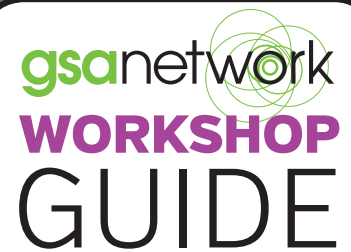


# EDUCATIONAL JUSTICE CAMPAIGN SERIES

## TABLE OF CONTENTS



[www.gsanetwork.org](http://www.gsanetwork.org)

### What is the Educational Justice Campaign Series?

The educational justice campaign workshop series is seven 30-minute workshops designed for individual GSA clubs to do during meetings. The series will help clubs better understand educational inequity across the country and in their own schools, so that they can create an educational justice campaign.

This workshop series is intended for developed GSAs that are activist clubs.



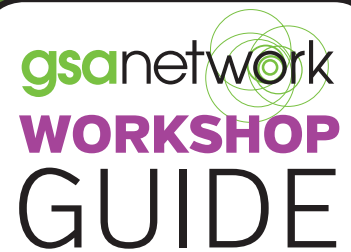
### CONTENTS

1. GSAs and Educational Justice
2. School-to-Prison Pipeline and GSAs
3. Game of K-12 Life
4. Visions for Justice
5. GSA Values for Justice
6. I Love My People Who
7. Educational Justice Campaign



# EDUCATIONAL JUSTICE CAMPAIGN SERIES

## TABLE OF CONTENTS



[www.gsanetwork.org](http://www.gsanetwork.org)

### No PowerPoint?

The educational justice campaign series can be done even if you do not easily have access to a computer or PowerPoint! follow these tips to help facilitation when you do not have a computer to use.

**Luckily, most of these workshops are adaptable to not having easily accessible computers. Try the following tips:**

### NOTE THAT SOME OF THESE CHANGES MAY EFFECT THE TIMING OF THE WORKSHOPS

- If you have access to butcher paper, use a few extra pieces of butcher paper to write out the questions, and have folks read it that way.
- For the Game of K-12 Life, try printing out the character bios and writing the reality checks on pieces of butcher paper.
- For the workshops that ask you to play a video, try using a smart phone to access the videos or read/print the following articles to discuss instead of the videos:
  - GSAs and Educational Justice: <http://www.gsafewi.org/the-school-to-prison-pipeline-for-lgbt-youth/>
  - School to prison pipeline and GSAs: <http://www.advocate.com/commentary/2013/10/03/op-ed-why-i-asked-repeat-ninth-grade>



# 1. GSAS AND EDUCATIONAL JUSTICE

TIME: 35 MIN

gsanetwork  
WORKSHOP  
GUIDE

www.gsanetwork.org

## OBJECTIVES FOR THIS SECTION

Gain a better understanding of educational justice

Learn about LGBTQ youth pushout

Learn the ways in which students are pushed out

## SECTIONS

- a. LGBTQ Pushout [0:10]
- b. ACTIVITY: Pathways to Pushout Shuffle [0:20]
- c. Conclusion: GSAs for Social Justice? [0:05]

## MATERIALS NEEDED

- a. Student Identity Cards
- b. Internet access and a computer
- c. Long room/open space

**SUMMARY:** This section is meant to help students understand the importance of educational justice, and the ways in which LGBTQ students interact in/under their school climate.

## LGBTQ Pushout [0:10]

*TRAINER NOTE: Start workshop with the opening statement listed below and then move into watching the Dignity in Schools Campaign's video "LGBTQ youth pushout"*

**TRAINER 1 OPENING STATEMENT:** Welcome to the GSAs and Educational Justice workshop. This is part of a series of workshops to get us ready for our educational justice campaign. First, let's establish that GSA clubs are **social justice clubs**, ones that advocate and care for all queer youth in our schools and communities. As a social justice club, we must understand that queer youth are pushed out of classrooms and schools because of homophobic and transphobic policies, practices, and climates.

**TRAINER 2:** Just by being present on campus, GSA clubs work towards educational justice by providing a much-needed safe space for all queer youth.

**TRAINER 1:** But what is it called when students don't feel safe and don't want to be in school? Let's watch this video to find out.

**Watch Video:** <http://vimeo.com/75835516>

**TRAINER 1 SAY:** Now that we've watched this video let's talk about it.

*TRAINER NOTE: Read questions and take about 2-3 responses for each.*

## POWERPOINT SLIDE

### VIDEO QUESTIONS:

- In your own words what is school pushout?

- In what ways are LGBTQ youth pushed out?
- Does this relate to your experience or a friend's experience in school?



**TRAINER SAY:** Let's do a quick activity to show us exactly what we mean when we talk about LGBTQ youth pushout.

## PATHWAYS TO PUSHOUT SHUFFLE ACTIVITY (0:20)

### TRAINER INSTRUCTIONS:

1. Have each participant take a "Student Identities" card and line up at the back of the room.
2. Place a line [you can use tape] or marker on the ground approximately 20 feet away from the back of the room.
3. Place a line or marker on the ground approximately 10 feet away from the first one.

**TRAINER 2 SAY:** This activity demonstrates the ways student identities are impacted by school climates, policies and conditions that push students out of the classroom and eventually out of school, contributing to the school-to-prison pipeline. This activity focuses particularly on LGBT and gender non-conforming youth, but these conditions negatively impact most students and communities. The first line represents the point at which you might get pushed out of school, and the second line represents the point at which you might encounter the prison system. The activity is designed to show how certain groups of youth are statistically more likely to start off closer to being pushed out and to end up in the STPP.

**TRAINER 1:** Please read your student identities card. If there is an identity that doesn't make sense, please ask so we can clarify it for you. For this activity you will respond to the statements read by the facilitator based on the identity on your card. This is a silent activity for participants.

## PUSHOUT STATEMENTS

### DISCIPLINE:

- In terms of race and ethnicity, Blacks, Latinos and Native Americans have the highest dropout rates, and black male dropouts experience a 60% probability of incarceration.  
– **Students of color take two steps forward**
- LGBTQ Youth are 1.4 times more likely to be expelled than straight youth. Black students are 3.5 times and Latino students are 1.5 times more likely to be expelled than white students.  
– **LGBTQ, gender non-conforming (GNC) and/or youth of color take one step forward.**
- Students of color with disabilities are three times more likely to receive short-term suspensions than their white counterparts, and are more than four times as likely to end up in correctional facilities.  
– **Students of color with disabilities take two steps forward**
- Students with disabilities are suspended and expelled at twice the rate of their non-disabled peers.  
– **Students with disabilities take two steps forward**
- School discipline policies may OUT students when the student incidents are reported to parents. 50% of LGBTQ youth face initial family rejection and 30% of LGBTQ youth are kicked out of their homes into foster care or onto the streets.  
– **LGBTQ youth take two steps forward**

## PUSHOUT STATEMENTS (continued)

- Students in foster care are over three times as likely as their peers to be suspended or expelled. Studies show that between one- and two-thirds of foster care youth drop out or fail to graduate on time.
  - **LGBTQ and GNC students take one step forward**
- More and more school districts use police officers or “school resource officers” not trained for educational environments to patrol school campuses and discipline students.
  - **Students of color, LGBTQ and GNC students take a step forward**
- The majority of suspensions of students of color and LGBTQ students are for minor misbehavior, such as “disruptive behavior,” “insubordination,” or school fights, which can be interpreted in subjective and biased ways, even unintentionally.
  - **LGBTQ, GNC students and students of color take one step forward.**

## SAFETY:

- Nearly two-thirds (61.1%) of students reported that they felt unsafe in school because of their sexual orientation, and more than a third (39.9%) felt unsafe because of their gender expression.
  - **LGBTQ and gender non-conforming (GNC) students take two steps forward**
- 84.6% of LGBT students reported being verbally harassed, 40.1% reported being physically harassed and 18.8% reported being physically assaulted at school in the past year because of their sexual orientation.
  - **LGBTQ students take two steps forward**
- 63.7% of LGBT students reported being verbally harassed, 27.2% reported being physically harassed and 12.5% reported being physically assaulted at school in the past year because of their gender expression.
  - **GNC students take one step forward**
- Of LGBT Students, 25% of Black and Latino students also reported race-based harassment, while 30% of Asian students also reported race-based harassment.
  - **Students of color take one step forward**
- Bullying leads to mental health impacts with LGBTQ youths' increased levels of victimization related to increased levels of depression, suicide, and anxiety and decreased levels of self-esteem.
  - **LGBTQ and GNC students take one step forward**
- Students who report bullying based on race and sexual orientation or gender expression are even more likely to report increased levels of depression and anxiety and decreased levels of self-esteem.
  - **LGBTQ and GNC students of color take one more step forward**



## PUSHOUT STATEMENTS *(continued)*

### ACADEMIC ACHIEVEMENT:

- In 2010, Just 2 percent of students with disabilities were enrolled in at least one Advanced Placement course.
  - **Students with disabilities take one step forward**
- More than 40% of California's dropouts are English learners and disabled students.
  - **Students with disabilities and ESL students take two steps forward**
- Stress and safety concerns for LGBTQ and GNC students lead to lower academic achievement. The reported grade point average of students who were more frequently harassed because of their sexual orientation or gender expression was almost half a grade lower than that of students who were less frequently harassed.
  - **LGBTQ and GNC students take one step forward**
- Some schools increase their test scores by pushing low-scoring students out. Low-scoring students are suspended on test days, transferred to other schools, enrolled in GED programs or just expelled.
  - **Students with disabilities, ESL, LGBTQ and GNC students take two steps forward**

## CONCLUSION (0:05)

**TRAINER 2:** Thank you all for participating in that activity. Hopefully it helped give everyone a better understanding of school pushout and how it can affect LGBTQ youth and other youth as well.

**TRAINER 1:** Let's end the workshop with a few last questions.

*TRAINER NOTE: take about 1-2 responses.*

### POWERPOINT SLIDE

#### DISCUSSION QUESTIONS:

- How have you seen school pushout play out on campus?
- What does educational justice mean to you?

**TRAINER 1:** Thank you all for participating.

# 2. SCHOOL-TO-PRISON PIPELINE & GSAS

TIME: 30 MIN

gsanetwork  
WORKSHOP  
GUIDE

[www.gsanetwork.org](http://www.gsanetwork.org)

## OBJECTIVES FOR THIS SECTION

Gain a better understanding of educational justice and its relationship to the school-to-prison pipeline

Learn about the school-to-prison pipeline

Think about who other than LGBTQ youth are being pushed out

## SECTIONS

- STPP intro and school pushout [0:15]
- Conclusion: Report Back [0:15]

## MATERIALS NEEDED

- STPP and GSAs Power Point Slides
- Paper
- Post-its
- Pencil/Pens

**SUMMARY:** This section is meant to help students understand what is the school-to-prison pipeline and how is it relevant to queer youth.

## School-To-Prison Pipeline Intro and School Pushout (0:15)

**TRAINER 1 OPENING STATEMENT:** Welcome to the School-to-Prison Pipeline and GSAs workshop, the second workshop in the educational justice campaign series. This workshop will help us understand how queer youth are pushed out, who is being left out of the discussions, and introduce the system that fosters pushout.

**TRAINER 2:** Before we begin, let's recap our last workshop. Previously, we discussed what LGBTQ youth pushout is and what it looks like. We also went through a quick activity showcasing how certain students are affected by school pushout and in what ways.

**TRAINER 1:** Like we did in the last workshop, we're going to go into school pushout a little more to remind ourselves and to start the next conversation.

*TRAINER NOTE: Read each question to the group and collect about 3-4 responses.*

## DISCUSSION QUESTIONS:

- What is school pushout?
- How are we as LGBTQ students pushed out of schools?
- Who else is being pushed out?



**TRAINER 1:** Awesome, so we know that LGBTQ youth are pushed out by dress code policies, anti-bullying policies like zero tolerance, bathrooms, and unsafe/hostile environments, but what other ways can LGBTQ youth be affected by pushout?

**TRAINER 2 SAY:** Since we know that LGBTQ youth aren't the only students being pushed out of schools, can those same students also be LGBTQ and vice versa? If so, what other ways can LGBTQ youth be pushed out?

*TRAINER NOTE: Take about 2-3 responses. Answers should be something like racism, sexism, xenophobia, ableism, etc.*

**TRAINER 1 SAY:** Exactly, these are all ways LGBTQ youth AND youth who aren't in our GSA can be affected.

**TRAINER 2 SAY:** So what does this all mean? Well we are going to watch two quick videos to help us understand.

**VIDEO 1:** <http://youtu.be/YnGctoUq-fA> (2:30)

**VIDEO 2:** <http://youtu.be/sbkfdg84g8U> (2:42)

*TRAINER NOTE: pass out a piece of paper for participants to take notes on. After the videos have ended ask for some responses to the video questions. Take about 2-3 responses*

## VIDEO QUESTIONS:

- Describe the school-to-prison pipeline
- What were some examples of the school-to-prison pipeline given in the videos?
- How are these videos relevant to our GSA?
- Do the examples given in the videos happen in our schools, or in schools nearby?

**TRAINER 1 SAY:** Exactly. The school-to-prison pipeline is important and relevant to our GSA because some of our students could have been or are those students in the videos. As a social justice club, it is important we make sure that all students have an opportunity to get an education and stay in school.



**TRAINER 2 SAY:** But before we move on, let's make sure we're all on the same page about what the school-to-prison pipeline is. Can I have someone read the definition of the school-to-prison pipeline?

## POWERPOINT SLIDE

**School-to-Prison Pipeline:** A set of policies or practices, like zero tolerance policies, used by school districts that directly or indirectly push youth of color, queer youth, queer youth of color, undocumented youth, lower income youth, and differently abled youth out of schools and into the prison system.

*TRAINER NOTE: Pass out extra or refer back to the Pathways Fact sheet to help with understanding.*

**TRAINER 1 ASK:** What are some other examples of the school-to-prison pipeline? How have you seen the school-to-prison pipeline play out in our school?

*TRAINER NOTE: Take about 2-3 responses. Have some examples ready if people get stuck.*

## Conclusion (0:15)

**TRAINER 2 SAY:** It's important to know the ways that a system might affect you or the community around you, so we are going to do one last activity to close out this workshop.

**TRAINER:** Get participants into groups of two, and have them sit together and answer the questions below. Give them 10 minutes to discuss. [Give 1 minute, 2 minute, and 5 minute warnings]

## POWERPOINT SLIDE

### CONCLUSION QUESTIONS

- What is something you learned that you didn't know before?
- What are your experiences with the school-to-prison pipeline?
- How would you dismantle the school-to-prison pipeline?

**TRAINER 1 SAY:** Now that we've had our discussion, can I have a volunteer from one of the groups report back what they discussed?

**CLOSING STATEMENT:** Thank you for sharing. It's important for GSAs to acknowledge the struggles and realities for all of their members and their communities, and to make sure we can all have access to quality education. In order to make any real change in our schools and in our communities we must work together as a collective and work for the whole rather than the individual.

# 3. GAME OF K-12 LIFE

TIME: 30 MIN

gsanetwork  
WORKSHOP  
GUIDE

www.gsanetwork.org

## OBJECTIVES FOR THIS SECTION

Deepen understanding of the school-to-prison pipeline

Understand how students are pushed out of school and how the experiences vary

Learn the importance of being a social justice club

## SECTIONS

- a. Recap STPP [0:05]
- b. Activity: Game of K-12 Life [0:20]
- c. Conclusion [0:05]

## POWERPOINT

- a. Recap questions
- b. Game of K-12 Life slides
- c. Discussion questions

## MATERIALS NEEDED

- a. Game of K-12 life PowerPoint
- b. Game of K-12 life script
- c. Two six-sided dice
- d. Facilitation questions
- e. Report Cards
- f. Pen for each participant

**SUMMARY:** This section is meant to help students understand how the school-to-prison pipeline impacts youth and introduce some ways that students can push back.

## Recap STPP [0:05]

*TRAINER NOTE: Start off workshop with PowerPoint up and ready to share with group.*

**TRAINER 1 OPENING STATEMENT:** Welcome to the Game of K-12 Life workshop. This workshop will help illustrate the reality of every day life for students in schools, and begin deepening our understanding of school pushout and the school-to-prison pipeline as it relates to our school and state.

**TRAINER 2 SAY:** So let us begin with a quick recap of our last discussion on the school-to-prison pipeline. Can I have a couple of volunteers to answer the following questions?

## POWERPOINT SLIDE

In your own words, what is the school-to-prison pipeline?

What are some examples of school pushout?

Who does the school-to-prison pipeline affect and in what ways?



**TRAINER 1 SAY:** So now that we've had a refresher on what the school-to-prison pipeline is, we are going to do an activity to help illustrate how it works.

## Activity - Game of K-12 Life (0:20)

**Contact your local GSA network for the GAME of K-12 life PDF and slideshow.**

*Turn on PowerPoint and follow instructions in the activity.*

## Conclusion: GSAs for Social Justice (0:05)

**TRAINER 2 SAY:** Can I have a couple of volunteers answer these questions?

*TRAINER NOTE: Take 2-3 responses for each question.*

### POWERPOINT SLIDE

#### Game of Life Discussion Questions

- Who won, who got what?
- Why do you think some youth had to roll different numbers? What might that reflect in real life?
- What experiences in the game were similar to things that have happened to you or your friends?
- Do you think this is realistic of what's happening to students in our school/state?
- What do you think should be done differently to make it so all students in the game could graduate?

**TRAINER 2 CLOSING STATEMENT:** It is important to recognize that there are tons of systems of oppression and -isms that keep us from being our whole selves in school, at home, and in our social lives. As GSA clubs, our presence on campus alone is a move for social justice and a move towards dismantling the school-to-prison pipeline.

# 4. VISIONS FOR JUSTICE IN SCHOOL

TIME: 30 MIN

gsanetwork  
WORKSHOP  
GUIDE

www.gsanetwork.org

## OBJECTIVES FOR THIS SECTION

Develop an understanding of what justice might look like in our schools

Understand how to picture justice in our schools for all students

## SECTIONS

- Drawing the Vision [0:15]
- Sharing [0:10]
- Conclusion [0:05]

## MATERIALS NEEDED

- Vision for Justice in Schools Power Point
- Poster Paper
- Scratch Paper
- Pen and Pencils
- Markers

**SUMMARY:** This section is meant to help students understand the importance of social justice, and the need to move from an equality framework to a social justice framework.

## Drawing the Vision [0:15]

**OPENING STATEMENT:** Welcome to the Vision for Justice in Schools workshop. This is a visioning activity in which we will think about what JUSTICE IN OUR SCHOOL might look like. This activity will give us the framework we need to begin developing our educational justice campaign.

**TRAINER 2 SAY:** So what does justice in our school look like? In order to answer that we are going to do an activity where we envision justice in our school and draw it out.

*TRAINER NOTE: READ INSTRUCTIONS and begin passing out the paper and pens/pencils/markers. Have one of these drawings drawn up by the end of the activity.*

## POWERPOINT SLIDE

On your large sheet of paper, draw your answers to the following statements:

- Social justice for ALL students in my school looks like:**
- ALL students who go to my school will \_\_\_\_\_ so that they can \_\_\_\_\_**

*TRAINER NOTE: Give participants about 10 minutes to complete this first portion. Then stop them and go on to the next set of statements.*

**TRAINER (2):** I know that some of you may not have finished drawing, writing, or visualizing your vision of justice in school, but we are going to continue on with what you have so far.

*TRAINER NOTE: READ the next set of statements*



## POWERPOINT SLIDE

### WHAT DO VISIONS FOR JUSTICE IN OUR SCHOOLS LOOK LIKE?

Does your vision include social justice that works for all students?

What does social justice look like for:

- Social justice in my school for LGBTQ folks looks like...
- Social justice in my school for students of color looks like...
- Social justice in my school for transgender and gender non-conforming students looks like...
- Social justice in my school for low-income students looks like...
- Social justice in my school for immigrant students looks like...
- Social justice in my school for differently abled students looks like...

**TRAINER 1 SAY:** As you continue to draw out your vision for justice in school, I want you all to keep these statements in mind to help us envision justice that includes everyone, not just a few students.

*TRAINER NOTE: Give participants about 5 minutes to finish up their drawings.*

## Sharing (0:10)

**TRAINER 1 SAY:** I can see that a lot of awesome drawings have been created. Now we are going to explore our visions by sharing our drawings with one another to see what everyone's vision of justice is like and what the similarities might be between us.

*TRAINER NOTE: Ask for volunteers to start off the conversation. If no one volunteers, start off with one that you have drawn and ready. Record responses on a piece of poster paper, and if similar themes occur put a star by each theme.*

**TRAINER 2 SAY:** Can I have a volunteer offer to share their drawing with us?

**TRAINER 2 ASK:** Thank you all for sharing. There were a few things in common between our visions for justice. What was similar between our visions?

*TRAINER NOTE: Take about 4-5 responses.*

**TRAINER 1 SAY:** As we can see and as we've heard, our visions have quite a few things in common. From there, we can begin to create our vision statement.

## Conclusion (0:05)

**TRAINER 2 SAY:** Our next steps include creating a vision statement, which will combine all of these similarities that we've found into one vision.

**TRAINER 1 SAY:** Can I have some volunteers who want to work together after the workshop to begin combining these visions into one big drawing?

**CLOSING STATEMENT:** Thinking about what our vision for a just school looks like will help our GSA know what we are fighting for, not just what we are fighting against. Our GSA mission statement is about the activities we do and our purpose; our vision statement is about what our GSA is fighting for and believes in.

# 5. GSA VALUES FOR JUSTICE

TIME: 30 MIN

gsanetwork  
WORKSHOP  
GUIDE

www.gsanetwork.org

## OBJECTIVES FOR THIS SECTION

Develop an understanding of a GSA's vision and values statement

Understand how the values and vision of your GSA inform the mission and club culture you create

Learn the importance of a vision and values statement for an activist GSA

## SECTIONS

- a. Values for the Vision [0:10]
- b. Shared Values [0:10]
- c. Value Statement [0:10]

## MATERIALS NEEDED

- a. Poster Paper
- b. Markers
- c. Paper
- d. Scissors
- e. Pens/pencils
- f. Tape

**SUMMARY:** This section is meant to help students understand the importance of a values statement in creating a safe and welcoming environment for all students.

## Values for the Vision [0:10]

*TRAINER NOTE: Start workshop with drawing of our vision from the previous workshop finished and ready to be presented.*

**TRAINER 1 OPENING STATEMENT:** Welcome to the GSA Values for Justice workshop. We are going to talk about our values as a GSA. GSAs need to be social justice clubs if we are going to achieve justice for LGBTQ students and all youth in schools. Being a social justice club means we have a vision for justice in our school and we need to have values that are related to achieving that vision. So we will do an activity to help illustrate what our values are and how those values contribute to our club culture and our vision. But first: why are values important to guide the work of any group or organization?

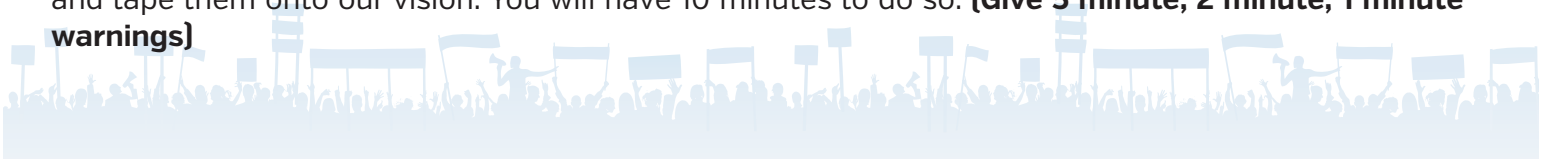
*TRAINER NOTE: Take a few responses.*

**TRAINER 2 SAY:** Our values reflect how our clubs are run and help us maintain safe and supportive clubs. Let's start off by putting up the drawing from the last workshop that illustrates our vision as a club. As you may remember some of our collective visions for the club were... [read a few of the visions that were gathered]

**TRAINER 1 SAY:** With that in mind, I want everyone to write down any words or phrases that you think are necessary to reach that vision or make that vision real. Some examples could be "being anti-sexist," "reaching out to groups beyond our circle of friends," or "not creating cliques."

*TRAINER NOTE: Pass out materials for participants to write, cut, and tape with.*

**TRAINER 2 SAY:** When you're done, I want everyone to cut out each individual word/phrase into strips and tape them onto our vision. You will have 10 minutes to do so. **[Give 5 minute, 2 minute, 1 minute warnings]**





## Shared Values (0:10)

**TRAINER 1 SAY:** Thank you all for posting your values. Now we are going to go over them.

**TRAINER 2 SAY:** Some values people put are... [READ values and put a star next to similar values]

*TRAINER NOTE: Keep track of the values with the most stars and write them down on a separate piece of poster paper titled VALUES.*

**TRAINER 1 ASK:** So if you had to pick from this list of values that were the most common values, which ones are the most important to you? And why? [Make sure everyone answers, and put a different colored star next to those values]

*TRAINER NOTE: Begin writing this sentence on a piece of poster paper. Leave enough spaces in the blanks to fit most values/visions.*

The \_\_\_\_\_ [club name] is committed to a vision of justice in schools that includes \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ for \_\_\_\_\_ [who]. In order to achieve this, our club is committed to \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and believe that \_\_\_\_\_.

## Values Statement (0:10)

**TRAINER 2 SAY:** So now that we've discussed the values we all have in common and the values that are most important to us individually, let's create our values statement together. Let's complete this sentence. [READ SENTENCE WITH BLANKS]

**TRAINER 1 SAY:** Based off of our conversations and using both some visions from our vision statement and our values from these poster papers, which ones would we pick to complete this sentence?

*TRAINER NOTE: Fill in blanks with consensus from the whole group; make sure everyone agrees to these visions and values. Take about 10 minutes to finish this sentence.*

**TRAINER 2 CLOSING STATEMENT:** GSAs with Vision and Values statements have a much better foundation as activist clubs to build coalitions, engage in days of action with other groups and invite other groups to collaborate with them. We hope to spend some time putting this in our constitution and on all of our posters and materials so our school knows what we're about and that WE are a social justice organization fighting for ALL. Thank you all for participating in this activity to create our vision and values statement to help us begin an educational justice campaign.

# 6. I LOVE MY PEOPLE WHO...

TIME: 30 MIN

gsanetwork  
WORKSHOP  
GUIDE

[www.gsanetwork.org](http://www.gsanetwork.org)

## OBJECTIVES FOR THIS SECTION

Finish conversations around school-to-prison pipeline

Continue discussion on the Game of K-12 Life

Acknowledge and appreciate the identities in the club

Relate the Game of K-12 Life to school life

## SECTIONS

- Recap Game of K-12 Life [0:10]
- Activity: I Love My People Who [0:10]
- What's Going on in our Schools? [0:10]

## MATERIALS NEEDED

- "I Love My People Who" script and PPT
- Poster paper
- Markers
- Scissors
- Pens/pencils
- Visions & Values statements

**SUMMARY:** This section is meant to help students appreciate each other within the movement and begin capturing how their schools contribute to the school-to-prison pipeline and school pushout.

## Recap: the Game of K-12 Life [0:10]

**TRAINER 1 OPENING STATEMENT:** Welcome to the I Love My People Who workshop. This workshop is about the identities we hold as members of the GSA, and connecting those identities and the identities of those who have been pushed out of school to our work as a social justice club.

**TRAINER 2 SAY:** Before we begin the next portion of the workshops, let's do a recap of what we last discussed and finish up those conversations around the Game of K-12 Life.

**TRAINER 1 SAY:** Can I have everyone get into groups of 2-3 and discuss these questions? Take about 5 minutes.

## POWERPOINT SLIDE

- What was your character in the Game of K-12 Life? What was your experience like?
- Can your experience in the game be the same or similar to your or a friend's experience?
- How did the game overall make you feel?

**TRAINER 2 SAY:** Would anyone like to share their answers with the whole group? (take about 3-4 responses. If no one raises their hand call on someone to share what the group discussed.)

**TRAINER 1 SAY:** Thank you all for sharing! It's crucial to reflect on our experiences to help us decide what outcomes we want in the future and prevent these issues from arising again.



## Activity: I Love My People Who (0:10)

**TRAINER 2 SAY:** We are going to do a quick activity to get a sense of the experiences had around the school and to recognize that these issues we are talking about are daily realities for people.

### ACTIVITY DIRECTIONS (for Trainer 2)

1. Get participants in circle
2. Instruct everyone that you will read a series of bullet points, and if a statement applies to them, they must leave their spot and trade places with another person who it also applies to. [Provide an example of what the game can look like]
3. Read the bullet points below and play the game!

### I LOVE ALL MY PEOPLE WHO...

- Ever ditched a class, or whole day of school
- Ditched or ditches school regularly because they were unsafe
- Currently feel unsafe in school
- Go through metal detectors to get inside school
- Have campus police or school resource officers stationed on campus
- Travel more than a hour to get to school
- Have material things lacking with their school, like missing bathroom doors or textbooks
- Have ever been bullied
- Have bullied someone else
- Have ever spoken up for LGBT rights in class
- Have been written up for defiance or insubordination
- Have ever gotten detention
- Have been to in-school suspension
- Have gotten an out-of-school suspension
- Have ever been expelled
- Have ever been stopped by the police or arrested
- Have ever been in a fight
- Are in or have ever been in foster care or family services
- Have ever had to defend themselves
- Have been told their school couldn't protect them
- Transferred to another school
- Have ever been transferred to another school against their will
- Tried to go see a school counselor but found they were too busy or not able to help
- Have ever been treated differently than other students by teachers because of their sexual orientation or gender identity

## What's Going on in our Schools? [0:10]

**TRAINER 1 SAY:** Even these hypothetical situations and a made-up game can have some realities that hit close to home, so let's talk about the STPP and how it relates to OUR school and OUR experiences in OUR school. In this next section, we will begin exploring exactly what is going on in our school, and identifying the issues that come with it.

*TRAINER NOTE: Put up a piece of poster paper next to both the Vision Statement and the Values Statement (created in a previous workshop) and title the poster paper top "OUR SCHOOL."*

**TRAINER 1 SAY:** When we look at both the visions and values statements, we see exactly how we envision our schools. But what from these drawings and writings are missing in our school and how do they relate to the STPP and school pushout?

*TRAINER NOTE: **Write down what people say on the paper.** This may be a slow process, be patient and try to facilitate conversation based on the drawings and statements. The point will be to get them to recognize what exactly is happening in our school and to begin identifying the issues we want to focus on in the Educational Justice Campaign.*

**TRAINER 2:** Of these examples of what is missing in our schools, which ones can we organize around and work on for our Educational Justice Campaign?

*TRAINER NOTE: Put a star next to the examples stated.*

**TRAINER 2:** Thank you for sharing! We will be using these examples to develop our campaign in the next workshop.

# 7. EDUCATIONAL JUSTICE CAMPAIGN

TIME: 25 MIN

gsanetwork  
WORKSHOP  
GUIDE

www.gsanetwork.org

## OBJECTIVES FOR THIS SECTION

Begin the dialogue for an actual campaign

Learn how to determine an issue to focus and organize around

Think about who is impacted

Identify allies and potential coalition partners

## SECTIONS

- Determining an Ed. Justice Issue [0:20]
- Conclusion: Next Steps [0:05]

## MATERIALS NEEDED

- Vision & values statements
- Our School paper
- Poster Paper
- Markers
- Post-its
- Pencil/Pens

**SUMMARY:** This section is meant to help students develop the framework for an educational justice campaign, using the tools and knowledge developed through the previous workshops.

## Determining an Ed. Justice Issue [0:20]

*TRAINER NOTE: Begin the workshop with the Visions and Values statements and the Our Schools poster paper created from the previous workshop hanging up on the wall for everyone to see.*

**TRAINER 1 OPENING STATEMENT:** Welcome to the Educational Justice Campaign Workshop. This workshop is the final workshop in the educational justice campaign series. This workshop will help us begin organizing and creating our campaign. We will begin to identify the biggest issue that's affecting students and what our solutions for this issue are.

**TRAINER 2 ASK:** From the list of issues going on in our school that we came up with in the last meeting, which would you say are the two biggest ones that are affecting the most students? Why is that the biggest?

*TRAINER NOTE: Make sure to get responses from everyone; also highlight/star all that are said and pick the two most popular issues.*

**TRAINER 1 ASK:** Of these two issues, one or both will become the focus of our campaign. But that can only be decided by consensus of the group, so can I get a show of hands for [option 1]? [Option 2]?

**TRAINER NOTE:** Select the option that gets the most votes.



**TRAINER 2 ASK:** Now that we have decided on an issue that affects so many students on our campus, what are some solutions to the problem? Also, what are some barriers and/or problems to reaching those solutions? I want folks to get into groups of two to discuss with one another some solutions that they can think of to help bring justice on campus and what barriers they may face when doing so.

*TRAINER NOTE: Give participants 15 minutes to discuss.*

**TRAINER 1 ASK:** Can I have each group share what their solutions to the problem could be, how it solves the issue, and what some possible barriers may be?

*TRAINER 2 NOTE: using a different colored marker than previously used on the Visions, Values, and Our Schools poster paper, get a new paper titled Solutions and another titled Barriers and write down the solutions/barriers offered.*



**TRAINER 2 SAY:** These are very important elements of the campaign to always keep in mind. Understanding what you are fighting for and what you are demanding is essential to bringing about change. Also, being conscious of the barriers/problems that may lie ahead will help in preventing unexpected surprises.

## Conclusion: Educational Justice Campaign (0:05)

### CLOSING STATEMENT:

One of the most important pieces that we need to make sure we tackle when even beginning the conversation about a campaign is **education**. We're starting an educational justice campaign, but are we educated on the issue[s] that the campaign tackles? If we do educate ourselves on the issue[s] and find out which students are targeted and how and why they are targeted, are we the only students working on such issues or who have interest in them?

These are important questions to have in mind, and to be prepared to answer. The next steps for this campaign will involve answering these questions for yourselves, finding out your allies and who is already doing the work. Contact your local GSA Network staff member to receive additional support and resources.