OF ICE ALLEE

IN CAT HAIR & DAM

We are not allowed to bring in food or snacks that has not been approved or authorized by the school or the staff, they give us food that make us sick, and food is important because we cannot learn when we are hungry or starving, and when our stomach are empty they hurt and we can't focus on our school work, the water also makes us sick, and we get in trouble for not bringing a plastic water bottle but some of us cannot afford a recyclable water bottle because some of these are expensive and if we lose it we can't get another one; one time a teacher called us "cows" because we were moving slowly in the line – many students seemed to laugh and find humor in the telling of this particular story.



We cannot wear earrings, and make up, especially hoop earrings because the teacher that is misogynistic things that it is not acceptable to dress in certain ways or wear certain things; we cannot choose what club we want to be in, and we don't get to decide for ourselves, which is frustrating because we have no choice over our dress, clubs, learning and even food, or what we put on our faces or bodies



A collage of various items including perfume bottles (Versace, Chanel, D'Arny), food (waffles, avocado toast, fries), a Starbucks logo, a cartoon character, and a glass of iced coffee.

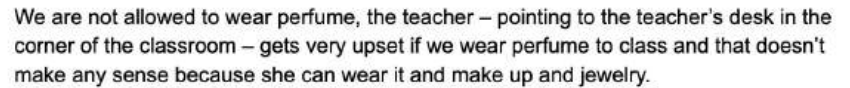
A collage of fashion and beauty items. At the top left is a red long-sleeved top. Below it is a black bag. To the right is a blue and white striped top. In the center is a perfume bottle. At the bottom left is a lipstick. On the right is a large eye makeup close-up. The collage is titled 'FASHION' and 'BEAUTY' in large letters. There is also a small text box that says 'PARTY NICE' and another that says 'FASHION' and 'BEAUTY' in large letters.

I wanted to spend more time on making my Vision Board but I didn't have enough time, and so what I included here is a lot of pink because I think the school needs to be more accepting of our femininity and that we should be able to express ourselves as girls; this led Efrata to share that in school they are also not allowed to decide what colors in their clothing to wear as they are only allowed to wear either gray, black or white, but not red or blue, and that appears to be somewhat of a double standard because teachers will often get students in trouble for wearing red or blue, even if they are red or blue socks yet the teachers or staff will be wearing all kinds of colors so that doesn't seem fair; the youth reiterated that they are not able to wear pink either which doesn't make sense because it is not red or blue, which are the colors that students are forbidden to wear.



Most concern was the food and the fact that the food is of poor and bad quality that it affects the health and learning of the students, and that they are frustrated by how bad it continues to be; the Vision Board depicted cut outs of healthy meals and full breakfasts, vegetables and fruits that the student described as healthy and important for them because they are growing and they need nutrition at this stage of their lives.



[illegible]

Looking Back, Moving Forward!

- As we reflect on the themes discerned by the youth, and the ***Our Voices, Our Vision (boards) for Change*** project, we look forward to continuing to engaging youth in reflections & dialogues about these issues with the intention of supporting them in discerning, developing & implementing an action to address some of the issues they identified: sense of belonging, nutrition & sanitation
- Addressing some of the issues, as reflected in the themes, will require YJP collaboration with school & community partners, as well as leveraging SCU resources to support youth advocacy to bring about change in alignment with principles of sustainability, wellbeing & the thriving of all students
- Grounded in a youth-centered PAR process, critical race & ethnic studies curriculum, environmental justice & sustainability principles, as well as a SE framework, we look forward to continuing to support YJP youth in developing an action in 2024-25 to advocate for school change!
 - Possible actions may include: participatory budgeting, restarting student council meetings with administrators; having youth determine food, programming & activities; food & wellness assessment; evaluating water & air quality in their school building; community gardening



Youth for Justice Project End of Year Celebration



