

THE RUN AROUND



FACILITATOR GUIDE



ACKNOWLEDGEMENTS

The Run Around exists thanks to the collaboration of brave, visionary, and hopeful people.

Thank you, first and foremost, to our SEED Institute designers, the young men and women whose lived experiences within the system made this game necessary: Bernado (lead designer), Chris D., Cris G., Jourdan, Justin, Kaleya, Manny, Mike, Mitch, and Roy.

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WELCOME TO THE RUN AROUND: FACILITATOR GUIDE

Welcome! If you've picked up this guide, chances are you are interested in learning more about and disrupting the cradle-to-prison pipeline and dismantling racial inequities. The cradle-to-prison pipeline is a series of choices, policies, and practices in many sectors of society that put young people who are already oppressed and marginalized at further risk of poor outcomes throughout their lifespan. These factors include but are not limited to dysfunctional child welfare, juvenile justice, and educational systems as well as a lack of access to services and resources that would support young people's overall health and well-being.

The Run Around was designed by teens and young adults with lived experience within or adjacent to the cradle-to-prison pipeline. It conveys their stories, feelings, and states of mind as they navigated the systems it comprises. They made the game to embolden others to take action alongside them, to reject harmful systems and build new ones that serve and value young people of color.

Like the justice system, *The Run Around* is not fun. It is not winnable. It was not designed to be. Instead, it was created to:



Convey the designers' stories, thoughts, feelings, and choices while "in the system."



Educate player-stakeholders about how different pipeline systems – public K-12 education, youth services departments, child and family services departments, and juvenile justice – (dys)function and interact with each other.



Make palpable the emotions youth of color felt while navigating the pipeline.



Impact and engage player-stakeholders to use their influence and power in the service of improving policies and practices within these systems.

This guide will teach you how to facilitate transformational play sessions of *The Run Around* with different player-stakeholder groups. In it, you will find essential statistics and links to resources about the cradle-to-prison pipeline to support your knowledge, as well as [Player-Stakeholder Profiles](#) that guide you to meaningfully engage with different player audiences.

We expect and hope that this guide will change over time to incorporate the experiences and learnings of those who have used it. We invite and encourage you to share your experiences with this guide and *The Run Around* by emailing contact@ithrivegames.org.

If you are interested in using game design to support changemaking with and for young people, please download **iThrive's Game Design Studio Toolkit**, available at <https://ithrivegames.org/ithrive-studio/game-design-studio-toolkit/>.

IN THE DESIGNERS' WORDS: THE STORY OF THE RUN AROUND

The Run Around was created by us, SEED Institute designers. We are teens and young adults who are between 16 and 24 years old. We are youth of color with lived experience within or adjacent to the cradle-to-prison pipeline. *The Run Around* represents some thoughts, feelings, and choices we have had while experiencing the system.

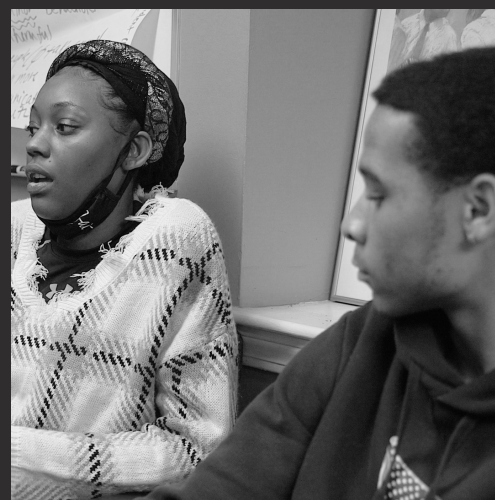
Our lead designer, Bernado, created the first draft of the game with our mentors right after he was released. It was one way he was working through trying to understand the probation system and his own experience being incarcerated. Other designers joined him to complete the game.

We published the game in February 2021, and in June 2021 we won a [Gold Medal at Serious Play!](#)

In *The Run Around*, you play a character based on the lives of our designers and people we know well. Your 3 character game pieces start in Prison. Your goal is to get them all back Home. Home is right next to Prison, but your pieces can't go home until they've spent time on Probation/Parole. Each piece has to go around the entire board before returning Home. And, you've got to watch out. Probation/Parole is full of traps. Just like in real life. It feels like the game—and the system it represents—is designed to keep you trapped in Prison.

We did research to better understand the racial inequities in the cradle-to-prison pipeline. The data we found informs some key decisions about the game. For example, the characters represent who gets caught up in the pipeline: 1 girl gets caught up for every 5 guys; 1 white guy gets caught up for every 5 Black and Brown guys. We included key statistics right on the game board so that players can learn about the inequities in the system while they play.

Can players win *The Run Around*? We've never seen it. The game wasn't designed to be winnable. In the U.S., there is no win state in the juvenile justice system. This is the point of the game. The point of the game is to change or refine your mindset and motivate you to strive for change, like we are doing. We hope it will inspire you to be an ally for change, for dismantling systems of inequity. We do hope you find the experience of playing and facilitating *The Run Around* insightful and inspiring. Thanks for playing.



"THE GAME WASN'T DESIGNED TO BE WINNABLE. IN THE U.S., THERE IS NO WIN STATE IN THE JUVENILE JUSTICE SYSTEM."



WATCH THE DESIGNERS DISCUSS THE RUN AROUND

FACILITATOR PREPARATION



The Boston Globe

This tabletop game teaches players about the juvenile justice system

You, as a facilitator, are a bridge between *The Run Around's* designers and its players. By playing *The Run Around* with player-stakeholders, you help bring the designers' stories to life and work to motivate action on behalf of those like them who are navigating oppressive systems. Before facilitating play sessions of *The Run Around*, make sure you:

Read the game instructions carefully.



Play the game yourself.



Learn the story of *The Run Around* in the [designers' words](#) (see [Appendix A](#)).

Then, read a summary about game design as a changemaking approach (see [Appendix D](#)).

Learn about the cradle-to-prison pipeline (see [Statistics](#) and [Appendix B](#)) and its links to Adverse Childhood Experiences (ACEs; see [Appendix C](#)).

Determine your goals for your [unique player-stakeholder group](#).



FACILITATING THE RUN AROUND: SESSION AT A GLANCE

We recommend that you set aside **90 minutes** to facilitate a play session. If you do not have 90 minutes available, plan for at least 60 minutes. The primary difference between the 90- and 60-minute sessions is that the 90-minute session includes double the time for analysis. It also includes a session devoted to “redesign,” getting granular about how systems might be changed to better support young people. Here are recommended session flows for two windows of time:

90-MINUTE SESSION OVERVIEW (RECOMMENDED FORMAT)

TIMING	ACTIVITIES	MATERIALS	DESCRIPTION
5 MIN	WELCOME AND PURPOSE	<ul style="list-style-type: none"> N/A 	Open the session with a warm introduction to yourself and the game. Build player-stakeholders’ enthusiasm about playing.
20 MIN	GAMEPLAY	<ul style="list-style-type: none"> <i>The Run Around</i> game 	Player-stakeholders play <i>The Run Around</i> long enough to see all the mechanics at play.
5 MIN	QUICK DEBRIEF	Links to/printouts of one or more: <ul style="list-style-type: none"> In the Designers’ Words: The Story of The Run Around SEED Institute (VIDEO) Boston Globe article 	Tell the story of <i>The Run Around</i> to player-stakeholders using one of the resources provided. Optionally, provide the other two resources as links or printouts for player-stakeholders who want to learn more.
20 MIN	ANALYSIS	<ul style="list-style-type: none"> Jamboard OR chart paper/sticky notes and pens 	Use the prompts provided to analyze the features and intentions of <i>The Run Around</i> .
20 MIN	REDESIGN	<ul style="list-style-type: none"> Blank cards (e.g., index cards), sticky notes, colored pens/markers 	Player-stakeholders redesign at least one feature of <i>The Run Around</i> to produce different, improved outcomes.
20 MIN	WRAP UP/ ACTION PLANNING	<ul style="list-style-type: none"> Jamboard OR chart paper/sticky notes/pens 	Player-stakeholders ideate ways that they, from their positions of influence, can shift/ dismantle the pipeline.

FACILITATING THE RUN AROUND: SESSION AT A GLANCE

(CONT'D)

60-MINUTE SESSION OVERVIEW

TIMING	ACTIVITIES	MATERIALS	DESCRIPTION
5 MIN	WELCOME AND PURPOSE	<ul style="list-style-type: none"> N/A 	Open the session with a warm introduction to yourself and the game. Build player-stakeholders' enthusiasm about playing.
20 MIN	GAMEPLAY	<ul style="list-style-type: none"> <i>The Run Around</i> game 	Player-stakeholders play <i>The Run Around</i> long enough to see all the mechanics at play.
5 MIN	QUICK DEBRIEF	<p>Links to/printouts of one or more:</p> <ul style="list-style-type: none"> In the Designers' Words: The Story of <i>The Run Around</i> SEED Institute (VIDEO) Boston Globe article 	Tell the story of <i>The Run Around</i> to player-stakeholders using one of the resources provided. Optionally, provide the other two resources as links or printouts for player-stakeholders who want to learn more.
10 MIN	ANALYSIS	<ul style="list-style-type: none"> Jamboard OR chart paper/sticky notes and pens 	Use the prompts provided to analyze the features and intentions of <i>The Run Around</i> .
20 MIN	WRAP UP/ ACTION PLANNING	<ul style="list-style-type: none"> Jamboard OR chart paper/sticky notes/pens 	Player-stakeholders ideate ways that they, from their positions of influence, can shift/dismantle the pipeline.





**FACILITATING
THE RUN AROUND:
ACTIVITIES OVERVIEW**

WELCOME AND PURPOSE

LEARN
MORE
ABOUT THE
CRADLE-
TO-PRISON
PIPELINE.

USING EMOTION THROUGHOUT THE SESSION

Emotions are a crucial ingredient in players' journeys with *The Run Around*. You can facilitate a powerful experience by supporting specific emotional experiences at certain times during the play session. Use tools like your **tone of voice** and **body language, music, movement**, and the game itself to foster emotional states that will support players' engagement at each stage. More tips follow.

TIME 5 minutes

EMOTIONAL EXPERIENCE

Concern for the problem of the cradle-to-prison pipeline mixed with **curiosity** and **excitement** to play *The Run Around*.

GOALS

- **Lay out the problem briefly:** The cradle-to-prison pipeline is an unfair system we must change.
- **Garner excitement:** The designers created *The Run Around* to invite you into their experiences with the cradle-to-prison pipeline. Let's play!

MATERIALS ● N/A

STEPS

1. Welcome the players. Convey the significance and bigness of the problem of the cradle-to-prison pipeline.
2. Build enthusiasm about playing:
 - You'll get to learn about the cradle-to-prison pipeline and individuals within it.
 - You'll be able to notice your experience and link it to the choices the designers made.
 - Together, we'll work to channel our feelings and experiences into action steps we can take to better support young people who are system-involved and dismantle systems that are inequitable.
 - Let's play!

GAMEPLAY

TIME

20 minutes

EMOTIONAL EXPERIENCE

Excitement to play becomes **boredom, frustration, concern, empathy, sadness** as players confront the reality the game conveys. These emotions are helpful for focusing and reflecting on the problem the game presents.

MATERIALS

- *The Run Around* game box with all pieces and instructions

STEPS

1. Following the game instructions that come with *The Run Around*, allow players to experience all the mechanics of the game (Reading character bios, drawing Choice cards, landing on Trap spaces and drawing Trap cards, and moving around the board). Allow for at least 20 minutes of gameplay time.
2. Make notes to yourself about what players are sharing about their thoughts, feelings, and reactions as they play.
3. The game was not designed to be won, so you're not waiting for a winner. After you have seen an example of each mechanic come into play, tell players it's time to discuss.



QUICK GUIDE TO THE RUN AROUND MECHANICS



Mechanics are the rules that determine how players interact with the game, and how the game “responds” to those actions. Mechanics of *The Run Around* include:

- **Selecting Cards:** Choosing cards is a core action players take in the game. Players select a card to determine what move is allowed on each turn.
- **Moving Spaces:** Another core action of the game is for players to move a character piece space by space from point A (Prison) to point B (Home).
- **Chance:** The card a player chooses determines their move or penalty/reward. There is no skill or strategy required or allowed.
- **Discussion:** Discussion is a core action players take when they draw a “Discuss” Card; this feature invites reflection and shared knowledge-building into gameplay.

QUICK DEBRIEF

TIME

5 minutes

EMOTIONAL EXPERIENCE

Empathy, frustration, and sadness fuel motivation to learn and do more. This is a good place to share more of the designers' story and hopes for this game.

MATERIALS

Links to/printouts of:

- [In the Designers' Words: The Story of *The Run Around*](#)
- [SEED Institute \(VIDEO\)](#)
- [Boston Globe article](#)

STEPS

1. Share the story of *The Run Around*. Choose **one primary resource** to share the story (see Materials), keeping in mind your audience's needs and preferences and the time you have available. You can provide the additional two materials as links or printouts.



ANALYSIS



A TOOL FOR DEEPER ANALYSIS



Here's a helpful mnemonic for encouraging your player-stakeholders' deeper analysis of *The Run Around*: **D.E.M.O.** It stands for: What are you **DOING** in the game? What **EMOTIONS** do you feel when you do this? What **MODIFICATIONS** could you make? How would the modifications produce different **OUTCOMES**? You can remember **D.E.M.O.** by thinking of it as a tool for helping to demolish the unjust, inequitable policies and practices currently in place so we can build something better!

TIME

20 minutes for a
90-min. session;
10 minutes for a
60-min. session

EMOTIONAL EXPERIENCE

Discomfort, disappointment, sadness, and empathy related to “experiencing” the cradle-to-prison pipeline are helpful for analysis; this lower-energy, more unpleasant headspace helps players to get detailed and focused about what components of the game make them feel that way.

MATERIALS

- Digital Jamboard (make a copy of [this template](#)) or chart paper, pens or markers, and sticky notes

STEPS

1. Divide player-stakeholders into groups of 3-5.
2. Each group should answer the questions below. Give each group paper/stickers/pens or a shared digital jamboard to capture their responses. For **90-minute sessions**, give groups 5 minutes per question. For **60-minute sessions**, give groups 2.5 minutes per question.

What are the systems and features of *The Run Around*? It can help to focus on “What’s Here?” and “What’s NOT Here?”

“What’s Here?” Examples

- Characters, all of whom are youth involved in the justice system.
- More cards that **WON’T** get you out of Prison than cards that **WILL** get you out.
- Many **TRAPs** that block you from Home. If you draw a **TRAP** card, you’ll either lose a turn, get sent back to Prison, or have to move back 3 spaces.

ANALYSIS (CONT'D)

- If you're out on Probation/Parole and you move to a spot occupied by another player's game piece, you both have to go back to prison. Connections with others involved in the system are discouraged.
- Discussion cards that ask players to reflect on the different aspects of the game, and on different aspects of the justice system while they play.
- Characters who are being kept away from their homes and loved ones.

"What's NOT Here?" Examples

- Meaningful human connection.
- Obvious positive role models.
- Learning and growth opportunities.
- Rehabilitation support.

How do these systems make the player feel?

Examples: Bored, Frustrated, Trapped, Stuck, Irritated, Hopeless, Isolated, Targeted, Untrusted/Suspected

Based on what you noted about the design of *The Run Around* and the feelings that design led to, what conclusions can we make about the purpose of the systems and features in *The Run Around*?

Examples:

- The rules are designed to make players feel the stress, sadness, and frustration teens feel trying to get home and stay home.
- The system is designed to hold you back and keep you in prison.
- The system doesn't care about you as a person; there's no nurturing or caring in it.
- There are only traps, no opportunities to get you ahead and onto a positive pathway.

The Run Around was designed with purpose; to show players what the cradle-to-prison pipeline feels like and how it is experienced. Based on our analysis, what do we understand now about the juvenile justice system? Examples:

- It was experienced by these designers as built more for isolation and punishment than connection and rehabilitation.
- There is an absence of human connection, warmth, and kindness that would support mental health and well-being.

REDESIGN

TIME 20 minutes

EMOTIONAL EXPERIENCE

Curious, creative, and empowered. Player-stakeholders need more pleasant, higher-energy emotions to come up with new features for *The Run Around* that would change the play experience for the better. Remind them that they have just experienced (on a tiny scale) the system as the designers did. They have not imagined yet how the system could be designed. Invite them to get curious about how the game—and system it portrays—could work differently. Use an enthusiastic tone of voice and maybe some energizing music or movement to help player-stakeholders enter a more creative headspace.



MOVEMENT BREAK



Pass the Stretch. One person demonstrates a stretch and all participants copy it. The first person then "passes" to any other participant, and it's that person's turn to choose and demonstrate a different stretch. This continues for a few cycles to help get blood flowing and boost energy and brainpower.

MATERIALS

- Blank cards (e.g., index cards)
- Sticky notes
- Colored pens/markers

STEPS

1. Say something like: "Now, let's put the design into your hands. The young people who created *The Run Around* designed a system that makes players feel the unpleasant emotions you've been discussing. How could you change or modify ("mod") this game to elicit different, authentically pleasant emotions in players?"

REDESIGN

STEPS

2. In small groups, player-stakeholders should use the cards, sticky notes, and pens/markers provided along with the existing game components to:
 - a. Decide what emotion they want players to experience at some point while playing *The Run Around* (examples: connected, hopeful, valued).
 - b. Make one change to the existing game that would support that feeling. The change could be to the characters, rules, board, cards, how players win, or core actions they take (like choosing cards and moving spaces), etc. It could entail replacing, removing, adding, or modifying an existing feature.
 - c. Each group should go through 2-3 cycles (about 4 minutes each) of testing and iterating on their change.
 - i. Propose a change.
 - ii. Test it.
 - iii. Determine if it supports the desired emotion. If time allows, groups should get feedback on their change from one member of another group before finalizing the change. Key question: Does this change make you feel more ____?
 - iv. Iterate to maximize the impact of the change.
 - d. Invite a representative from each group to share with the larger group the emotion they aimed for, the change they made, the outcome, and any feedback they received from a member of another group.



THE SCAMPER METHOD



If players are stuck, the **SCAMPER** method can be helpful in getting them to think about the existing game from new angles. It challenges creators to: Substitute, Combine, Adapt, Modify, Put to another use, Eliminate, and/or Reverse components of an existing product.

ACTION PLANNING AND WRAP-UP

TIME 5 minutes

EMOTIONAL EXPERIENCE

Hopeful, motivated, determined, empowered. Brainstorming new and different ways to build systems to support young people benefits from slightly pleasant, higher-energy feelings. Build hope and motivation in this phase of the session. Remind players that each of them has a role to play in changing systems to better support young people. Any player-stakeholder can effect change through their actions: from choosing to view others with more empathy and less bias to using decision-making power to change policies and practices in the systems that make up the pipeline.

MATERIALS

- Jamboard or chart paper/sticky notes/pens

STEPS

1. Come back together and discuss:
 - a. If we could design a better system, what would its purpose be?
 - b. How would we aim to feel within that system?
 - c. What would the features of this new system be?
 - d. What would we and others DO within that system to meet that purpose?
 - e. How does this connect to the juvenile justice system?
 - f. What is within your power to change that would have ripple effects for youth who are in/may face a future in the pipeline?
2. Thank participants for joining the session and encourage them to use this experience to help them advocate for greater equity and new, better systems.
3. Let participants know where they can find links to their Jamboard or photos of notes/chart paper where they shared their ideas to motivate continued reflection and action.

PLAYER-STAKEHOLDER PROFILES

INDIVIDUAL IN HIGHER EDUCATION

Power to Influence:

- Each institution shapes the minds of individuals pursuing careers in fields that impact system-involved youth.

Needs:

- Create a mission or philosophy that is informed by an awareness of the lived experiences of youth involved in the system.

SOCIAL WORKER/COUNSELOR

Power to Influence:

- First line of response and support related to young people's mental health.
- Model the nurturing and supportive relationships young people need.

Needs:

- Be able to invite young people into a deeper understanding of how the system is intentionally designed to impact their lived experience and mental health, and identify areas where they can advocate for better help.
- Identify ways mental health professionals can enhance practices and policies within and adjacent to the system to support young people.

POLICY MAKER/CITY OR STATE GOVERNMENT OFFICIAL

Power to Influence:

- Direct policy and divert funding towards better supports for young people to prevent system involvement and better support young people who end up in the system.

Needs:

- Make the human impact of policies and presence/absence of resources tangible through increased exposure to young people's lived experience.

YOUNG PERSON WHO IS NOT INVOLVED IN THE SYSTEM

Power to Influence:

- Factors under their control related to protecting themselves from system involvement.
- Contribute to and lead movements toward reform with and on behalf of their system-involved counterparts.

Needs:

- Identify and confront biases about system-involved peers.
- Understand impacts of risky behaviors and how risky actions might be penalized inequitably across racial and socioeconomic differences.

TEACHER/SCHOOL ADMINISTRATOR

Power to Influence:

- Interact with students on a daily basis.
- Their view and the nature of their interactions hold real power in the lives of students in general, and to a greater extent, system-involved youth.

Needs:

- Recognize and confront implicit biases towards young people of color, young people of poverty, youth with trauma that can manifest as internalizing/externalizing behaviors.
- Increase awareness of the nature of the systems students encounter.
- Know how to build relationships based on understanding and empathy.
- Use culturally responsive approaches to education and relationship-building.

MEMBER OF UNIONS/DEPARTMENTS OF K-12 EDUCATION

Power to Influence:

- Oversee teachers' professional behavior.
- Set policies, expectations and professional practices for teachers that then filter down to their students.

Needs:

- Recognize and strive for supportive stances, policies and practices that can create positive change.

STATISTICS

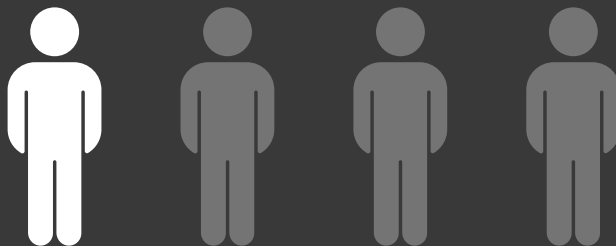


Black students tend to get expelled and suspended 3 times more than white students (ACLU, 2021).

Black students are 2.3 times more likely to be disciplined through involvement of officers, such as a school related arrest. (20/20 Club: Bipartisan Justice Center, 2020)



1 in every 4 Black children with disabilities is suspended at least once (Learning for Justice, 2013).



% OF STUDENT BODY



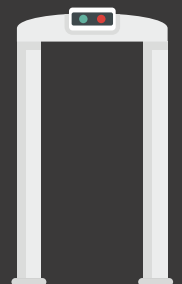
% OF SUSPENSIONS

Black children constitute 18% of students, but they account for 46% of those suspended more than once (Learning for Justice, 2013).

Black children are twice as likely as white children to be arrested (Equal Justice Initiative, 2017).



Schools are more likely to have an officer onsite if their student body is more than 50% Black (EdWeek, 2017).



APPENDIX A: MORE ABOUT THE RUN AROUND

These resources provide additional background on *The Run Around* and the SEED designers who created it.

Boston Globe: “This tabletop game teaches players about the juvenile justice system”

<https://www.bostonglobe.com/2021/09/28/arts/this-tabletop-game-teaches-players-about-juvenile-justice-system/>

- This Boston Globe article tells the story of *The Run Around*, including its designers, development, purpose, and impact.

iThrive Games Foundation: “Exploring Juvenile Justice and Mental Health with Teen Game Designers” - Parts 1 and 2

<https://ithrivegames.org/newsroom/blog/juvenile-justice-mental-health/> and <https://ithrivegames.org/newsroom/blog/juvenile-justice-mental-health-part-2/>.

- This two-part iThrive blog post explores the connection between the juvenile justice system and mental health, and highlights how iThrive Games uses game design to co-design solutions with SEED Institute designers.

APPENDIX B: THE CRADLE-TO-PRISON PIPELINE

This section provides more resources to help you deepen your understanding of the different systems that play a part in the cradle-to-prison pipeline. The cradle-to-prison pipeline is a series of choices, policies, and practices in many sectors of society that put already oppressed and marginalized young people at further risk of poor outcomes throughout their lifespan. These factors include but are not limited to dysfunctional child welfare, juvenile justice, and educational systems as well as a lack of access to services and resources that would support young people's overall health and well-being.

"THE MOST DANGEROUS PLACE FOR A CHILD TO GROW UP IS AT THE INTERSECTION OF RACE AND POVERTY."

[The Children's Defense Fund](#)

CRADLE-TO-PRISON PIPELINE

Children's Defense Fund, 2007: "The Cradle to Prison Pipeline: An American Health Crisis"

https://pdfs.semanticscholar.org/9c24/247bac6bca4370c6178e1873275a5cf93e77.pdf?_ga=2.242100234.988103950.1649904128-926239747.1649186632

- Edelman, the President of the Children's Defense Fund, describes the cradle-to-prison pipeline through a healthcare lens. She examines how limited access to prenatal care, early childhood health care, and mental health care for children are all contributing factors to the prison industrial complex.

Dignity Schools: "Cradle-to-Prison Pipeline Fact Sheet"

<http://dignityinschools.org/wp-content/uploads/2018/07/Cradle-to-Prison-Pipeline-Fact-Sheet-1.pdf>

- The Children's Defense Fund Cradle to Prison Pipeline Campaign is a national call to action to stop the funneling of children, predominantly children of color, down life paths that often lead to involvement with the justice system. This PDF provides key facts regarding the cradle-to-prison pipeline, such as the effects of poverty and disparities in educational opportunities.

CRADLE-TO-PRISON PIPELINE (CONT'D)

Georgetown Law Center on Poverty and Inequality, 2017: “Girlhood Interrupted: The Erasure of Black Girls’ Childhood”

<https://philanthropynewsdigest.org/features/research-briefs/girlhood-interrupted-the-erasure-of-black-girls-childhood>

- This groundbreaking study from Georgetown Law analyzes America’s perception of young Black Girls. Adults view Black girls from toddler age through a lens of adultification bias, meaning they are perceived as less innocent and in less need of protection than their white peers. This results in young black girls facing harsher expectations and punishment, contributing to racial disparities in school discipline and the juvenile justice system.

SCHOOLS AND THE PIPELINE

American Bar Association, 2018: “ABA Task Force on Reversing the School-To-Prison Pipeline Report, Recommendations, and Preliminary Report”

<https://www.americanbar.org/content/dam/aba/administrative/corej/final-school-to-prisonpipeline.pdf>

- This report from the American Bar Association’s Task Force on Reversing the School-To-Prison Pipeline examines how schools and society fail youth of marginalized identities including students of color, students with disabilities, and LGBTQ+ students. It highlights how these populations of students are disproportionately over-categorized or incorrectly categorized in special education, disciplined more harshly, referred to law enforcement for minimal misbehavior, and eventually pushed out of school and into juvenile justice facilities and prisons. This report further offers solutions for addressing inequities.

American Bar Association, 2020: “ABA Roadmaps Way to Turn Off Spigot to School-to-Prison Pipeline”

<https://www.americanbar.org/news/abanews/aba-news-archives/2020/02/aba-roadmaps-way-to-turn-off-spigot-to-school-to-prison-pipeline/>

- This article highlights how new or revised policies, legislation, initiatives, and data tracking can help eliminate the school-to-prison pipeline that disproportionately impacts marginalized students and can lower these students’ juvenile justice system or prison involvement.

SCHOOLS AND THE PIPELINE (CONT'D)

Office of Juvenile Justice and Delinquency Prevention: “Juveniles in Residential Placement, 2017”

<https://ojjdp.ojp.gov/sites/g/files/xyckuh176/files/media/document/juveniles-in-residential-placement-2017.pdf>

- The Office of Juvenile Justice and Delinquency Prevention sponsors the Census of Juveniles in Residential Placement (CJRP) to gather comprehensive and detailed information about youth in residential placement from a biennial survey. This bulletin highlights statistics crucial to understanding the juvenile justice system, such as the data behind offense profiles across states.

The Hechinger Report: “Pipeline to Prison: Special education too often leads to jail for thousands of American children”

<https://hechingerreport.org/pipeline-prison-special-education-often-leads-jail-thousands-american-children/>

- This article from The Hechinger Report, a journalism magazine focused on inequity and innovation in education, follows the story of Cody Beck. Through Beck’s story, alongside statistical data such as one in every three arrested students in school has a disability, it is clear that special education students are often over-disciplined in school and pushed into the prison pipeline.

Brandon Griggs, TEDxJacksonville: “The Illiteracy-to-Prison Pipeline”

https://www.ted.com/talks/brandon_griggs_the_illiteracy_to_prison_pipeline

- Brandon Griggs is a Black student who lives in a community in Jacksonville that has a high rate of gang activity and gun violence. In his TedTalk, he discusses how illiteracy, which is determined in kindergarten, is a core part of the school-to-prison pipeline. He highlights how a lack of good schools, adequate funding, and resources in minority communities leads to the disproportionate representation of black youth in our juvenile justice system. He proposes that the solution starts with better access to education from kindergarten and beyond.

IMMIGRATION-TO-PRISON PIPELINE

Freedom For Immigrants: “Detention by the Numbers” <https://www.freedomforimmigrants.org/detention-statistics>

- Freedom for Immigrants maintains the most up-to-date map of the U.S. immigration detention system.

IMMIGRATION-TO-PRISON PIPELINE (CONT'D)

Immigrant Legal Resource Center, 2018: “The School to Prison to Deportation Pipeline: The relationship between school delinquency and deportation explained”

<https://www.vox.com/identities/2019/9/30/20875821/black-immigrants-school-prison-deportation-pipeline>

- This resource explains how a disciplinary incident at school can result in a student facing deportation, and encourages schools to review their disciplinary policies to ensure they are not sending students to ICE.

VOX, 2020: “Ousman Darboe could be deported any day. His story is a common one for black immigrants.”

<https://hechingerreport.org/pipeline-prison-special-education-often-leads-jail-thousands-american-children/>

- This article highlights the story of Ousman Darboe, an undocumented Black Muslim immigrant who has been living in the Bronx since he was six years old. His story highlights the school-to-prison-to-deportation pipeline and the harmful consequences of heavily policed neighborhoods.

Michael Rain, TED Residency: “What it’s like to be the child of immigrants”

https://www.ted.com/talks/michael_rain_what_it_s_like_to_be_the_child_of_immigrants?language=en

- Michael Rain is the creator of ENODI, a digital gallery that chronicles the lives of first-generation Black immigrants of African, Caribbean, and Latinx descent. In his TedTalk, Rain shares the challenges of being a child of an immigrant, and asks the audience to reflect on how the media and our communities have negatively shaped their perception of immigrants and refugees.

César Cuauhtémoc García Hernández, TedxMileHigh: “Why Immigration Prisons Aren’t the Answer”

https://www.ted.com/talks/cesar_cuauhtemoc_garcia_hernandez_why_immigration_prisons_aren_t_the_answer

- Hernández is a member of the American Bar Association Commission on Immigration. He discusses the evolution of immigration in America and today’s xenophobic political and economic climates. He further explains how and why we can do better.

APPENDIX C: ADVERSE CHILDHOOD EXPERIENCES (ACES)

This section provides an overview of Adverse Childhood Experience (ACEs) and their connection to the cradle-to-prison pipeline.

ACES-TO-PRISON PIPELINE

Citizens for Juvenile Justice, 2018: “Shutting Down the Trauma to Prison Pipeline”

<https://www.cfjj.org/trauma-to-prison>

- This report highlights the impact of trauma on Massachusetts youth, focusing on children who have been removed from their homes due to allegations of abuse or neglect. The study finds that children who face the complex trauma of home instability and are left untreated often end up in the juvenile justice system. The report further shares recommendations for supporting children exposed to and experiencing trauma.

Center for Child Counseling: “ACEs and Juvenile Justice”

<https://www.centerforchildcounseling.org/aces-and-juvenile-justice/>

- This article explores the link between ACEs and the criminal justice system, by looking at key factors such as violence and discriminatory education practices. It further provides prevention strategies and recommended goals to lessen the influence of the cradle-to-prison pipeline.

Victim Justice Network, 2016: “Polyvictimization: What is it and how does it affect intervention?”

https://www.cicc-iccc.org/public/media/files/prod/onglet_files/8/RIB_polyvictimisation_Final_ANG2S.pdf

- This report from the Victim Justice Network explains the phenomenon of polyvictimization—experiencing a number of different types of victimization at a rate higher than the population average. It utilizes different key studies to highlight how polyvictimization throughout childhood may lead to mental and physical health problems as well as behavioral problems that continue into adulthood. It suggests strategies for early detection and intervention from a holistic approach.

ACES-TO-PRISON PIPELINE (CONT'D)

Human Rights Project for Girls, 2015: “The Sexual Abuse to Prison Pipeline: The Girls’ Story”

https://rights4girls.org/wp-content/uploads/r4g/2015/02/2015_COP_sexual-abuse_layout_web-1.pdf

- This report from the Human Rights Project for Girls exposes the way in which America’s legal system criminalizes girls, especially girls of color. It illustrates the connection between childhood sexual and physical abuse and the prison industrial complex, such as girls who cross into the juvenile justice system as victims of sex trafficking. It further offers policy recommendations and potential community solutions.

ACES MORE BROADLY

Vincent J. Felitti et al., 1998: “Relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults: The Adverse Childhood Experiences (ACE) Study”

www.attorneygeneral.jus.gov.on.ca/inquiries/cornwall/en/hearings/exhibits/Peter_Jaffe/pdf/Relationship.pdf

- The Adverse Childhood Experiences (ACEs) study conducted from 1995 to 1997 in partnership with the Centers for Disease Control and Kaiser Permanente is one of the most significant investigations into correlations between childhood abuse and neglect and household challenges, and later-in-life health and well-being. The study made the groundbreaking discovery that adverse childhood experiences are a major risk factor for the leading causes of illness, disability, death, and poor quality of life.

Center on the Developing Child, Harvard University: “ACEs and Toxic Stress: Frequently Asked Questions”

<https://developingchild.harvard.edu/resources/aces-and-toxic-stress-frequently-asked-questions/>

- Harvard University’s infographic and answers to Frequently Asked Questions (FAQs) describe ACEs and toxic stress and explain the impacts of ACEs on childhood development. They also offer suggestions on how to prevent or reduce the lasting harm of ACEs.

The National Crittenton Foundation, Kaiser Permanente, and the Centers for Disease Control, 2015: “ACEs Toolkit”

<https://ascend-resources.aspeninstitute.org/resources/aces-toolkit/>

ACES MORE BROADLY (CONT'D)

- The National Crittenton Foundation is an umbrella organization for agencies that provide services in 32 states focused on advancing the health, economic security, and civic engagement of girls and young women impacted by violence. They have formed this ACEs Toolkit in collaboration with Kaiser Permanente and the CDC. This toolkit includes data, surveys, and case studies to identify and better understand the adverse childhood experience. The toolkit provides resources for effectively promoting individual, community, and social change.

Centers for Disease Control: “Essentials for Childhood Framework: Steps to Create Safe, Stable, Nurturing Relationships and Environments for All Children”

<https://www.cdc.gov/violenceprevention/childabuseandneglect/essentials/about-essentials.html>

- The Essentials for Children framework highlights four goal points necessary for the positive development of children. This free downloadable PDF proposes strategies for each of the four goal points for communities to implement that promote relationships and environments to prevent child abuse and neglect specifically.

NPR, 2015: “Take the ACE Quiz - And Learn What it Means and Doesn't Mean”

<https://www.npr.org/sections/health-shots/2015/03/02/387007941/take-the-ace-quiz-and-learn-what-it-does-and-doesnt-mean>

- This NPR posting provides readers with guidance on the different types of ACEs and common health risks associated with them, and offers an ACEs quiz.

National Education Association: “Trauma-Informed Schools”

<https://www.nea.org/professional-excellence/student-engagement/trauma-informed-schools>

- This resource from the National Education Association calls on educators and school administrators to better support students who suffer from childhood trauma and offers suggestions for how this can be done.

First Book: “Trauma Toolkit: Tools to Support the Learning & Development of Students Experiencing Childhood and Adolescent Trauma”

<https://firstbook.org/blog/2019/06/27/educator-resource-the-first-book-trauma-toolkit/>

- The Trauma Toolkit, created by First Book and funded by the Maryland State Education Association, provides information on the causes and symptoms of trauma, and provides actionable steps for educators and caring adults to support student learning and development.

APPENDIX D: GAME DESIGN AS A CHANGEMAKING TOOL

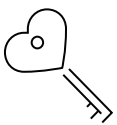
WHY GAME DESIGN?

Game design is a powerful way to engage youth in thinking about their lived experience, how they think about and understand the world, and what they might like to be different in their world and how they would go about making that change. That is in large part because games, like systems in the real world, have some or all of the following components: **specific features and aesthetics, characters/roles, goals/objectives, required or possible actions/interactions, rewards and consequences, barriers/obstacles, resources, rules, and win and loss states.**

Designing games—like making a painting, composing a song, or writing a poem—is an act of self-expression. It engages young people in sharing their voices, making their own choices, and exercising agency. Unique to game design, though, is designing that system with rules, roles, ways of progressing, and win and loss states. When young people synthesize their imagined worlds into a structured game that others can experience, they have the chance to think concretely about specific changes they want to see in their lives and in the systems that serve them. We know games also create an experiential space for young people to explore, test, try, fail, and learn together.

Through various structured and open-ended activities, game design helps young people explore—with a safe level of abstraction—questions such as: How do I feel in the current state (my lived experience) and how would I like to feel instead? What would need to change about the rules, roles, ways of progressing, and win and loss states in my own life to feel that way I want to feel, as opposed to the way I do feel?

EMPATHIZE



DEFINE



IDEATE



PROTOTYPE



TEST



HOW DO WE USE GAME DESIGN FOR CHANGE?

Young people can use game mechanics to see how rules, win states, and world-building shape the boundaries of the game, as well as the world they live in. The Run Around is complete with probation violations, family setbacks, and missed fines. The game is frustrating to play: as soon as you get some pieces out you find yourself sliding back to the start. Players feel the stress, sadness, and frustration teens feel trying to get home and stay home. Although the game rarely has a winner, players have a chance to talk about how the systems designed to serve youth can better meet their needs.

Game design challenges young people to go beyond making models of systems they know to transform the player through the experience of the game. Youth game designers learn to balance player agency and uncontrollable constraints to shape the emotions of the player and help others tap into their experiences. Game design can open up space for dialogue, exploration, and empathic listening, connecting teens to each other, and to adults that care about them, playing together to find understanding and brainstorm solutions.