

# THE GAME OF K-12 LOVE



**PLAYERS/TEAMS:**

2 to 5



**OBJECTIVE:**

Collect a 2.5 GPA or higher  
and graduate from high school.



**TIME:**

30-45 minutes  
(including facilitation)




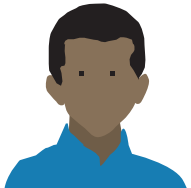
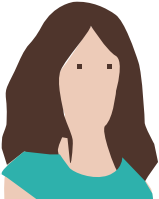

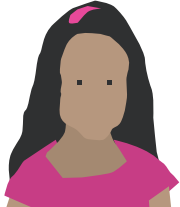

## INTRODUCTION

This game is designed to facilitate a discussion on ending the School-to-Prison Pipeline. In the game, teams will each be assigned a student representing a specific identity. The goal of each team is to earn enough GPA points and to also avoid arrest so that their student wins The Game of K-12 LIFE. The facilitator does not need to use all the students/identities, but the facilitator should select the students that will facilitate the planned discussion. Also, keep in mind the students/ identities that will best reflect the local context and will facilitate the best local conversation.

## OBJECTIVE

By the end of the game, the player will be able to understand and explain the School-to-Prison Pipeline. Each team's goal is to survive K-12 and graduate from high school. In order to graduate, each team must collect 2.5 GPA points. Only those teams with at least a 2.5 GPA will graduate and survive The Game of K-12 LIFE.

The student identities are:

 <b>Dylan</b> A white student from Long Island, New York.	 <b>Christopher</b> A black student from Chicago, Illinois.	 <b>Beth</b> An undocumented Latina student from Denver, Colorado.	 <b>Lisa</b> A biracial student from New Orleans, Louisiana.	 <b>Sarah</b> A student with a learning disability from Miami, Florida.	 <b>Ayden</b> A queer student from Oakland, California.
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# How to Play

## MATERIALS AND PEOPLE NEEDED TO PLAY

1. A narrator/ facilitator
2. The Script (page 7-25)
3. Two six-sided dice (*also available online at— <http://www.random.org/dice>*)
4. List of Facilitation Questions per small group facilitator (*see page 25*)
5. One report card per team (*see pages 26 to 29*)
6. Pens to write on report cards
7. One calculator to calculate GPA
8. The Game of K-12 LIFE PowerPoint (*optional*)

## MECHANICS

This game is best played when the facilitator and players sit in a circle; however, the facilitator may choose an alternative seating arrangement. Also, the facilitator should read through the documents to understand the purpose of the game.

First, the facilitator will assign or have each team (or individual players) choose a student character.

The facilitator will use “The Script” (starting on page 7) and guide the teams through The Game of K-12 Life. The Script guides the players through three/four school scenarios. Each student engages in the same initial situation or “Behavior Challenge.”

After the facilitator reads the “Behavior Challenge,” each team in turn will roll the dice. At the end of each roll of the dice, the facilitator will use the Dice Consequence Chart to determine the consequences of the student’s behavior and the letter grade/ GPA points that the student will receive. (See “How to Read Dice Outcomes Charts” on page 3 for instructions on how to read these charts.)

After reading each consequence, the team will fill in their student’s Report Card with the outcome. (NOTE: Sometimes, a team may roll the dice and receive the consequence of “Arrest.” This team will sit through the rest of The Game of K- 12 LIFE and not roll the dice. The facilitator may still ask for this team’s reactions and thoughts or ask the team to help read the scenarios.) Finally, the facilitator will read the “Reality Check” before moving to the next challenge.

After the teams move through the four challenges, they proceed to Graduation Day. On Graduation Day, the facilitator will either calculate each student’s GPA. If a student’s GPA is 2.5 or above and the student has not been arrested, then the student will graduate high school and win The Game of K-12 Life.

The facilitator will then guide all of the team players in a discussion about the game, the consequences, and the outcomes. The facilitator should use the “Facilitation Questions” provided on page 25 of the packet.

## How to Play *(continued)*



## HOW TO READ DICE OUTCOME CHARTS

The letter grade and GPA points that each student receives is determined by the team's dice roll. After rolling the dice, the team or facilitator will read from the Dice Outcomes Charts for the particular scenario. The team or facilitator will find the student on the Dice Outcomes Chart and the dice roll to determine the consequence and outcome. The Dice Consequence and Outcomes Charts gives the letter grade and GPA points.

For example, during Challenge #1, Christopher rolls a 4. The facilitator will look at the Challenge #1–Late to the Gate Dice Outcomes Chart.

The facilitator will find the column labeled “Christopher” and the row labeled “4.”

In this example, Christopher receives Saturday school. The facilitator will read the consequence, the letter grade, and GPA point outcome. Here, Christopher receives a D and 1 GPA point, which the players need to write on their report card.

Dice Outcomes Chart			
To introduce them and explain what they need to roll to succeed!			
 <b>Christopher</b> (black) You must roll a 2 to succeed.		 <b>Beth</b> (undocu) You must roll a 2	
2	Loss of Class Job-Your teacher lets you in the classroom, but she tells you that you have lost your classroom job. She tells you that if you cannot come to school on time, then you cannot be expected to have another job today. You receive a C and 2 GPA points.	2	Warning-You are given the whole class expectations for the time. She pulls you out of school if there is a problem that kept you out of school on time. She says that the next time if the principal's office hears of this, you will receive an A and 4 GPA points.
3		3	
4	Saturday School-Your teacher tells you that you need to visit the office and let them know that you will be at Saturday school. You will have to miss your game and visiting with your mom. You receive a D and 1 GPA point.	4	Arrested-Your car door is locked and the car is so loud in the hallway that no one hears you. You decide to walk to the office, but before the policeman sees you, he then arrests you for a local curfew law. You are out about you and report you for deportation. Life is over for you.
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# How to Play *(continued)*

## REPORT CARDS

At the beginning of the game, each team should receive a report card (see pages 26-29 and example to the right). The report card keeps track of everyone's grades and GPAs and assigns each team with a student identity.

The report card also tells each team what they need to roll during their turn in order to succeed in The Game of K-12 LIFE.

## HOW TO USE THE REPORT CARD

Here's an example of how to use the report card. Let's say under the scenario "Late to the Gate," Team Dylan rolls a 6. Team Dylan's roll results in mediation, a grade of A, and 4 GPA points.

Team Dylan then rolls a 2 during "Wearing White," which he needed to avoid. As a result, he is kicked out, receives a B, and 3 GPA points.

Next, Team Dylan rolls an 11 during "Don't Bother Me," which results in an apology accepted, a grade of A, and 4 GPA points.

Lastly, Team Dylan rolls a 3 during "Billy the Bully," which results in a suspension, a C grade, and 2 GPA points.

During the end ("Graduation Day"), the facilitator calculates Team Dylan's GPA points by adding all four GPA points together and dividing by 4. Team Dylan then receives their outcome from the facilitator. Here, Team Dylan got a 3.4, so receives that specific outcome.

## REPORT CARD

Dylan



A white student from Long Island, New York.

To win, Dylan must avoid rolling a 2 or 3.

Scenario	Outcome	Grade Earned	GPA
Late to the Gate	<i>mediation</i>	<i>A</i>	<i>4</i>
Wearing White	<i>Kicked Out</i>	<i>B</i>	<i>3</i>
Don't Bother Me	<i>apology accepted</i>	<i>A</i>	<i>4</i>
Billy the Bully	<i>suspension</i>	<i>C</i>	<i>2</i>
FINAL GPA: (average)	<i>13/3</i>	<i>B</i>	<i>3.4</i>

## How to Play *(continued)*

### LIST OF PLAYERS AND WHAT THEY NEED TO ROLL IN ORDER TO WIN

Here is a list of players and what they need to roll in order to win. The facilitator should make sure, when introducing each team, to remind everyone what that team needs to roll in order to survive.

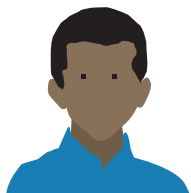
*For example, when it is Team Christopher's turn to roll, the narrator should remind everyone that Team Christopher needs a 2.*



**Dylan**

A white student from Long Island, New York.

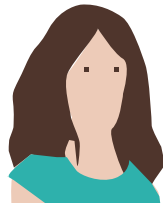
**To win, Dylan must avoid rolling a 2 or 3.**



**Christopher**

A black student from Chicago, Illinois.

**To win, Christopher must roll only a 2.**



**Beth**

An undocumented Latina student from Denver, Colorado.

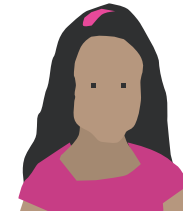
**To win, Beth must roll only a 2 or 3.**



**Lisa**

A biracial student from New Orleans, Louisiana.

**To win, Lisa must only roll a 2, 3, or 4.**



**Sarah**

A student with a learning disability from Miami, Florida.

**To win, Sarah must roll only a 2, 3, or 4.**



**Ayden**

A queer student from Oakland, California.

**To win, Ayden must roll only a 2, 3, 4, or 5.**

TO THE  
SCRIPT



What follows from pages 7 to 25 is the script that the narrator should follow in order to facilitate *The Game of K-12 LIFE*. The words the narrator needs to speak are written without italics. Words in italics are meant to provide instruction to the narrator to help facilitate the game; they are NOT meant to be read aloud.

## INTRODUCTION

The following is to be dictated by a narrator. An optional Powerpoint may be used to provide visuals during the game.)

1. Welcome to "The Game of K-12 LIFE." This game is designed to facilitate a discussion on ending the School-to-Prison Pipeline.
2. To begin, we need to break everyone up into (insert number of) teams. Please go around the room and count off, so that we have (insert number of) teams. I will then assign each team with a report card. (Have participants number off into the desired number of teams (i.e. 1, 2, 3, 4, 5, 1, 2, 3, 4, 5 if using all 5 teams). Teams do not need to be the same size. Report cards are located at the end of this packet starting at page 26).
3. Now that everyone has a team, how do you play the game?
4. Each team should have a report card and a student identity. Let's do roll call!
5. Team ( ), who is your student and where is the student from? And what do you need to roll to survive The Game of K-12 LIFE? (Example response - "Our student is Christopher, a black student from Chicago, Illinois. To survive The Game of K-12 LIFE, we must roll a 2 only.")
6. Now that we have all been introduced, LET'S PLAY THE GAME OF K-12 LIFE!



**Here are the  
five rules of  
The Game of  
K-12 LIFE.**

1. There are four challenges. During these challenges you can earn a grade and GPA points.
2. To succeed at each challenge and get the best grade each team must roll specific numbers. For example, one team might need to roll only a 2 or 3 to succeed and get that A.
3. Be careful—if your team does not roll its target numbers, you will not succeed, and you will not get an A. Instead, you may be suspended, expelled, or even arrested. An arrest = automatic game over.
4. Once we have played all four challenges, any remaining teams will have five grades and GPA points for each challenge. With this information, we can calculate your GPA.
5. You must have at least a 2.5 GPA to graduate from high school and win The Game of K-12 LIFE.

## CHALLENGE #1

## Late to the Gate



You are in first grade. You are getting ready to go to school, and just finished your delicious bowl of cereal. You are ready to go to school, but someone else is not. Unfortunately, your only ride to school, still has curlers in her hair. She is running late as usual! She apologizes and drives as fast as she can to get you to school on time. You get to school, run to the front door, but hear the bell. You are late! You finally arrive at your classroom, and are scared to open the door.

What happens now?



Time for each team to roll the dice to find out.









## Challenge #1 – Late to the Gate Dice Outcomes Chart

Narrator—Before each team rolls, make sure to introduce them and explain what they need to roll to succeed!

DICE ROLL	Dylan (white) You must avoid a 2 or 3 to succeed.		Christopher (black) You must roll a 2 to succeed.		Beth (undocumented) You must roll a 2 or 3 to succeed.	
	2	3	2	3	2	3
	Loss of Class Job—Your teacher pulled you away from the rest of the class and explained that being late to class does not show that you are respectful, responsible, or ready to learn. You lost your job as line leader for the day. You receive a B and 3 GPA points.		Loss of Class Job—Your teacher lets you in the classroom, but she tells you that you have lost your classroom job. She tells you that if you cannot come to school on time, then you cannot be expected to have another job today. You receive a C and 2 GPA points.		Warning—Your teacher reminds the whole class about the expectations to be in class on time. She pulls you aside to ask you if there is a problem at home that kept you from getting to school on time. She warns you that the next time you will go to the principal's office. You receive an A and 4 GPA points.	
4	Whole Class Warning—Your teacher reminds the whole class of the rules and expectations. You are able to stay in class and continue with the school day. You receive an A and 4 GPA points.		Saturday School—Your teacher tells you that you need to visit the office and let them know that you will be at Saturday school. You will have to miss your game and visiting with your mom. You receive a D and 1 GPA point.		4	Arrested—Your teacher keeps the door locked to your classroom. It is so loud in the classroom that no one hears your knocks. You decide to walk the long way to the office, but before you get there, a policeman sees you, calls you, and then arrests you for violating the local curfew law. The police find out about your immigration status and report you to the authorities for deportation. The Game of K-12 LIFE is over for you.
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## Challenge #1 – Late to the Gate Dice Outcomes Chart

Narrator—Before each team rolls, make sure to introduce them and explain what they need to roll to succeed!

DICE ROLL 		Lisa (biracial) You must roll a 2,3, or 4 to succeed. 		DICE ROLL 		Sarah (learning disability) You must roll a 2,3, or 4 to succeed. 		DICE ROLL 		Ayden (queer) You must roll 2, 3, 4, or 5 to succeed. 	
2	Meeting with Aunt-Your teacher lets you come into class and continues with the lesson. She calls you over during silent reading time to talk to you about being tardy. You both decide to call your aunt to think about a way to get to school on time. You receive an A and 4 GPA points.	2	Reflection Time-Your teacher allows you to come in the classroom, but she has you sit in the reflection chair to think about why it is important to be at school on time every day of the week. You receive a B and 3 GPA points.	2	Meeting with Grandmother- Your teacher lets you come into class and continues with the lesson but puts your name on the board. She calls you over during silent reading time to talk to you about being tardy. She says she knows your grandparents might not speak English but they should be able to tell time. You receive a B and 3 GPA points.						
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5	Silent Lunch-Your teacher tells you that she is disappointed with you and asks you to apologize to the class for disrupting their learning time. At lunch, you have to sit by yourself and eat without talking to any of your friends. You receive a C and 2 GPA points.	5	Sent Home-Your teacher pulls you aside and calls your mom. She tells you mom that you have been tardy too many times, and she must suspend you. Instead of suspending you, she lets your mom pick you up and take you home. You receive a C and 2 GPA points.	5	Stay after School-Your teacher tells you that you need to visit the office and tell your grandparents you will be staying after school. You receive a C and 2 GPA points.						
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## Late to the Gate

### Reality Check #1

Before we continue the game, here is a reality check about being late to school, or “truancies.” From 2004 to 2009, police officers in Los Angeles issued more than 47,000 tickets under its daytime curfew law; 88% of those who received tickets were black or Latino. Each curfew fine can cost more than \$250 and required students and their families to miss additional time from school and work to go to court to resolve them.

But in 2012, Los Angeles’s Community Rights Campaign of the Labor Community Strategy Center successfully passed an amendment rolling back these unfair practices.

We’re ready to move on to Challenge #2.

## CHALLENGE #2

## Wearing White



You are now in 4th grade. It's the end of September as you start your first year at your new charter school. You feel so lucky to go here— you were one of the winners in the school's lottery. You walk into school, wearing a new white shirt your mother gave you. As you sit down at your desk for first period, your teacher sees you. He walks over with a frown. "You can't wear white," he says. "That's against the dress code."




What happens now?



Time for each team to roll the dice to find out.

## Challenge #2 – Wearing White Dice Outcomes Chart

Narrator—Before each team rolls, make sure to introduce them and explain what they need to roll to succeed!

DICE ROLL		Dylan (white) You must avoid a 2 or 3 to succeed.		Christopher (black) You must roll a 2 to succeed.		Beth (undocumented) You must roll a 2 or 3 to succeed.
2		Sent to the Office—Your teacher sends you to the office for the day. You get to run errands and finish reading one of your summer reading books. At the end of the day, your teacher stops by the office and tells you not to show up in proper attire again. You receive a B and 3 GPA points.	2	Call Home—Your teacher calls your grandparents to tell them that you broke the dress code. Your grandparents ask to talk to you. They ask you if there is a problem with your other shirts and suggest that you stay home to do laundry instead of going to practice. Although you are bummed about missing practice, you are relieved that you get to stay in class. You receive a B and 3 GPA points.	2	Change of Clothes—Your teacher lets you change into your gym shirt so that you will not get any other consequence. You stay in class after you change. You receive an A and 4 GPA points.
3					3	
4		Free Dress Day—Your teacher tells you that you have one free dress day that should be used on a Friday. Although it is not Friday, she counts the excuse and lets you stay in class. You receive an A and 4 GPA points.		Arrested—Your teacher thinks that you are wearing a gang color. She buzzes the office for a security guard to walk you to the principal's office. When you walk into the principal's office, the security guard handcuffs you and puts you in the squad car to the station. You are arrested and The Game of K-12 LIFE is over for you.	4	Out-of-School Suspension—Your teacher tells you that she does not appreciate you trying to be different from everyone else. She calls your father, but he does not answer. She will not let you put on a sweater to cover your white shirt. She sends you to the principal's office, and you are given an out-of-school suspension. You receive an F and 0 GPA points.
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## Challenge #2 – Wearing White Dice Outcomes Chart

Narrator—Before each team rolls, make sure to introduce them and explain what they need to roll to succeed!

Lisa (biracial) You must roll a 2,3, or 4 to succeed.		Sarah (learning disability) You must roll a 2,3, or 4 to succeed.		Ayden (queer) You must roll 2, 3, 4, or 5 to succeed.	
2	Contract-Your teacher has you step outside and sign a contract. The terms state that you received a warning from breaking the dress code and that the next time you break the rule, you will receive a call home and then a detention. You receive an A and 4 GPA points.	2	Call Home-Your teacher calls your parents to let them know that you broke the dress code. Your mother said that she would bring you a new shirt. You receive an A and 4 GPA points.	2	Call Home-Your teacher calls your grandparents to tell them that you broke the dress code by tying your shirt in a way that was gender inappropriate. You are a little scared of talking to your grandparents. They ask to talk to you. They tell you to act like all the other students and stop trying to be special. You untie your shirt and return to class. You receive a B and 3 GPA points.
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5	Loss of Recess-Your teacher lets you know that you have disrupted learning time with your dress choice. She tells you to stay in for recess to complete a pop quiz. You think this is unjust and start a new student group to talk about how things could be better and more fair at your school. You receive a B and 3 GPA points.	5	In-School Suspension-Your teacher tells you to leave the classroom to change into your gym clothes. She calls your mom, but she does not pick up the phone. You also have to spend the day in in-school suspension where you do not receive adequate support given your needs. You receive a D and get 1 GPA point.	5	
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## Wearing White

### Reality Check #2

Here's another reality check. On September 24, 2008, 150 students at an Orlando, Florida area middle school were punished for dress code violations. Administrators accused students of leading a coordinated effort to violate the code by wearing the wrong colors: black, white, or red. While some students were given detention, others were suspended and one was even arrested.

But in Philadelphia, efforts to change the discipline code worked. In 2013, Philadelphia's Youth United for Change worked with the School District of Philadelphia and won a provision in a new discipline code protecting gender nonconforming students from discrimination based on the dress code.

Time to move on to Challenge #3.

## CHALLENGE #3

## Don't Bother Me



It is a Friday afternoon in 8th grade, you have had a very long week, and all you want to do is go home. Unfortunately, your teacher picks this moment to call on you. You are annoyed, and you refuse to answer the question and make an inappropriate joke. The rest of the class laughs at you, and they continue to talk about it. It takes the teacher a minute to calm everyone down. You quickly apologize for what you said.

What happens now?



Time for each team to roll the dice to find out.









### Challenge #3 – Don't Bother Me Dice Outcomes Chart

Narrator—Before each team rolls, make sure to introduce them and explain what they need to roll to succeed!

DICE ROLL	Dylan (white) You must avoid a 2 or 3 to succeed.		Christopher (black) You must roll a 2 to succeed.		Beth (undocumented) You must roll a 2 or 3 to succeed.	
						
2	Extra Homework—Your teacher tells you that you interrupted learning time for the entire class. She assigns you extra homework. You will have to miss your basketball game. You receive a B and 3 GPA points.		2 Call Home—Your teacher calls your grandma at home to tell her about your disrespectful action. She lets you speak to your grandmother and hears you tell your part of the story. Although they are unhappy with your reaction, your teacher and grandmother both tell you that they will work with you to think of better ways to react. You receive an A and 4 GPA points.		2	Circle Time—Your teacher gets everyone in your class to stop their lesson. She has the whole class come together into a circle to talk about the situation. You all review the classroom and school rules and expectations. You also talk about the effects of being disrespectful to adults and to peers. You all leave the circle with a promise to do better and a cheer. You receive an A and 4 GPA points.
3					3	
4	Warning—Your teacher told you in front of the rest of the class that she did not appreciate you messing up the classroom or yelling at other student. Your teacher warned you not to do it again or you would miss recess. You receive an A and 4 GPA Points.		3 Arrested—Your teacher buzzes the office on the intercom and calls for the principal and security guard. You get scared and keep crying and screaming. The security guards handcuff you and take you away in their car. You have been arrested and The Game of K-12 Life is over for you.		4	Out-of-School Suspension—your teacher calls your father, but he does not answer his phone because he is at work. She tells you that your reaction is not acceptable. She writes you a detention slip and sends you to the principal's office. She reads it and sends you home for the day. You receive an F and 0 GPA points.
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### Challenge #3 – Don't Bother Me Dice Outcomes Chart

Narrator—Before each team rolls, make sure to introduce them and explain what they need to roll to succeed!

DICE ROLL 		Lisa (biracial) You must roll a 2,3, or 4 to succeed. 	DICE ROLL 	Sarah (learning disability) You must roll a 2,3, or 4 to succeed. 		Ayden (queer) You must roll 2, 3, 4, or 5 to succeed. 
2	Peace Circle-Your teacher stops the class. Knowing you are a student leader and organizer, she asks you for your advice on what to do. You recommend a peace circle. The teacher agrees. Your teacher has everyone share their feelings about losing learning time and showing disrespect. You share your feelings and also apologize. You receive an A and 4 GPA points.	2	School Counselor-Your teacher met with your mom to come up with a plan that would help you make good choices in class and calm down when you need. She sends you to the school counselor and you are able to tell them what you felt. You go back to class after you talk with the school counselor. You receive an A and 4 GPA points.	2	Peace Circle-Your teacher stops the class. Knowing you are a student leader and organizer, she asks you for your advice on what to do. You recommend a peace circle. The teacher agrees. Your teacher has everyone share their feelings about losing learning time and showing disrespect. You share your feelings and also apologize. You receive an A and 4 GPA points.	
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4		4		4		
				5		
5	Out-of-school Suspension – like others before you, you are suspended under the school's zero tolerance rules. Your student group protests, and demands a change to the Code of Conduct. You are now in the process of meeting with school administrators asking for restorative justice, more counselors, and an end to zero tolerance. You receive an A and 4 GPA points.	5	Arrested - The teacher has had enough of your class disruptions. She does not understand that your disability increases your stress level and causes you to act out. She contacts the principal and recommends that you be referred to the police. The principal agrees. Due to the arrest, your Game of K-12 LIFE is over. Please have a seat.	6	Involuntary Transfer-Your Principal calls your Dad at work to tell him about your disrespectful action and that you just aren't fitting into this school. She says you will most likely be better off at the alternative school on the other side of town. You are not able to appeal the decision and are to leave this school and your few friends at the end of the week. The new alternative school has very little resources and no GSA club. You receive a D and 1 GPA point.	
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## Don't Bother Me

### Reality Check #3

Before we move on, let's take a look at another reality check. During the 2011-2012 school year, there were 13,870 arrests of students in Florida for disruptive behavior, and most were for minor offenses. Students of color were affected more than other students were, and they were more likely to be arrested for vague charges like "disorderly conduct" or "disrupting a school function."

But there are some cities and school districts that are taking the right actions. In 2013, Buffalo's Citizen Action of New York and Alliance for Quality Education worked with the Buffalo Public Schools and won a new discipline code which calls for preventions and interventions designed to get at the root causes of a student's disruptive behavior.

## CHALLENGE #4

## Billy the Bully



It's the middle of fall semester your senior year. You're excited to meet up with your friends at the football game tonight, though you are hoping to avoid Billy, a classmate who has been taunting you over the last few weeks. You are having a good time at the game, but unfortunately you run into Billy and his friends. Billy mumbles something about you, and you see them pointing and laughing at you. You are so mad, you start yelling at him. He yells back. Suddenly, he gets right in your face. Everyone starts pushing and shoving; before you know it, you're surrounded by a few teachers and the assistant principal. No one is hurt during the fight, but it looks like a lot of people are in trouble.




What happens now?



Time for each team to roll the dice to find out.







## Challenge #4 – Billy the Bully Dice Outcomes Chart

Narrator—Before each team rolls, make sure to introduce them and explain what they need to roll to succeed!

DICE ROLL	Dylan (white) You must avoid a 2 or 3 to succeed.	Christopher (black) You must roll a 2 to succeed.	Beth (undocumented) You must roll a 2 or 3 to succeed.
			
2	Community Service—Your principal has you clean up the school grounds—paint, plant new flowers, and pick up trash. You receive a B and 3 points.	2 Community Service—Your principal has you clean up the school grounds—paint, plant new flowers, and pick up trash. You receive a C and 2 points.	2 Peace Circle—Your teacher pulls you and Billy into a peace circle to discuss your feeling and to come up with a way to address your problem. You receive an A and 4 GPA points.
3			3 Peace Circle—Your teacher pulls you and Billy into a peace circle to discuss your feeling and to come up with a way to address your problem. You receive an A and 4 GPA points.
4	Restorative Justice—The assistant principal puts you and Billy into a restorative justice peace circle, where you are able to talk about your issues. You receive an A and 4 GPA points.	3 Expelled—Your principal does not accept excuses for fighting. She calls your grandparents and tells them that you are expelled from school. You receive an F and 0 GPA points.	4 Expelled—Your principal does not accept excuses for fighting. She calls your grandparents and tells them that you are expelled from school. You receive an F and 0 GPA points.
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6			
7			
8			
9			
10			
11			
12			

## Challenge #4 – Billy the Bully Dice Outcomes Chart

Narrator—Before each team rolls, make sure to introduce them and explain what they need to roll to succeed!

<div>DICE ROLL</div> <div></div>		<div>Lisa (biracial)</div> <div>You must roll a 2,3, or 4 to succeed.</div> <div></div>	<div>DICE ROLL</div> <div></div>	<div>Sarah (learning disability)</div> <div>You must roll a 2,3, or 4 to succeed.</div> <div></div>	<div></div>	<div>Ayden (queer)</div> <div>You must roll 2, 3, 4, or 5 to succeed.</div> <div></div>
2	Restorative Justice-Having won restorative justice in your Code of Conduct campaign, you receive restorative justice. The assistant principal pulls you and Billy into the restorative justice peace circle. You talk about your problems. You also hear from the people that you scared and hurt during the fight. You and Billy are given community service consequences. You receive an A and 4 GPA points.	2	Reflection Time-Your principal gives you time to think about what happened and to come up with a plan for how to respond if you are upset again. You receive an A and 4 GPA points.	2	Suspended – Even though you were just trying to defend yourself from what you felt was a biased based attack, your school has a zero tolerance policy on fighting. Luckily because you are student leader and only get suspended for 3 days. However your school outs you to your parents telling them you got in a fight because you were queer. You receive a C and 2 GPA points.	
3		3		3		
4		4		4		
5	Restorative Justice- Having won restorative justice in your Code of Conduct campaign, you receive restorative justice. The assistant principal pulls you and Billy into the restorative justice peace circle. You talk about your problems. You also hear from the people that you scared and hurt during the fight. You and Billy are given community service consequences. You receive an A and 4 GPA points.	5	Alternative School-Your principal calls together an emergency IEP meeting. Your school recommends that you transfer to an alternative high school. You receive a D and 1 GPA point.	5		
6		6		6	Arrested- Even though you were just trying to defend yourself the security guards handcuff you and take you away in their car. You have been arrested and The Game of K-12 Life is over for you.	
7		7		7		
8		8		8		
9		9		9		
10		10		10		
11		11		11		
12		12		12		

## Billy the Bully







### Reality Check #4

Students across the country are fighting for and winning restorative practices in their schools. In Minnesota, GSA students working in coalition with other allies passed sweeping reform to their state's anti-bullying law, based largely in the principles of Restorative Justice, an alternative philosophy to harsh discipline that emphasizes positive school climates, mediation of disagreements, and getting to the root of conflict. The new law, known as the Safe and Supportive Schools Act, will help improve school climate for all students and ensure that the root causes of misbehavior, like bullying, are dealt with, and that students receive the support and interventions they need.

Now it's time for "Graduation Day."

# It is Graduation Day!

Let's take a look at how our teams ended up.

	Dylan 	Christopher 	Beth 	Lisa 	Sarah 	Ayden 
4.0	Congratulations! Your Game of K-12 LIFE has been flawless, and has resulted in perfect academic and personal records. You graduate as valedictorian of your class. Way to go!!	You are the first black valedictorian of your high school, and you are excited to attend Stanford in the fall. Congratulations!	Congratulations, Beth! You have earned a high enough GPA to graduate. Unfortunately, because you do not have the necessary papers, you are unable to secure financial aid and cannot attend any of the colleges you applied to. Finding a good job is also proving difficult. What are you going to do now?	You are valedictorian of your class. Your learning disability didn't hold you back at all! Congratulations!	You are the valedictorian of your high school, and you are excited to attend Howard in the fall. Congratulations!	We look forward to hearing your speech, Valedictorian! Nice job!
3.0 - 3.9	3.0-3.9 You had some issues here and there, but you graduated and survived The Game of K-12 LIFE. You're not sure what's next in your life, but with your high school diploma and solid records, you have plenty of possibilities. Congratulations!	Nice job! You had some disciplinary issues here and there, but you graduated and survived The Game of K-12 LIFE. You look forward to being the first in your family to attend college in the fall.		Despite your learning disability, you did quite well and graduated with solid grades in your class. Congratulations! What's next? You are thinking of exploring your artistic talents in dance, music, and art in some way, shape, or form. Good luck!	You did very well, and graduated with a solid GPA. You are starting to explore social justice issues surrounding same sex marriage, and exploring what to do next with your career. Given your successes, the world is your oyster. Keep us posted!	Nice job! You had some disciplinary issues here and there, but you graduated and survived The Game of K-12 LIFE. You look forward to being the first in your family to attend college in the fall.
2.5 - 2.9	2.5-2.9 You graduated from high school, though the number of disciplinary problems on your record prevented you from entering college this year. You have decided to work more hours at your job this summer, and will use that time to think about what make sense next in your life. Do you have an arrest on your record? If so, you are likely ineligible for certain jobs and even military service. Lots of decisions ahead ... Good luck.					
UNDER 2.5	You have some serious disciplinary problems on your record that you are so far behind with your classes. The principal thinks you might be held back this year, and places you into an alternative education program. You try that out, and hate it, so you get in trouble again. Now you wait, alone in your detention cell, for your hearing with the juvenile justice judge next week. You are unable to graduate, and have lost The Game of K-12 LIFE.					
NOTE – If a team got arrested, have them explain what it is they got arrested for.						

*(Facilitator Instructions: The facilitator collects each team's report card and calculates their average GPA. The narrator then reveals their outcome based on the chart below. Make sure to see the note about Team Beth (the undocumented student). After everyone's GPA and outcome is revealed, please turn to the "Facilitation Questions" on the next page.)*



At this point, we are going to break up into small groups to discuss the game.

1. Who was your student and what was your outcome?
2. Did you feel your outcome was fair? Why or why not?
3. How did you feel about the way your behavior was being dealt with?  
Is there a specific instance where you felt your behavior was dealt with well?  
Is there an instance where you felt your behavior was not dealt with very well?
4. How did the Reality Checks make you feel? Were you aware that those kinds of things were happening in schools?
5. In what ways was this illustration of the School-to-Prison Pipeline surprising?

## REPORT CARD

# Dylan



Dylan is a white student from Long Island, New York.

**To win, Dylan must avoid rolling a 2 or 3.**

Scenario	Outcome	Grade Earned	GPA
Late to the Gate			
Wearing White			
Don't Bother Me			
Billy the Bully			
<b>FINAL GPA:</b> (average)			

## REPORT CARD

# Christopher



Christopher is a black student from Chicago, Illinois.

**To win, Christopher must roll only a 2.**

Scenario	Outcome	Grade Earned	GPA
Late to the Gate			
Wearing White			
Don't Bother Me			
Billy the Bully			
<b>FINAL GPA:</b> (average)			

## REPORT CARD

# Beth



Beth is an undocumented Latina student from Denver, Colorado.  
**To win, Beth must roll only a 2 or 3.**

Scenario	Outcome	Grade Earned	GPA
Late to the Gate			
Wearing White			
Don't Bother Me			
Billy the Bully			
<b>FINAL GPA:</b> (average)			

## REPORT CARD

# Lisa

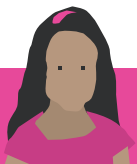


Lisa is a biracial student from New Orleans, Louisiana.  
**To win, Lisa must only roll a 2, 3, or 4.**

Scenario	Outcome	Grade Earned	GPA
Late to the Gate			
Wearing White			
Don't Bother Me			
Billy the Bully			
<b>FINAL GPA:</b> (average)			

## REPORT CARD

Sarah



Sarah is a student with a learning disability from Miami, Florida.  
To win, Sarah must roll only a 2, 3, or 4.

Scenario	Outcome	Grade Earned	GPA
Late to the Gate			
Wearing White			
Don't Bother Me			
Billy the Bully			
<b>FINAL GPA:</b> (average)			

## REPORT CARD

Ayden



Ayden is a queer student from Oakland, California.  
To win, Ayden must roll only a 2, 3, 4, or 5.

Scenario	Outcome	Grade Earned	GPA
Late to the Gate			
Wearing White			
Don't Bother Me			
Billy the Bully			
<b>FINAL GPA:</b> (average)			

CUSTOM REPORT CARD			
Name			
Where is your student from?			
What must they roll to win?			
Scenario	Outcome	Grade Earned	GPA
Late to the Gate			
Wearing White			
Don't Bother Me			
Billy the Bully			
<b>FINAL GPA:</b> (average)			

CUSTOM REPORT CARD			
Name			
Where is your student from?			
What must they roll to win?			
Scenario	Outcome	Grade Earned	GPA
Late to the Gate			
Wearing White			
Don't Bother Me			
Billy the Bully			
<b>FINAL GPA:</b> (average)			