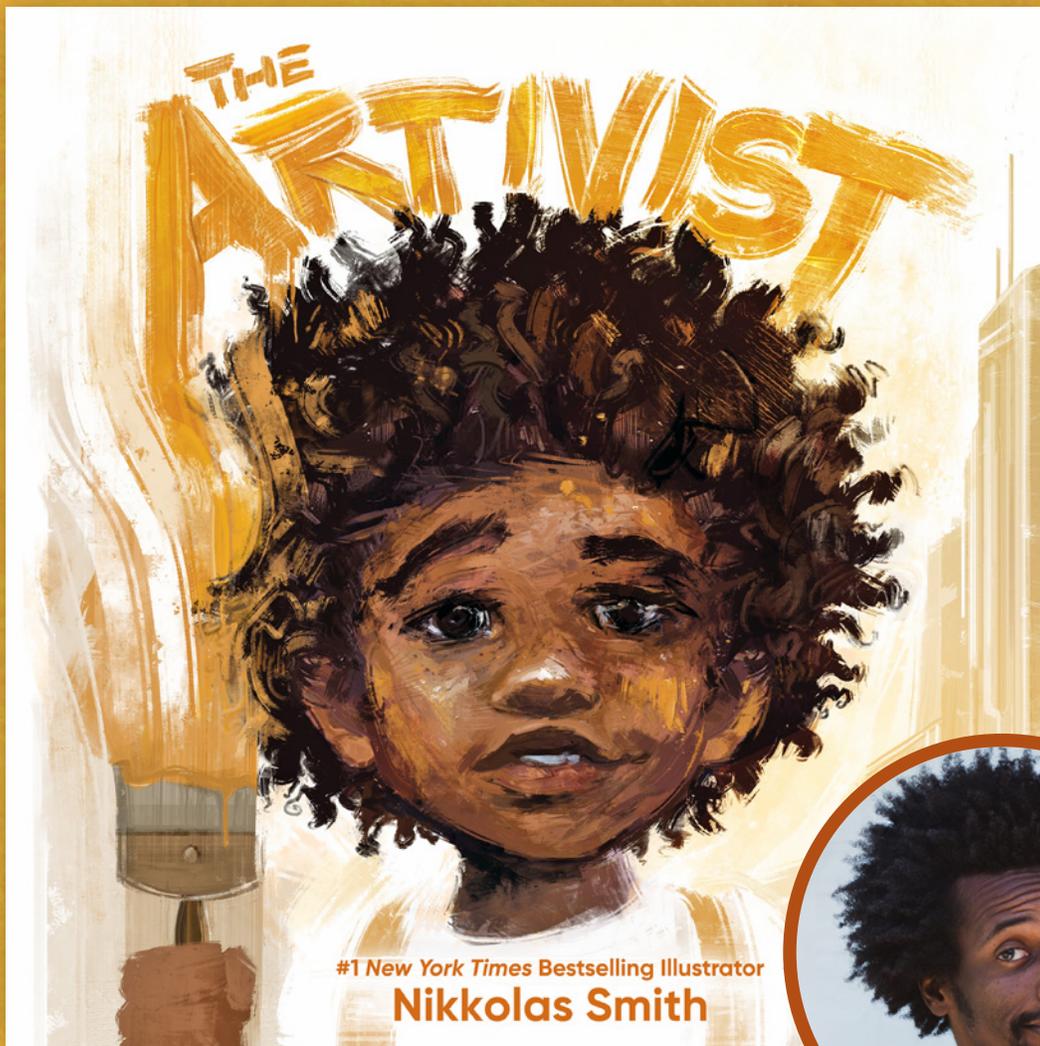


# AN EDUCATOR GUIDE AND ARTIVIST STUDY FOR



#1 *New York Times* Bestselling Illustrator  
**Nikkolas Smith**





# PRAISE FOR

★ "A **MEANINGFUL PORTRAIT** of artistic advocacy."

—*Publishers Weekly*,  
starred review

★ "This expression of **ACTIVE LOVE, SOLIDARITY,** and **COMPASSION** will resonate with and inspire readers of all ages."

—*Kirkus Reviews*,  
starred review

## DEAR EDUCATORS, CAREGIVERS, AND LIBRARIANS,

As you well know, the power of a good book can transform lives. It can bring communities together, bring joy, and illustrate the injustices in the world and how we can work towards solving them. We're so honored to have worked with Tiffany Jewell on the guide for Nikkolos Smith's *The Artist*, a book that is a call to action for young people on the potential they all have to change the world through art. This guide aims to help bring this work to life in your classroom or learning space. It's broken up into two parts, one for readers to learn more about Activism and Nikkolos Smith as an Artist, and the other on how to incorporate the book and the mission of Activism into young people's lives. We hope this guide inspires young readers to point out the injustices around them and try to heal the world through their art.

SINCERELY,  
PENGUIN YOUNG READERS SCHOOL & LIBRARY TEAM

## CLICK THE BELOW SECTIONS TO JUMP AHEAD IN THE GUIDE:

[Part 1: Activism and \*The Artist\*: An Artist Study](#)

[Part 2: \*The Artist\* in the Classroom](#)

**THIS GUIDE WAS WRITTEN BY TIFFANY JEWELL.** Tiffany is the author of the #1 *New York Times* bestseller *This Book Is Anti-Racist*, *The Anti-Racist Kid*, and the forthcoming YA nonfiction book, *Everything I Learned About Racism I Learned In School* (January, 2024). Tiffany has been working with young children and their families for over two decades and enjoys working with educators, supporting them in building strong, brave, and trusted communities in which every child can be seen, honored, and valued.

# PART ONE

## ARTIVISM AND THE ARTIVIST : AN ARTIVIST STUDY

"THEY SAY I'M AN ARTIST.  
THEY SAY I'M AN ACTIVIST."



### BEFORE YOU SHARE THE ARTIVIST WITH YOUR STUDENTS, LEARN A LITTLE MORE ABOUT NIKKOLAS SMITH

After designing theme parks at Walt Disney Imagineering for eleven years, Nikkolas Smith is now an Artist, concept artist, children's books author, film illustrator (*Space Jam 2* and *Black Panther Wakanda Forever*), and movie poster designer. He is also the illustrator of bestselling and award-winning picture books. His most famous and recognized works focus on Artivism. As an illustrator of color, Nikkolas creates captivating art that can spark important conversations around social justice in today's world and inspire meaningful change. Many of his artworks created for his ongoing Sunday Sketch series have been shared and published worldwide. Nikkolas also teaches art workshops that center around the importance of Art as Therapy and Artivism. Nikkolas is mainly a digital painter, although he often creates acrylic painting on canvas. **Find out more about Nikkolas on his [website](#).**

- Watch these videos:
  - [Nikkolas Smith and The Artist](#)
  - [Social Justice Artist Nikkolas Smith on How to Find Your Passion in Art](#)
  - [Artist Nikkolas Smith Reel](#)
- Read this article on [how Nikkolas combines art and activism](#)
- Read the books Nikkolas has created and illustrated. Nikkolas's books can be found [here](#), [here](#), and [here](#).
- Follow Nikkolas's [Pinterest boards](#) and [Instagram](#)



# ANTI-BIAS EDUCATION

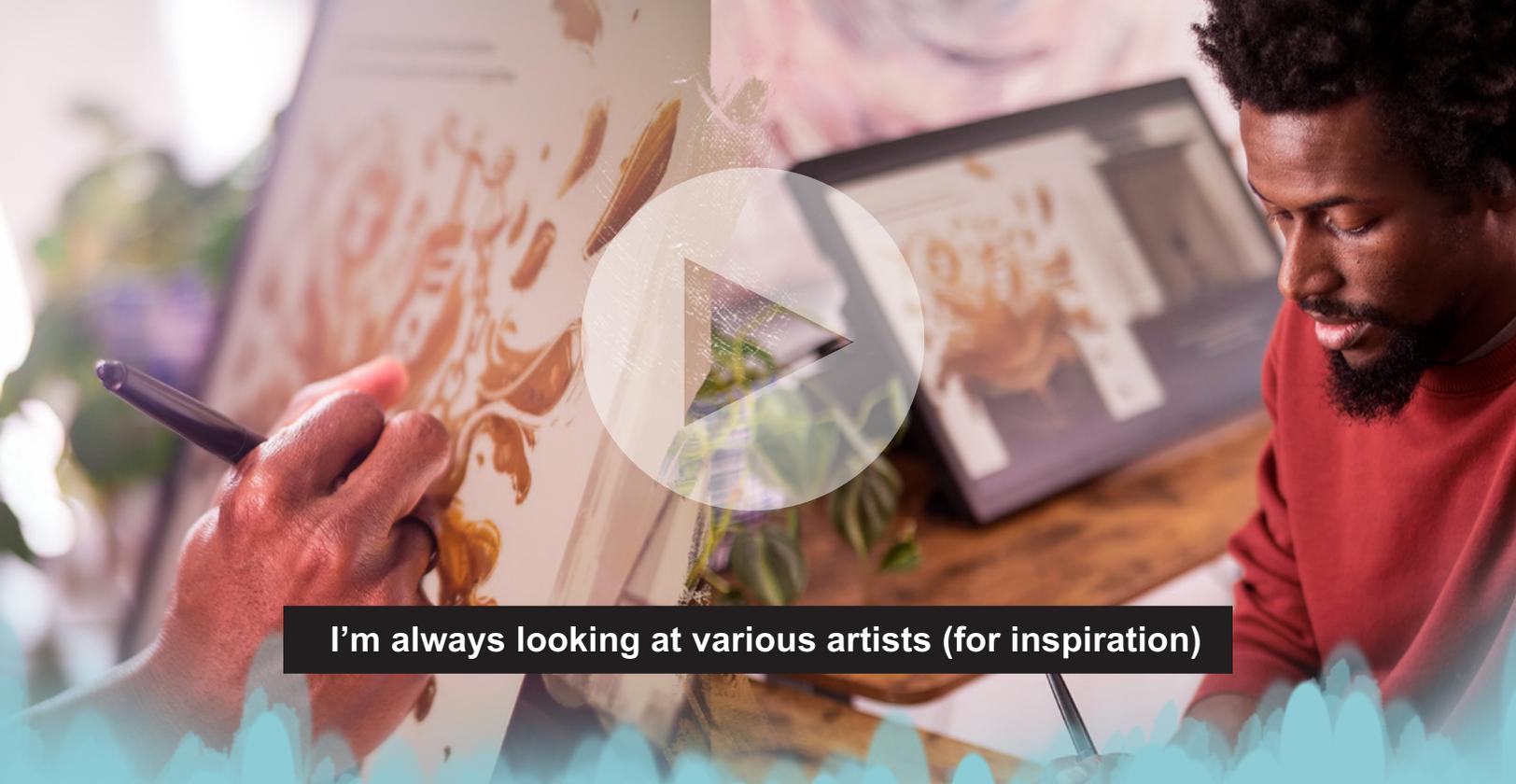
Familiarize yourself with the [goals of Anti-Bias Education](#) for adults and check in with yourself.

FOR EDUCATORS AND LIBRARIANS	FOR STUDENTS
<p>As an educator, you need to know who you are in order to support the young folks in your life to learn and grow. Remember, you too are always learning and growing!</p> <p>Be aware of your value and your fears, and examine what you've learned about differences throughout your life.</p> <p>Identify the stereotypes and prejudices you've internalized and that have an impact on your life; notice how you've been advantaged/ disadvantaged from the -isms that exist in our society. Recognize where you have privilege and power.</p> <p>And explore your feelings, ideas, and experiences with social justice and activism.</p> <p>You can model for your students that you will work alongside them for fairness and justice. You will be a positive changemaker. You can let them know that you, too, are an Artist!</p>	<p>We want the young folks in our lives to love themselves and to take pride in who they are and where they come from.</p> <p>Once they know who they are and are confident in their multifaceted identities, they gain a deeper understanding that the world is diverse and expansive. They'll be able to celebrate and honor differences and develop connections in their communities.</p> <p>Students are able to recognize unfairness and start to identify prejudice, discrimination, and injustice. They know that injustice hurts because they are developing the skills and language to understand their own identities and those of others who are similar and different from them.</p> <p>Students and the young folks in your life will be empowered to advocate for justice and embrace their role as Artists!</p>

## ARTIVISM IS DIFFERENT FOR EACH PERSON.

Know that there isn't one right way to be an artist and an Artist. There are MANY different forms of art and many different ways to be an activist!

Your actions for one moment/event may not be the same for another. There are many different roles you can take: you might attend a protest or rally, you might organize it, you might work with folks to understand what is happening and why taking action is important, you might write press releases or scripts, you might create t-shirts or posters, you might use social media to spread the message, and more. There are SO many different ways you can take action and you and the young people in your life will grow into your Artivism.

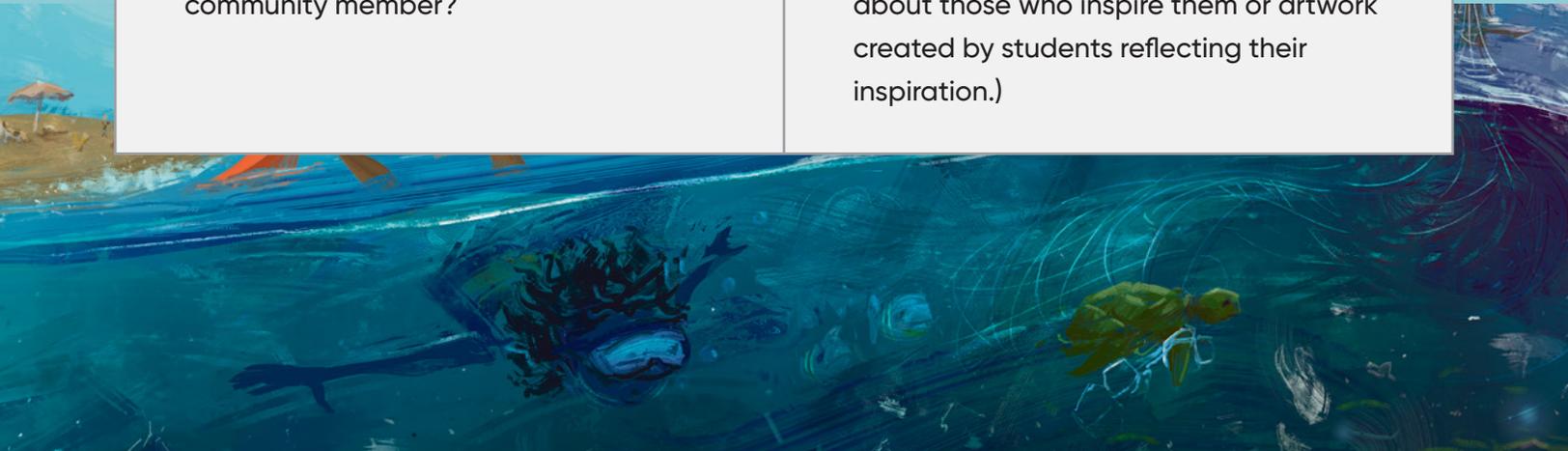


I'm always looking at various artists (for inspiration)

# INSPIRATION

In his [behind-the-scenes video](#), Nikkolas shares a quote from Nina Simone—she said, “It’s an artist’s duty to reflect the times [in which we live].”

FOR EDUCATORS AND LIBRARIANS	FOR STUDENTS
<p><b>Pause &amp; Reflect</b></p> <ul style="list-style-type: none"><li>• What does this Nina Simone quote mean to you?</li><li>• How can/does an artist reflect the times in which they live?</li><li>• How does your teaching reflect the time in which we live?</li><li>• What is your duty as an educator/librarian/community member?</li></ul>	<ul style="list-style-type: none"><li>• Introduce students to Nina Simone.</li><li>• Read the book <a href="#">Nina by Traci N. Todd</a>.</li><li>• Listen to her <a href="#">music</a>.</li><li>• Share with students that Nikkolas Smith draws inspiration from Nina Simone.</li><li>• Who/what inspires your students?</li><li>• Create an inspiration gallery. (This might include students sharing research projects about those who inspire them or artwork created by students reflecting their inspiration.)</li></ul>



# MEMORY KEEPING

Art and Artivism allow for us to be memory keepers, to both honor history and make history! Art has the power to effect positive change around the world!

## SOME ACTIVITIES

### Become a memory keeper.

- Take a moment (in history—individual, community, national, etc.) you'd like to keep the memory of. Why is this moment important?
- How will you memorialize that moment with your art?

### Explore young activists and activism throughout history.

- **Some of the young folks to study:** [Amanda Gorman](#), [Malala Yousafzai](#), [Trinity Neal](#), [Alok Veid-Menon](#), and more with this [series!](#)

**Some moments of activism to study:** [protestors throughout history](#), [the labor movement](#), [the Civil Rights Movement](#), [Black Lives Matter](#), and [activists and organizers](#).

- Explore the way art was integral in these moments of change with [these](#) books.
- Read this article from the *New York Times*: [The Power to Change the World: A Teaching Unit on Student Activist in History and Today](#)

**One of the artists Nikkolas Smith draws inspiration from is [Norman Rockwell](#).** Look at some of his paintings ([here](#) and [here](#)). He, like Nikkolas, shared his observations of what he noticed in his paintings and drawings. Norman Rockwell said, "Without thinking too much about it in specific terms, I was showing the America I knew and observed to others who might not have noticed." He shared the truth about race relations in the country and about everyday life that was not always visible to all.

- Learn about other artists like Norman Rockwell and Nikkolas Smith who "hold a mirror to the world and show everyone what isn't working right." Find examples [here](#), [here](#), [here](#), and [here!](#)
- **Some Artivists to study:** [Amy Sherald](#), [Kadir Nelson](#), [Ai WeiWei](#), [Frida Kahlo](#), [Marian Anderson](#), [Maya Lin](#), [Maria Tallchief](#), [Woody Guthrie](#), [Zora Neal Hurston](#), [Keith Haring](#), and SO many more!
- Study these artists and the ways in which their art has held a mirror to society and how they've worked to heal the things that need to be fixed in society with their Artivism.

# NIKKOLAS IMAGINES THE WORLD AS A BODY-HEART, BRAIN, SKIN, BONES—

Nikkolas Smith reminds us that kids want to know what to do and that they want to help make the world the best possible place it can be for everyone.

We know young folks are very aware of the world around them, but that they just don't always have the language or resources to figure out what is happening. Young people are incredible problem solvers: they come up with creative solutions and are often led by curiosity and wonder rather than the baggage of fear and urgency. Children have a limitless ability to create solutions, and we [the adults] need to get out of the way and let them be the Artists they are!

Art is powerful. It has the power to make us laugh and cry, it can rally folks around a movement, and it allows for us to create something beautiful, unique, and wonderful out of everything and nothing!

## FOR EDUCATORS AND LIBRARIANS

### Pause & Reflect

- Imagine the world as a body.
- What is broken? Hurt? Bruised? What needs to be fixed? How can you help to heal what is broken, hurt, and bruised?
- What will your Artivism lead to? How can your art help to heal what is broken, hurt, and bruised? How can we become sound and healthy again?

## FOR STUDENTS

### Pause & Reflect

- (For students 7+)  
Guide students through the metaphor that the world is a body. Ask them to share what might be the heart, lungs, brain, skin, bones, etc. (They may go into what the earth is composed of. Ask them to think of the community, too. What is at the heart of your community? What might be similar to the brains of your community? To the eyes? Etc.)
- What parts of this body are hurt? Bruised? Broken? What needs to be fixed? How would/can you fix this?
- \*This may be too abstract for some students. You can bring this to a more concrete level. Walk around the school or neighborhood with students. Ask them to notice what might need to be fixed, changed, etc. Have a circle and problem solve how you can work together to fix the problems that they noticed.



# ART HAS THE POWER TO HEAL!

## ART HAS THE POWER TO HEAL OUR COMMUNITY!

### What is our community healing from?

Our community is made up of many individuals working together. We can work together on the collective goal of healing . . .

- **We are healing from** . . . racism, hatred towards folks in the LGBTQIA+ community, transphobia, ethnocentrism, sexism, and the inequitable, unfair, and unjust treatment of folks who are historically (and presently) excluded and purposefully marginalized.
- **We are healing so that we can** . . . be free, be connected, and live in a safe, fair, and just world; so that we can be better stewards of the land and water so our homelands can remain; and so that we can be better friends, allies, co-conspirators, and community members.

### FOR EDUCATORS AND LIBRARIANS

#### Pause & Reflect

- What does it mean to heal?
- What are we healing from? (As individuals? As a society?)
- How can art heal us? (As individuals and society?)
- What can art do? (What does it look like? Feel like? Smell like?)
- How does it feel to create art?
- How does it feel to share art with others?
- What art are you drawn to?

### FOR STUDENTS

- What does it mean to heal?
- What kinds of things do people heal from?
- Lead a discussion with students about healing. Give them the opportunity to share what healing is, what it looks like, feels like, sounds like, et al. Talk about what people, our communities, our country, and our earth are healing from.
- Let students come up with ways we can heal. (They might start with a bandage on a cut or a cast on a broken bone. Let students lead where the discussion may go. If they don't offer the solutions you're thinking of, that's okay. This is an ongoing discussion!)
- Lead without judgment and let students know what they say has value and is honored.



# PAUSE AND REFLECT

This is something you may do on your own, with your colleagues, with the caregivers in your community, and with students.

Spend time together to create a clear understanding of who you are as a classroom/school/community. Make sure everyone who wants to share and contribute can. Practice listening to one another without responding.

This community reflection will keep everyone engaged in the action, even when it feels overwhelming. This work will bring a wholeness to the community!



**NIKKOLAS SHARES:**

**"THE ARTIVIST IS  
A VISIONARY WHO  
PIECES THE WORLD  
BACK TOGETHER ...  
UNTIL THE WORLD IS  
WHOLE AGAIN!"**

## WHO ARE WE AS A COMMUNITY?

## WHAT ARE OUR COLLECTIVE VALUES?

- Our community is made up of so many different people. What is each person's role in our community?
- How do we share our strengths and the things that challenge us?
- How do we ask for help and help others?

## WHAT DO WE/DOES OUR COMMUNITY NEED?

- Who are we listening to? Who will listen to us?
- How can we get what we need?

## WHAT IS OUR VISION FOR OUR COMMUNITY?

## WHAT ACTION WILL WE TAKE? WHAT CHANGE WILL YOU CREATE?

- How do we decide what action to take?
- What is each person's role in taking action?
- [Plan A Day of Action](#) with your students!



# PAUSE AND REFLECT (CONTINUED)

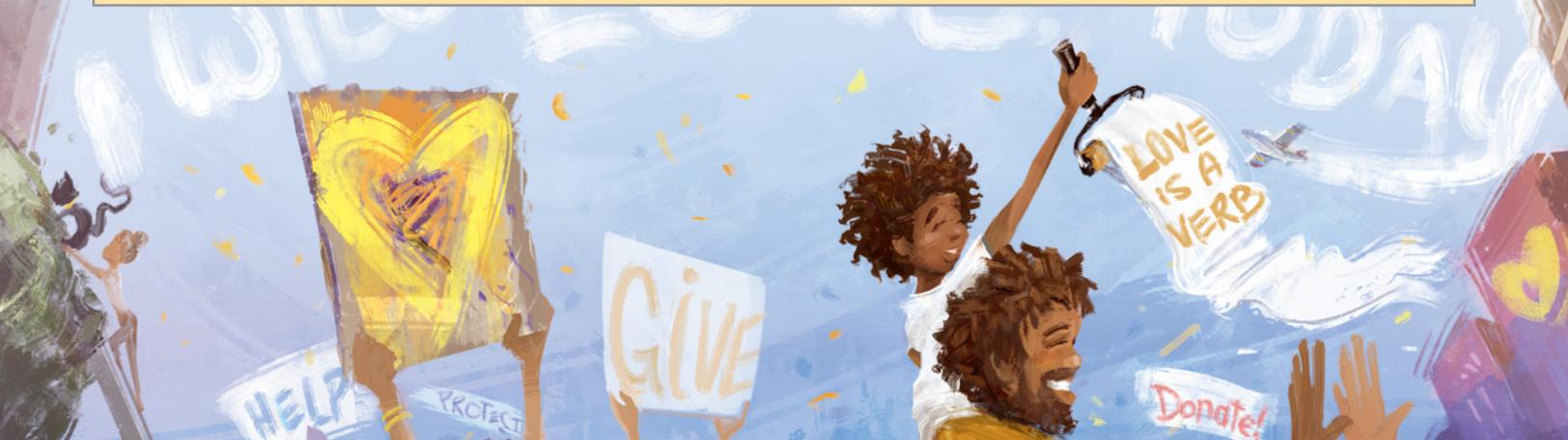
## FOR EDUCATORS AND LIBRARIANS

### Have you ever taken action before?

- If you did, what was the action you took? Why did you take action?
- What was your role in the action? (Did you lead it? Were you supporting the action?)
- Would you take this same action again? (Or, would you do it differently?)
- Was there a time when you wished you had taken action, but did not? What would you do differently if you were in the same situation again?
- How will you show your students/young folks in your community that you stand for them?

### Further reading for yourself:

- Dr. Barbara J. Love's "[Developing A Liberatory Consciousness](#)"
- [Me and White Supremacy: Young Reader's Edition](#) by Layla Saad
- [This Book Is Anti-Racist: 20 Lessons on How to Wake Up, Take Action, and Do the Work](#) by Tiffany Jewell
- "[Lessons in Liberation: An Abolitionist Toolkit for Educators](#)"
- [Troublemakers: Lessons in Freedom from Young Children at School](#) by Carla Shalaby
- [The Identity-Conscious Educator: Building Habits and Skills for a More Inclusive School](#) by Liza A. Talusan
- [Open Windows, Open Minds: Developing Antiracist, Pro-Human Students](#) by Afrika Afeni Mills
- [Get Free: Antibias Literacy Instruction for Stronger Readers, Writers, and Thinkers](#) by Tricia Ebarvia
- [Textured Teaching: A Framework for Culturally Sustaining Practices](#) by Lorena Escoto Germán
- [Literacy Is Liberation: Working Toward Justice Through Culturally Relevant Teaching](#) by Kimberly N. Parker
- [Unearthing Joy: A Guide to Culturally and Historically Responsive Teaching and Learning](#) by Gholdy Muhammad



# HOW TO PLAN A DAY OF ACTION WITH STUDENTS

- Convene a planning group (comprised of classroom teachers, school admin, PTO/caregivers, and students).
  - Get a date on the calendar! (Do this sooner rather than later.)
- Students have been studying *The Artist* for a while (maybe a few weeks, maybe all year long). They know what Artivism and activism are. Give them time and space to talk about what they'd like to see fixed/improved in their community. \*[This](#) activity can help you get this started! (This can be just the school community, neighborhood community, etc.)
  - You may have done this already. If you have, come back to the initial discussion you had with students and continue with it. Students may have noticed more or fewer things they'd like to address. They may want to prioritize the things they came up with. They may want to work with other students in other classrooms and grades to problem-solve together. (Be creative and flexible. This part is fun and inspiring!)
- Remember, no action is too small! Involve the youngest learners in your school. They may want to plant flowers around the playground, clean up the neighborhood, create art with materials found in nature—the possibilities are endless! Artivism is for everyone!
- Leading up to the Day of Action, create a schedule of activities, actions, and Artist movements. You may have guest readers and speakers who can address the whole school or a classroom, but can only do it during a specific time of the day. You may have to plan for most of the action to take place in the morning or the afternoon if you plan to invite caregivers to participate. You may even want to extend the day to go into the evening so more caregivers can attend.
- Create a list of materials you will need (whether it be sign-making materials, video equipment, paint for a mural, etc.). And create a list of different things you will need adults to do/supervise/help with. Involve the community and ask for help!
- On the Day of Action, have a few folks from the planning group as the designated point people who can support transitions, take photos, coordinate, and problem-solve.
- Your Day of Action will be amazing. It's for your community and led by your students! Know that this is a start. Artivism is ongoing, and what you, your students, and your community do together will have a lasting positive impact!
- As you plan this Day of Action with students, be mindful of the power and privilege you hold with your various identities. As an adult, you automatically have more power than the young folks you are working with.
- Let students guide the action and use your power to support your students!
  - You might help them by obtaining supplies, information, and resources for their action.
  - You may use your power and connections to invite key stakeholders and decision-makers to support students in advocating for change in their community.
  - You can ask students "How can I help you?" or "What do you need from me?" instead of assuming you know what they need.
  - You can be not only an ally to students, but a co-conspirator for positive change. Stand up for them and alongside them. Use your power and encourage other adults to do the same. (There is so much power and strength in numbers!)
  - Call out prejudice and discrimination. Call out bias. Call out unfairness. Support your students in their Artivism.

# PART TWO

## THE ARTIVIST IN THE CLASSROOM

This book is a call to action. It shows children they have an important role in making positive change in society. It allows them to see themselves as the Artists they are!

**Vocabulary to learn/think about:** These definitions can be cocreated with students!

- Artist (Who is an artist? What does an artist do? What kinds of artists are there?)
- Community
- Activist
- What does it mean to "hold up a mirror to the world"?
- Solutions
- Action
- Artist
- Heal(ing)
- Compassion
- Empathy
- Ally
- Justice
- Repurpose and rebuild
- Visionary

**Look at specific illustrations—what do you notice?**

**Share the other books Nikkolos Smith has created and worked on with students.**

**Share Nikkolos Smith's artwork with students:** Create a gallery of his work and allow students to look at it throughout the day and week.

Consider using *The Artist* as a yearlong mentor text, a whole school read, and/or a district-wide read! This book is not one to read once and let it sit on the shelf afterwards!

This is a great book to use in collaboration with art teachers, specialists in the school, local artists, and activists in your community!

<b>FIRST</b>	<ul style="list-style-type: none"><li>• Prior to reading <i>The Artist</i>, share texts about artists, community, Black joy and innovation, and activists and activism. These books should be responsive to the children in the community.</li></ul>
<b>THEN</b>	<ul style="list-style-type: none"><li>• Let's look at the cover of <i>The Artist</i>. What do you think this book is about?</li><li>• Ask students to query about the title. Have you ever heard of the word "Artist" before? What do you think it means?</li><li>• Share information about Nikkolos Smith and the book. (Use Part One of this guide and read the note from the author in the back of the book.)</li></ul>
<b>NEXT</b>	<ul style="list-style-type: none"><li>• Read <i>The Artist</i> to students. It should be a teacher read-aloud regardless of the grade you're teaching.</li><li>• Read the book from cover to cover, looking closely at the illustrations.</li><li>• The following day, do a close reading of the book.</li></ul>

# SHARING THE ARTIVIST

As you go through the book and do a close reading with students, consider asking the following questions.



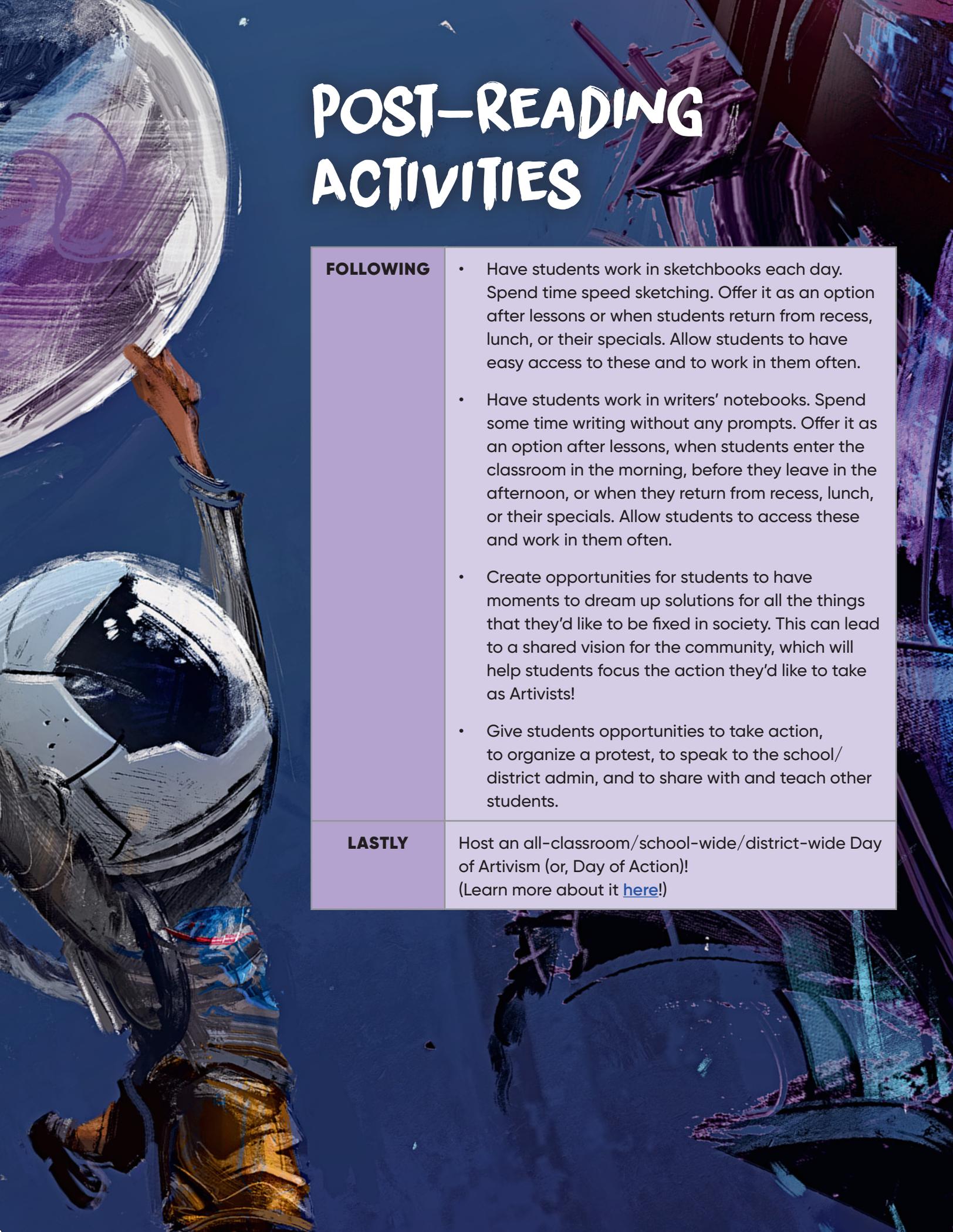
TEXT ON EACH PAGE	QUESTIONS AND IDEAS TO CONSIDER
<p>I love to paint. It relaxes me.</p>	<ul style="list-style-type: none"> <li>• What do you love to do?</li> <li>• What relaxes you?</li> </ul>
<p>They say I'm an artist.</p>	<ul style="list-style-type: none"> <li>• Are you an artist? (Who are you?)</li> </ul>
<p>I love to help my community. To seed goodness in the world.</p>	<ul style="list-style-type: none"> <li>• How do you help your community?</li> <li>• How can you seed goodness in the world?</li> </ul>
<p>They say I'm an activist.</p>	<ul style="list-style-type: none"> <li>• Who is an activist?</li> <li>• What does an activist do?</li> <li>• Are you an activist?</li> </ul>
<p>But sometimes the world that I see Is not the world that I wish to see. And the problems seem larger than life.</p>	<ul style="list-style-type: none"> <li>• What is the world you see?</li> <li>• What do you wish to see?</li> </ul>
<p>I want to scream. I want to help. I want to act.</p>	<ul style="list-style-type: none"> <li>• What images and symbols do you notice in this painting? (Any questions?)</li> </ul>
<p>I want to hold up a mirror to the world and show everyone what isn't working right.</p>	<ul style="list-style-type: none"> <li>• (Again, what do you notice in this painting? What words stand out to you? Let's define those together.)</li> <li>• What isn't working right in the world?</li> <li>• What would/does the mirror reflect?</li> </ul>
<p>This needs to be fixed.</p>	<ul style="list-style-type: none"> <li>• What is <i>this</i>?</li> <li>• Let's problem-solve together! How can we fix the problems? Who should fix them?</li> <li>• (Re: the painting—What is happening here?)</li> </ul>
<p>This needs to be fixed too.</p>	<ul style="list-style-type: none"> <li>• What is happening here?</li> <li>• Why might someone not want the elder Black person to vote?</li> </ul>
<p>Above the surface, this seems right. But that's when I realize that fixing things requires us all to look deeper.</p>	<ul style="list-style-type: none"> <li>• Share what you notice about this painting.</li> <li>• Is everything just right below the surface of the water?</li> </ul>

# SHARING THE ARTIVIST (CONTINUED)

TEXT ON EACH PAGE	QUESTIONS AND IDEAS TO CONSIDER
All I can think to do is paint the problems and the solutions people can work on together.	What should/could we work on together?
I think it's time to combine both parts of who I am: to take ACTION with my ART. It's time to become an Artist.	Let's become Artists!
I will sketch and draw and scribble and paint the broken bones I see and the healing I hope for.	<ul style="list-style-type: none"> <li>• Let's talk about healing.</li> <li>• What will you sketch, draw, scribble, and paint?</li> </ul>
	How can your art/activism (Artivism) help your community?
Until, hopefully, I open a few eyes to the things that aren't working right.	What can/will you do?
Or many, many eyes.	
Artivism has the power to spark the compassion and empathy of the whole world.	Compassion and empathy— <ul style="list-style-type: none"> <li>• What can we spark in our own community?</li> </ul>
And the Artist can light that flame.	
The Artist can inspire others to give back by painting what every person deserves.	What does every person deserve?
The Artist must be brave enough to speak up even when it is scary.  (On the paintings/illustrations—"My Life Is Worth More Than All The Guns" and "Protect Kids Not Guns!" and "No More SILENCE! End gun violence.")	Be brave!— <ul style="list-style-type: none"> <li>• What will you speak up about?</li> </ul>
And humble enough to listen before speaking.	Listen before speaking— <ul style="list-style-type: none"> <li>• Who will you (and who do you need to) listen to?</li> <li>• Why listen before speaking?</li> </ul>
The Artist is an ally.	Ally— <ul style="list-style-type: none"> <li>• What is an ally?</li> <li>• Who will you be an ally to? Who are your allies?</li> </ul>
The Artist is a protector of the planet	

# SHARING THE ARTIVIST (CONTINUED)

TEXT ON EACH PAGE	QUESTIONS AND IDEAS TO CONSIDER
and the planet's children.	<ul style="list-style-type: none"> <li>• What are ways we can protect the planet and the planet's children?</li> </ul>
The Artivist is a memory keeper, painting justice for all.	<ul style="list-style-type: none"> <li>• What memories do you hold?</li> <li>• What are your personal memories?</li> <li>• What are your community's memories?</li> <li>• What is justice for all?</li> <li>• How can you paint justice for all?</li> </ul>
Especially all those who no longer have a voice.	<ul style="list-style-type: none"> <li>• Why do folks no longer have a voice?</li> <li>• How can you lift up their voices?</li> </ul>
<p>The Artivist doesn't only paint. She sings. He writes. They film.</p> <p>We repurpose.</p> <p>We build.</p>	<p>What is your Artivism?</p>
We bring awareness to what can be changed for the better so that everyone can take action.	<p>Everyone can take action! What comes to mind when you think of the following words:</p> <ul style="list-style-type: none"> <li>• Repurpose</li> <li>• Build</li> <li>• Awareness</li> </ul>
The Artivist is a visionary who pieces the world back together . . .	<p>What/who is a visionary?</p>
until the world is whole again.	<p>Piece the world back together . . . How can we make the world (our community and ourselves) whole?</p>
The Artivist is you. What change will you create?	<p>What change will you create?</p>
<p>Note from Artivist Nikkolas:          "I truly believe that each and every one of us is full of creativity. It is up to us to use those talents to call out what is broken and visualize a path forward that allows for true healing, equity, and inclusion."</p>	<p>We are all connected and inspired to create a more fair and just society.</p>
Dedication: To every young creative with the vision to see a better world and the courage to make it a reality.	



# POST-READING ACTIVITIES

## FOLLOWING

- Have students work in sketchbooks each day. Spend time speed sketching. Offer it as an option after lessons or when students return from recess, lunch, or their specials. Allow students to have easy access to these and to work in them often.
- Have students work in writers' notebooks. Spend some time writing without any prompts. Offer it as an option after lessons, when students enter the classroom in the morning, before they leave in the afternoon, or when they return from recess, lunch, or their specials. Allow students to access these and work in them often.
- Create opportunities for students to have moments to dream up solutions for all the things that they'd like to be fixed in society. This can lead to a shared vision for the community, which will help students focus the action they'd like to take as Artists!
- Give students opportunities to take action, to organize a protest, to speak to the school/district admin, and to share with and teach other students.

## LASTLY

Host an all-classroom/school-wide/district-wide Day of Artivism (or, Day of Action)!  
(Learn more about it [here!](#))

# SOME EXTRAS! MORE ACTIVITIES!

## SPEED PAINTING!

Nikkolas uses a process of speed painting in which his digital work looks like oil paintings. Speed painting is a process in which art can be created over a duration of time and the piece is completed at the end of the time. It can be a way to sketch/draw/paint without overthinking what you're working on.

- Speed sketching can allow an artist to sketch the solutions to the problems we notice.
  - Practice speed sketching! Give yourself a specific amount of time. Think about what you'd like to heal and what needs to be fixed in our society. Get to sketching! (This can be in whatever art form works for you!)
- Speed sketching is therapeutic. You can express yourself in whatever medium works best for you. You can also try a new medium to stretch and grow. Creating art can improve your physical, emotional, and mental health. Creating art is empowering!
  - Pause, take a breath, and create when you are having big feelings, when something unexpected happens, when you are feeling off-balance, etc. Take a moment, stretch, and sketch!

## #SUNDAYSKETCH

- In 2013 Nikkolas started a #SundaySketch series via his social media accounts. In his [Time article](#), Nikkolas shares, "Seven years ago, after Trayvon Martin's murderer was acquitted, I started my Sunday Sketch series, to pull myself out of a dark place, while going through a divorce. Since then, these sketches have calmed me and helped me celebrate these people's lives." Creating art was therapy. And, some of Nikkolas's art (like his sketches of MLK in a hoodie, Atatiana Jefferson, Breonna Taylor, and so many more) went viral and had a huge impact on communities being able to both mourn and celebrate those we've lost to police violence.
  - Start your own weekly practice. Nikkolas shares how-to [here!](#) Build this into your routine. Note how you're feeling before you start this new habit and how you feel a week, a month, years later!
- Using his paintings and sketches, Nikkolas stands up, speaks out, and raises awareness around social justice issues (from racism to unjust and unfair Supreme Court rulings to the celebration of Juneteenth and the joys and reality of fatherhood).
  - Take one of Nikkolas's sketches/paintings of a person or moment in our common history. Do some research. Learn more about their life/the moment. Create some art based on what you now know!
  - What will you stand for? Create some art that will help raise awareness around a social justice issue you are passionate about! Share this with others—whether it be by hanging it up on the wall at school or on social media. You are an Artist! Continue on with your Artivism!