



Disproportionate minority contact: How public education, mentoring, and service-learning can move this issue from addressing to action ~ **page 4**



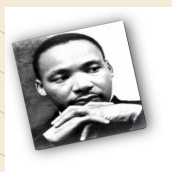
Travel Channel films alternative school using modern day underground railroad approach with proven best practice components. . . .

~ **page 3**



The quest for education of a sharecropper family in rural Mississippi becomes the model for a multi-week academic and enrichment alternative as well as a mentoring approach to mentor court-involved and incarcerated youth..

~ **page 8-9**



Historic boycott movement becomes a template today for service-learning.

~ **page 4**



The Road That Led To Somewhere provides a template for students to constructively discuss race, understand the dangers of crime which evolve from race-based confusion, and to understand the principles of non-violence, and to foster better understanding.

~ **page 14-15**

The PEN OR PENCIL

MOVEMENT

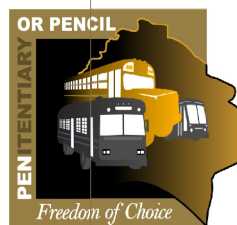
Using history lessons to counter DMC, improve conduct, for constructive dialogue on race, to teach alternatives to crime, suspension, detention, and to reduce recidivism

The philosophy behind and components of PEN OR PENCIL emphasizes several key points:

- ♦ Life and any journey involves choices and multiple routes;
- ♦ Freedom costs; education empowers; crime doesn't pay;
- ♦ Recognizing and anticipating Miranda rights should not exceed the accessibility and personal responsibilities of civil rights
- ♦ While a school bus, a prison bus, and a transit bus each furnish transportation, only two out of these ultimately travel the road to independence.



2 HISTORIC ALIGNMENTS



Honors and uses the lessons and the legacy of the civil rights movement and icons such as Dr. & Mrs. Martin Luther King, Jr. as well as less known icons of the civil rights movement such as the



Endorsed by
National Council for the Social Studies



Honors and uses the lessons and the legacy of the Underground Railroad through the quest for freedom of the Walls family from Rockingham County, North Carolina

The **PEN OR PENCIL** Movement of the National Alliance of Faith and Justice (NAFJ)¹ is a social action and educational movement designed to influence the lives of youth at greatest risk of academic failure and potential incarceration. "Pen" is short for penitentiary while "Pencil" refers to education. This initiative help youth to make the choice for education over a life of crime through heightened awareness and by cultivating resilience through a variety of exercises and approaches. The **PEN OR PENCIL** curriculum series targets youth in grades 5 and higher using 8 of 10 thematic strands of the National Standards for the Social Studies.

Introducing the movement

PEN OR PENCIL HAS BECOME THE MOVEMENT AND CONDUIT TO EDUCATE YOUTHFUL AND ADULT STAKEHOLDERS. IT IS VIVIDLY EVIDENT THAT EVEN WITH THE NEED FOR SYSTEM CHANGE, THE PUBLIC CAN PLAY A MUCH MORE ACTIVE ROLE IN ADDING TEETH TO LEGISLATION WHICH SETS STANDARDS FOR STATE DMC EFFORTS.

In support of social action and public education, PEN OR PENCIL introduces youth to the meaning and adverse consequences of disproportionate minority contact. Lesson plans are derived from the life experiences and examples set by families and community leaders during both the Underground Railroad and civil rights movements in the United States. Each lesson corresponds to a human right. The creative integration of vignettes help participants to envision their

own lives against a backdrop of history and understand how acts of deliberate misbehavior which results in contact with law enforcement contributes to inequitable enforcement of justice in America.

While the integration of civil rights history and the official name, PEN OR PENCIL is new, the approach is a

proven strategy initially introduced in Montgomery County, Maryland Public Schools to a racially diverse group of students through an alternative education environment, and to observe different results, as a program strategy for Kiamsha Youth Empowerment Organization, a community-based program involving predominantly black youth and parents in Prince George's County, Maryland. For Kiamsha, the promotion of the Modern-Day Underground Railroad Concept continues to express the youth's flight from modern-day slave masters known as premarital sex, alcohol and other drugs, violence and racial disharmony. Youth, parents, and adult leaders become modern-day abolitionists. Visit the website of Kiamsha at <http://www.proinc.net/kiamsha/facts>.

impact
their life out-
comes;

Help to identify and shape potential leaders, teamwork, discipline, more tolerance, and endurance;

Promote non-violence and drug-free behavior in the classroom and streets, public safety, and improved behavior

Help youth learn how to deconstruct media texts and messages - its meanings, intent, context, and impact.

Offer ways for youth-serving community agencies and faith-based organizations to partner with schools and the courts to address and reduce disproportionate minority contacts, expulsions, suspensions, and need for confinement.

LEARNING OBJECTIVES

This curriculum and service learning activities will:

Use curriculum integration to inspire youth to learn more about their history and its applicability to today and the value of human and civil rights in their lives;

Explain disproportionate minority contact, its consequences and connection to other issues;

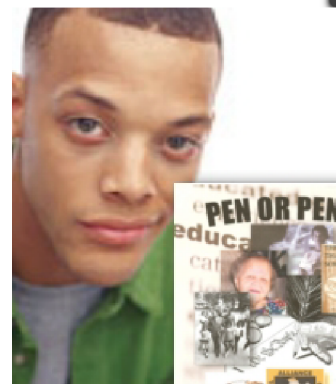
Help to provide greater insight and respect for those who chose to lead and participate in the struggle for equality in America

Build awareness about the seriousness of the issue of overrepresentation of African American and other minority youth in the juvenile justice system

Provide a character education model by using the story of the Carters and the Walls families to improve the skills of making choices, time management, citizenship and life strategies, setting and respecting boundaries, and to reduce potential for conflict.

Increase awareness of the risk factors and resilience factors which must be faced and applied by youth today and yesterday in order to survive;

Enlist youth in devising culturally responsive and a historically sensitive service learning projects by using their creativity to assume responsibility for how their own and others' choices can



INTERNATIONAL

Standards,
Organizational Involvement,
and Endorsements

Youth for Human Rights
International
www.youthforhumanrights.org

National Standards for Civics
and Government

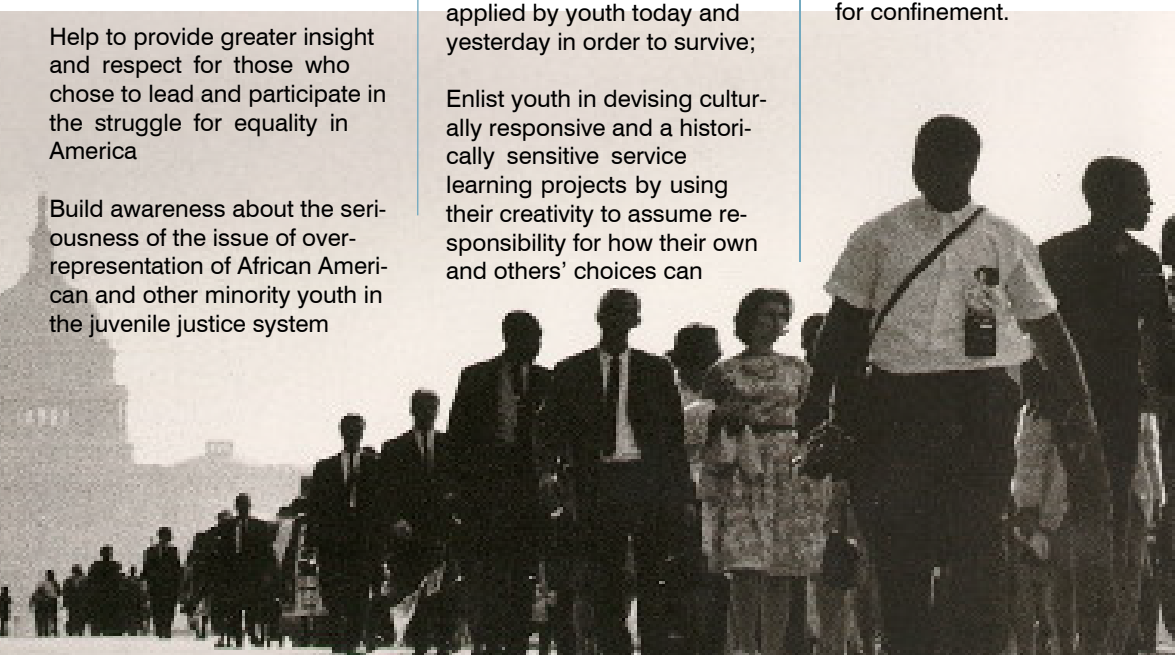
National Council for the Social
Studies
www.ncss.org

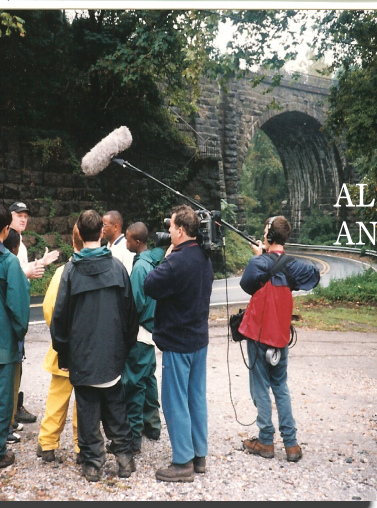
American Friends Service
Committee
www.afsc.org

Corporation for National and
Community Service
www.cns.gov

National Association for
Community Mediation
www.nafcm.org

Proverbs Heritage Organization
www.undergroundrailroadmuseum.org





History hunters:

ALTERNATIVE EDUCATION PROGRAM HAS BEST PRACTICE COMPONENTS AND ACHIEVES MEASURABLE CHANGE IN BEHAVIORAL DISORDERS

Muncaster Challenge Program of Montgomery County Public Schools, Maryland is one of two groups in the Washington, DC metropolitan area which achieved measurably successful results with history and non-traditional approaches in serving court-involved or youth at high risk of criminal behavior or recidivism. Using carefully monitored skill-based interventions to include counseling, social skills exercises, and academic interventions, youth and caring adult educators set out to help youth to pursue freedom from the gripping, non-

productive actions which warranted separation from the general school population. Students were assigned to the program for a period of one year and their progress reviewed to determine eligibility to return to their referring or appropriate school.

The unique program design and impact on the lives of youth was filmed by the Discovery Channel and later aired as a 30-minute documentary on the Travel Channel. The segment was called *History Hunters*.

The Modern Day Underground Railroad:

Students learn about the Underground Railroad as they engage in their personal quest for freedom from behavioral and other disorders

The Muncaster Challenge Program was opened in 1996 to serve highly disruptive and diverse middle school students, mostly male, who had been recommended for expulsion. The program offered an alternative approach to education -- incorporating cooperative learning, strengthening interpersonal skill development and positive peer interaction and promoting positive self-esteem and student empowerment and responsibility by using the principles and lessons of the Underground Railroad as a template for self-reflection and change.

The staff of Muncaster; Stephen Durand, Administrator; assisted by highly disciplined and nurturing educators as assistants, Reggie Smith and Sylvia Frierson, became conductors and helped youth design a plan for their one year enrollment, which would lead each student to freedom from the behavior which precipitated their separation..

On two of five classroom days, the curriculum and experiential learning approach afforded opportunity to the students to participate in historically aligned journeys to freedom, on land by bicycle and in the water by boats

made in the classroom. For several years consecutively, with each new cohort of students, the Muncaster experience simulated journeys, at the end of the school year, which replicated such events as the escape of the enslaved from Washington, DC by ship, the Pearl; the escape of Harriet Tubman from Bucktown, Maryland to the place of her burial in Auburn, New York, and the flight to freedom along Rock Creek of a slave girl, Anne Marie Weems.



This amazing approach combining dedicated teachers, historic alignment, and allowing students to plot their own journeys year after year enabled the majority to return successfully to the general population of Montgomery County Public Schools.

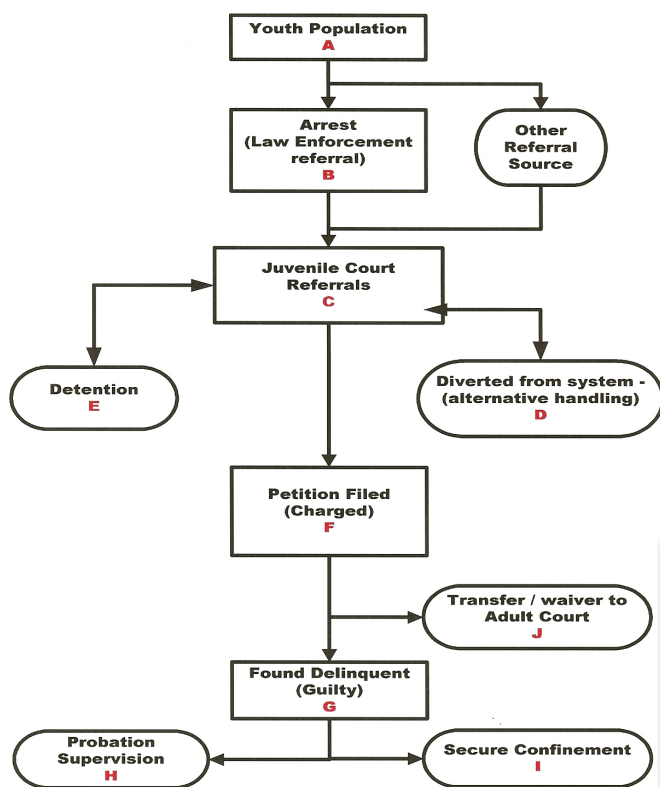
Journey to Freedom 1999

For more details about the Muncaster Challenge Program, contact Stephen Durand, Stephen_L_Durand@mcpsmd.org



RAVEN SIMONE COMES TO DC

As a highlight of the 1999 journey to freedom, students from Muncaster Challenge, their educators, members of the National Park Service, parents of students from throughout the Metropolitan DC area, and government officials were joined by Actress Raven Simone, special guest, who appeared and performed to commemorate the students' launching of the historic Pearl escape from the Washington DC waterfront. Pictured above with Addie Richburg, Executive Vice President of NAFJ, Ms. Simone's consent to participate and her youthful experiences as a talented actress served as an inspiration for the students and others in attendance.



What is DMC?

Under the Juvenile Justice and Delinquency Prevention Act (JJDP), disproportionate minority confinement (DMC) exists when the proportion of youths detained or confined in secure detention facilities, secure correctional facilities, jails and lockups who are members of minority groups exceed their groups' proportions in the general population. Nationwide, at every stage of the juvenile justice system, youth of color are overrepresented and receive disparate treatment, particularly in secure confinement. Not only are minority youth locked up at disproportionate rates, they are also more likely to be sent to state-run (v. private) facilities than their white counterparts. An increasing number of youth, minority youth in particular, are getting caught up in a system that segregates them into poorly run institutions and is not designed to meet their needs.



Federal and PEN OR PENCIL Efforts to Reduce DMC

The Juvenile Justice and Delinquency Prevention Act (JJDP) reauthorization requires states to address prevention and system improvement efforts to reduce the disproportionate number of minority youth, who come into contact with the juvenile justice system. The amendment expands the core requirement to include all contacts with the juvenile justice system -- not just those in confinement. As a condition of receiving federal funding under JJDP, states must comply with the DMC requirements.

Public inquiry surveys widely reveal that youth, parents, educators, nor many leading community leaders know what is meant by the term DMC. Even fewer people are familiar with any tangible efforts by their states or local areas to change this problem, and most youth have no idea that DMC is measured.

Through the PEN OR PENCIL multi-week series and service-learning program, the B.U.S. Boycott, youth and adults will become familiar with this issue and learn what they can do in schools, communities, religious institutions, and as socially active citizens to monitor and insist upon tangible legislative change/enforcement as well as pursue support for meaningful program efforts to call action to and measurable change to this problem.

**We must have our freedom now.
We must have the right to vote.
We must have equal protection of the law.**
Martin L. King

... traumatic
learning
experience of
learning
learning

Historically Aligned Service Learning
THE B.U.S. BOYCOTT

The B.U.S. Boycott, a highly unique service learning and crime prevention strategy, is a teaching method for integrating service projects into the PEN OR PENCIL curriculum. The approach offers young people a powerful way to become informed about intricate details of history and its applicability to their lives, a way to engage in making a difference like their ancestors, and a way to become responsible members of society. When we help students create high-quality service-learning experiences, we provide them with apprenticeships in the every-day demands, dilemmas, and decisions of democratic citizenship.

The B.U.S. Boycott is a highly educational service learning method poised to realize its considerable potential. Over the past two decades, educators have come to understand that when students undertake service projects integrated into their academic studies, the combination opens the door to the multifaceted education we Americans want for all young people, equipping them for their roles as learners,

citizens, and workforce members.¹ An emerging body of research suggests that service-learning experiences can strengthen students' mastery of important learning in a number of ways.²

¹Roger Starch Worldwide. *Public Attitudes toward Education and Service Learning*. Prepared for the Academy for Educational Development and the Learning in Deed Initiative, sponsored by the W.K. Kellogg Foundation and the Ewing Marion Kauffman Foundation. New York, NY. November, 2000.

²Shelley H. Billig. *The Impacts of Service-Learning on Youth, Schools and Communities: Research on K-12 School Based Service Learning*. <http://www.learningindeed.org/research/hilligchey.html>. See also <http://www.service-learningpartnership.org/Research.asp>.

... Americans have often witnessed the extraordinary commitment and courage of young people advancing democracy through service and civic action. In the 1960's, young civil rights workers risked their lives to end segregation. Today, youth volunteers do millions of hours of work through schools, youth groups, faith communities, and publicly supported programs. . . ."

Marian Wright Edelman, President
Children's Defense Fund

2006 - 2007 Hosts

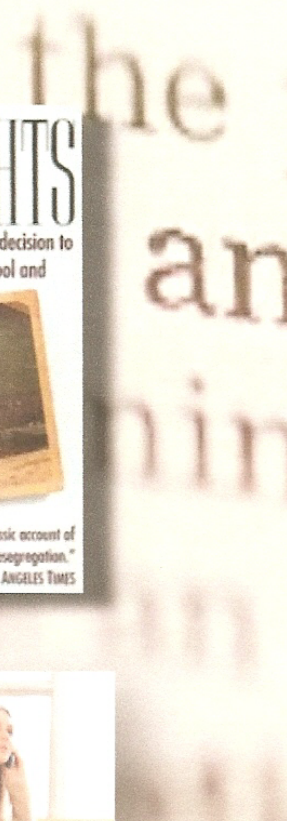
P2 Fulton County Juvenile Courts
Atlanta, Georgia

P3 Trinity Universal Center
College of Lake County
Waukegan, Illinois

P4 Communities In School
High Point, North Carolina

The B.U.S. Boycott Program is supported by an activities guide to assist each student in the service learning process . . . To learn more, contact office@nafj.org.

educa
cat



Training Formats and Materials



Correctional Facility models of PEN OR PENCIL at the Federal Correctional Complex at Victorville, California, and to open at Jetson, Bridge City Center for Youth, and Swanson Center for Youth, Louisiana in 2007, combine academic mentoring with skill development to benefit juvenile and adult offenders. While these institutions physically restrict the movements and activities of juveniles or other individuals, the program will be used to assist those housed and student populations who will visit the facility and benefit from facilitation by trained offenders.

Teen's Happy Home for highly at-risk males is a **group home** located in Inglewood, California, which uses the PEN OR PENCIL curriculum with mentoring. The home facilitates residential placements for juveniles that operate in a homelike setting in which a number of unrelated children live for varying time periods. Teen's Happy Home has a house parent and a rotating staff.

Classroom Curricula like those facilitated by Melvin Bobo for Trinity Universal Center/the College of Lake County with Milwaukee and East Chicago Public Schools are classroom-and school-based "teach-Ins" designed to impart factual information to students; increase their awareness of social influences to engage in misbehavior; expand their repertoires for recognizing and appropriately responding to risky or potentially harmful situation (e.g., drug use, gang involvement, violence); increase their appreciation for diversity in society; improve their moral character; improve conflict resolution skills; and encourage accountability. This model also includes **community service**, the **BUS BOYCOTT**. New models are pending in Prince George's County, Maryland, Mississippi, and in Toledo, Ohio.



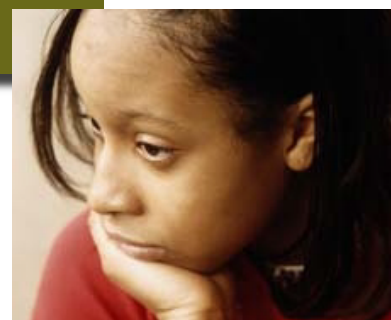
Community Awareness/Mobilization Models like the one at New Deliverance Evangelistic Church of Richmond, Virginia partners with select Richmond Public Middle Schools to include a broad array of community strategies designed to increase the development of broad, community-based crime prevention partnerships; increase public awareness of and support for crime prevention; and increase the capacity of diverse communities to deal with crime and victimization. It focus on **Tuancy Prevention Models** like this one also promote regular school attendance through one or more strategies including an increase in parental involvement, the participation of law enforcement, the use of mentors, court alternatives, or other related strategies.

Pending Activations

For alternatives to suspensions include
Norwalk Public Schools, Connecticut
Harrisburg Public Schools, Pennsylvania

Academic Skills Enhancement Models like PEN OR PENCIL Communities in School of High Point, North Carolina use instructional methods designed to increase student engagement in the learning process and hence increase their academic performance and bonding to the school (e.g., cooperative learning techniques and "experiential learning" strategies)

Mentoring models like PEN OR PENCIL Fulton County Juvenile Court involve a relationship over a prolonged period of time between two or more people where an older, caring, more experienced individual provides academic help, based on the PEN OR PENCIL curriculum to the court-involved youth as he or she goes through life. The goal of mentoring is to reduce the likelihood of negative contact with the courts and law enforcement and support the development of healthy individuals by addressing the need for positive adult contact and, thereby, reducing risk factors and enhancing protective factors for problem behavior.

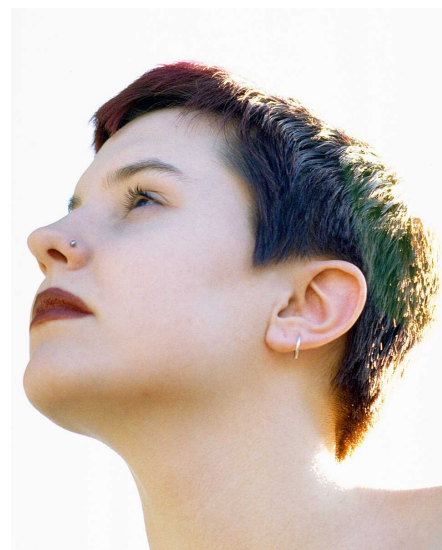


The **PEN OR PENCIL Series**, developed for the National Alliance of Faith and Justice (*more specifically, the using history and social studies for crime prevention and intervention*) utilizes the Model Programs Guide evidence ratings of the Office of Juvenile Justice and Delinquency Prevention which is based on the evaluation literature of specific prevention and intervention programs. The MPG is used to enhance accountability, ensure public safety, and reduce recidivism. The MPG offers the first and only database of scientifically-proven programs across the spectrum of youth services. Overall ratings of PEN OR PENCIL have and will continue to be derived from four summary dimensions of program effectiveness:

Criteria for Piloting the PEN OR PENCIL Series

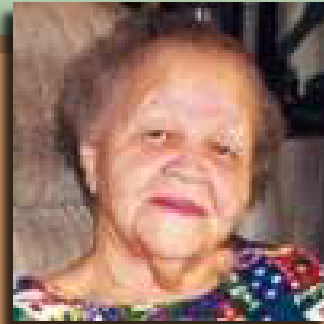
PEN OR PENCIL Series involves quasi-experimental one-group pretest-posttest studies which includes and involves models for delinquency and truancy prevention, community service, school and community-based programs, conflict resolution, and more . . .

- The **PEN OR PENCIL Series**, customized to each host, a) explicitly aims to prevent or reduce a problem behavior in a universal or selected juvenile population; or b) and applies to a juvenile population at risk for problem behaviors.
- Host organizations and locations for PEN OR PENCIL were explicitly selected based upon one or more of the following criteria:
 - o They are serving high crime cities and/or communities such as an area where high numbers of juvenile homicide and drug infestation occurs;
 - o A high percentage of the student population is eligible for free or reduced lunch;
 - o The targeted school(s) serves communities/children which have been subject to disproportionate minority contact with the criminal justice system
 - o Youth targeted are already housed in the juvenile justice system or are court-engaged
 - o Program will serve students enrolled in alternative education or alternative to suspension programs



PEN OR PENCIL blends the risks and resilience factors of two families and four characters as told in the novel, *SILVER RIGHTS*, the film documentary, *THE INTOLERABLE BURDEN* by Constance Curry, *THE ROAD THE LEADS TO SOMEWHERE* by Dr. Bryan Walls, and the HBO Series *THE WIRE* to engage cognitive thinking and to lay the foundation for improved behavior.

An important way to learn about the past, oral history is accomplished by finding individuals who are willing to share their stories that are or which can be recorded for posterity.



Mae Bertha Carter . . .

Mae Bertha Carter and her husband, Matthew, were the first Black parents to send their children to desegregate the all-white public schools of Sunflower County, Mississippi in 1965. Courage, determination, **deep faith in God**, and a vision of what justice acts like daily were the driving forces in Mae Bertha's life. Her sense of humor and her simple, clear way of giving life to truth were profound; she was one of the few people who could make people laugh and weep at the same time.

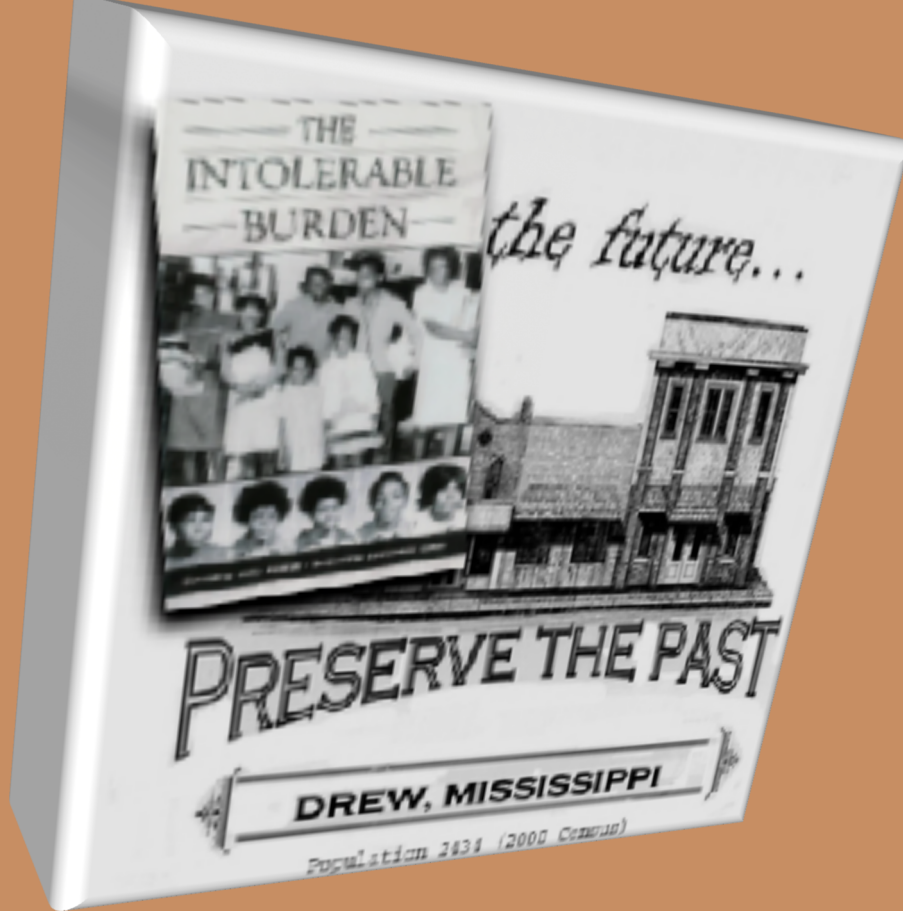
The Carter Children . . .

All eight of the younger Carter children attended and graduated from desegregated schools in Drew, Mississippi. All of them graduated from college-seven of them from "Ole Miss", the University of Mississippi.

Ms. Constance Curry. . .

Constance Curry is a writer, activist, and a fellow at the Institute for Women's Studies, Emory University, Atlanta, Georgia. She has a Juris Doctor degree from Woodrow Wilson College. She is the author of several works, including her award winning book, *Silver Rights*, which won the Lillian Smith Book Award for nonfiction in 1996. She was the first white woman appointed to the **executive committee** of the Student Nonviolent Coordinating Committee (SNCC). From 1964 until 1975, as Southern Field Representative for the American Friends Service Committee, she worked with black families in school desegregation and with community groups in voter registration.





On August 12, 1965, sharecroppers Mae Bertha and Matthew Carter enrolled the youngest eight of their thirteen children in the public schools of Drew, Mississippi. Their decision to send the children to the formerly all white schools was in response to a “freedom of choice” plan. The plan was designed by the Drew school board and others throughout the south to place the district in compliance with the Civil Rights Act of 1964, essential since without compliance, the district would no longer be eligible for financial support from the federal government.

In the words of Hamlet, “. . . to be or not to be: that is the question . . .”

In this case, to choose education or give in to criminal behavior are options faced by thousands of youth today, and a reality which clouds the limits the potential of many African American

males. **PEN OR PENCIL: FREEDOM OF CHOICE** explores two options through *Intolerable Burden* and the lives of the Carter family.

The Intolerable Burden, more extensively documented in the novel, **Silver Rights**, is divided into four sections. PART ONE outlines **segregation** in Drew, a small rural town in the Mississippi Delta. This piece sets the context for the story by establishing the nature of racial separation and oppression in the community. In PART TWO, Mae Bertha Carter, her children, and other local citizens, both black and white, tell the story of the Carter family’s experience **integrating** the public schools in 1965 under the state’s Freedom of Choice plan. The Carter children were the only blacks to attend the public schools that year, and they describe the harassment they suffered as a result. PART THREE of the film portrays the near immediate **resegregation** of the schools as black students were predominantly left in the public schools while students of other races enrolled in private academies. The exodus AND politics of the area prompted the decline in public school resources and the condition of facilities. In PART FOUR, the most innovative section, interviewees make the connection between the decline in public education, increased drop out rate among black youth, and rise in **incarceration** rates in the community.

The **Intolerable Burden** will help build media literacy and will demonstrate the use of oral history. As a work of oral history, the film succeeds by artfully weaving interviews together to tell the story. The structure of the film - the four discrete sections - can be used in the classroom or public forms as the basis for discussions from school crisis to another social ill - incarceration.

THE WIRE®

National Alliance of Faith and Justice recommends that all facilitators view **the Wire**. Episodes of **The Wire** may be viewed at 10:00pm on Home Box Office. The show is based in large part on the experiences of writer and producer Edward Burns. Mr. Burns served as a Social Studies teacher for seven years in the Baltimore school system after serving 20 years as a city police detective. **PEN OR PENCIL** uses clips from **SEASON FOUR**.

While it may be difficult for many to watch, clips from **The Wire** will be used to provide a realistic view of classrooms across the country and the challenges faced by far too many youth, many who will participate in the **PEN OR PENCIL** Program. The series was created by David Simon; executive producers, David Simon and Nina Kostroff Noble; co-executive producer, Joe Chappelle; producers, Edward Burns and Karen Thorson; consulting producer, Eric Overmyer.

PEN OR PENCIL benefits from the non-fictional faces and experiences of the Carters contrasted with those of the lives of four young boys, characters on **The Wire**, as they traverse adolescence in the drug-saturated streets of West Baltimore. Episodes provide the viewing public to examine their world through the theme of education and consider further the American commitment or lack thereof to equal opportunity.

To explore freedom of choice to the fullest, **PEN OR PENCIL** uses curriculum integration in presentations, the ten-week series, and in the academic/literacy mentoring approach. Integration is a philosophy of teaching in which content is drawn from several subject areas to focus on a particular topic or theme¹.

Using **The Wire** within the **PEN OR PENCIL** framework will help to:

- Influence youth and adult perceptions of risk and either social approval or disapproval
- Help to encourage youth and adults to consider multiple interpretations of media messages
- Help youth to build refusal skills to counter inappropriate influences

Four young males and the adults in their lives influence the lessons of PEN OR PENCIL and will allow students, parents, and facilitators to form the correlations required by PEN OR

NAMOND BRICE

The legacy of his father, imprisoned Barksdale letter Wee-Bey Brice, is a source of street credibility and conflict for this 14-year old. As he attempts to emulate his father, Namond is given work as a runner on a Baltimore street corner. - a job that Bodie has offered out of respect to the imprisoned Bey, though his son, at times arrogant and entitled, takes it as his due. Having taken the credit for more than a dozen Barksdale organization drug killings, Wee-Bey's steadfast loyalty to Avon has kept his family on the Barksdale payroll even as the Barksdale organization itself is disappearing from the westside corners it once controlled.

HOWARD "BUNNY" COLVIN

Formally a Major of the Western District serving on Baltimore Police Department, Colvin became a scapegoat, relieved of duty, and forced to retire at a lieutenant's grade for invoking a successful but highly political strategy to reduce crime and drugs in his district. Even as he was destroyed by his innovation, Colvin still managed one last act of police work, passing along a vital tip that resulted in Avon Barksdale's, another character's, arrest on weapon charges.. Colvin has gone forward to serve a valuable role in the Baltimore Public Schools as an consultant for students with extreme conduct disorders.

DE' LONDA BRICE

A club girl who took up years earlier with Wee-Bey, fathering his son and taking his name, Delonda soon found herself one of many in Wee-Bey's stable of molls. And it had been years since Bey had lived with anyone save for his tropical fish. But in the wake of his life imprisonment, she has shown her loyalty, visiting on weekends and bringing Namond to the visiting room to be schooled by his father. In return, Delonda's loyalty is rewarded with financial security that accrues from Wee-Bey's standing in what is left of the Barksdale organization.

MICHAEL LEE

Reserved and quiet, Michael is an observer. He is also loyal and smart. He is the parent to his younger brother, Bug, and with a homelife made fragile by his mother's addiction, he is wary of adults who take any interest in him or his situation.



DUQUAN "DUKIE" WEEMS

Broken and neglected, living in a house given over to addiction and alcoholism, Dukie has nothing. Anything he brings home is devoured and exploited by the same people who are supposed to caring for him. Intelligent and open to new experiences, he nonetheless clings to the remnants of a childhood through his friends on the street, on whom he often lies for loyalty, support and a few dollars here and there. Even so, Dukie's soiled appearance and withdrawn demeanor attracts both ridicule and scorn.

RANDY WAGSTAFF

Having lost his mother to the streets at a young age and having never known his father, reputedly an eastside corner boy who later became a major drug trafficker, Randy grew up in group homes under the supervision of Maryland's Department of Social Services. He is now blessed to have been placed in a foster home with a caring foster parent, Miss Anna. Finding stability and discipline under her care, Randy has been given choices beyond the corners. Not one to sleep on opportunities and quick with a smile, Randy often combines his social and resourceful nature to turn ideas into creative ventures.

ROLAND "PREZ" PRYZBYLEWSKI

Prez, a former Baltimore police officer, mistakenly shot and killed a black undercover officer. He was charged administratively with failure to properly identify himself in the racially-charged incident - a charge that he could have deflected if he chose to defend himself. But the incident made Prez reconsider whether he was meant for police work. He resigned and began studying for his teaching certificate and was hired as a Baltimore Public School middle-school teacher despite the lack of appropriate credentials. Prez perhaps did poorly as a cop, but his compassion and sincere desire to see hope realized by his students makes him an excellent teacher frustrated by the inhumanity and ineffectiveness of the school system's priorities.



More than Miranda ri



Civil rights

Pl.n.

The rights belonging to an individual by virtue of citizenship, especially the fundamental freedoms and privileges guaranteed by the 13th and 14th Amendments to the U.S. Constitution and by subsequent acts of Congress, including civil liberties, due process, equal protection of the laws, and freedom from Discrimination.

Adj. or civ-il-rights

1. Of or relating to such rights or privileges: civil rights legislation.
2. Of or relating to a political movement, especially during the 1950's and 1960's, devoted to securing equal opportunity and treatment for members of minority groups.

When someone asks to read you your rights, what is your first thought?



The National Alliance of Faith and Justice is pleased to partner with Youth for Human Rights International (YHRI) for the PEN OR PENCIL Movement. YHRI is an independent non-profit corporation headquartered in Los Angeles, with the purpose to educate young people in the Universal Declaration of Human Rights so they become valuable advocates for tolerance and peace.

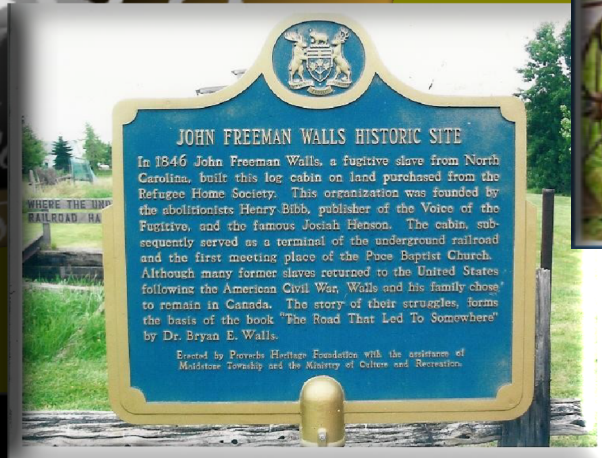
YHRI holds events and produces instructional tools to raise human rights awareness such as the award-winning music video UNITED – a street-savvy, multi-ethnic, five-minute film in 15 languages – conveying the power of human rights awareness and with PEN OR PENCIL: The Road That Led To Somewhere.

Most recently, YHRI has produced a series of 30 audiovisual public service announcements, 12 of which are used with the PEN OR PENCIL Movement. The PSAs provide a visual message for each article of the United Nations' Universal Declaration of Human Rights. The first of these messages, released in late 2005, have been screened to more than 130 million people.





AGAPE



ERASE
the
HATE

CONFLICT RESOLUTION

Equal Brother and Sisterhood



What's Love Got To Do With It?

The Martin Luther King Jr. Holiday celebrates the life and legacy of a man who brought hope and healing to America. Similarly, John Freeman and Jane Walls, and now their descendents, have made a lifelong commitment to promote and exemplify this in their work with the Toronto Police Department and with thousands of persons who visit their historic site each year. The National Alliance of Faith and Justice is pleased to partner with Proverbs Heritage Organization in using the lives of John and Jane and the history of the Underground Railroad as a teaching tool to bridge racial Divides.

The late Mrs. Coretta Scott King said, "Every King holiday (and now every-day and lesson of PEN OR PENCIL: The Road that Leads to Somewhere), has been (will be) a national "teach-in" on the values of nonviolence, including unconditional love, tolerance, forgiveness, and reconciliation . . ."

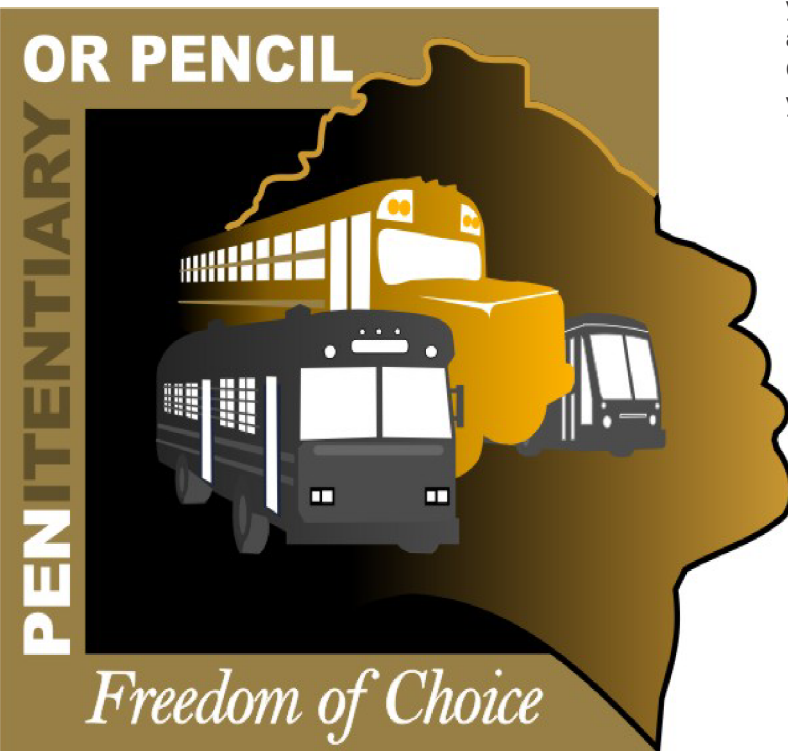
ON In 2003, 21% of students ages 12 to 18 reported that street gangs were present at their schools. Students in urban schools were the most likely to report the presence of street gangs at their schools (31%), followed by suburban student (18%^) and rural students (12%). Nationwide, 12.8% of students had been in a physical fight on school property one or more times during the 12 months preceding the survey.



ON
PEN
OR
PENCIL
THE
ROAD
THAT
LEADS
TO
SOMEWHERE

Next Steps:

Who, What, When, Where, How



Each year, NAFJ will begin a new cycle of PEN OR PENCIL on the Martin Luther King, Jr. Day of Service.

If you have participated or you desire to participate in an orientation of the PEN OR PENCIL Movement and you find that your

organization or agency is interested, there are several steps remaining:

- (1) Select the format you would like to do;
- (2) Order the lesson plans and appropriate materials;
- (3) Schedule a training.

**TO ORDER SUPPLIES AND/OR TO
SCHEDULE AN OVERVIEW OF THE
PROGRAM OR TRAINING**

**CALL (703) 765-4459 OR
VISIT US ONLINE AT
WWW.NAFJ.ORG**



P.O. Box 77075
Washington, DC 20013

