

# GSA NETWORK 2015-2016 YEAR START PACKET



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



# A QUICK GLANCE

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## Calendar

Plan your GSA with actions and activities featured in the calendar

## Gender and Sexuality Terminology

Terms for content experts and beginners

## GSA Basics

### How to Have a Kickass GSA

Make sure your GSA runs smoothly with some kickass tips

### GSA Models

Three models on how your GSA could function as

### GSA Tree Checklist

Logistics can be a nightmare ensure your GSA stays strong with this checklist

### GSA Leadership

Decide how your GSA leadership is organized and functions with this handy guide

## Functioning GSA

### Decision-Making

Establish how your GSA will make decisions

### Fundraising

Tired of bake sales and car washes? Find creative ways to fund your GSA club.

### How to Facilitate a Meeting

Keep your meeting on track and intentional with these helpful tips

### Transitioning Leadership

Prepare GSA members to be leaders

## Campaign Organizing

### Intro to Campaign Organizing

A step by step guide to implementing a campaign idea.

### Tactics Guide

Action plan your petition now! #GSAUNITE

### Youth Adult Partnerships

Recommendations on starting and sustaining youth adult partnerships

## National Week of Action

A week of action challenging the school-to-prison pipeline

## Educational Justice Series

A workshops series for GSA clubs to understand and envision educational justice

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# GSA NETWORK 2015 – 2016 CALENDAR

Visit our website for updates and resources! [www.gsanetwork.org](http://www.gsanetwork.org)

empowering youth activists to fight homophobia and transphobia in schools since 1998

<p><b>2015</b></p> <p><b>July-August</b></p>	<p><b>July 5<sup>th</sup>-8<sup>th</sup></b></p>	<p><b>National Gathering</b> is an opportunity for statewide and regional GSA networks from around the country to exchange with peers from other states, learn about organizing and developing networks of Gay-Straight Alliances in your state, share best practices about youth organizing and the GSA movement, and talk about the future goals of the National Association. To attend the National Gathering, get involved with your local GSA Network</p>
<p><b>September</b></p>	<p><b>September 1<sup>st</sup>-30<sup>th</sup></b></p>	<p>Committed youth activists join their regional <b>YOUTH COUNCIL</b>, where they make a one year commitment to lead trainings, plan events, and work with their GSA on campaigns at their school. To join a Youth Council, contact a local GSA Network in your state at: <a href="http://www.gsanetwork.org/national-directory">www.gsanetwork.org/national-directory</a></p> <p><b>At the beginning of the school-year:</b></p> <ul style="list-style-type: none"> <li>Youth Council members start mapping their school campaigns and do a <b>TRAINING OF TRAINERS</b> so that they can run regional workshops, trainings, and camps for members throughout the year.</li> <li><b>Don't forget to RE-REGISTER EVERY YEAR!</b></li> <li>Get free LGBTQ films for your GSA! Register for <b>Youth in Motion</b> @ <a href="http://frameline.org/youth-motion">frameline.org/youth-motion</a></li> </ul> <p><b>LGBTQ LATIN@ HISTORY MONTH</b> – Sept. 15 – Oct. 15. Making plans to celebrate Latin@ History Month? Find ideas at <a href="http://www.gsanetwork.org/nuestroarcoiris">www.gsanetwork.org/nuestroarcoiris</a></p>
<p><b>October</b></p>	<p><b>October 1<sup>st</sup>-31<sup>st</sup></b></p>	<p><b>LGBT HISTORY MONTH</b> – During October, GSAs celebrate LGBT History Month using the free app <a href="#">Quist</a>. Get new queer history daily. GSAs can also use GSA Network's guide on how to teach your school about LGBT people in history: <a href="http://www.gsanetwork.org/lgbthistorymonth">www.gsanetwork.org/lgbthistorymonth</a></p>
	<p><b>October 3<sup>rd</sup>-11<sup>th</sup></b></p>	<p><b>DIGNITY IN SCHOOLS CAMPAIGN: NATIONAL WEEK OF ACTION</b></p> <p>States spend \$5.7 billion a year on the juvenile justice system instead of our schools. Everyday, LGBTQ students are pushed out of schools because of high stakes testing and punitive discipline policies. Join Dignity in Schools Campaign and the GSA Movement and plan an action in your school. For more information go to: <a href="http://www.dignityinschools.org/our-work/week-of-action">http://www.dignityinschools.org/our-work/week-of-action</a></p>
	<p><b>October 11<sup>th</sup></b></p>	<p><b>NATIONAL COMING OUT DAY!</b> Use this day to raise awareness of LGBTQ &amp; ally youth at your school. Organize film screenings, encourage people to come out as allies, or launch a campaign to fight slurs!</p>
	<p><b>October 12<sup>th</sup>-16<sup>th</sup></b></p>	<p><b>ALLY WEEK</b> is a youth-led weeklong event that sheds light on the experiences LGBTQ students face in schools. We challenge straight, cisgender students and adults to be build meaningful relationships with LGBTQ youth in their communities.</p>
	<p><b>October 15<sup>th</sup></b></p>	<p><b>SPIRIT DAY</b> is an annual day in October when millions of Americans wear purple to speak out against bullying and to show their support for LGBTQ youth.</p>
	<p><b>October 26<sup>th</sup></b></p>	<p><b>Intersex Awareness Day</b> is a day to raise awareness and create inclusive spaces for the intersex members of our community. Learn how to be an ally here <a href="http://aiclegal.org/wordpress/wp-content/uploads/2015/09/wish-friends.pdf">http://aiclegal.org/wordpress/wp-content/uploads/2015/09/wish-friends.pdf</a> and Tumblr <a href="http://interactyouth.org/">http://interactyouth.org/</a> and Twitter <a href="https://twitter.com/inter_actyouth">https://twitter.com/inter_actyouth</a></p>

<b>November</b>	<b>November 1<sup>st</sup>-30<sup>th</sup></b>	<b>LGBT NATIVE AMERICAN HERITAGE MONTH</b> Making plans to celebrate Native American Heritage Month? Team up with groups at your school to celebrate the accomplishments of LGBTQ Native American historical figures.
	<b>November 20<sup>th</sup></b>	This day was set aside to memorialize those who were killed due to anti-transgender hatred or prejudice. <b>TRANSGENDER DAY OF REMEMBRANCE</b> was first held to honor Rita Hester, and now the event has grown to memorialize many transgender people across the world.
<b>2016 February</b>	<b>February 1<sup>st</sup>-29<sup>th</sup></b>	<b>BLACK FUTURE LEGENDS MONTH</b> Making plans to celebrate Black History Month? Team up with groups at your school to celebrate the accomplishments of LGBTQ Black historical figures. Find ideas at <a href="http://www.gsanetwork.org/blackedOUThistory">www.gsanetwork.org/blackedOUThistory</a>
	<b>February 20<sup>th</sup></b>	<b>NATIONAL GSA DAY</b> Coordinated by GSA Network and founded by Iowa Pride Network, National GSA Day is a day of action celebrating GSA clubs and honoring LGBTQ youth. <a href="http://www.gsaday.org">www.gsaday.org</a>
<b>April</b>	<b>April 10<sup>th</sup></b>	<b>NATIONAL YOUTH HIV AND AIDS AWARENESS DAY</b> The creation of NYHAAD is a step toward acknowledging and addressing the needs of young people in the HIV and AIDS response. Each year, young activists in high schools and at colleges and universities across the country will use this day to organize and educate about HIV and AIDS. For more information please visit: <a href="http://advocatesforyouth.org/youthaidsday">http://advocatesforyouth.org/youthaidsday</a>
	<b>April 19<sup>th</sup></b>	Organized by GLSEN, the <b>DAY OF SILENCE</b> is the largest annual day of direct action in the country with thousands of GSAs in the country participating on their campus. <a href="http://www.dayofsilence.org">www.dayofsilence.org</a>
<b>May</b>	<b>May 1<sup>st</sup>-31<sup>st</sup></b>	<b>LGBTQ ASIAN PACIFIC ISLANDER AMERICAN HERITAGE MONTH</b> Making plans to celebrate Asian Pacific Islander American Heritage Month? Team up with groups at your school to celebrate the accomplishments of LGBTQ Asian American and Pacific Islander historical figures.
<b>June</b>	<b>June 1<sup>st</sup>-30<sup>th</sup></b>	<b>PRIDE!</b> - LGBTQ youth and straight allies across the country join their statewide and regional GSA Networks in Pride celebrations.
	<b>June 16<sup>th</sup>-26<sup>th</sup></b>	<b>Free youth screening at Frameline40:</b> San Francisco International LGBTQ Film Festival June 16-26.
<b>July</b>	<b>July 1<sup>st</sup>-31<sup>st</sup></b>	<b>FREE MINDS, FREE PEOPLE</b> <i>Free Minds, Free People</i> is a national conference convened by the Education for Liberation Network that brings together teachers, high school and college students, researchers, parents and community-based activists/educators from across the country to build a movement to develop and promote education as a tool for liberation. For more information please visit: <a href="http://www.fmfp.org">http://www.fmfp.org</a>

**Stay  
Informed**

**HOW DO I STAY INFORMED?**

**GSA NETWORK NEWS** – We send a bi-weekly e-newsletter to all our registered members and hundreds of allies. It includes a GSA Network highlight, actions and activities that we sponsor, as well as event postings that have been submitted to us from various GSAs and ally organizations around the state.

Sign up at [www.gsanetwork.org/news/gsa-network-news](http://www.gsanetwork.org/news/gsa-network-news)



# GENDER AND SEXUAL ORIENTATION TERMS

www.gsanetwork.org



**Androgynous:** a term for a person who expresses or presents merged socially-defined masculine and feminine characteristics, or mainly neutral characteristics.

**Bisexual:** a person who is emotionally, romantically, or sexually attracted to men and women.

**Crossdressing:** dressing as someone from a different gender category; may be done by people from all genders and sexual orientations. Crossdressers sometimes referred to as transvestites [TV].

**Drag:** crossdressing, especially in public or in a performance.

**Feminine:** concept of what is "naturally" or traditionally female in terms of appearance, behavior, and personality.

**Gay:** a person who identifies as a man who is emotionally, romantically, or sexually attracted to men.

**Gender Binary System:** a social system that requires everyone to be raised as a boy or girl (dependent on what sex you are assigned at birth), which in turn forms the basis for how you are educated, what jobs you can do (or are expected to do), how you are expected to behave, what you are expected to wear, what your gender and gender presentation should be, and who you should be attracted to/love/marry, etc.

**Gender Characteristics:** characteristics that are used by others to attribute gender to an individual, such as facial hair or vocal pitch.

**Gender Expression/Gender Presentation:** the way a person expresses his or her gender through gestures, movement, dress, and grooming.

**Gender Identity:** a person's understanding, definition, or experience of their own gender, regardless of biological sex.

**Gender Nonconformity:** not expressing gender or not having gender characteristics or gender identity that conform to the expectations of society and culture.

**Genderqueer:** a term which is used by some people who may or may not fit on the spectrum of trans, or be labeled as trans, but who identify their gender and sexual orientation to be outside of the gender binary system, or culturally prescribed gender roles.

**Gender Role:** culturally accepted and expected behavior associated with biological sex.

**Intersex:** refers to a series of medical conditions in which a child's genetic sex (chromosomes) and phenotypic sex (genital appearance) do not match, or are somehow different from the "standard" male or female. About one in 2,000 babies are born visibly intersex, while some others are detected later. For more information, please visit <http://www.intersexinitiative.org>.

**Lesbian:** a person who identifies as a woman who is emotionally, romantically, or sexually attracted to women.

**Masculine:** concept of what is "naturally" or traditionally male in terms of appearance, behavior, and personality.

**Pansexual:** a person who is emotionally, romantically, or sexually attracted to folks of all genders.

**Passing:** crossdressing well enough to be seen as a member of a different sex/gender category.

**Sex:** one's biological assignment as male, female, or intersex.

**Transgender:** a term for designating those who transcend or transgress gender by not looking, acting, being, or identifying as traditionally male or female; can include crossdressers, transsexuals, intersex people, and other gender nonconformists.

**Transsexual:** a person who feels that his or her gender identity does not match their biological sex ("I'm a woman in a man's body" etc.); a pre-op (preoperative) transsexual is a TS preparing to have sex reassignment surgery, and a post-op (postoperative) transsexual has already undergone sex reassignment, although not all transsexuals desire surgery; some transsexuals take hormones to make their bodies look more male or female.

# HOW TO HAVE A KICK-ASS GSA

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## Establishing Your Club's Purpose

- Decide if your GSA is a **support group, activism club, or social group**
- **Mission statement:** Address the nature of your club and its goals in an official mission statement

## Preparing for Meetings

- **Set the agenda:** make a list of issues/topics to discuss at each meeting
- **Publicize** the meetings
  - Figure out the best ways to reach as many people as possible at school (e.g. daily announcements, flyers)
  - Designate a "publicity queen" to be in charge of publicity each week
- Bring food: Buy food if your club has money already or make a club donation jar that says "\$ for snacks"

## Running a Good Meeting

- **Set ground rules:** To make sure the group members feel safe, establish ground rules such as respect and confidentiality
- **Decision-making:** Figure out how your group will make decisions. Majority vote, consensus, dictatorship?
- **Facilitator**
  - Designate someone to keep the group focused on the meeting agenda. Designate a "publicity queen" to be in charge of all publicity each week
  - Facilitator makes sure people are not feeling ignored and that the group remains respectful
- **Notes**
  - Take minutes at each meeting for members who couldn't attend
  - Post the notes on a GSA bulletin board or web page so students can read them anonymously
- Create a **question box** for suggestions or comments



## Creating an Action Plan

- Have a **brainstorming session**
  - Only think of projects ONCE at a brainstorming meeting
  - Set your ideas into a list of priorities and concentrate on the top three
- Set up **committees**
  - Make each project a committee and appoint a leader to organize the specific project
  - Spread the leadership
- Set **tentative dates**
  - Put deadlines, dates of meetings, or anything else into official school calendars
  - Follow a schedule and take your deadlines seriously
- **Have committee meetings:** Committees working on projects should meet separately from the regular GSA meeting and report back to the GSA. This ensures that GSA members not interested in the project still have a place in meetings, while allowing committees to get more specific work completed



# GSA MODELS

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



**There are three typical functions of a GSA club: support students, build community, and create change. We break this down into 3 kinds of GSA club: Support, Social, and Activist. When starting out, your GSA should decide if it wants to be one of these types or any combination of the three.**

## Support

Many GSAs function as a support group and provide safety and confidentiality to students who are struggling with their identity as gay, lesbian, bisexual, transgender, or questioning or those who are experiencing harassment at school because of their actual or perceived sexual orientation or gender identity or expression. These groups often provide one of the few safe spaces for students to express themselves.

## Social

GSAs are also social groups. They provide a sense of community and a space for LGBTQ and straight ally youth to build a social network where their identity is respected. Lots of GSAs organize barbeques or movie nights, organize field trips to a local LGBT prom or an LGBT pride parade, and attend conferences together. GSAs are a great way to build community at your school and lessen the isolation that LGBTQ students might otherwise experience.

## Activist

In addition to support, some GSAs work on educating themselves and the broader school community about sexual orientation and gender identity issues. They may bring in outside speakers to cover a particular topic such as LGBTQ history. They may organize a "Pride Week" or "LGBTQ Awareness Events" and offer a series of educational workshops, panels, and pride celebrations. Some GSAs organize a "Teach the Teachers" staff development day, which focuses on teaching school staff how to be better allies for LGBTQ students. There are many other types of educational and activist events that GSAs can do. Check out the Change Your School section to take action.

Remember, if your GSA is at a public school, your GSA has Legal Rights under the Federal Equal Access Act.



# KICKASS GSA: GSA TREE CHECKLIST

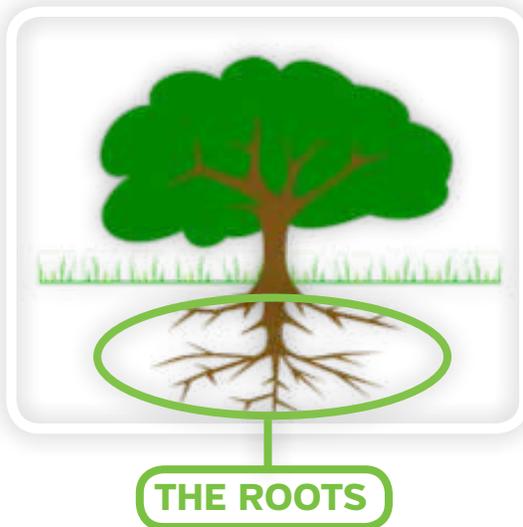
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Like a tree, a strong and well-run GSA will be around long after you graduate. This checklist is meant to help you build your GSA

by focusing on the 3 parts of a strong GSA:

**THE ROOTS > THE TRUNK > THE BRANCHES**



## The Roots: What Grounds Your GSA

### Establishing Your Club's Purpose

- Pick your GSA's mission:** Decide if your GSA is a **support group, activism club, or social group**
- Mission statement:** Address the nature of your club and its goals in an official mission statement
- Know your GSA's vision & values:** Have conversations with your GSA about what kind of school you want. Having a vision of what the impact your GSA will have is important because it helps keep your GSA focused.
- GSA leadership:** Decide how your GSA will be run. You can try having a traditional Officer system with a President, or a Board system with a group of equal leaders. For more ideas, check out our GSA Leadership Resource Guide.

### Preparing for Meetings

- Leadership meetings:** However your GSA is lead, be sure that the leaders of the club meet regularly (at least twice a month) to plan your GSA meetings, take care of any work that has to be done, and keep the GSA's projects moving forward. Many GSA leaders will meet every week after they've had the regular GSA meeting and work on the ideas that came up in the meeting.
- Make an agenda:** Make a list of the topics you're going to talk about in your regular meetings. Be sure to assign a set time for each topic so that you don't over schedule your meeting. At the beginning of each meeting be sure to give your members a chance to add a topic to the agenda.
- Make a meeting calendar:** At the beginning of the school year, plan out all of your meetings and make a calendar of them for your members. Include all major LGBTQ holidays and Days of Action.
- Publicize the meetings:** Figure out the best ways to reach as many people in your school. Use daily announcements, flyers, posters, newspaper/TV ads, etc. It's also a good idea to have a Publicity Officer to be in charge of promoting your meetings every week.
- Bring Food:** People are happier when they're fed, so buy food if club has money or raise money from your members through a snack donation jar. You can also ask for donations from local business. For ideas and sample letters and calling scripts, check out our Fundraising for Your GSA Resource Guide.





## The Trunk: What Keeps Your GSA Strong

### Running a Good Meeting

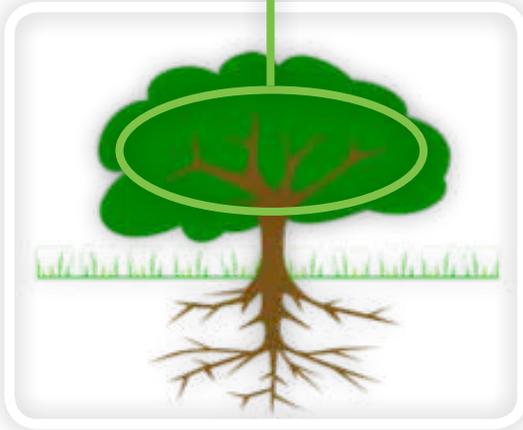
- **Use ground rules:** Set ground rules for your meetings so that all members feel safe and that their voices matter. For ideas on good ground rules to use for your GSA, check out GSA Network's Sample Ground Rules.
- **Decision-making:** Figure out how your GSA is going to make decisions. Will you use majority vote, consensus, secret ballot? For more ideas on how to decide things in your GSA, check out our Decision-Making in GSAs Resource Guide.
- **Facilitate meetings:** Be sure to have a facilitator to keep your meetings moving and focused on the agenda. It's a good idea to have different members take a turn running meetings so that more members develop their facilitation skills. For more ideas on how to run good meetings, check out our How to Facilitate a Meeting Resource Guide.
- **Take notes:** Assign a person to take notes for each meeting. This can be one of your leaders or a member of the GSA. Make sure you record any actions that the GSA or members need to take for the next meeting. Be sure to post the notes on your GSA bulletin board, website and/or Facebook group so that people can read them, even if they don't come to meetings.
- **Involve your members:** Your GSA members are what make your GSA possible, so it's super important that they have a chance to have their voices and ideas heard. Be sure you give your members lots of chances to say what they think. A good way to do this is to create a comment box for suggestions, comments, ideas or questions.

### Staying Organized

- **Keep good records:** You won't be the GSA leader forever, so be sure to create GSA Binder with good records of everything your GSA does for future leaders. Your binder can have all your meeting notes, event plans, flyers, group photos, copies of letters/emails to your school administration, etc. Also, include a document that summarizes what the GSA has done for the year. These documents can be almost like letters from one GSA leader to the next leader, letting them know what the GSA did, what goals it accomplished and what things it still needs to work on. Keep at least two copies of this binder, one with your GSA leaders and one with your GSA advisor, in case one gets lost.
- **Stay in touch:** Help your members stay in touch with each other by creating a Facebook group page for your GSA. This can help you spread information about events, projects and meetings, as well as let you post the notes from past meetings and agendas for future ones. A Facebook group can also be a great place for members to share advice.
- **Pass the torch:** A big secret to having a Kick-Ass GSA is training your members to be leaders from day one. As a GSA leader, it's your job to make sure the leaders who come after you are well-trained and have all the resources and skills they'll need to be awesome leaders! For great ideas on how to do this, check out our Transitioning Leadership Resource Guide.



## THE BRANCHES



## The Branches: Your GSA in Action

### Making Ideas Happen

- **Have a brainstorm session:** When coming up with ideas for GSA activities and events, let all your members and leaders share their ideas in a brainstorm session. Set up blank posters around your meeting room and let everyone write down their ideas. If members see an idea they like, they can put a check mark next to it. Afterwards, organize your ideas into the top three. This will help your GSA decide which they want to do.
- **Make a plan:** Writing down your plan for making an event or activity happen is the most important part of making your ideas happen! Set dates when things are due, who is responsible for what, what supplies you'll need, and any fundraising you might need to do. For more ideas and a blank planning sheet for you to use, look at our Planning Events Resource Guide.
- **Set up committees:** Make committees to take care of projects (like planning an event) outside of meeting times. Meeting outside of your regular GSA meeting will leave your GSA time for members who don't want to work on the project and will give your committees more time to get their work done.
- **Ask for help:** Asking for help can be hard, but no one can get things done by themselves! Ask your GSA advisor, fellow GSA leaders, GSA members, friends outside of the GSA and GSA Network staff for help. You can also go to GSA Network's Facebook page, [facebook.com/GSANetwork](https://facebook.com/GSANetwork), or website, [gsanetwork.org](https://gsanetwork.org), to ask questions and get tips from other youth.

### Notes:

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# GSA LEADERSHIP

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## Choosing an Effective Leadership Model:

- How will your club's leadership be organized?
- What will be expected of club leaders and who will they report to?

There are different models for organizing your GSA and spreading leadership. First, you should check if your school policies require a specific type of club and leadership structure. Remember that these leadership structures can be adapted or combined to fit your club or you can develop your own model!



**Hierarchy-based leadership:** President [or Co-Presidents], Vice President, Secretary, Treasurer, etc. This format can be useful for getting things done because it has well-defined roles and designates a clear chain of responsibility.

**Board-based leadership:** Your club has a "board" of people who lead the GSA. Each board member has a defined leadership role that covers a major areas of responsibility [examples: Facilitator or Chair, Outreach/Publicity Coordinator, Program Coordinator, Funding Coordinator, Grade Representatives, etc.]. This model tends to be more egalitarian than the hierarchy-based structure. While leadership positions are well-defined, board members make decisions collectively and report to the whole group instead of a President or Co-President.

**Committee-based leadership:** Specific committees are formed to address particular GSA objectives or needs and are led by committee "chairs" who give individual reports at large-group meetings. Sample committees include: fundraising committee, events committee, publicity committee, visibility and education committee, etc. Usually, this structure works best for larger clubs. To combine this leadership model with the one above, consider having committee chairs also meet as a leadership board.

## Establishing a Meeting Structure:

- How often will your club meet?
- Will leadership meetings and large-group meetings be combined or separate?

Some GSAs have club leaders meet weekly or bi-weekly outside of the large group, and then give a report and present items for vote. Others combine leadership and large group meetings, where officers give reports to the whole club and everyone is involved in discussing important items. GSAs that have a committee-based leadership structure sometimes design meetings to include time both for separate committees to meet and large-group presentations.

## Fostering Leadership for Smooth Transitions

- **Set up a mentoring system.** Have future leaders work with current leaders to gradually become more comfortable with leadership positions.
- **Transfer leadership** during the year or between semesters, so new leaders can be assisted by old leaders.
- **Get trained!** Send GSA members and leaders to trainings with your local GSA Network.
- Plan a mini-retreat over the summer or at school's start to develop relationships among your club's current and incoming leaders, build momentum for the next year, and give older leaders a chance to debrief and offer advice.
- Have current leaders keep clear and organized files, notes, and paperwork that they can pass along to new leaders.

# DECISION-MAKING

www.gsanetwork.org



**In order to run effective meetings and get things done as a group, your Gay-Straight Alliance should designate a process for making decisions as an organization.**

Be sure to familiarize yourselves with school policy first; some schools require major decisions to be approved by the Student Council and/or Administration. Also, you need to decide what role your club's advisor will play in the decision-making process.

## Possible decision-making models include:

- **Unanimous:** A process called consensus is used to make sure everyone at the meeting agrees on the decision.
- **Majority or 2/3 vote:** This model usually works best when only club members present at the meeting are given a vote. You may want to publicize the meeting agenda beforehand so people will know what is being discussed [and will be more likely to show up if they feel strongly about the issue and want to be involved in the decision-making process].
- **Hierarchy:** club officers have ultimate decision-making power. This model may include further levels of decision-making power, such as Leaders-->President/Advisor-->Administration

## More about the Consensus Process

Consensus-based decisions are achieved through discussion and must be approved by everyone at the meeting. A particular decision might be reshaped many times before consensus is reached. Groups that choose to use the consensus process often do so because voting on issues can divide membership and leave some people feeling unheard. Reaching consensus may also raise levels of commitment by group members because everyone is agreeing on a solution. The consensus-building process, however, requires time, discipline, and patience on the part of meeting participants, as well as a careful and attentive facilitator.

If your group is having trouble reaching consensus about a particular issue or question, try these tactics:

- Reword the consensus statement.
- Ask objectors to clearly state their feelings/reasons for objecting.
- See if the statement can be modified to accommodate the objection while still remaining acceptable to everyone else.
- Try to find consensus by asking, "Can everyone live with this decision?" This doesn't mean that everyone needs to be getting everything they want.

Although a very useful and often effective method for decision making, consensus is not possible or even applicable in every case. If you feel that the situation is unresolvable by consensus, don't be afraid to ask the group if everyone is willing to vote on it.

# FUNDRAISING FOR YOUR GSA

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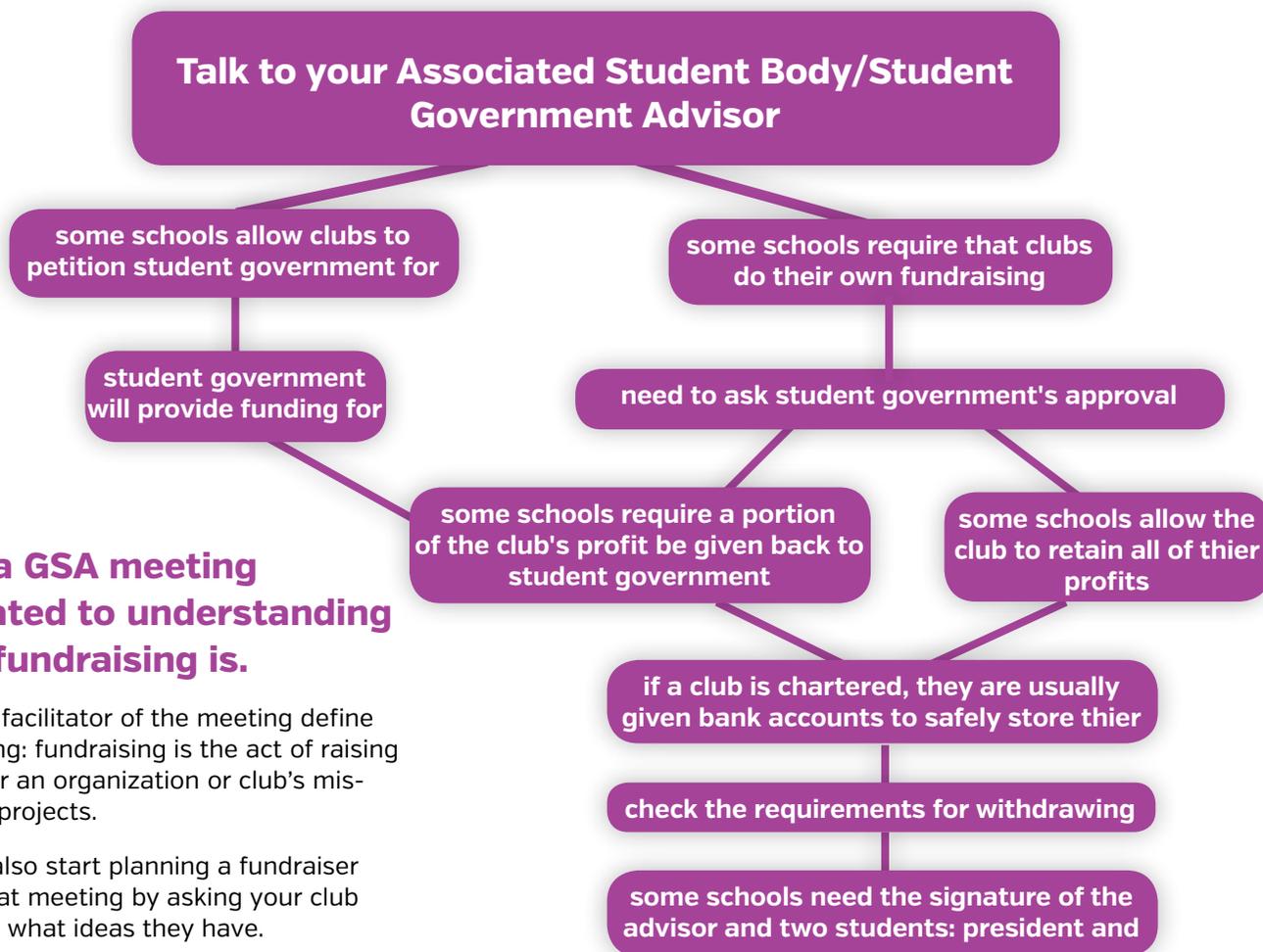


Your GSA club probably has a lot of wonderful ideas and projects in mind, but does not have enough money to support them. In order to be an effective leader of a strong GSA club, it's important to understand how fundraising works. Many students elect a treasurer to be in charge of all financial responsibilities, but fundraising is work that everyone needs to know how to do! This resource will help your club get started raising money to spend on queer-fabulous events!

It is important that every GSA member understands fundraising and thinks about ways to help the club raise money.

**STEP 1:** Find out your school's fundraising policy for clubs. Talk to the Student Government (or Associated Student Body) Advisor and invite them to a GSA meeting so they can explain the process for fundraising to all GSA members.

The chart below describes the steps that some GSA clubs have to follow in order to have a successful fundraiser. The fundraising policies are different at every school, so it is important to understand the fundraising policies at your own school.



## Have a GSA meeting dedicated to understanding what fundraising is.

Have the facilitator of the meeting define fundraising: fundraising is the act of raising money for an organization or club's mission and projects.

You can also start planning a fundraiser during that meeting by asking your club members what ideas they have.



## GSA Fundraising Ideas

- Selling rainbow pastries (rainbow cakes, rainbow-sprinkled cupcakes, rainbow-chocolate chip cookies).
- Team up with the Drama/Theater club and sponsor a play with LGBT issues, charge admission, and then split the profits.
- Sponsor a competition (essay writing, poem, etc) and have local businesses donate items/money for winners.
- A lot of local businesses allow school clubs to have fundraisers. All it takes to get this started is filling out a simple form.
- Students can mail letters or call parents, teachers, local businesses, and community members to donate money.
- Murrieta Valley High School's GSA had a silent auction where businesses and individuals donated items that were auctioned off and the proceeds went to the GSA club.
- Crowdfunder! Use a site (such as YouCaring.com) that allows you to collect donations online.
  - This is most effective when you have a specific goal -- for example, "help us hold a queer prom!" -- and you know and can share exactly how much money you need to raise.
  - You can also tie your fundraiser to something big happening in your community. When SaMoHi GSA found out that the Westboro Baptist Church was going to protest outside of their high school, they decided to raise \$100 for every minute of the protest, and successfully raised \$6000 for GSA Network!



## Plan a Fundraising Event

Once your GSA has decided on a possible fundraiser, use GSA Network's "How to Plan an Event" Resource Guide to help you with the logistics of the event. Follow the numbers with the Event/Project Planning Worksheet

- **Event:** What is the name of the fundraiser/What type of fundraiser is your GSA planning?
- **Date:** When does your GSA plan on having the fundraiser?
- **Goals:** How much money does your GSA expect to fundraise?
- **Objectives:** What is the purpose of the fundraiser?
- **Strategies:** What are the steps, due dates, and who is responsible for each step? For example, if you need to reserve a specific space, who is going to do it and how much time in advance does the reservation need to take place?
- **Materials:** What items are going to be needed and who can provide them?
- **Evaluation:** How did your fundraiser go? Was it a success? How many people attended? How much profit did you make? Did you sign up more people to support the GSA?

# HOW TO FACILITATE A MEETING

www.gsanetwork.org



## What is a Facilitator?

The facilitator is the person in charge of the meeting. They move the meeting along.

## The Facilitator is Responsible for:

- Getting agreement on agenda and processes before and during the meeting
- Conducting the meeting - makes sure the group keeps to ground rules, time limits, etc.
- Guiding discussion
- Staying neutral, asking questions and suggesting ways to approach parts of the agenda
- Making sure the group comes to decisions and work is divided among members
- Keeping the group on track when they head off onto tangents
- Watching the vibe of the meeting and helping to keep energy up
- Making sure everyone participates and no one dominates
- Creating a safe, positive, and comfortable environment (protects people from personal attack)
- Intervening if problems come up, dealing with concerns

## Tips for Decision-Making in Meetings:

- Brainstorming
- Prioritizing (ranking items)
- Pro's and Con's
- Straw voting (informal poll to see where people are)
- Going around to everyone to check for the sense of the group



## Strategies for Good Facilitation:

- Ask person who put specific item on agenda to give a brief introduction on important information and goal
- Give 5 minute warnings when moving on to another agenda item. Appoint a separate timekeeper if necessary.
- Put off off-subject topics - Create a list (a "parking lot") for items to be discussed at another time
- Paraphrase (repeat back in your own words) to check for the sense of the discussion
- Help people avoid repeating themselves by summarizing discussion and asking only for comments in areas that haven't been mentioned
- Make suggestions for how to move forward - after discussion has gone on for a while, try to summarize, look for agreement or sticking points, and come to decision
- Ask questions, be positive, and encourage full participation - make sure everyone gets to speak, try to notice when someone is holding back
- Focus on issues, not personalities
- Ask someone else to facilitate if you want to actively participate in the discussion
- Check briefly for agreement before moving on - make sure everyone understands decisions

## Suggested Wording for Facilitating a Meeting

[from the North American Students of Cooperation Cooperative Education and Training Institute]

1. Make sure each agenda item is introduced by the person responsible for it. This way everyone understands why the item is being discussed. The introduction should include: information that everyone needs to know, what needs to be decided, and possible pro's and con's.
  - Jane, could you please give us a little background on this issue and tell us what action you are requesting?
2. Make sure everyone has a chance to speak.
  - I've noticed a few people have been saying a lot on this issue; before hearing any more from them, is there anyone who hasn't spoken yet who has something to add?
3. Encourage everyone to say what's on their mind. Try to notice when people are holding back; that could make it hard for them to come to a decision later.
  - I sense some hesitancy from folks to speak openly on this issue; it's important we hear all points of view, so I encourage everyone to be honest about their feelings.
4. Make sure people speak only on the matter at hand. If other issues come up, keep track of them on a "parallel agenda" and let people know that the group will return to this agenda before the end of the meeting.
  - Joe, you're raising some good points and I've noted them here; we'll come back to them before the end of the meeting, but let's focus more directly on the issue at hand.
5. Encourage people to avoid repeating themselves and others by summarizing discussion periodically.
  - So far, I've heard the following objections raised...The arguments in favor of the proposal seem to be...I've heard people propose the following possible solutions...
6. Keep the meeting moving along. Remind people of time and appoint a timekeeper if necessary. If designated time runs out, ask the group to agree to spend more time on the issue, postpone it until later in the meeting, or put the discussion off until another meeting.
  - We're about to run out of the designated time on this issue. Is there agreement to spend another ten minutes to get a few more ideas on the table and make a decision now, or should we postpone a final decision until our next meeting?
7. Encourage the group to take a break to restore energy or ease tension.
  - I'm seeing a few people "resting their eyes." Would anybody object to a five minute break to get up and stretch and get some fresh air?
8. After a topic has been discussed for a while, start trying to move the group toward agreement by summarizing discussion points, looking for common points of agreement, identifying sources of conflict, etc.
  - I'm hearing most people agree with...but there seems to be a few points of view on...Perhaps we could focus on how to agree on these last few issues.
9. Know when the group has reached a decision. Also know when a group cannot reach a decision; suggest postponing a decision when...
  - a) the group needs critical information
  - b) the group needs to hear from others
  - c) the group is not prepared
  - I'd like to propose we postpone this discussion because...
10. Make sure everyone understands the decision.
  - Could we briefly summarize the proposal that's being decided right now?
11. If you want to participate actively in the discussion, ask someone else to take over facilitating the meeting. If you have a quick personal comment, signal to the group that this comment comes from you personally.
  - I'm recognizing myself as speaker. [Stand up or take some other physical action to distinguish you are not speaking as facilitator.]

# TRANSITIONING LEADERSHIP

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## Passing the Leadership Torch

Many GSA leaders worry about what will happen to the GSA club once they are gone. It's important to create a strategy for passing the torch of leadership so that your GSA stays strong after you graduate. Your long-term goal is to keep your GSA active in the fight against homophobia and transphobia in schools. An effective student club needs strong leadership every year. So, regardless of your club's leadership structure (such as officers, senators, executive committee, etc.), you will have a short-term goal every year of finding a reliable and passionate group of individuals to lead the club. Then, you will need to develop a strategy that looks at the situation within your GSA club and at your school, and plan how to best train new leaders.

## Identify Your Resources

What are your strengths? Your challenges? Who is currently involved? Is there a teacher who is continuing as an advisor from this year to next? How many graduating seniors currently lead the GSA? What about younger students in lower grades? Are students generally apathetic at your school about the GSA, or do you have an engaged base?



## Select Your New Leaders Early!

Many GSA clubs select their new leadership in the middle of each school year, rather than at the beginning. The advantage of holding elections at the beginning of Spring semester is that your new leaders can be trained and mentored by your outgoing leaders. And when the new school year starts, your new leaders are already trained and practiced at being leaders.

## Train Your Leaders

Develop a mechanism for your outgoing leaders to train your incoming leaders. Here are some tips:

- Have summer outings to continue the GSA momentum and build connections between older and younger students
- Have leadership trainings where all resources will be transferred (club constitution, summaries of past events, etc.).
- Invite all GSA leaders to participate in GSA Network events, so that everyone knows what's going on

## Identify Your Potential Leaders

Look around your GSA meetings. Think about the participants in your events this year, such as Day of Silence. Are there students who will be at school next year who are interested in a GSA leadership role? Maybe there are students in the GSA who would make great leaders, with some coaching and training, but they feel unsure or unaware of their own leadership potential. Remember that EVERY new member can potentially become a leader of your GSA!

- **Train new members** in the rules, history and projects of your GSA.
- **Spread out responsibility** to all members throughout the school year, not just at the end.
- **Take turns facilitating meetings** so everyone knows what it feels like to be up front. This will prepare you for a possible leadership role next year!
- Specifically **ask younger GSA members to facilitate** meetings throughout the year.
- **Network!** Network with other organizations on and off campus.



# INTRO TO GSA CAMPAIGN ORGANIZING

www.gsanetwork.org



Most GSAs would agree that their schools are not 100% safe and welcoming for ALL students. That's why GSAs work to raise awareness and educate their campuses through workshops, assemblies, and days of action. Sometimes you see a little change. Sometimes you see a lot.

**But what are the magic steps that turn your activism from small steps into big impact?**

This resource and accompanying tactic guides will help you think through a campaign strategy to win the things you want, like gender-neutral restrooms, restorative justice, or anti-discrimination policies that include sexual orientation and gender identity.



## Creating a GSA Campaign Strategy

Before you start your campaign, there are a few key things you should identify. It's easiest to figure out your strategy in conversation -- so we've created a sample text message exchange, where we ask you the questions you need to answer with your GSA. Fill out the worksheet on the next page and, if you have trouble, use the example text exchange on the third page for help.



**1. Identify your goal**

**2. Identify your target**

**3. Identify your supporters and allies**

**4. Identify your tactics**

(Use our Campaign Tactic Guides to choose and plan your tactics)

**5. Start your campaign and...**

**WIN!**

First you need to know what you're trying to change. **Do you have a specific goal or outcome in mind for your campaign?**

*Think of something you can achieve. If your broad goal is to eliminate transphobia, for example, your campaign goal might be getting a gender-neutral dress code or restroom.*

### 1. IDENTIFY YOUR GOAL:

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**Who has the power to change the situation?** Are they on your side, against you, or somewhere in-between?

*Some groups choose to use a "Power Map" [see Power Mapping Activity] to determine the best target and landscape of their allies and supporters.*

### 2. IDENTIFY YOUR TARGET:

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Great, that should be your target! Now, who are your allies? **Who can help support you to get to your outcome?**

*Allies and supporters can help you achieve your goal. PEOPLE POWER is a great asset in a campaign: the more people you can get, the more power you have when unified.*

### 3. IDENTIFY YOUR ALLIES:

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There are many different ways to pressure your target to achieve your goal, including letter-writing, direct actions, and petitions.

**How are you and your allies going to influence your target?**

*Learn about specific tactics and how to plan them as part of your campaign with GSA Network's Campaign Tactics Guides.*

### 4. IDENTIFY YOUR TACTICS:

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Send

What's happening that you want to change?

My GSA wants to get rid of transphobia!

Good start! To build a campaign, you need to narrow that down to a specific goal you can achieve.

Can you think of a **specific goal or outcome** to challenge transphobia at your school?

Well, my school has a gender-specific dress code. Students are required to wear clothes that fit either male or female gender identity. I want to wear clothes that I am comfortable in and fit my identity without getting written up, suspended or expelled.

**GOAL: a gender-neutral dress code.**

Great! **Who has the power to change the situation and pass a gender-neutral dress code?** Are they on your side, against you, or somewhere in-between?

Principal Bancroft! She is the person who can actually make the change in the school that I want to see. She hasn't said whether or not she would be in favor yet, but she has been supportive of our GSA events in the past.

**TARGET: Principal Bancroft.**

You've got your goal and your target! Now, **who are your allies and supporters? Who can help you achieve your goal?**

Our student government has been very supportive of our events like Coming Out Day, so I think they'll be on board. Also, the Muslim Student Union has a queer president, and one of our school board members has a trans niece.

**ALLIES: Student government, Muslim Student Union, school board member.**

Nice! The last step is to figure out how you and your allies are going to influence your target. Check out GSA Network's Campaign Tactics Guides for a bunch of different ways to pressure your target to achieve your goal, including tactics letter-writing, direct actions, and petitions.

**What tactics will you use?**

I'll start a Beyond the Binary #GSAsUnite petition to gain signatures and show Principal Bancroft how many students at the school and in the community support changing the dress code. I'll also ask my allies to sign and share the petition, and write letters to the school paper.

**TACTICS: #GSAsUnite petition and letter-writing**



1 Start > 2 Review > 3 Get Started

## 1. Start your petition at [unite.gsanetwork.org](http://unite.gsanetwork.org)

Petition Title [Campaign Name]

What's your campaign trying to do? Remember, people won't support something they don't understand. Keep the title short and punchy. For example: "Let our GSA Meet on Campus" or "Send Lynn & Whitney to Prom!"

Whom are you petitioning? [Who is your target?]

Who has the power to give you what you want? Your principal? School board? Superintendent? State legislator? Senator? The more specific, the better! You will deliver your petition or campaign demands to this person or group -- face to face, if possible.

What do you want them to do? [What's your "ask?"]

This is what you're asking. Imagine you're writing a letter to your target. For example: "Principal Lewis, please let our GSA meet on campus like all other clubs -- it's the law!"

Why is this important?

What would you say to a friend to explain why you care about this issue? Try to use a combination of facts and emotions. If a member of your GSA has a personal story and is comfortable sharing it, put it here.

1 Start > 2 Review > 3 Get Started

## 2. Review our "Intro to GSA Campaign Organizing" to see how the petition fits into a bigger strategy

- **Identify your goal:** Does the petition "ask" match your campaign goal? Is it doable?
- **Identify your target:** Make sure your petition addresses the decision-maker you've identified.
- **Identify your supporters & allies:** These are the people who can help you get signatures! See next page for tips for sharing with them.
- **Identify your tactics:** The petition is just ONE tactic in your campaign. Think about other tactics that will make your campaign successful. For example, you might want to hold a big event or demonstration when you deliver the petition.



### CASE STUDY:

#### SUPPORT TRANS\* STUDENTS

Dean Welliver, a transgender high school senior from Bakersfield, CA, attended an online school because his district did not know how to support transgender youth. When California passed the School Success and Opportunity Act, Dean decided to start a campaign to ensure the district implemented the law and all future Bakersfield students would have the opportunity to go to school with their friends and graduate.

- 1 GOAL:** Have Bakersfield schools put in place clear policies affirming that transgender students can use facilities and participate in sports and activities consistent with their gender identity
- 2 TARGET:** Kern High School District Board of Education & Superintendent
- 3 SUPPORTERS & ALLIES:** GSA clubs across the district; Bakersfield LGBT group; local educational justice coalitions
- 4 TACTICS:** GSAsUnite! petition; direct action (petition delivery); media activism

*"The GSAUnite! petition tool gave me an easy way to share my story, build support, and follow up with supporters since the tool let me email everyone who signed the petition. I asked my friends to share it on social media, and met in person with all of the GSA clubs in my district, giving them printed copies of the petition to pass around school for people to sign, and then I typed the written signatures into the tool. In just 3 months, I gathered 248 signatures, which I presented at the district's next board meeting. I gave a speech about my experience at the meeting too, which was cool because there were reporters there. After that, the district met with me, showed me a written policy, and told me they would implement it!"*

See Dean's petition:  
[unite.gsanetwork.org/p/dean](http://unite.gsanetwork.org/p/dean)

1 Start > 2 Review > 3 Get Started

### 3. Get started gathering support!

#### Share on social media

- SHARE ON FACEBOOK ▼
- INVITE YOUR FRIENDS ▼
- SHARE ON TWITTER ▼
- SHARE VIA EMAIL ▼

#### Get signature pledges

Ask friends, close supporters, members of your GSA, or other GSAs in your community to pledge a certain number of signatures. People are more likely to support you if they're asked by someone they know. When someone pledges, help them think through who in their life they can ask and the best ways to reach them -- at an afterschool activity? Through Facebook? Email?

#### Print your petition and gather signatures by hand

##### COLLECT SIGNATURES

You can grow your campaign by collecting signatures at the school cafeteria, local lunch spot, and other places where people gather. Here are some ideas for offline signature gathering campaigns that you could consider.

- Setup a table in your cafeteria (or hallway, if you're allowed to!)
- Invite friends to a GSA meeting to about the issue.
- Ask other clubs if you can stop by to talk about the petition and get signatures.

Use our printable petition form to collect signatures, and then come back to this site to quickly enter the signatures that you gather. By adding the offline signatures you collect to the site you'll be able to reach those people via email, grow your total, and easily deliver the signatures to your target.

PRINTABLE BLANK FORM

ENTER PETITION SIGNATURES

# YOUTH ADULT PARTNERSHIPS

www.gsanetwork.org



## Prior to Starting...

Ensure there are an equal number of youth and adults members

Challenge your stereotypes about youth or adults. [Adulthood/Ageism]

*Clearly define roles, responsibilities, and expectations for youth and adults.*

## Building Effective Youth/Adult Partnerships

- Evaluate the structure of the organization: Did youth or adults start the group? Who leads the group? Have both youth and adults always participated?
- Define the difference in leadership roles and set clear expectations for youth and adult leaders.
- Prioritize youth leadership and facilitation and focus on leadership training and skill-building for students.
- Follow a specific process for planning events and projects in your GSA. makes sure responsibilities are clearly designated and expectations are well-defined.
- Frequently evaluate group dynamics: Do adult advisors and student leaders both feel supported? Do youth members feel they have the power and control in the group?
- If adults tend to outnumber youth or dominate the GSA, consider forming a separate Gay-Straight Teacher's Alliance or a faculty support group.
- If adult advisors wish to be involved in setting meeting agendas (or are required to by school policy), make sure that a youth leader is also involved in the process
- If adult advisors have concerns about a particular project, have them voice these by asking questions instead of handing down authoritative decisions

## Youth/Adult Partnerships Tips

- **ASK QUESTIONS** -Conflict can easily arise when messages are misconstrued. Communication styles vary from person to person, different communication styles do not imply disrespect or disinterest. Ask questions in order to clarify and keep common goals in mind to help address conflicts.
- **BE SELECTIVE**- Adults and young people vary widely on content knowledge, development, and willingness to participate. Create a way to hold everyone accountable in the work they do.
- **YOUTH TRAINING** -Create learning opportunities for youth to take leadership on important projects. Facilitate growth for young people in a meaningful way such as public speaking, communication, and assertive skills. Build capacities for young people and hold high expectations for youth.
- **BURN OUT**- Young people have other interests and priorities (friends, families, hobbies, education). Depending heavily on youth can cause them to burn out. Feeling tired, overwhelmed, and overworked is a common reality. Assist youth in recognizing when "no" is an appropriate answer and support their decision.

# NATIONAL WEEK OF ACTION ON SCHOOL PUSHOUT

## GSA ACTION GUIDE

www.gsanetwork.org



### What is "School Pushout?"

School pushout = school policies, practices and procedures that make it more likely for students to leave school than graduate

These include "zero tolerance," harsh discipline, unsafe schools, and schools with lots of police, but little money or resources. These policies are much more likely to impact LGBTQ students, students of color and students with disabilities. Students who get pushed out are more likely to end up in jail or juvenile detention thus the School-to-prison pipeline (STPP).

### Why is it important for LGBTQ youth?

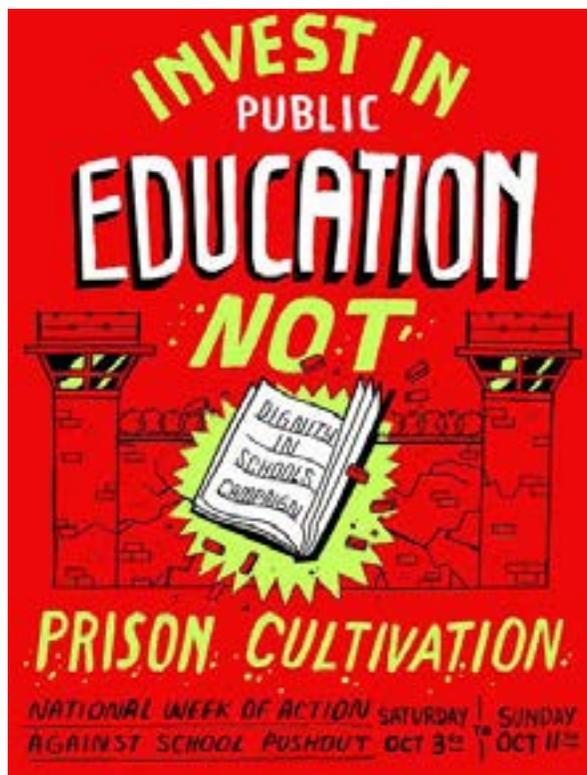
Queer youth are more likely to be suspended and expelled, even for defending themselves or others from bullying

- According to the Journal of Pediatrics: "LGBT youth are up to three times more likely to experience criminal justice and school sanctions than straight students."
- And according to the Center for American Progress: "LGBTQ, and gender nonconforming youth **are significantly over-represented in the juvenile justice system –approximately 300,000 LGBTQ youth are arrested and/or detained each year**, of which more than 60 % are Black or Latino. Though LGBTQ youth represent just 5% to 7% of the nation's overall youth population, they compose 13% to 15% of those currently in the juvenile justice system."

I befriended these two bisexual girls, and later in the year they got into a relationship and our Vice Principal [...] he would always see the straight kids holding hands, and making out in the halls, and one day after school [the girls] were were holding hands and the Vice Principal dragged them into his office and suspended my friend Elisabeth for a week and gave my friend Jenna detention for three days and later called their parents and outed them.

Youth, California

### What is the Week of Action Against School Pushout?



On average, states spend \$88,000 a year to incarcerate one youth, but only \$10,000 to educate one

During the week of **Saturday, October 3rd through Sunday, October 11th, 2015** students across the country will be participating in actions, protests and demonstrations against school pushout with the message: "**Education Not Prison Cultivation.**" The Week of Action is organized by the Dignity in Schools Campaign.



### What can GSA clubs do?

We encourage all GSAs to share the message on social media: **#GSAs4justice** push back against **#SchoolPushout**! Encourage administrators to adopt restorative justice practices instead of disciplinary action.

### Assess Your School

Office of Civil Rights has national data on rates of disciplinary action in your school. Simply search your school *here*.

### Restorative Justice Campaign

Restorative Justice models have been shown to reduce suspension and expulsion rates in schools. A Restorative Justice model is the best way to address STPP. Have your local GSA campaign and advocate for the model *here*.

For more information, go to:  
[gsanetwork.org/WeekofAction](http://gsanetwork.org/WeekofAction) &  
[dignityinschools.org/our-work/week-of-action](http://dignityinschools.org/our-work/week-of-action)  
**Facebook:** GSA Network & Dignity in  
Schools Campaign  
**Twitter:** @GSANetwork &  
@DignityInSchool  
**Hashtags:** #GSAs4justice #WoA2015  
#SchoolPushout

**Facebook:** Go to GSA Network's Facebook page ([facebook.com/GSANetwork](http://facebook.com/GSANetwork)) for updates, videos, messages, and shareable images that you can use to support the Week of Action.

**GSA Speak Out!** Host a youth speak out in your GSA about what issues are facing your GSA members. Here are some sample questions: –Are any of us worried about not graduating or are considering testing out? –Do we know LGBTQ youth who should go here but don't any more? –Do we feel like we've gotten different discipline treatment from administrators than straight students?

**Hold a Students Forum on School Pushout:** Invite other student social or activist clubs at your school to a "Students Forum" on School Pushout in your school.

#### TIPS:

- See if your local alternative or continuation school has LGBTQ students that would want to participate.
- Invite LGBTQ youth that have already dropped out or have been pushed out.
- Attend a local rally or event! Check <http://www.dignityinschools.org/our-work/week-of-action> to see what local actions, rallies, or protests are happening during the week.



# EDUCATIONAL JUSTICE CAMPAIGN SERIES

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gsanetwork  
**WORKSHOP**  
**GUIDE**

[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

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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

- LGBTQ Pushout (0:10)
- ACTIVITY: Pathways to Pushout Shuffle (0:20)
- Conclusion: GSAs for Social Justice? (0:05)

## MATERIALS NEEDED

- Student Identity Cards
- Internet access and a computer
- 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

## 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

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

## POWERPOINT

- Recap questions
- Game of K-12 Life slides
- Discussion questions

## MATERIALS NEEDED

- Game of K-12 life PowerPoint
- Game of K-12 life script
- Two six-sided dice
- Facilitation questions
- Report Cards
- 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

- Values for the Vision [0:10]
- Shared Values [0:10]
- Value Statement [0:10]

## MATERIALS NEEDED

- Poster Paper
- Markers
- Paper
- Scissors
- Pens/pencils
- 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

## 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

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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.