



A NETFLIX DOCUMENTARY

# Daughters

A FILM BY NATALIE RAE & ANGELA PATTON

## Teen Screening + Discussion Guide



## A Message from the Co-Director

Greetings,

Thank you for opening your home and heart as a host for the Daughters watch party. Your engagement offers a powerful platform for this important film – a dedicated time for deep conversation and community connection. As you prepare to share this experience with your guests, remember that your role extends beyond just viewing a film—it's about igniting a movement for change. Be sure to have plenty of snacks, drinks, and yes, tissues. This film is a poignant one.



Daughters is more than just a story; it's a call to acknowledge and empower the incredible resilience of young Black girls and their families navigating the challenges posed by incarceration. By hosting this event, you've contributed to a movement to dismantle systemic barriers and advocate for justice and healing.

When I was invited to join Natalie Rae in co-directing Daughters and ended up being featured in the film, I realized that storytelling through film was a powerful tool for spreading the message broadly and inspiring more social change activists and activism in my community and beyond.

After the screening, take a moment to breathe, light a candle, clean up your face, drink some water, and explore the themes presented with your guests. **Use the provided discussion guide to delve into the film's impact, and encourage your guests to share their thoughts and feelings.** This dialogue is the first step toward broader societal healing.

I want to personally thank you for hosting this watch party. Films like ours thrive on the support of individuals like you, who bring communities together to reflect, discuss, and act.

Warm regards,

Angela Patton  
CEO, Girls For A Change  
Co-Director, Daughters

*Sistah Angela*



# Introduction

Hosting a screening of *Daughters* is more than showing a film — it is an act of leadership, advocacy, and community building. When teens curate and facilitate a screening, they step into the role of Ambassador, creating a safe and intentional space for dialogue, awareness, and healing. The experience builds public-speaking and organizational skills, strengthens leadership abilities, and encourages youth-led community action. Students learn how to design a meaningful event from start to finish while sharpening their analytical thinking, data comprehension, and presentation skills through the discussion and statistics shared during the program.

The film itself opens the door to empathy, reflection, and social awareness. As teens explore the realities of incarceration and its impact on families, they gain a deeper understanding of the systems shaping our country and their power to influence change. A screening becomes a platform for young people to see the connection between storytelling and advocacy. It shows them that their voice matters, their story carries weight, and their leadership can shift narratives in their schools and communities.

This blueprint equips teens to host a screening and discussion with confidence: securing a space, engaging their high school peers, inviting fathers and father-focused groups, and facilitating post-film conversations that uplift youth voices. Through this process, students learn that they are part of the movement — capable of building awareness, inspiring action, and shaping a more just world for families everywhere.





# Screening 101: How to Get Started

To host an impact screening, students begin by identifying a space such as a classroom, auditorium, library, community center, or father-focused organization. Next, they gather a small planning team, secure the technology needed to show the film, set a date, and outline a short post-film conversation. Teens should also consider inviting their school's counseling team, father-engagement programs, or youth leadership advisors to support the dialogue.

For smooth planning, students may schedule brief check-in meetings with their team, confirm any guest speakers or facilitators, and prepare simple invitations or announcements to promote the screening. Coordinators should also plan to collect feedback through a short survey to improve future screenings, inform discussion guides, and strengthen overall impact.

Students must note that *Daughters* cannot be used as a fundraiser, and all screenings must follow the official screening guidelines available on the Girls For A Change website.

## Connecting With Girls For A Change

To ensure every screening aligns with the film's mission and maintains consistency in tone, message, and brand voice, students are encouraged to complete the Host a Screening Inquiry Form on the Girls For A Change website. Submitting this form provides access to additional guidance, impact tools, messaging support, and solution-oriented resources that help teens facilitate a thoughtful, mission-aligned event. Through this process, young people become part of a larger movement — connected to the national conversation around visitation rights, family connection, and the well-being of youth impacted by incarceration.

Hosting a screening is only the beginning. We encourage every youth organizer, club, or student group to take the next step: do your research. Be intentional about where you gather your facts, and make sure the data you share is accurate, credible, and connected to your community. Start in your own backyard. Look at what is happening in your city, your state, and your school district. Compare local realities with national trends and share the facts that matter most to the young people you care about. This guide is here to help provide a framework for your research.

For New York students, this may include researching organizations like the Prison Policy Initiative and staying updated on reforms connected to visitation, incarceration, and family reunification. But wherever you live, remember this: *Daughters* carries many themes. Each screening is your moment to decide what issues you want to address, what conversations you want to spark, and what change you hope to inspire.

**Your screening is not just an event — it is impactful. It is leadership. It is a step toward a more just community and a better world.**



# Daughters Impact Screening Checklist

## 1. Get Started

- ☐ Choose your space (classroom, library, auditorium, community center, etc.)
- ☐ Confirm the date and time
- ☐ Form a small planning team (2–5 people)
- ☐ Review screening guidelines on the Girls For A Change website
- ☐ Remember: Daughters cannot be used as a fundraiser

## 2. Connect With Girls For A Change

- ☐ Complete the Host a Screening Inquiry Form on the GFAC website
- ☐ Review any support materials provided (discussion guides, messaging tips, etc.)
- ☐ Confirm you are aligned with GFAC's brand voice and mission

## 3. Secure Your Essentials

- ☐ Test your technology (projector, screen, speakers, laptop, internet if needed)
- ☐ Make sure you have access to the film
- ☐ Arrange seating for guests
- ☐ Plan accessibility needs (space for wheelchairs, clear walkways, etc.)

## 4. Invite Your Community

- ☐ Create simple digital or printed invitations
- ☐ Invite classmates, teachers, counselors, youth leaders, and father-engagement partners
- ☐ Confirm any guest speakers or facilitators
- ☐ Share the purpose of the screening and what to expect
- ☐ Promote through school announcements, clubs, newsletters, or social media (if approved)





# Daughters Impact Screening Checklist

## 5. Prepare Your Discussion

- ☐ Review the discussion guide
- ☐ Assign a student facilitator or small group leaders
- ☐ Prepare starter questions
- ☐ Set clear norms for respectful sharing and listening
- ☐ Identify where students can go for support if they feel emotional or need a check-in

## 6. Day-Of Event Checklist

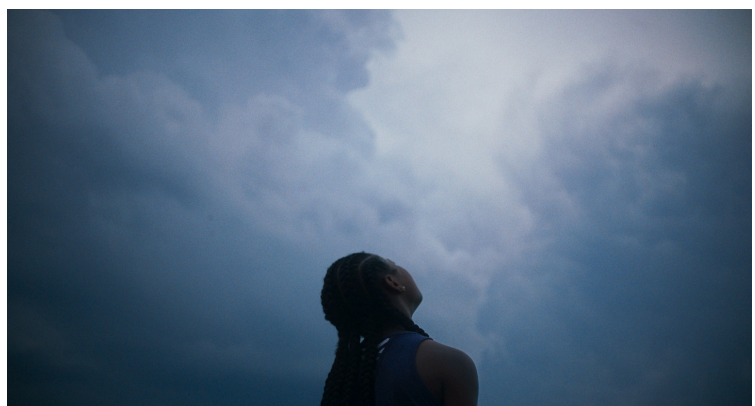
- ☐ Arrive early
- ☐ Test all equipment again
- ☐ Set up chairs and materials
- ☐ Welcome guests and introduce the purpose
- ☐ Screen the film
- ☐ Facilitate the conversation or small-group reflection
- ☐ Thank your audience and supporters

## 7. After the Screening

- ☐ Share the QR code to the right for the reflection/feedback survey
- ☐ Gather your team and talk about what went well
- ☐ Send a thank-you message to speakers, supporters, and GFAC
- ☐ Report back any impact, stories, or questions through the GFAC follow-up tools
- ☐ Reflect on next steps:
  - Hosting another screening
  - Starting a fatherhood support group
  - Launching a Girl Action Team conversation
  - Deepening advocacy or community awareness



**Thank you for watching and supporting Daughters**





## Film Synopsis

A moving portrait of empathy and forgiveness, *Daughters* traces an eight-year documentary journey by filmmaker Natalie Rae and social change advocate Angela Patton. The film intimately follows Aubrey, Santana, Raziah, and Ja'Ana as they prepare for a momentous Daddy Daughter Dance with their incarcerated fathers. Speaking openly about their aspirations, dreams, and the emotional toll of their fathers' absence, compounded by the constraints of virtual visits, these girls reveal a profound wisdom and resilience beyond their years. As they navigate heartbreak, anger, and uncertainty, they seize a precious opportunity to forge connections. *Daughters* sheds light on the complexities of familial bonds strained by the unforgiving barriers of the criminal justice system and emphasizes that the foundation of community healing lies within the family unit.

## NYC Impact Screening Guide & Purpose

This NYC-specific impact screening guide is designed to broaden perspectives on the criminal justice system through the lens of families. In it, we provide information on New York's visitation practices, along with statistics pertaining to incarcerated individuals, recidivism rates, and the impact of education. There are also examples of initiatives currently in place at New York's Sing Sing Correctional Facility, along with discussion guide questions focused on education and children.





# The Situation in New York

1. 32,600 people are currently incarcerated in New York.
2. 105,000 children in New York have incarcerated parents.
3. On average, a person spends 26 days in jail before trial in New York.
4. Having a parent incarcerated increases the likelihood that a child will be incarcerated by 33%.
5. Almost half of the people in state prisons are parents of minor children.
6. Children do not have any legal right to contact or see an incarcerated parent. It is usually allowed, but prisons can also remove this privilege.
7. Children whose parents are incarcerated in New York often end up living with family members, living with one parent, or in foster care.
8. 1 in 9 African Americans has an incarcerated parent.
9. There are 42 prisons across New York State.
10. Rules on visitation vary by prison. At Sing Sing, three people can visit a week, and one child under five.
11. During COVID, visits were maxed at 2 hours.
12. Most prisoners in New York get two free calls a week, 15 minutes each. They have to pay for more than that.
13. If the prison a parent is sent to is far away, children can still visit; however, their transportation will not be supported or aided in any way. It is encouraged to house parents as close to their children as possible.
14. Security level classification, programmatic needs, available space, facility capacity, and safety needs all go into deciding which prison someone will be sent to. There is no guarantee it will be near their children.
15. People in correctional educational programs have a 43 percent lower risk of reincarceration and a 13 percent higher employment rate after their release.
16. There have been multiple studies done that correlate education with a lower risk of recidivism. Prisoners who achieve a high school diploma or GED have a less than 54.6% recidivism rate, whereas prisoners who obtain an associate's degree have a 13.7% recidivism rate. Only 5.6% of prisoners with a bachelor's degree reoffend, and for those with a master's degree, the recidivism rate is 0%.
  - a. New York's Rehabilitation Through the Arts program has also proven to reduce recidivism rates. RTA reports a recidivism rate of less than 3% among its participants, compared to a national rate of over 60%.
  - b. Research shows that family connections are a factor in improved health and emotional well-being of incarcerated individuals, resulting in reduced prison rule violations and reduced recidivism. FamilyWorks is a great example of a program that offers this type of support.



## Discussion Questions (Before Viewing)

- Have you seen any media that has affected your view on incarcerated individuals?
- What do you think are some key factors that reduce recidivism rates?
- Do you think children should be able to visit their parents in prison?
- What rights do you think children should have in maintaining their relationship with an incarcerated parent?
- In New York, how often do you think children are allowed to visit their parents?



## Discussion Questions (After Viewing)

- Has your outlook on incarcerated people changed?
- How has all media, including this film, impacted and shaped your view?
- How do you think the government should decide which prison an individual is incarcerated in?
- How do you think education should be incorporated within prisons?
- Given that about 94% of the prison population in New York will eventually be released, how should we prepare incarcerated individuals for the outside world? How should the government aid in the facilitation of relationships with those who are not incarcerated?
- Should there be class field trips to prisons for children?
- What do you think should determine a person's prison sentence? Should family play a role?
- Should there be incentives for individuals in prison? (Such as incentives to join particular programs that reduce recidivism rates).
- How can our perceptions be changed towards incarcerated folks and their families?
- How can the children of incarcerated parents be supported more?
- What changes in legislation do you think could improve the lives of incarcerated individuals and their children?
- How can we think more creatively about engaging incarcerated people with their families and the outside world?



## Resources

# Welcome to our Resource Guide for Daughters Viewers

### Books

- **"The Sing Sing Files"** by Daniel Slepian
- **"Just Mercy"** by Bryan Stevenson
- **"The Innocent Man"** by John Grisham
- **"Writing My Wrongs"** by Shaka Senghor
- **"A Knock at Midnight"** by Brittany K Barnett
- **"This Is Ear Hustle"** by Nigel Poor and Earlonne Woods
- **"Prison by Any Other Name"** by Maya Schenwar and Victoria Law

### Documentaries

- The Sing Sing Chronicles
- The Sentence
- Rikers: An American Jail
- Incarcerating US
- Prison Families
- Released
- Life After Life
- Prison, My Parents and Me

### References

- [https://en.wikipedia.org/wiki/New\\_York\\_State\\_Department\\_of\\_Corrections\\_and\\_Community\\_Supervision](https://en.wikipedia.org/wiki/New_York_State_Department_of_Corrections_and_Community_Supervision)
- [https://cblcc.acf.hhs.gov/wp-content/uploads/2017/02/Initiative\\_CIP\\_Stats\\_Fact\\_Sheet.pdf](https://cblcc.acf.hhs.gov/wp-content/uploads/2017/02/Initiative_CIP_Stats_Fact_Sheet.pdf)
- <https://www.hks.harvard.edu/centers/wiener/programs/criminaljustice/projects/pretrial-detention> <https://imrp-dpp.media.uconn.edu/wp-content/uploads/sites/3351/2021/09/March-2015-Seven-out-of-ten.pdf>
- [https://www.prisonpolicy.org/blog/2022/08/11/parental-incarceration/?utm\\_source](https://www.prisonpolicy.org/blog/2022/08/11/parental-incarceration/?utm_source) <https://doccs.ny.gov/visiting-information>
- [https://cblcc.acf.hhs.gov/wp-content/uploads/2017/02/Initiative\\_CIP\\_Stats\\_Fact\\_Sheet.pdf](https://cblcc.acf.hhs.gov/wp-content/uploads/2017/02/Initiative_CIP_Stats_Fact_Sheet.pdf)
- [https://en.wikipedia.org/wiki/New\\_York\\_State\\_Department\\_of\\_Corrections\\_and\\_Community\\_Supervision](https://en.wikipedia.org/wiki/New_York_State_Department_of_Corrections_and_Community_Supervision)
- [https://en.wikipedia.org/wiki/New\\_York\\_State\\_Department\\_of\\_Corrections\\_and\\_Community\\_Supervision](https://en.wikipedia.org/wiki/New_York_State_Department_of_Corrections_and_Community_Supervision)
- <https://doccs.ny.gov/location/sing-sing-correctional-facility>
- [https://en.wikipedia.org/wiki/New\\_York\\_State\\_Department\\_of\\_Corrections\\_and\\_Community\\_Supervision](https://en.wikipedia.org/wiki/New_York_State_Department_of_Corrections_and_Community_Supervision)
- <https://doccs.ny.gov/telephone-calls> [https://doccs.ny.gov/system/files/documents/2024/11/4024public\\_0.pdf](https://doccs.ny.gov/system/files/documents/2024/11/4024public_0.pdf)
- <https://doccs.ny.gov/system/files/documents/2020/01/family-handbook-english-final-12.2019-002.pdf>
- <https://www.rand.org/news/press/2013/08/22.html> [https://www.nlg.org/guild-notes/article/beyond-bars-education-key-to-lower-recidivism/#:~:text=\(1\)%20There%20are%20many%20studies,with%20a%20bachelor's%20degree%20reoffend.](https://www.nlg.org/guild-notes/article/beyond-bars-education-key-to-lower-recidivism/#:~:text=(1)%20There%20are%20many%20studies,with%20a%20bachelor's%20degree%20reoffend.)
- <https://rta-arts.org/sing-sing-film/> <https://www.amny.com/news/sing-sing-correctional-facility-family-program/>





## Positive Outcomes

Hosting a screening not only helps make a meaningful difference in the advancement of visitation rights for children nationwide, but it also greatly benefits all students involved. Through curating and presenting a screening, students will improve their presentation abilities and leadership qualities. A screening promotes youth leadership and community action, highlighting the power of youth voices. As for academics, both the presenter and observers will increase their knowledge of statistics from the presentation, as well as their comprehension and analysis skills. Overall, a screening facilitates youthful voices and student engagement, while also offering a surplus of academic benefits.

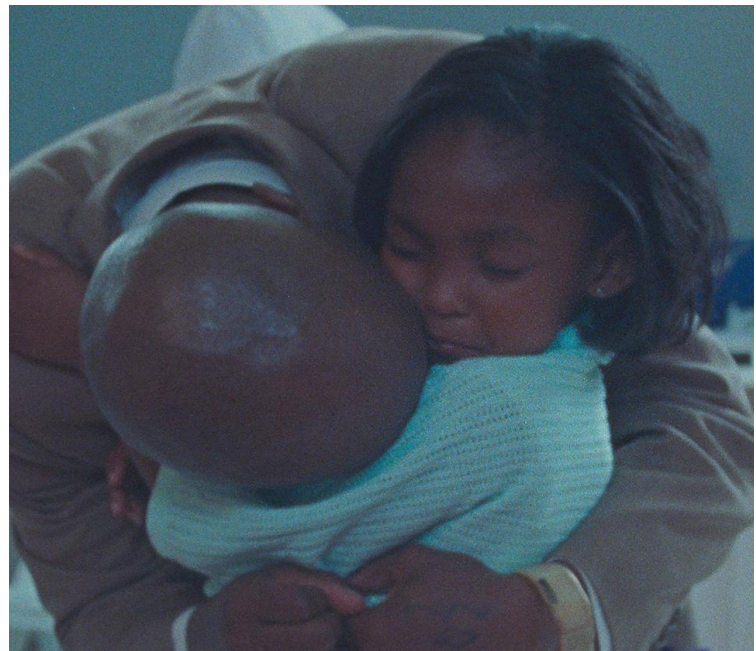
As for the film itself, it will help develop students' empathy and social awareness. As students learn more and more about incarceration and its various impacts from *Daughters*, they will also gain a deeper understanding of systemic barriers within our criminal justice system. This type of awareness will permeate all aspects of students' lives, benefiting their learning and relationships with others. Lastly, this screening will teach students that storytelling and sharing their voice connect directly to advocacy, exemplifying the remarkable change they are capable of. Furthermore, this screening encourages students to reflect on their own stories and the things they are passionate about in life, motivating them to share their voices.





## North Carolina

1. Incarceration rate of 559 people per 100,000 residents.  
<https://www.prisonpolicy.org/profiles/NC.html>
2. There are 35,166 people incarcerated in North Carolina state prisons.  
<https://vera-institute.files.svdcn.com/production/downloads/pdfdownloads/state-incarceration-trends-north-carolina.pdf>
3. There are 53 adult prison facilities.  
<https://www.dac.nc.gov/annual-statistical-report-fy-2022-23/open>
4. Over 20000 kids in North Carolina have at least one incarcerated parent.  
<https://www.northcarolinahealthnews.org/2024/04/15/over-20000-children-in-nc-have-a-parent-whos-incarcerated-a-handful-of-them-visited-prison-for-a-day-of-bonding-and-connecting/>
5. Children can visit only on scheduled appointments.  
Video visits are allowed in only some prisons.  
<https://www.dac.nc.gov/divisions-and-sections/institutions/prison-visitation>
6. Being incarcerated does not automatically strip a parent of their custody.  
<https://www.charlesullman.com/parental-rights-of-incarcerated-parents-in-nc>
7. Within the first year of release, 41% of released individuals were rearrested.  
<https://www.sog.unc.edu/blogs/nc-criminal-law/look-2022-sentencing-commission-recidivism-report>
8. The recidivism rate of incarceration was 25% within one year
  - a. 33% within two years
  - b. <https://www.nccourts.gov/assets/documents/publications/SPAC-2024-Adult-Recidivism-Report-FY-2021.pdf>
9. Black people in North Carolina are incarcerated at a significantly higher rate than white people.
  - a. <https://www.prisonpolicy.org/articles/northcarolina.htm>



## Virginia

1. There are roughly 23,000 individuals in Virginia DOC institutions.
  - a. <https://vadoc.virginia.gov/media/2251/populationsummaryjul2025.pdf>
2. Only five people, including children, can visit at a time.
  - a. <https://vadoc.virginia.gov/files/operating-procedures/800/vadoc-op-851-1-a6.pdf>
3. All child visitors must have an approved application that is attached to an adult's application as well.
  - a. <https://vadoc.virginia.gov/family-and-friends/visiting-an-inmate/>
4. Children must be with a parent or guardian or approved adult during all visits.
  - a. <https://vadoc.virginia.gov/family-and-friends/visiting-an-inmate/>
5. There is a background check on all visitors 15 and older.
  - a. <https://vadoc.virginia.gov/media/1076/vadoc-op-851-1.pdf>
6. There are roughly 18,000 video visits a month in Virginia.
  - a. <https://afoi.org/video-visitation?>
7. Virginia has the lowest recidivism rate in the country: 17.6%
  - a. <https://vadoc.virginia.gov/news-press-releases/>
8. About 14,000 children have at least one incarcerated parent.
  - a. <https://rga.lis.virginia.gov/Published/1993/HD32>
9. Over 30,000 children have had a parent in the justice system.
  - a. <https://rga.lis.virginia.gov/Published/1993/HD32>





## DC

1. The DOC ADP (average daily population) is almost 2000.
  - a. <https://doc.dc.gov/page/new-correctional-facility>
2. One adult and up to 2 minors can enter a video visit at the same time.
  - a. <https://doc.dc.gov/service/online-scheduling-video-visitationscheduling-face-face-visitation>
3. Minors must be under adult supervision at all times.
  - a. <https://doc.dc.gov/service/online-scheduling-video-visitationscheduling-face-face-visitation>
4. DC does not hold any long-term state prisons.
  - a. <https://www.prisonpolicy.org/profiles/DC.html>
5. Each incarcerated person can have only 2 social visits a week.
  - a. <https://doc.dc.gov/service/online-scheduling-video-visitationscheduling-face-face-visitation>
6. In-person visits are not offered to everyone. They are part of an incentive program.
  - a. <https://doc.dc.gov/service/online-scheduling-video-visitationscheduling-face-face-visitation>
7. All video visits are monitored by a member of DOCs and can be stopped at any time.
  - a. <https://doc.dc.gov/service/online-scheduling-video-visitationscheduling-face-face-visitation>

