

**ART AGAINST ABUSE:  
ENGAGING YOUTH TO END THE CYCLE OF VIOLENCE  
REGISTRATION FORM**

**Full Name** \_\_\_\_\_  
**Organization (if applicable)** \_\_\_\_\_  
**Job Title** \_\_\_\_\_  
**Address** \_\_\_\_\_  
**Phone** \_\_\_\_\_ **Email** \_\_\_\_\_

**Continuing Education Units (Check only if needed.)**

\_\_\_\_\_ Social Work (Licensure ID# \_\_\_\_\_)  
\_\_\_\_\_ Illinois Certified Domestic Violence Professional (Licensure  
ID# \_\_\_\_\_)  
\_\_\_\_\_ Illinois State Board of Education Continuing Ed Units

**Please choose one workshop per session.** Refer to the workshop descriptions attached to this form. In order to receive CEUs, you must attend both sessions.

**Session I (Pick ONE)**

\_\_\_\_\_ Workshop I – Therapeutic Puppet Play (*Puppeteers Without Borders*)  
\_\_\_\_\_ Workshop II - Using Arts as Tools for Social Change and Healing (*A Long Walk Home*)

**Session II (Pick ONE)**

\_\_\_\_\_ Workshop I – Giving Name to the Nameless: Using Poetry as an Anti-Violence Intervention with Girls and Young Women (*Project Nia*)  
\_\_\_\_\_ Workshop II - (UN)PUBLISHED: Applications of the Use of Altered Books (*Between Friends*)

Send completed registration form to: Between Friends c/o Colleen Norton. E-mail: [cnorton@betweenfriendschicago.org](mailto:cnorton@betweenfriendschicago.org), Fax: 773-262-2543. You will receive a confirmation email for the workshops for which you have registered prior to the event. Due to limited space, you may be required to choose another workshop.

## **ART AGAINST ABUSE: ENGAGING YOUTH TO END THE CYCLE OF VIOLENCE WORKSHOP DESCRIPTIONS**

### **Session I – Workshop I Therapeutic Puppet Play**

This workshop aims to educate attendees who are interested in incorporating art in their work with youth in a playful way. Together we will explore the liminal space between education and entertainment using tabletop puppetry. This workshop will invite participants to begin ‘within’ conflict situations in ‘dramatic reality’ in order to address a conflict physically and emotionally, but through play.

Tabletop puppetry is expressive and fun; it is a lively way to explore stories in a safe space. The method is simple and direct. Together we will build puppets based on the characters that emerge from our stories. Small groups will be invited to present scenes on a table top. This form encourages communication and collaboration while containing and controlling the drama and conflicts in scale and intensity.

Therapeutic puppetry combines verbal and nonverbal modes of expression through the intrinsic artistic and dramatic element of puppetry. Therapeutic puppetry is most often thought of as being used with children but it can be adapted to a variety of people of all ages to meet various treatment goals. Therapeutic puppetry techniques can be applied with individuals, couples, groups and families. In the medical setting in the hands of trained nurses, child life workers etc, puppets serve as therapists in pre – and post operative situations. In various forms of psychotherapy (art therapy, drama therapy) puppets are used to express feelings and thoughts which might otherwise remain hidden or repressed.

### **Session I – Workshop II Using Art as an Effective Tool to Communicate Ideas Around Healthy vs. Unhealthy Relationships**

A Long Walk Home's Girl/Friends Leadership Institute is a program that empowers adolescent girls to make healthy sexual and reproductive choices and become youth leaders in the movement to end violence against girls and women. Girl/Friends uses the multimedia and digital arts, yoga, and art therapy to educate young women about sexual health, and sexual and dating violence. Students work with mentors and receive training in sexual assault counseling, reproductive justice, and medical and legal advocacy. In the yearlong after-school program and the summer institute, Girl/Friends have used the arts as tools for social change and healing, create strong sexual and

dating violence policies and prevention programs at their school- North Lawndale Prep High School, and have developed the resources and skills to teach, mentor, and advocate for other girls in their school and community. The youth presenters will expand on their work relating to teen dating violence and especially use the time to talk about their recent project – Warning Signs. The youth leaders used self-portraits, familiar warning signs of unhealthy relationships and created posters that explicitly confronted the rest of the community on their relationships. The posters talked about healthy vs unhealthy relationships in an informative, educative and artistic vein. The youth leaders felt that “there is much violence that happens in the teen community behind closed doors. When we see signs of them in the school, we playfully ignore them. These posters and images of youth leaders from the school community will hopefully reduce the judgments, silence and fear around teen dating violence.”

### **Session II – Workshop I**

#### **Giving Name to the Nameless: Using Poetry as an Anti-Violence Intervention with Girls and Young Women**

The use of literature and guided reading has been recognized as a viable option for helping young people address their concerns. Poetry is a particularly wonderful way to address sensitive issues (like sexuality, violence, and self-esteem). When young people (or adults for that matter) see something of themselves in a piece of literature (books, poetry), identify with the work, reflect on it, and undergo some emotional growth as a result of that reading experience, this can be considered a successful anti-violence intervention.

Mariame Kaba will offer a workshop based on a new curriculum resource that she developed along with *Caitlin Ostrow-Seidler*. The resource includes over 30 poems that address gender-based violence as well as tips and suggestions for individuals who are interested in facilitating poetry circles with girls and young women.

During this workshop, participants will:

1. Explore the value of using poetry to address issues of violence in the lives of girls and young women.
2. Learn tips and information about how to structure a poetry circle for young women.
3. Receive resources and ideas to incorporate poetry into existing programs and initiatives in working with young women.

### **Session II – Workshop II**

#### **Applications of the Use of Altered Books When Working with Youth**

Our identity is shaped and reflected by the way we tell our own story. This process is especially critical for youth, as they are constantly challenged by

the process of discovering and building their identity. When these stories are shared, young people not only consolidate the process of identity building, they also bring into visibility important social issues that affect communities on a daily basis.

Everyone has a story. Everyone should have the chance to tell theirs. If you were to tell yours, how would it look? If you were to tell the story of the youth in your community, what genre would it be? This workshop is an invitation to re-call and contain those stories both visually and verbally through the creation of altered books. The process of altered books is a technique that consists of the modification of a published book through art processes such as painting, drawing, collage, writing, and embellishment. The creation of altered books in therapy facilitates self-expression, growth, and healing through the power of language, symbol, and storytelling. As part of this workshop, we will offer attendants a hands-on experience of how to use this technique when working with youth that have been exposed to or are survivors of intimate partner violence.

At the end of this workshop, participants will be able to:

1. Describe the purpose and process of creating altered books;
2. Apply the technique of altered books as part of their personal art practice; and
3. Describe how to apply the use of altered books with youth in a therapeutic setting.

## **ART AGAINST ABUSE: ENGAGING YOUTH TO END THE CYCLE OF VIOLENCE WORKSHOP FACILITATOR BIOGRAPHIES**

### **Session I – Workshop I Therapeutic Puppet Play**

**Whitney Davis** is a drama therapist and social worker who received her Bachelor's in Interdisciplinary Studies from Columbia College Chicago. After performing with Comedy Sportz, ACT-Out and Conner Prairie Living History Museum, Whitney returned to school to pursue a Master's in Social Work from Indiana University. Whitney currently works full-time as a therapist with Aunt Martha's Children's Reception Center serving youth ages 0-21 who reside in shelter care.

### **Session I – Workshop II**

**Sangeetha Ravichandran** is the Coordinator of A Long Walk Home's Girl/Friends Leadership Institute's AfterSchool program. She is a master's level graduate in art therapy from the School of the Art Institute of Chicago. Born and raised in India, she has experienced and witnessed sexual violence and since been committed to ending violence against girls and women. She is a feminist and activist in the sexual assault and Domestic Violence community here in Chicago.

**Scheherazade Tillet** co-founded a non-profit organization, A Long Walk Home, Inc, in the year 2003. A Long Walk Home uses art therapy, creative writing and the visual and performing arts to end violence against girls and women. Scheherazade has been committed to creating a national platform that speaks out against sexual violence against women and girls. In 1998, she began Story of a Rape Survivor (SOARS) as a mini social documentary/art therapy project in which she intimately examined her sister's recovery from sexual assault. In 2009, she began the Girl/Friends Leadership Institute, which is nation's only art and advocacy program that empowers adolescent girls to be social justice leaders in their schools, communities and the global movement to end violence against women and girls.

**Dyamond Houston**, age 18, is a senior high school student at North Lawndale Charter Prep High School and is involved in many activities. She prides herself on being the pom pom team's captain and is also a part of the Peace warriors at her school. She uses dance and writing as her art forms; Dyamond is a natural leader and identifies herself as a feminist. She is very

good at gathering her peers to come together for a positive cause. She describes herself as the person, who her peers or family turn to for help. Dymond looks forward to expanding her commitment and using her leadership skills to end violence against girls and women beyond high school and college. She hopes to one day be able to come back to Girl/Friends and explain how far she has come.

**Brittani Jordan**, age 18, is a high school senior at North Lawndale College Prep High School. Brittani became intrigued with ending dating and domestic violence when she discovered that there were more teens affected by it than any other group. Brittani uses writing, photography and singing as her primary art forms. Brittani would like to study broadcast journalism in college as a way to help the youth in her community who have been silenced by violence. Brittani is an assertive person who stands up for things that she feels strongly about and always takes the extra step to get her peers actively involved in activities that promote ending violence against girls and women.

### **Session II – Workshop I**

#### **Giving Name to the Nameless: Using Poetry as an Anti-Violence Intervention with Girls and Young Women**

**Mariame Kaba** is an educator, organizer, and writer who lives in Chicago. Her work focuses on ending violence, dismantling the prison industrial complex, and supporting youth leadership development. She is the founder and director of Project NIA, a grassroots organization with a mission to end youth incarceration. Mariame is a published author, a teacher, and has served on numerous nonprofit boards.

### **Session II – Workshop II**

#### **Applications of the Use of Altered Books When Working with Youth**

**Caryn Moore** is a social worker interested in uplifting individuals, strengthening communities, and transforming society. Though she lives in Chicago, Caryn has served trauma survivors in various parts of the world. Caryn is the Children’s Counselor at Between Friends and a volunteer for GIRL TALK, a program using the arts to support incarcerated girls.

**Monica Guzman** was born and raised in Chile. Monica received her undergraduate and graduate education in Clinical Psychology at Universidad Central de Chile. Her Master’s degree is in art therapy at The School of the Art Institute of Chicago. Monica has worked with children, adults, and the elderly in settings that include Community Centers, Psychiatric Hospitals, and Residential Centers. She currently works as Art Therapist and Bilingual Counselor at Between Friends, offering services to domestic violence survivors.