

Inside Out Curriculum

PAGE 1

This curriculum was made for teachers and educators as a helpful guide to organize an Inside Out group action, with a more in-depth approach to the project.

It can and should be adapted to the context of your school/neighborhood/community, in a collaborative way, allowing students to express themselves in a creative way.

It is targeted mainly to Middle and High Schools.

It can be a full year's work - divided in 3 parts:

- Before the action
- During the action
- After the action

PAGE 2

BEFORE THE ACTION

INSIDE OUT PROJECT PRESENTATION

- TED TALK
(https://www.ted.com/talks/jr_s_ted_prize_wish_use_art_to_turn_the_world_inside_out)
- Who is JR
- How did he start?
- Few examples of actions (different countries, subjects, walls)
- How does his art combine photography and street art?
- What about politics? How does he express his position?

STREET ART

What is it?

- What do you think Street Art is?
- Who's doing it in our community/neighborhood?
- What are their goals?
- Is there a message?

- Show/look for examples: each student choose one street art piece and explain it to the others.

Illegality

- What is the legislation in your community/city/state? What about other countries?
- What do you think about it?

Inside Out Curriculum

PAGE 3

Street art walk

Ask the students to walk around the neighborhood and take notice of the street art they see.

STREET ART WALK

The INSIDE OUT Project follows the tradition of graffiti and other street art forms that arose as both an outlet for creative expression and a form of social protest. Take a walk around the neighborhood surrounding your school or home and investigate the street art around you. Take notes below.

Describe a piece of street art that you see.	
Where did you find it (on the side of a building, on a bus stop, on a street sign, etc.)?	
How would you categorize it: mural, graffiti, tagging, poster, sticker, flyer, stencil, or something else?	
What images or symbols do you see? Describe them in detail. What do they represent?	
What ideas, aspirations, visions, or associations may have inspired this street art?	
Describe any associations, memories or emotions the piece evokes for you. How does this experience differ from viewing art in a museum?	
How does street art function compared to advertising and to signs (such as billboards, street signs, store signage, etc.)?	

Learn more about the history and international growth of street art:
MOCAty's Art in the Streets - [From Here To Canarsie](#) - [Classic Street Art](#), [Libya](#), [Chile](#), [Palestine](#)
PBS NewsHour - [Brazilian Graffiti Artists Take to the Streets to Combat Domestic Violence](#)

14

Some of them should share their discoveries in the classroom.

Debating

- What can street art tell us about society?
- How can street art be used as a tool for change?
- What might street art accomplish that others forms of activism cannot?

Inside Out Curriculum

PAGE 4

WHERE IN THE WORLD

Look at the Inside Out Map on the website (<http://www.insideoutproject.net/en/map>).

Each student can choose one action he likes, and do a research about the country where it took place. You can ask them their previous knowledge of the history and current events in these locations.

Do a research about what's happening in the country.

Debrief and discuss about it with the whole class.

- Ask each student or group of students to make a presentation (presentation skills)

Optional : WATCH THE INSIDE OUT PROJECT FILM

Relate with experiences of other people around the world

PAGE 5

Here, it's really interesting to debate/discuss these types of questions.

RECLAIMING PUBLIC SPACE

- What is public space? Who does it belong to ? What differences do you see between public and private spaces ?
- How do public spaces such as city streets, parks and monuments shape and reflect the identities of the people who live there ?
- What kind of images do you see in public space? Who put them there? What is their purpose?
- Does it make a difference if artwork is displayed in a public space as opposed to an art gallery? How so?
- What distinguishes the Inside Out posters from other forms of visual communication, such as advertising and signage ?

PORTRAITS AND IDENTITY

- What is an identity ? what purpose does identity serve ? Talk about *official* identity x *personal* identity
- What is the connection between a person's identity and their face/expression
- How can portraits give voice to the identity of a group or community ? Think of *individualism* x *group*
- Have you already seen the face of people used for another purpose? Give your opinion about it

BUILDING COMMUNITY

- How does someone identify with his/her own community?

Inside Out Curriculum

If your students have watched the Inside Out movie:

- *What are the common bonds among the people in the film? Are there any tensions among groups? If so, how are those tensions addressed?*
- *Why does JR want to pass the process on to others?*

ART AND SOCIAL CHANGE

- Do a research about portraiture in Art History. How did portraiture change from the 20th century to today? Thinking about: photography x painting; digital x analog; selfies; artist role.
- What role do you think art can or should play in addressing social issues and improving conditions for the individuals and communities they represent?
- How can we use art to honor and remember people?
- In what ways can art be an effective medium to address social injustice issues?
- What are some of the potential challenges or limitations of using art as a vehicle for social change?
- What other examples have you seen of art as a tool to raise awareness about an issue or bring about social change?
- How would you use art to change the world?
- Thinking points
 - local x global
 - representation x signification
 - connotation x denotation

Inside Out Curriculum

PAGE 6-7

CREATING A GROUP ACTION

PARTICIPATE

At this point, you have watched communities around the globe identify issues that are important to them and make a public statement by pasting large portraits in places for the world to see. Now it's your turn to work with your community to organize and realize an INSIDE OUT Group Action. The resources in this section will equip you with everything that you need to complete your Action in a location of your choosing.

Here's a checklist to help you organize your Group Action:

- Step 1: Gather Inspiration
- Step 2: Brainstorm/Make a Statement
- Step 3: Find Participants
- Step 4: Scout Your Location
- Step 5: Take Your Portraits
- Step 6: Upload Your Portraits & Statement
- Step 7: Group Action Day
- Step 8: Document the Process
- Step 9: Action Editor
- Step 10: Share!

Here's a list of materials you will need:

- Computer with Internet Access
- Camera(s)
- Ladder(s)
- Wheat paste (water, flour, sugar)
- Large pot
- Buckets
- Access to water
- Brooms
- Paste brushes
- Squeegees

22

TEAM ROLES

Depending on the size of your group, you may want to consider assigning members to work together on specialized teams. As you saw in the film, completing a Group Action is a collective effort and every member will have something unique to contribute. Here are some suggestions:

Role/Team	Responsible For	Skills	Team Member(s)
Group Leader	The overall coordination, operations and production of the Group Action. This includes creating the group's online profile and uploading Portrait files.	Organized and responsible, tech savvy and comfortable handling digital files.	
Materials Team	Locating and acquiring the required materials needed for the Action Day.	Resourceful, knows how to bargain shop and/or find freebies.	
Location Scouts	Finding the perfect location in the school/ local community to paste posters. Negotiates and obtains necessary permissions.	Good eye, has a professional demeanor. Enthusiastic about pitching the Group Action to strangers.	
Street Team	Using social media and word-of-mouth strategies to promote the Group Action from start to finish.	Enthusiastic, comfortable using social media platforms. Strong writing/editing skills.	
Media Team	Taking portraits of the participants. Documenting the Action Day process through photos and video.	Strong photography and video capturing skills. Knows how to transfer photos and video from a camera or phone to a desktop.	

23

PAGE 8

STEP 1: CREATE A POWERFUL STATEMENT

During his 2011 Ted Talk, JR challenged INSIDE OUT PROJECT's participants to tell him what do they stand for.

- What do YOU stand for?
- What story do you want to tell with your group action?
- Who are the people you want your Group Action to represent?
- What kind of issues exist in your school today? In your opinion, why do they exist and how did they spread?
- What could be a solution to these problems?
- Do you think your Inside Out action could help dealing with these issues? Why and how?
-

Optional : Look at the different Inside Out school actions.

Inside Out Curriculum

→ attach "Scholl Actions" spreadsheet

Two forms of argumentative tools :

- Debate: you can choose one student on each side or two groups of students. They can debate on different subjects (see ideas below). The funny part could be to defend the idea you're not supporting.
- Dissertation: the students can write small argumentative text to defend a point of view or explain their perspective/reflect on a subject related to the project.

What is the most relevant issue that could be improved through a Inside Out Project?

OUR ISSUE :

OUR STATEMENT :

PAGE 9

STEP 2: FIND PARTICIPANTS



Promotion tips :

- Start a Facebook group, Instagram group, Whatsapp group
- Search for participants and free/low-cost materials on your local Craigslist community
- Design an online flyer using a newsletter program (Smore, MailChimp etc.) to send it to your networks

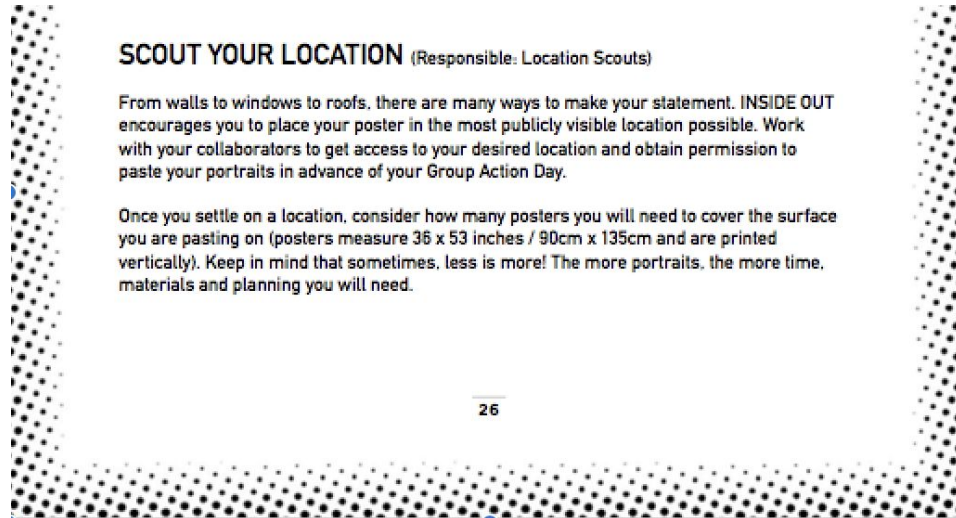
It's really important to ask each participant why they want to be part of this action.

Inside Out Curriculum

PAGE 10

STEP 3: SCOUT YOUR LOCATION

This part should be done by the school, and ideally next to the school



SCOUT YOUR LOCATION (Responsible: Location Scouts)

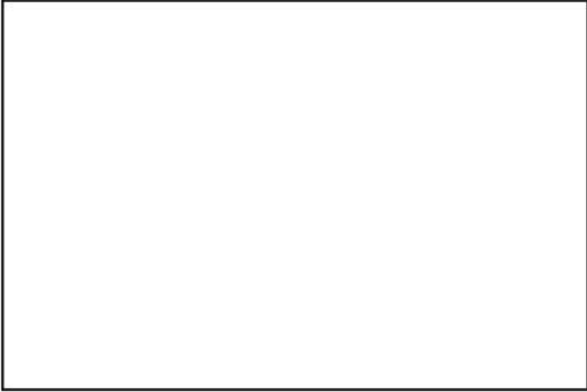
From walls to windows to roofs, there are many ways to make your statement. **INSIDE OUT** encourages you to place your poster in the most publicly visible location possible. Work with your collaborators to get access to your desired location and obtain permission to paste your portraits in advance of your Group Action Day.

Once you settle on a location, consider how many posters you will need to cover the surface you are pasting on (posters measure 36 x 53 inches / 90cm x 135cm and are printed vertically). Keep in mind that sometimes, less is more! The more portraits, the more time, materials and planning you will need.

26

Inside Out Curriculum

In the space below, sketch or paste an image of your selected location. Draw out your vision for how you want to arrange your portraits.



STEP 5:

TAKE YOUR PORTRAITS (Responsible: Media Team)

You can ask people to take their own portraits or enlist photographers to help take everyone's portrait. Portraits do not have to be professional quality, as long as they are over 1MB in size at 100 dpi. You can request a dotted photo backdrop like the ones you see [here](#) by emailing jr@insideoutproject.net or you can make your own.

When taking your portraits, DO:

- Look straight into the camera and let the group's statement inspire your expression
- Capture one person per Portrait
- Focus on subject's face


Continue on next page ➡

27

→ *take your portraits PAGE 11*


Inside Out Curriculum

Examples:



When taking your portraits, DON'T:

- Capture other body parts outside the subject's face
- Take photos of people in disguise
- Take photos of pets
- Take photos that promote a product or a brand



You will have to get authorization from all of the people you take portraits of. If you are taking photos of others, they must give you permission to upload their picture to the INSIDE OUT website as well as paste their Portrait publicly.

→ *Attached resources*

- *Release form for participants*
- *Under 18 Participation Agreement*
- *Release form for photographers*
- *School Actions Spreadsheet*

Inside Out Curriculum

PAGE 12

Step 5

STEP 6:

UPLOAD YOUR PORTRAITS & STATEMENT

(Responsible: Group Leader & Media Team)

Once you've taken your portraits, it's time to send the files to INSIDE OUT. Grab a computer.

1. [Create an account](#) for your Group Action, then click "Submit a Group Action."
2. Create your group's profile by filling out the requested information.
3. Each image file should be at least 1MB at 100dpi.

DO NOT USE

- Spaces; use "-" instead
- Dots or foreign characters (like ç é à ü)
- Don't use .PNG files, please.

4. Provide the INSIDE OUT crew with your mailing address. They will ship all your group's photos together. Make sure this address is correct! They will not be held responsible for shipping errors.

Now What? . . .

Printing and shipping takes 3-4 weeks from the time the INSIDE OUT crew receives your images. You will be emailed once all posters have been uploaded and approved. In the meantime, start planning for your Action Day by gathering the necessary materials (p. 14). Don't forget to keep promoting your upcoming action via social media and word-of mouth!

29

Inside Out Curriculum

PAGE 13

STEP 7:

GROUP ACTION DAY (Responsible: All Teams)

Now that you've received your portraits, it's time to grab your materials and paste! Schedule a start time and make sure your group knows where and when to meet. Good luck!

Time: _____

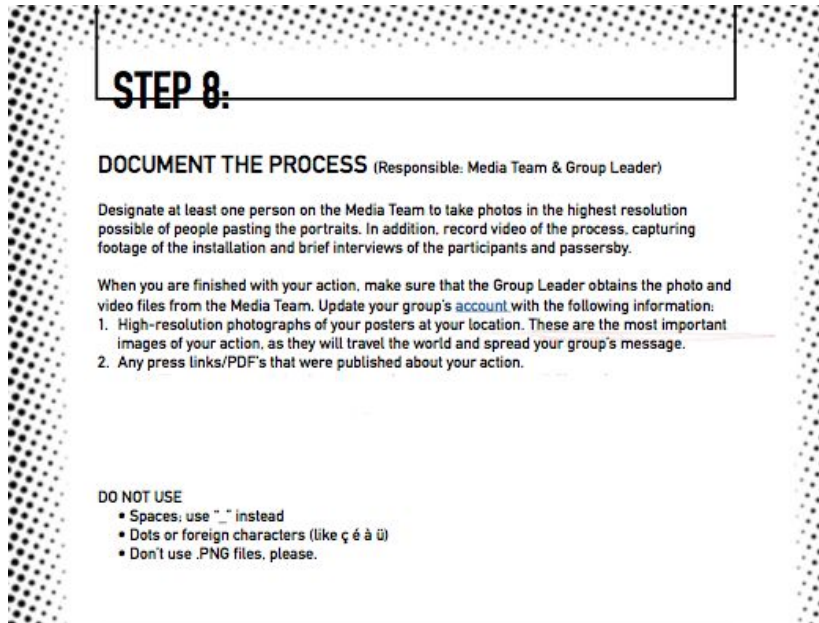
Location: _____

Before heading out to your location, use this area to jot down your pre-Action thoughts—any feelings you have about the project up to this point and your expectations for the day.

30

Inside Out Curriculum

PAGE 14



During the week of the action

- Record the reaction of people : students, staff, teachers, walkers

PAGE 15

AFTER THE ACTION

DEBRIEFING DISCUSSION

3 months after the Group Action date:

- Do you think something changed thanks to the action ? How so?
- What could have been done differently?
- In which way Inside Out is a communication tool?
- Think about the moment before the action, when you were discussing the issues and deciding your statement. Did you change your mind since then?