

These workshop plans are designed for you to edit to an appropriate length for the time you have available. Optional activities are indicated in the workshop plan.

Unit Title:	Community is Everything	Workshop Title:	Part 2 – Justice Reinvestment	Duration:	30-60 minutes
Unit Description:		Workshop Outcomes:			
<p>This unit is a three part workshop to enable activists to understand the importance of community in every individual's life, the restorative and positive effects community has and how we can achieve community development to reduce incarceration rates. The three sections of this workshop are designed to flow one from the other, transitioning students through three stages of understanding the importance of community. The workshops can also be used independently of each other.</p>		<p>By the end of this workshop, students will:</p> <ul style="list-style-type: none"> • Understand the concept of justice reinvestment • Understand the importance of community in relation to justice reinvestment • Assess the investments made by their own community • Commit to or complete an action to promote community-based support within their local community 			
Prior Knowledge:		Resources:			
<p>An understanding of the impact community can have on individuals' life experiences.</p>		<ul style="list-style-type: none"> • Projector or screen • Justice Reinvestment video on YouTube – don't forget to check that this content isn't blocked in your school https://www.youtube.com/watch?v=VNII9IW2468 • Bourke case file (condensed version attached, complete case study available here https://www.amnesty.org.au/bourke-working-with-indigenous-kids/) • Butchers' paper, whiteboard space and/or flip charts • Writing paper • Marker pens and/or dry erase pens 			
Section	Time Guide	Content		Key Questions and Prompts	
Introduction and Starter Activity	5 mins	<p>Explain that the workshop is focused around how communities can be instrumental in improving long term outcomes for people who commit crimes.</p> <p><i>If you are continuing from Part 1 – PJs story, remind the group of the role that the community-based support and the music programs played in his pathway to a more positive life.</i></p> <p>Ask participants to guess how much money the Australian government spends on prisons every year. Use A4 paper or mini whiteboards for</p>		<p>According to the Productivity Commission, each Australian prisoner costs an average of \$292 per day, almost double Australia's average daily earnings of \$160. In a system that cost the nation \$2.6 billion (after expenses) in 2013-14, some argue this money would be better spent on preventing people from being jailed.</p>	

		them to write down their best guess and hold it up for the rest of the group to see. Award a prize to the participant with the closest answer.	
Activity 1	5 mins	<p>Play the Justice Reinvestment video (https://www.youtube.com/watch?v=VNII9IW2468) on the screen or projector.</p> <p>Discuss the group's understanding of the concept and ask them to share whether they feel it is an idea that could help rehabilitate criminals and reduce the money spent on the prison system.</p>	Justice reinvestment is an approach in tackling the causes of crime and provides a viable option as our prison expansion costs become unsustainable. It re-directs money spent on prisons to community-based initiatives which aim to address the underlying causes of crime, promising to cut crime and save money.
Activity 2	15 mins	<p>Explain to the class that justice reinvestment has been proven to reduce both adult and youth incarceration.</p> <p>Introduce the Bourke case file. Ask the participants to work in pairs to try identify the issues that motivated the residents of Bourke to look for an alternative solution. On butchers' paper, ask the pairs to answer the following questions:</p> <ul style="list-style-type: none"> • What are the key challenges faced in Bourke? • What are the key reasons that "Maranguka" is successful? 	Our research shows the solution to lowering youth crime, keeping kids out of prison, and making Australian communities safer, is to address the underlying issues young people face. For kids, community is everything. It's kids' connections with family and community that lets them flourish, and sets them up for life. Communities are different — they are urban, they are remote — but what they have in common is the expertise to know what is best for Indigenous people and the way forward for their children.
Activity 3 (Optional)	10 mins	Ask the pairs to create a group of four with another pair and discuss their findings. On a new piece of butcher's' paper, ask the groups to list the top 3 factors that are required to make a justice reinvestment initiative successful.	<ul style="list-style-type: none"> • Community desire for change • Political support • Access to funding • Ability to decide how funding is spent at a community level • Understanding of the cause of the problems they are trying to address • Empathy for the challenges unique to their community

Conclusion and Plenary	5 mins	<p>Ask one of the participants to summarise their understanding of Justice Reinvestment.</p> <p>As a class, brainstorm all of the different crimes that could be reduced or prevented if the community had the power decide how funding is spent.</p>	<ul style="list-style-type: none"> ● Vandalism ● Theft ● Violent Crime
Follow Up Action	(15 mins if completed within the workshop)	<p>As this is a current campaign for Amnesty International Australia it is important to maintain relevance to actions we take. Get students to look at current actions on our website and discuss which action they will engage in. https://www.amnesty.org.au/community-everything-resources-action/</p> <p>This follow up exercise aims to get students to actively engage with the content they have learnt and self-direct their activism. It also aims for them to develop team building and conversational skills while focusing on a specific or set of goals within a campaign.</p> <p>Important:</p> <p>Please ensure that after your group engages with an action you communicate with your local schools network or to an Action Office.</p> <p>Contact details for Schools action groups can be found at: https://www.amnesty.org.au/groups/group/?orderby=title&order=asc</p> <p>Action Centre contact details can be found at: https://www.amnesty.org.au/groups/centre/</p>	<p>If your group is struggling to focus on one idea here are a few pointers.</p> <ol style="list-style-type: none"> 1. Get the group to assess how they can most effectively engage other kids in the school with the action they decide on. <i>Example: have a petition signing session during lunch or recess in the playground, set a goal of how many signatures you want to achieve.</i> 2. If the group cannot reach consensus, allow a split and encourage both groups to pursue their plans. Ensuring they understand that they each have the same focus within the goals of the campaign, to end the over incarceration of indigenous youth through justice reinvestment. 3. Set a time limit for students to carry out their action. Within the following week is suggested as the content and motivation to act will still be at the forefront of students memory.

CASE FILE: Justice Reinvestment in Bourke, New South Wales

The country town of Bourke, New South Wales is the first place in Australia to trial a community-led justice reinvestment approach to keep kids out of detention.

Initiated and led by the Aboriginal community, the initiative is now tackling the social issues that get kids into trouble in the first place. They're keeping kids in communities, where they belong.

Bourke's Solution

At a community meeting in the New South Wales town of Bourke in 2013, local Aboriginal leaders and young people articulated a vision for a more coordinated and community-led approach to the problems facing their community.

Alistair Ferguson, a Bourke Aboriginal leader explains:

"Too many of my community were being locked up. Kids were being taken away ... Families were being shattered, again and again...and this was happening despite the huge amount of money government was channelling through the large number of service organisations in this town."

"Kids were being taken away ... Families were being shattered, again and again...and this was happening despite the huge amount of money government was channelling through the large number of service organisations in this town."

"We started talking together ... We decided that a new way of thinking and doing things needed to be developed that helped our children."

Recognising that the local community was best placed to develop solutions to help kids and families flourish, the Aboriginal leadership in Bourke developed a comprehensive agenda for change.

The Bourke Tribal Council, which comprises of 21 different language groups, reached out to not-for-profit organisation Just Reinvest NSW and asked the question: is justice reinvestment something that could help us to find alternate pathways for our young people?

The answer was 'yes', and the community set about working with Just Reinvest to secure corporate and philanthropic funding, and to bring together government agencies, including Police, health, statistics, treasury, Aboriginal affairs, education and housing – no small achievement in itself!

And Maranguka was born.

What does Maranguka do?

Maranguka is a Ngemba Nation word which translates as ‘to give to the people’, ‘caring’ and ‘offering help’ — and that’s exactly what it does.

The trailblazing Maranguka initiative is all about helping Aboriginal kids stay out of trouble and away from prison. It’s spearheaded by the Bourke Tribal Council, which comprises leaders from 21 different language groups.

All these stakeholders are working towards the one goal, which is to build a stronger, safer community.

Community members are now working with their young people and partners to tackle some initial issues that contribute to young people’s involvement with the justice system.

The community is developing a driver licensing program and a program to support people to stick to bail conditions. They are also consulting with stakeholders about a warrant clinic to create support plans for young people who have committed less serious offences, which will help them stay out of custody.

The pioneering Aboriginal Elders and leaders of Bourke are leading the way in taking the concept of justice reinvestment and putting it in the hands of Aboriginal Peoples.

Now we need our government on board

Despite the promise of this and other brilliant community led-initiatives, too often community programs struggle for support. Our government is still separating Indigenous kids from communities. Indigenous kids are 24 times more likely to be removed from their communities and locked up than their non-Indigenous classmates.

Maranguka has developed a watertight case for justice reinvestment to be implemented in Bourke. They will then take that case to the New South Wales Government for action. But it’s going to take wider support to see solutions like this rolled out across Australia.

There are plenty of smarter approaches out there; they just need to be nurtured. Aboriginal and Torres Strait Islander leaders know the answer — now governments need to see it too.

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Unit Title:	Community is Everything		Workshop Title:	Part 3 – Taking Action	Duration:	30-60 minutes
Unit Description:	<p>This unit is a three part workshop to enable activists to understand the importance of community in every individual's life, the restorative and positive effects community has and how we can achieve community development to reduce incarceration rates. The three sections of this workshop are designed to flow one from the other, transitioning students through three stages of understanding the importance of community. The workshops can also be used independently of each other.</p>			Workshop Outcomes:		
				<p>By the end of this workshop, students will:</p> <ul style="list-style-type: none"> ● Be confident in explaining the concept of justice reinvestment to others ● Have clear opinions about how their own community could contribute to justice reinvestment ● Commit to or complete an action to urge their local MP to promote the concept of justice reinvestment 		
Prior Knowledge:	<p>An understanding of the concept of justice reinvestment, and an appreciation of the impact it can have on prevention of crime and rehabilitation of criminals.</p>			Resources:		
				<ul style="list-style-type: none"> ● Projector or screen ● Justice Reinvestment video on YouTube – don't forget to check that this content isn't blocked in your school https://www.youtube.com/watch?v=VNII9IW2468 ● Volunteers to play MPs (this works best if your volunteers are teachers, or older students, who don't normally participate in your workshops) ● Butchers' paper, whiteboard space and/or flip charts ● Writing paper ● Marker pens and/or dry erase pens 		
Section	Time Guide	Content			Key Questions and Prompts	
Introduction and Starter Activity	5 mins	<p>Explain that the workshop is focused around practical steps that can be taken to make justice reinvestment an integral part of the local community.</p> <p><i>If you are continuing from Part 2 – Justice Reinvestment, have a quick fire quiz to see who remembers the basic premise of justice reinvestment as a concept and why it is important.</i></p> <p>Play the Justice Reinvestment video (https://www.youtube.com/watch?v=VNII9IW2468) on the screen or projector. Ask the students to make notes about the key principles of</p>			<ul style="list-style-type: none"> ● What are the main goals of justice reinvestment? ● What are some of the methods of justice reinvestment that you remember from the video? 	

		justice reinvestment that they can refer to during the workshop.	
Activity 1	10 mins	<p>Split the students into teams of 4 to 6 students, depending on the size of your group. Ask each team to choose a local community that they are all familiar with; this may be the community that they live within, or the community where the school is based.</p> <p>Using butchers' paper, ask the students to write down all of the places and people that support them and make them feel like they are part of a community. The ideas should be written at random so they can be connected later. Encourage them to think about times when they feel strong and positive, and the external factors that contribute to those feelings.</p> <p>Once they have written all their ideas down, ask the groups to use coloured borders to categorise each idea (e.g. draw a red square around each idea that is a physical place, and a blue circle around any ideas that are relationships). .</p> <p>Next they should draw lines to connect the ideas that are related or dependent on one another.</p>	<ul style="list-style-type: none"> ● School ● Friends ● Family ● Community centres ● Sports clubs ● Parks ● Local shops ● Events ● Youth groups
Activity 2	10 mins	<p>Instruct the teams to think about the kinds of crimes that young people in their community might be sent to prison for. Ask them to list any areas of their community that requires improvement, which might help change the outcomes for those young people.</p> <p>Alongside the areas for improvement, ask the students to come up with as many ideas as they can for initiatives that could help resolve the issues they have observed in their community.</p> <p><i>This activity works well with a simple structure. Get groups to focus on assessing the problem, discussing methods to combat it, and the outcome they want to see in community.</i></p>	<ul style="list-style-type: none"> ● Problem: think big problems i.e. youth homelessness, substance abuse, truancy, domestic violence. ● Method: what resources could your community invest in to achieve change i.e. community shelters for youth on the streets. ● Outcome: how will your method help fix the problem?

<p>Activity 3 (Optional)</p>	<p>15 mins</p>	<p>Groups present to MP facilitators. Pretending to be a local member of parliament, the teacher or group facilitator is to have 3-4 members of each group present their justice reinvestment plan. Think like a politician:</p> <ul style="list-style-type: none"> • What are the benefits of this plan to my electorate? • How much will it cost me? • Will it be successful in short term and/or long term goals I have for the community? <p><i>The aim of this exercise is to build the students communication skills, building on their ability to effectively convey information surrounding an issue which is not necessarily based on personal experience. This is a vital tool for human rights activists.</i></p>	<p>In preparation for this activity give each group 5 minutes to refine their arguments and plan ideas, sticking to the structure of Problem, Method, Outcome.</p> <p>Finish this exercise by congratulating students on their initiatives and highlighting their persuasive arguments and creative ideas.</p>								
<p>Conclusion</p>	<p>5 mins</p>	<p>Create a list of greatest improvement by taking a class vote to rank each group's project against the criteria of highest cost/lowest cost and highest importance/lowest importance.</p> <p>Have students reflect on what they have learnt and their views on justice reinvestment.</p>	<p>To effectively rank each group use a star system to achieve comparable results. The group with the lowest score therefore will be the most important and cheapest justice reinvestment plan.</p> <p>Example:</p> <table border="1" data-bbox="1547 868 2101 1310"> <tr> <td colspan="3" data-bbox="1547 868 2101 930">Group 1</td> </tr> <tr> <td data-bbox="1547 930 1733 1185"> Importance Scale. 1 star = most important 5 stars = least important </td> <td data-bbox="1733 930 1915 1185">3 stars</td> <td data-bbox="1915 930 2101 1310" rowspan="2">Total = 5 stars</td> </tr> <tr> <td data-bbox="1547 1185 1733 1310"> Cost 1 star = \$100,000 </td> <td data-bbox="1733 1185 1915 1310">2 stars</td> </tr> </table>	Group 1			Importance Scale. 1 star = most important 5 stars = least important	3 stars	Total = 5 stars	Cost 1 star = \$100,000	2 stars
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<p>Follow Up Action</p>	<p>(15 mins if completed within the workshop)</p>	<p>Prepare letter for local MP: In the class group get each student to write one paragraph urging you local Member of Parliament to support programs of Justice Reinvestment.</p> <p>Depending on your class this activity can result in a letter which is an amalgamation of multiple different letters or one long letter built from paragraphs.</p> <p>Send your letter to your local MP addressed from your School's Amnesty International Group.</p> <p>Example: <i>Regards,</i></p> <p><i>Students from the Gorgonzola High School Amnesty International Group</i></p> <p>Send a copy of your letter to your regional schools team as well!</p> <p>Find out more about influencing decision makers with Amnesty's resources Effective Advocacy resources.</p>	<p>Preparation for this activity (teacher or student can complete). It is vital to know a little bit about your local Member of Parliament before you write to them. Create a short case profile to facilitate the classes letter writing. Conduct a quick Google search to assess their:</p> <ul style="list-style-type: none"> ● Full name ● Address of MP offices ● Core values (these can be found in maiden speeches, or recent election campaigns) ● Current projects
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