



Motivating Incarcerated Youth Through Socially-Transformative Art

Daniel Humphrey

Introduction and Overview

- Senior Art Education major at Kent State University
 - President of Kent State's NAEA Student Chapter
 - Student teaching at Canton Local Schools
 - Discuss the importance of bringing contemporary art and imagery into the classroom
 - Share motivational activities and lesson plans that led to student success and achievement
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Importance of Teaching Contemporary Art/Visual Culture

- “The study of **[contemporary]** art can enhance **multicultural** and **socially activist education** by helping to build students’ understanding of **their own place in history** and emphasizing the capacity and ability of **all** human beings” (Cahen & Kocur, 2011, p. 9)
 - Allowed me to **connect with their everyday lives** and **gain their trust**
 - **Opened** the students up and aided them in putting forth **amazing effort** and **emotion** in their final pieces
 - Through multiple critical thinking activities/games, the students realized **they could make a difference** in the world
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My Classroom Rules

- When I am talking, you are quiet and listening.
 - When you are talking, your classmates and myself are quiet and listening.
 - Appreciate everyone's art and show high regard towards it.
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LP 1: We as Individuals

**Shilpa Gupta –
*Don't See Don't Hear Don't Speak***



**Olli Hihnala –
*Zombie Apocalypse***



**Liu Bolin –
*Hiding in the
City No. 16 &
17 – People's
Policeman***



LP 1: We as Individuals

Discussion of the Artworks

- The students worked with their peers to find the meaning/ message in the piece
 - I asked multiple questions and led an open discussion
 - Divided the class into three groups and played a game that aided in their studying and understanding of the artworks
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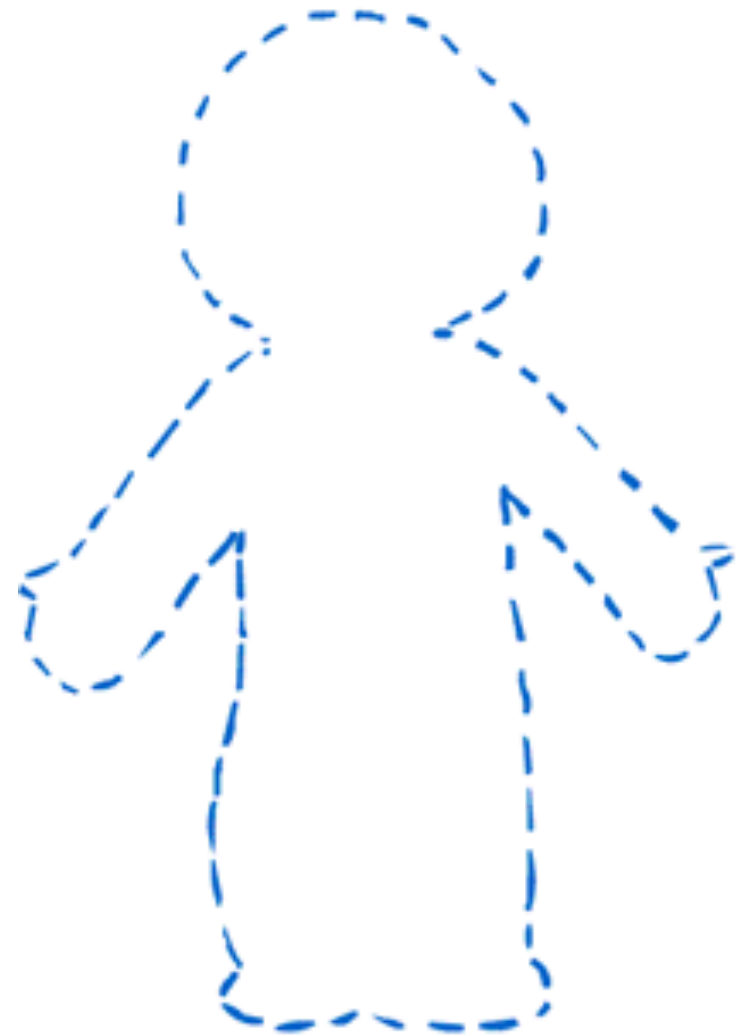
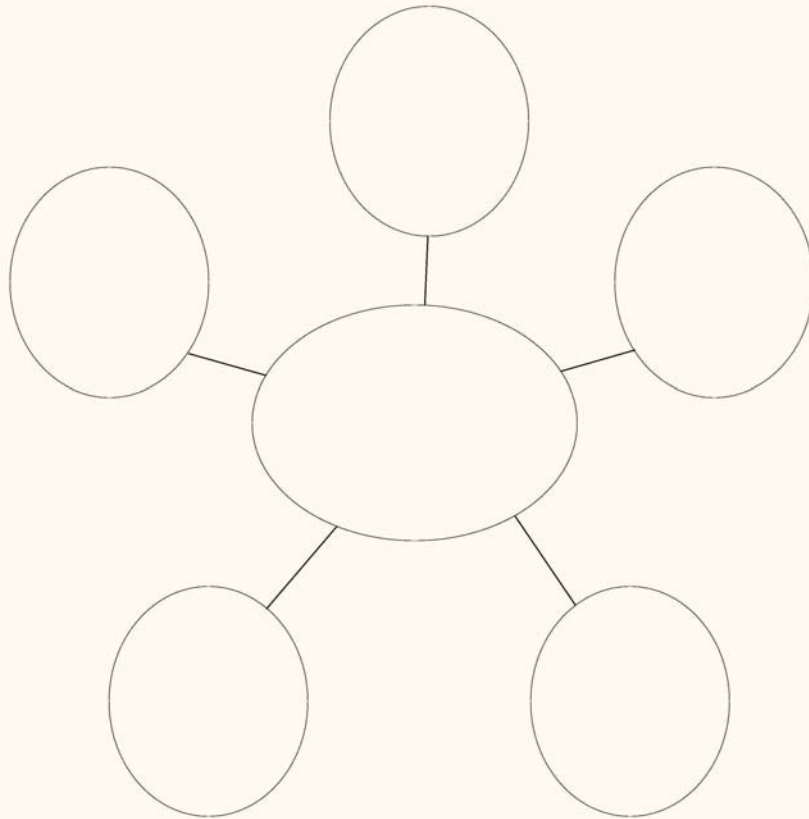
LP 1: We as Individuals

Creation Process

- Double-sided puppet
 - The students started by filling out idea generator worksheets
 - They used these worksheets to help them complete sketches
 - Transferred the sketches to fabric and then added color
 - Cut out pieces and glued them together
 - Stuffed the puppets and inserted the stick
 - Completely glued shut the puppet and decorated their stands
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LP 1: We as Individuals

We as Individuals What makes you unique?



LP 1: We as Individuals



LP 1: We as Individuals



LP 1: We as Individuals



LP 1: We as Individuals



LP 1: We as Individuals

Critique and Closing Activities

- Critique worksheets
- Wrote about both sides of their own puppet
- Wrote about one of their peers puppets
- Played a question game that touched back on the artworks and themes

Uniquely Me

name:

SIDE 1:

SIDE 2:

LP 2: Dear _____,

**Blake Mycoskie –
TOMS Shoes**



LP 2: Dear _____,

Discussion of the Artworks

- Divided the class into two groups
 - Each group watched a short video about one of the artists and then presented what they saw to the class
 - I then tied together any loose ends and shared my information of the last artist
 - Shared my experience of interviewing Michael Aaron Williams
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LP 2: Dear _____,

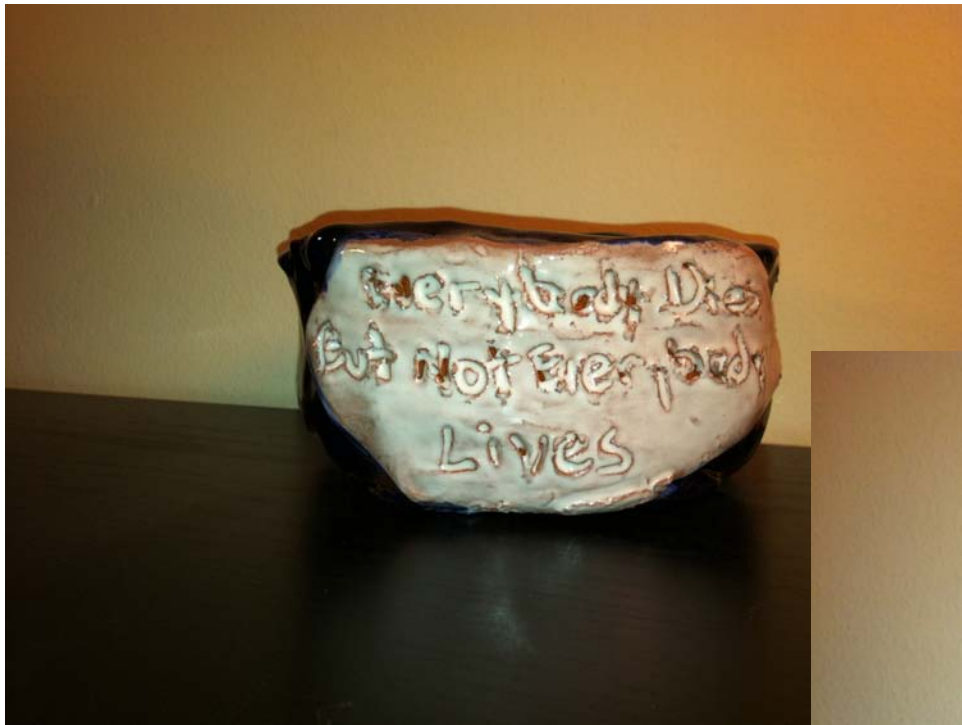
Creation Process

- Two quote mugs/cups—one for the students and one to be donated
 - Began by creating their own quote and/or finding one that was inspirational for them
 - Sketched out how they would place their quotes on their mugs/cups
 - Made pinch pots and then attached their quote plaques
 - Picked out colors to glaze mugs
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LP 2: Dear _____,



LP 2: Dear _____,



LP 2: Dear _____,



LP 2: Dear _____,

Critique and Closing Activity

- Wrote letter to the child who was receiving the donated mug/cup
 - Retouched on the issues discussed in class
 - Restated the importance of helping those in need
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Contact Information

- Please feel free to contact me with any comments, questions, and/or concerns
 - **Email:** dhumphr7@kent.edu or danielhumphrey7@gmail.com
 - **Website:** danielhumphrey.weebly.com
 - Handouts from the presentation
 - More examples of students' works
 - PowerPoint
 - **LinkedIn:** <http://www.linkedin.com/in/danielhumphrey7>
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References

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