



A SENTENCE APART

A film by Theo Rigby and Jason Sussberg | www.asentenceapart.com



DISCUSSION GUIDE

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INTRODUCTION & SYNOPSIS



There is a crisis affecting one in every 28 children in the United States—2.7 million children have a parent behind bars. Incarceration affects the fabric of our families and communities, and disproportionately affects families of color. More than 60% of those behind bars are racial and ethnic minorities, and the rates of incarceration among women is on the rise. These numbers represent parents, children, siblings, and neighbors.

More needs to be done to understand those most affected by the experience of separation between parent and child, and the generational impact incarceration has on families (children of incarcerated parents are more than seven times more likely to go to jail than children whose parents have not served time behind bars). *A Sentence Apart* seeks to bring a human face to these statistics, and provide an intimate lens into the lives of those impacted by a family member's incarceration to dispel stereotypes, and start to crack the surface of what can be done. This guide serves as a framework to spark reflection and discussion, and presents sample activities to go deeper with a group or classroom.

SYNOPSIS

A Sentence Apart follows three stories of people coping with a family member in prison, attempting to bridge broken relationships, and diligently working to break the generational cycle of incarceration.

The United States imprisons more people, per capita, than any country in the world. Behind 2.4 million prisoners lies an infinite ripple effect of incarceration on the family and community. *A Sentence Apart* weaves three intimate stories exploring how families cope and live with a loved one in prison.

Tanea is a high school senior, and her father has been in and out of jail for her entire life. As a child of a prisoner, Tanea has a 70 percent chance of going to prison herself. The film chronicles Tanea's passion to avoid the generational curse of incarceration, and let the world know that she can be a successful woman.

Three Sundays a month, **Linda Williams** makes a 20-hour bus trip to visit her youngest daughter in prison. Her daughter Natasha was tried as an adult at the age of 17 and given 68 years in prison for involuntary attempted manslaughter. Linda comments on coping with the grief of a daughter in prison, keeping hope alive that Natasha will be released, and continuing to be the best mother she can.

Cheyenne is 16 years old and can remember only one birthday that her dad attended. Soon after her dad gets out of jail, Cheyanne confronts her father about the emotional toll his incarceration has taken on her.

These intimate and moving stories, told with striking images, start to scratch the surface of the complex toll incarceration takes on the world outside of the prison walls.

TARGET AUDIENCE & THEMES

THIS GUIDE IS WRITTEN FOR USE IN:

- Middle School Classrooms
- High School Classrooms
- College and University Courses
- After School Programs
- Juvenile Justice Programs
- Community Based Organizations
- Faith Based Groups

THEMES

- Incarceration in the United States
- Effect of Incarceration on Families
- Racial Disparity in the Criminal Justice System
- Women in Prison
- Criminal Justice
- Law
- Recidivism and Reentry
- Social Justice
- Civil Rights
- Breaking the Generational Cycle of Incarceration



Cheyenne Torres gets ready for school.

Still from *A Sentence Apart*



The view from Tanea Lunsford's neighborhood.

Still from *A Sentence Apart*

CREATING CONTEXT

INCARCERATION RATES IN THE UNITED STATES

The United States incarcerates the highest percentage of its population compared to other countries and has had the highest incarceration rates in the world since 2002. According to the International Centre for Prison Studies, the United States tops every other nation in the world by incarcerating 716 per 100,000 people^[1]. By this count if you include only the adult population, one out of every 100 Americans is behind bars.

Although the prison population has declined for the third year in a row, the latest numbers from the Bureau of Justice Statistics put the prison population at 1,571,013 at the close of 2012^[2]. Coupled with local and city jail numbers, the United States has approximately two million people locked up, accounting for 25 percent of the entire world's prison population^[3].

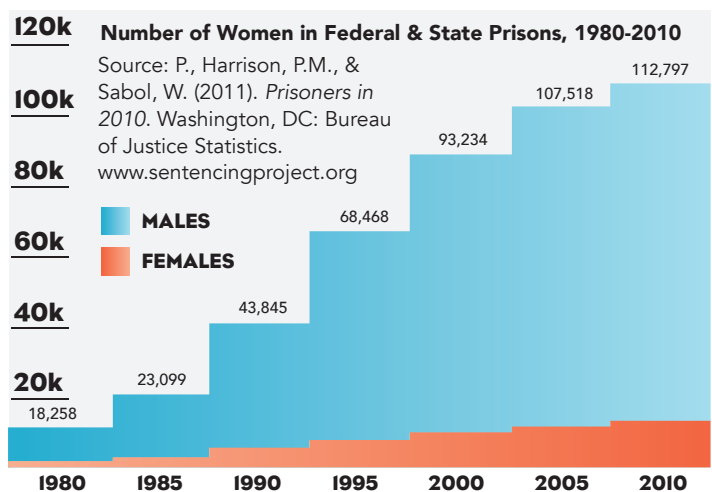
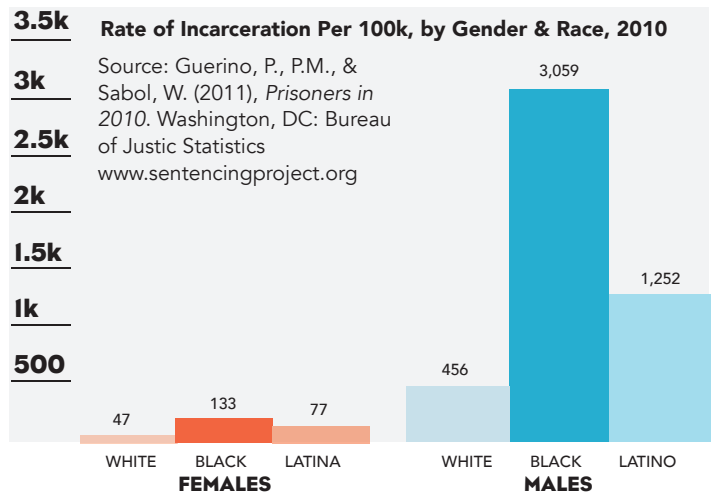
DEMOGRAPHICS: WHO MAKES UP THE PRISON POPULATION?

RACE:

Incarceration rates are significantly higher for African Americans and Latinos than for whites. In 2010, black men were incarcerated at a rate of 3,074 per 100,000 residents; Latinos were incarcerated at 1,258 per 100,000, and white men were incarcerated at 459 per 100,000. African American men are at least six times more likely to be incarcerated than white men. Black females had an imprisonment rate nearly three times that of white females^[1].

GENDER:

Men make up 90 percent of the prison and local jail population, and they have an imprisonment rate 14 times higher than the rate for women. However, the number of women behind bars is on the rise. There are now more than 200,000 women behind bars and more than one million on probation and parole^[1].



REFERENCES

1. Tyjen Tsai, Paola Scommegna, *U.S. Has World's Highest Incarceration Rate*, <http://www.prb.org/Publications/Articles/2012/us-incarceration.aspx>

CREATING CONTEXT

EDUCATION LEVEL:

Men and women behind bars tend to be less educated; the average state prisoner has a 10th grade education, and about 70 percent have not completed high school^[1].

***"The global war on drugs has failed, with devastating consequences for individuals and societies around the world."** ^[1]*

NON VIOLENT DRUG OFFENDERS & THE "WAR ON DRUGS"

The "War on Drugs" refers to the United States Government's set of policies that are intended to discourage the production, distribution, and consumption of illegal drugs. The policies include mandatory minimum sentencing and an approach that favors incarceration over rehabilitation and substance-abuse counseling. A majority of the men and women behind bars for drug-related offenses are not high-level actors in the drug trade, and most have no prior criminal record for a violent offense. These policies have been met with criticism and In June 2011, the Global Commission on Drug Policy released a critical report on the "War on Drugs", declaring "The global war on drugs has failed, with devastating consequences for individuals and societies around the world"^[1].

Nonviolent drug offenders make up approximately one-fourth of all inmates in the United States. According to the Center of Economic Policy Research, only 8.5 percent of federal prison



Photographs in the childhood room of Natasha Williams.

Still from *A Sentence Apart*

inmates have committed violent offenses, meaning that 91.5 percent of federal inmates committed non-violent crimes. 61.8 percent of all inmates (including jail, state prison, and federal prison) committed non-violent crimes. More than 60% of those behind bars are people of color disproportionately impacted by the "War on Drugs."

RECIDIVISM & REENTRY

Recidivism is a term used to describe the rearrest, reconviction, or return to prison during a three-year period following a prisoner's release. Statistically, nearly half of prisoners will be re-arrested within their first year back from prison, and the greatest amount of re-arrests occurs within their first three to six months after release. Studies show that ex-offenders face tremendous barriers to employment including lack of competitive skills in the job market, automatic disqualification from certain jobs, as well as the negative stigma faced by employers ^[3].

REFERENCES

2. Report of the Global Commission on Drug Policy 2011, <http://www.globalcommissionondrugs.org/reports/>
3. Project Return, *The Employment of Ex-Offenders is Important to Everyone*, http://www.huffingtonpost.com/project-return/the-employment-of-exoffender_b_2537151.html

CREATING CONTEXT

WOMEN IN PRISON

There are now more than 200,000 women behind bars and more than one million on probation and parole. Many of these women struggle with substance abuse, mental illness, and histories of physical and sexual abuse. Female inmates had higher rates of mental health problems than male inmates (73 percent of females versus of 55 percent of males in state prisons)^[a]. Most parents in prison are fathers (744,200 fathers compared to 65,600 mothers)^[b].

WHAT IS THE "PRISON INDUSTRIAL COMPLEX?"

The "Prison Industrial Complex" (PIC) is a term used to describe the overlapping interests of government and private industry that use surveillance, policing, and imprisonment as solutions to what are, in actuality, economic, social, and political problems^[6]. In other words, the term "Prison Industrial Complex" suggests there is a link between the laws that put people behind bars and the commercial interests that can gain a financial profit from building and expanding prisons^[4].

Private prison companies admit that their business model depends on putting more and



Tanea Lunsford's sisters.

Still from *A Sentence Apart*

more people behind bars. For example, in a 2010 Annual Report filed with the Securities and Exchange Commission, Corrections Corporation of America (CCA) stated: "The demand for our facilities and services could be adversely affected by . . . leniency in conviction or parole standards and sentencing practices" As incarceration rates skyrocket, the private prison industry expands at exponential rates, holding ever more people in its prisons and jails, and generating massive profits^[7].

REFERENCES

4. Leonard A. Sipes Jr., *Statistics on Women Offenders*, <http://www.corrections.com/news/article/30166-statistics-on-women-offenders>
5. The Sentencing Project, *Parents in Prison*, http://www.sentencingproject.org/doc/publications/cc_Parents%20in%20Prison_Factsheet_9.24sp.pdf

RESOURCES

- a. Rachel Herzog, *What is the Prison Industrial Complex?*, http://www.publiceye.org/defendingjustice/overview/herzing_pic.html
- b. American Civil Liberties Union, *Banking on Bondage: Private Prisons and Mass Incarceration*, <https://www.aclu.org/prisoners-rights/private-prisons>

CREATING CONTEXT



CHILDREN OF INCARCERATED PARENTS

One in every 28 American children—2.7 million—has a parent behind bars. More than twice that number have parents under some other form of criminal justice supervision (e.g. probation, parole), and more than half (54 percent) of individuals incarcerated in U.S. prisons are parents to a child or children under the age of 17^[6]. Despite this statistic, there is no requirement that those institutions charged with dealing with accused individuals—police, courts, jails, prisons and probation departments—inquire about children’s existence, much less concern themselves with children’s care.

The result is that these children are often ignored during the arrest and sentencing of their parents, are excluded from decisions that impact their family, do not receive needed support and care while their parent is locked up, and are not supported to visit and/or adjust to a parent’s reentry into the family upon release. Research shows that children with a parent incarcerated experience high levels of worry, fear, confusion, sadness, guilt, anger, and embarrassment, which

can lead to behavior and learning difficulties. Improving policies and services for children of incarcerated parents is a targeted yet critical component of the reforms are needed in the criminal justice, education, and social welfare systems. The children so often invisible but so profoundly affected—should be given a voice in these efforts.

PARENT & CHILD VISITS

When parents are sent to jail, there is often little in place to help them meet the needs and concerns of their children. Yet research suggests that if parents are able to continue communication and maintain a relationship with their children while they are incarcerated, both parents and children will fare better both during and after the incarceration^[7]. Studies have shown that children who visit their parents more often and under better visiting conditions exhibit fewer adjustment problems, and that visits have the potential to help both children and parents to maintain healthy relationships throughout the incarceration period^[8].

REFERENCES

6. The Pew Charitable Trusts, 2010. Collateral Costs: Incarceration’s Effect on Economic Mobility. Washington, DC; The Pew Charitable Trusts.
7. Eddy, J.M., Kjellstrand, J.M., Martinez, C.R. and Newton, R. (2010). Theory-based multimodal parenting intervention for incarcerated parents and their families, in Eddy and Poehlmann (editors). Children of Incarcerated Parents: A Handbook for Researchers and Practitioners. The Urban Institute Press. Washington, D.C.
8. Smith A, Krisman K, Strozier, A.L. & Marley, M.A. (2004). Breaking through the bars. Exploring the experiences of addicted incarcerated parents whose children are cared for by relatives. Families in Society, 85(2), 187-195. Christian, J. (2005), Riding the bus. Journal of Contemporary Criminal Justice, 21(1), 31-48.

FACILITATION TIPS & CREATING A SAFE SPACE

Incarceration is an issue that touches everyone in the room- whether you know someone who is behind bars, have and a personal experience with the criminal justice system, or are concerned about how your state or the federal government allocates money and sets policy affecting prisoners. It is important to set community agreements that allow everyone to participate equally, and share their opinions and experiences without judgement. Here are some examples of agreements, feel free to invite participants to share additional ones.

- **Mutual Respect:** We come to this space with the goal to learn together, we will treat each other with dignity and respect.
- **Confidentiality:** What is shared in the room, stays in the room.
- **Agree to Disagree:** Just because we do not share the same beliefs, does not mean we cannot have a friendly debate. There is not one right or wrong answer.
- **Challenge the idea, not the person:** It is okay to disagree, but do so in a way that does not put others down.
- **Step Up, Step Back:** We want to hear everyone's voice so if you have been participating a lot, encourage those who have not shared to bring their ideas and experiences to the room.



Linda Williams on the Chowchilla Express bus.
Still from *A Sentence Apart*



Tanea Lunsford looks at letters sent from her father in prison.
Still from *A Sentence Apart*

BEFORE THE FILM

SAMPLE OPENING ACTIVITY 1: "I" STATEMENTS"

Goals:

- To acknowledge and discuss assumptions about incarceration
- To create an open forum for thinking critically about what has informed our opinions, why do we believe what we believe?
- To educate participants about how incarceration affects families and begin to unpack the intersections of race, class, gender, and education.

Materials:

- A basket or bucket to collect anonymous responses
- Strips of paper (3 per participant)

Time:

20 minutes

This activity is designed to acknowledge the assumptions and opinions participants already have about incarceration- positive, negative, or mixed. Participants can choose to keep their responses anonymous.

DIRECTIONS:

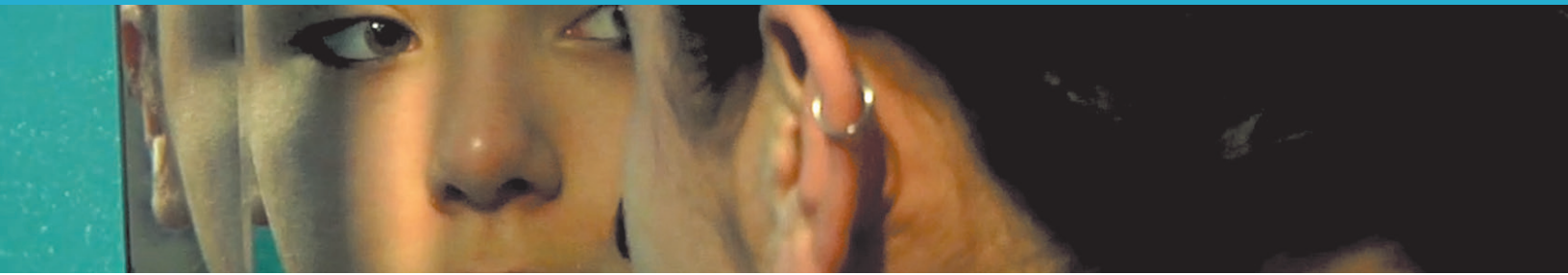
The facilitator can start this activity before showing the film *A Sentence Apart*. First ask participants to share common media portrayals of men and women in prison. These could be television shows, films, songs, or stories they heard on the news. What do they see in these portrayals? What stereotypes do they perpetuate?

Explain that each person will receive three strips of paper and three prompts. Ask them to copy the prompt after they read it, and finish the sentence based on their opinions. Explain that there is no right or wrong answer, but that

this activity is meant to act as a barometer in the room, to get a sense of the differing experiences and thoughts about incarceration. There are a number of factors that may affect our opinions about incarceration including the media and our own personal experiences. We also may have assumptions about who a person behind bars is, and why they are there. Responses can remain anonymous, or participants may choose to write their name. Remind participants to support their opinions, why did they give that response?

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BEFORE THE FILM



READ ALOUD

"I would use the following words to describe the current prison system ... because ..."
(examples: rehabilitation, successful at keeping our streets safe, growing too fast, broken)

"Incarceration has/has not affected my life and family because ..."

(ask if they know someone who has ever been behind bars, how did it affect them?)

"I believe people who are in prison are ... because ..."

(examples: there for a reason, deserve a second chance)

READ ALOUD

After reading aloud a handful of statements from the basket, take a straw poll. Were most statements negative or positive? Were there statements that were conflicting or consistent? Ask the group if there were responses they agreed or disagreed with, and why? Ask the participants what were the biggest influences to their answers. Do they think they were making an informed opinion, or is there more they would like to learn?

Now Invite Participants to Consider the Following Facts:

- Incarceration affects our communities, especially children. When thinking about popular media portrayals or news headlines of those behind bars, how many times did you think about the inmate's family?
- Incarceration Disproportionately Affects People of Color.
- There is a strong link between lack of education and incarceration.
- In 2007, 1.7 million children had a parent in prison on any given day.
- The number of children with parents in prison increased 80% between 1991 and 2007.
- 1 in 15 black children, 1 in 42 Latino children, and 1 in 111 white children had a parent in prison in 2007.
- Black children are 7.5 times more likely and Latino children are 2.6 times more likely than are white children to have a parent in prison.
- Two thirds of women in state prisons are mothers with a child under the age of 18.
- 62% of parents in state prisons and 84% of parents in federal prisons are incarcerated more than 100 miles from their last residence, making it hard for family visits.
- 59% of parents in state prisons and 45% in federal prisons have not had any personal visits with their children while in prison.
- 38% of parents in prison did not have a high school diploma or GED.
- One out of every three black males can expect to go to prison if current trends continue.

Source: The Sentencing Project

Reflection: Were any of these facts surprising? How many people changed their opinions, and why? What affect does this have on families?

DISCUSSING A SENTENCE APART

REFLECTION QUESTIONS

- What scenes or stories stood out to you?
- What themes resonated for you?
- What thoughts or questions came up for you as you watched the film?
- What additional resources would like you to have after watching this?

A SENTENCE APART DISCUSSION QUESTIONS:

1. Re-entry

- What do you think are some of the barriers faced by ex-prisoners to finding housing, a job, or going back to school?
- Describe the hopelessness and pain of Cheyanne's father. Why did he go back to selling drugs?
- Do you think our parole and probation system broken? Why or why not?
- What does the word "rehabilitation" mean to you? Based on what you have learned today about the United States' prison system, do you believe it is rehabilitating inmates?
- What is the difference between "rehabilitation" and "punishment?" Do you need one for the other to succeed?

2. Breaking the Generational Cycle of Incarceration

- Tanea says: "Just because my dad's in jail doesn't mean I'm not going to be

anything. It doesn't mean I'm not going to be successful. We don't have to make the same decisions that our parents make. I advise that we don't!"

- What do you think are important factors to stopping the generational cycle of incarceration?

3. Emotions/Feelings of the Family Members

- Describe the scene when Tanea and Cheyanne visited their fathers, and Linda visits her daughter? What do you think the impact on child visiting a parent is in that environment? What do you think the impact is on a parent visiting their child is in that environment?
- What do you think the emotional impact of Cheyanne's father constantly going back to jail/prison is on her?

4. Social Justice/Civil Rights

- Tanea raises the issue of how we spend our resources and the underlying issue of priorities. She mentions that the cost of incarcerating her father is more than her family makes in a year; while she and her classmates have to share books at school. Do you agree with her assessment? What do you think would happen if the government spent the same amount of money on education as incarceration?



AFTER THE FILM



SAMPLE ACTIVITIES THAT GO DEEPER: ACTIVITY 1: SENTENCE STARTER GALLERY WALK

Goals:

- To acknowledge and discuss - To process the film and reflect on the themes and images presented in the film

Materials:

- Butcher Paper
- Markers

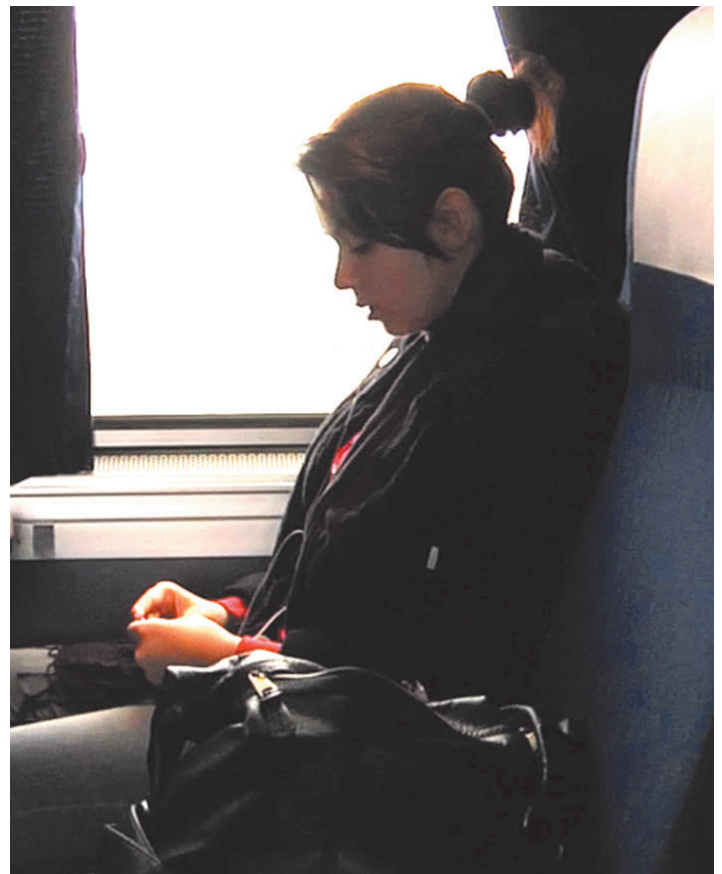
Time:

20–30 minutes

DIRECTIONS:

The facilitator will write the following statements on separate pieces of butcher paper. Post the butcher papers on the walls and invite participants to walk around the room, spending about 2 minutes on each paper, then rotating to the next one. After everyone has written their responses on the butcher papers, invite participants to share.

- I was surprised when ...
- It bothered me when ...
- The person in the film I can relate to the most is _____ because...
- I agree/do not agree with ...
- I had a similar experience when ...
- Some other issues raised in the film include ...



Cheyenne Torres travels to meet her dad, recently released from jail.

Still from A Sentence Apart

AFTER THE FILM

SAMPLE ACTIVITIES THAT GO DEEPER: ACTIVITY 2: TRUE/FALSE

Goals:

- To provide a broader context for incarceration in the United States and its effects on everyday people
- To build critical thinking and analysis skills

Materials:

- Signs: "True" and "False"
- Tape

Time:

30 minutes

DIRECTIONS:

The facilitator hangs signs on opposite sides of the room that read "True" and "False" When the facilitator reads a statement, participants move to the side of the room with the appropriate sign. After the facilitator reads each statement and the participants have stopped moving, the facilitator will call on one person from the "True" side of the room, one from the "False" side, to share their opinions and what led them to this conclusion. After reading all 10 statements, ask participants if any of the statistics surprised them, why or why not?

1 The State of California spends more money per year to keep an inmate in prison than it does to keep a student in elementary school.

6 Congress set aside \$83 million for reentry programs in fiscal year 2011, slightly less than \$120 per released prisoner.

2 Nearly one in four, or 25% of all prisoners worldwide are incarcerated in America.

7 One out of every three women in state prison is a mother of a child under the age of 18.

3 Juvenile offenders as young as age 14 in the state of California can be tried and sentenced as adults for a violent crime.

8 Those behind bars tend to be less educated; the average state prisoner has a 10th grade education, and about 70 percent have not completed high school.

4 When you include people on probation and parole, the adult prison population rises to 5 million people.

9 Two-thirds of all persons in prison for nonviolent drug offenses are people of color.

5 Only one out of 10 offenders nationwide return to state prison within three years of release.

10 Formerly incarcerated men and women cannot receive Federal Financial Aid Loans or Pell Grants if they have been convicted of a drug-related offense.

Legend: T=True; F=False; S=Source

1: T - \$46k vs. \$8k; U.S. Census Data and Vera Institute; 2: T - S: New York Times; 3: T - S: This is due to the passage of Proposition 21 in 2000; 4: F - The number is 7.2 million; 5: F - The Sentencing Project; 6: T - S: The number is more than four; 7: F - The Washington Post; 8: T - S: The Sentencing Project; 9: T - S: Global Commission on Drug Policy; 10: T - S: Federal Student Aid is two out of three.

AFTER THE FILM



SAMPLE ACTIVITIES THAT GO DEEPER: ACTIVITY 3: SLIDES & LADDERS

Goals:

- Understand rehabilitation and recidivism as key principles affecting incarceration
- Look at the intersection of social issues such as housing, education, and health
- Develop critical thinking skills to propose solutions to real world problems

Materials:

- Butcher Paper
- Markers

Time:

45 Minutes–1 Hour

DIRECTIONS:

On the board, write out the definitions for “Rehabilitation” and “Recidivism”.

Rehabilitation:

By means of education or therapy, to support an individual to return to a position to be helpful to society, and themselves.

Recidivism:

The rearrest, reconviction, or return to prison during a three-year period following a prisoner’s release.

Ask the group to put the word “rehabilitation” in their own words. Based on the film, and the statistics presented in the workshop, do they think the current prison system is successful at rehabilitation? What do they think successful rehabilitation looks like and what kind of programs or initiatives would they create?

Ask the group to share ideas to stop recidivism. What programs would they propose to stop the cycle of incarceration and support their definition of rehabilitation?

(continued on next page)

AFTER THE FILM

Education, poverty, housing, and economic development are social issues that have a tremendous effect on incarceration, and represent missed opportunities for intervention and an opportunity to address rehabilitation and recidivism. Divide the group into four groups: housing, health, education, and relationships.

Each group will receive examples of “Slides” or social issues that can affect parents negatively. On a piece of butcher paper, invite each group to write out their “Slides” and draw a visual representation. On the same sheet ask them to draw a “Ladder” and write out and draw a visual representation of ways that this social problem could be addressed through new approaches, initiatives, laws, programs, and priorities in budgeting. For this activity, there are no restrictions—ask them to be creative and propose their dream solutions. No idea is too big or impossible!

Invite each group to share their Slides and Ladders and explain how their ladders would address recidivism and promote their definition of rehabilitation.

SLIDES

Housing

9% of parents in prison were homeless in the year before the arrest leading to their current imprisonment.

Education

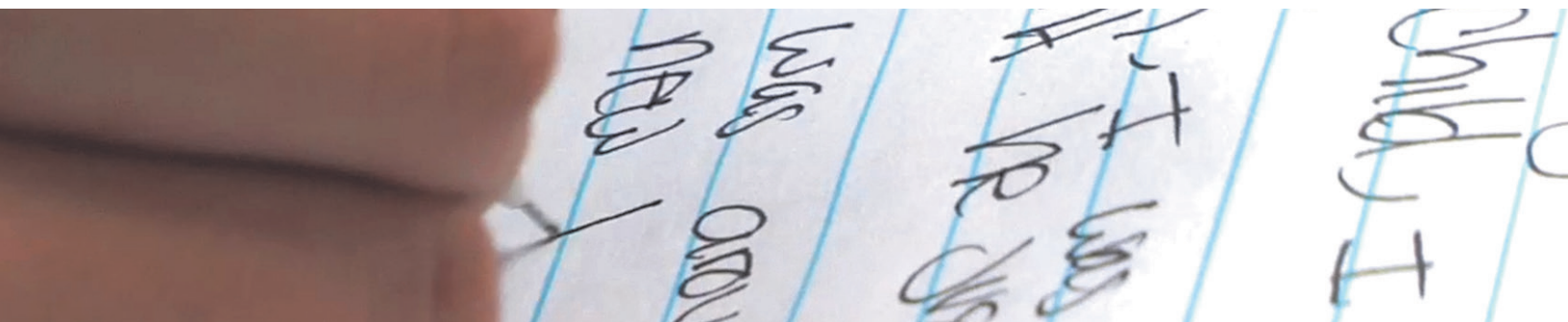
38% of parents in prison do not have a high school diploma or GED.

Health

57% of parents in prison have mental health problems.

Relationships

20% of parents in prison were physically or sexually abused prior to their imprisonment.



EXTENSION ACTIVITIES

EXTENSION ACTIVITY 1: ALTERNATIVES TO INCARCERATION

Restorative Justice is an alternative to incarceration that focuses on the needs of the victims and the offenders, as well as the surrounding community, instead of focusing on laws and punishment.

DIRECTIONS:

Conduct a research project on Restorative Justice. How is this model different than the current system of courts, sentencing, and prisons? Is Restorative Justice successful in achieving its stated goals? Write a persuasive essay and take a position related to how this model does or does not promote rehabilitation and justice. Provide facts to support your position.



EXTENSION ACTIVITY 2: POLICIES AFFECTING EX-OFFENDERS

The following laws directly affect formerly incarcerated parents:

- The Welfare Reform Act of 1996
- The Adoption and Safe Families Act of 1997 (ASFA)
- Violent Crime Control and Law Enforcement Act of 1994
- Housing Opportunity Program Extension Act of 1996

DIRECTIONS:

Conduct a research project and public presentation on one or more of these laws that look at impact. How do these laws affect formerly incarcerated parents and are the laws achieving their stated goals? How do these laws contribute to recidivism or promote rehabilitation?

Prepare a short presentation for the group on your analysis and findings. Do you think the law(s) are effective in achieving their stated goals? Why or why not? If not, what recommendations would you make to change this law? Provide visuals and facts to support your conclusions and opinions.

EXTENSION ACTIVITIES

EXTENSION ACTIVITY 3: POSITIVE IMAGES

This year 700,000 formerly incarcerated men and women will return to their families and communities. With this re-entry comes stigma and barriers to housing, education and employment. In many states, ex-offenders convicted of a felony cannot vote in elections and those convicted of a drug-related offense are ineligible for Federal Financial Aid Loans. However, an ex-offender is not only defined by his or her time behind bars. They are individuals with strengths and passions. They are part of a family, a community, and contribute to the country's economy and social fabric.

DIRECTIONS:

A Public Relations Campaign is an orchestrated sharing of information with the aim of persuading the public, changing public opinion, and in this case- challenging widely held beliefs. Create a public relations campaign with a slogan and signature image that positively portrays the formerly incarcerated. The public relations campaign can take place through billboards, commercials, or social media messaging- but must contain a slogan and signature image that portrays your message.

RESOURCES:

Bill of rights of Children of Incarcerated Parents.

In 2003 understanding the need to meet the needs of these children, the San Francisco Children of Incarcerated Parents developed and published the Children of Incarcerated Parents Bill of Rights- BOR . With more than 50,000 copies printed, the Bill of Rights brochure has been widely distributed and used in venues throughout the country to educate.

I have the right to be kept safe and informed at the time of my parent's arrest.
I have the right to be heard when decisions are made about me.
I have the right to be considered when decisions are made about my parent.
I have the right be well cared for in my parent's absence.
I have the right to speak with, see, and touch my parent
I have the right to support as I have my parent's incarceration.
I have the right not to be judged, blamed or labeled because my parent is incarcerated.
I have the right to have a lifelong relationship with my parent.

The Sentencing Project

<http://www.sentencingproject.org/>

Project WHAT!

<http://www.communityworkswest.org/>

Legal Services for Prisoners With Children

<http://www.prisonerswithchildren.org/>

CONTACT INFO

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THEO RIGBY

Theo Rigby is a director, cinematographer, and photographer based out of San Francisco. He believes in the power of image and sound to create awareness and dialogue about the world's most pressing social and political issues. Theo has focused on topics ranging from the War in Iraq, to incarceration, and most recently, immigration in the U.S. His film, *Sin País (Without Country)*, won a Student Academy Award, has screened in over 30 film festivals, and was nationally broadcast on PBS' Independent Documentary Series, *POV*, in 2012. Theo started and directed an after-school digital storytelling program for immigrant youth in San Francisco, and graduated with a M.F.A. in Documentary Film from Stanford University.

JASON SUSSBERG

Jason Sussberg is an award-winning documentary filmmaker focused on BIG ideas on human progress and social justice. He started his career working in sport television for the San Francisco Giants and the Golden State Warriors. After receiving a MFA at Stanford University in film, he co-founded Dogpatch Films in San Francisco. He is a digital media generalist who trains his lens on social and political topics ranging from jailed journalists, justice system reform and futurism.