STEPPING INTO POWER:
A Leadership Academy Curriculum for Boys and Men of Color

Compiled and developed by Movement Strategy Center for the Alliance for Boys and Men of Color.
Contents

Introduction 3

Acknowledgements 4

Introductory Workshops 5
  2. Boys and Men of Color 102: Redefining Masculinity 21

Issue Education Workshops 31
  1. Boys and Men of Color and the School-to-Prison Pipeline 31
  2. The Criminalization of Boys and Men of Color 53
  3. Introduction to Restorative Justice 75
  4. Barriers to Economic Justice, Wealth, and Employment for Boys and Men of Color 87
  5. Health Outcomes for Boys and Men of Color 115

Skill-Building Workshops 125
  1. Introduction to Youth Organizing 125
  2. Introduction to Storytelling and Messaging 141
  3. Culture, Creativity, and Healing for Boys and Men of Color 155
  4. Building Effective Youth-Adult Partnerships 165
  5. Introduction to State Policy Advocacy for Boys and Men of Color 189

Appendix 197
  1. Workshop Evaluation Form 197
  2. Workshop Sign-in Form 198
  3. Legislative Visit Planning Guide 199
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Introduction

Stepping into Power: A Leadership Academy Curriculum for Boys and Men of Color was compiled and developed by Movement Strategy Center with funding from the Sons & Brothers Campaign of The California Endowment. The curriculum is a resource for on-the-ground efforts to organize and build power with boys and young men of color across California—and hopefully nationwide. The workshops—divided into introductory, issue education, and skill-building sessions—are meant to be flexible to best meet local needs and interests. For example, an organization or coalition working with boys and young men of color could choose to conduct the two introductory workshops, two or three issue education workshops, and two or three skill-building workshops in order to create a 6- to 8-week “Summer Leadership Academy.” Another group could focus on alternating between several of the issue education and skill-building workshops over a several month period.

Developed with young men of color between the ages of 14 and 24 in mind as the primary participants, the curriculum can also be useful for adult allies and young women engaged in community health and racial justice issues impacting their brothers and peers. The full curriculum is intended to ground participants in a racial and gender justice “lens” for building the leadership of boys and young men of color, introduce the key community and policy issues of the statewide Alliance for Boys and Men of Color, and touch upon critical skills for systems change and social transformation. The curriculum is probably best suited for youth leaders with some exposure to youth engagement, but many of the activities from the workshops could be adapted for more introductory or advanced levels.

This curriculum is a work-in-progress. Our hope is that if you use the sessions, you will share your feedback, suggestions, and questions with the Boys and Men of Color support team at Movement Strategy Center. Our team takes responsibility for any flaws or errors in the curriculum. Much of the credit for the sessions, activities, and ideas in the curriculum rightly goes to Alliance for Boys and Men of Color partners and grassroots organizations across the state, many of which are included in the acknowledgements.

A word on the title: “Stepping into Power” is a concept from Movement Strategy Center’s “movement pivots” framework. This particular movement pivot relates to shifting away from the marginalization of the people most impacted by systems of oppression within movements for social change and broader society. The opportunity is for communities on the frontlines of social change, in this case boys and men of color, to step into power. Frontline communities lift up the root causes of problems, the true consequences of society’s policies, as well as the solutions that will benefit us all. Without the leadership and perspective of frontline communities, we are deeply limited in our ability to make change, particularly transformative change. Our hope is that this curriculum will help boys and young men of color “step into” their own power as agents for personal and social transformation.

The full curriculum, individual workshop sessions, and all materials are available to download in Word and PDF format from: http://bit.ly/BMOC_Curr.
Acknowledgements

The workshops compiled and developed for this curriculum would not have been possible without the leadership development, organizing, and creative work of youth leaders, organizers, and grassroots organizations over the past two decades and the support of The California Endowment. Throughout the workshops, you will see activities and concepts adapted from the curriculum of partner organizations. As much as possible, we have tried to acknowledge the original source of any adapted activities or content. Several of the sessions were developed in whole by partner organizations. In addition, the “mash-up” of activities from partners’ workshops and the development of new workshops were a collective effort of Movement Strategy Center fellows and associates with input and insights from many of our closest partners. The Movement Strategy Center “BMoC Curriculum” Team includes Ingrid Benedict, Janelle Ishida, Jovida Ross, Luis Sanchez, Carmen Iñiguez, and Jeremy Lahoud. Movement Strategy Center acknowledges the following individuals and organizations for their direct and indirect contributions to this curriculum:

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New York City Youth Engagement Resource Guide
Peace Over Violence
Philly Stands Up!
Public Counsel
Restorative Justice for Oakland Youth
SCOPE—Strategic Concepts in Organizing and Policy Education
SOUL—School of Unity and Liberation
Spirit in Motion
UC Davis Center for Regional Change
United for a Fair Economy
Youth Justice Coalition
Youth on Board
BMoC (Boys and Men of Color) 101: Understanding our Framework Workshop Curriculum

*Developed by Jovida Ross, Movement Strategy Center, with input from Ingrid Benedict, Jeremy Lahoud, Luis Sanchez, and Janelle Ishida*

<table>
<thead>
<tr>
<th>Workshop Purpose</th>
<th>Introduce youth leaders and adult allies to a racial and gender justice framework for the Alliance for Boys and Men of Color (BMoC).</th>
</tr>
</thead>
</table>
| Workshop Outcomes | By the end of this session, participants will:  
- Breakdown stereotypes around race, gender, and masculinity and discuss how these stereotypes impact their lives and identities  
- Understand how social systems create barriers based on race and gender for BMoC  
- Identify individual and collective assets that can be applied to creating healthy lives for BMoC |

**AGENDA**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Opening</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2. Group Agreements</td>
<td>10 minutes</td>
</tr>
<tr>
<td>3. <strong>OPTIONAL:</strong> Race in Your Place – stereotypes about race</td>
<td>30 minutes</td>
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<tr>
<td>4. Be a Man – stereotypes about gender</td>
<td>40 minutes</td>
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<tr>
<td>5. Race, Justice, and Community Systems</td>
<td>40 minutes</td>
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<tr>
<td>6. <strong>OPTIONAL:</strong> Talking Circle Debrief</td>
<td>10 minutes</td>
</tr>
<tr>
<td>7. Tree of Strength – Asset-based understanding of BMoC</td>
<td>25 minutes</td>
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</tbody>
</table>

**TOTAL TIME** 2 – 2.5 hrs

**Materials Checklist**

- Easel pad, butcher paper, dry-erase board or blackboard
- Markers or chalk
- Butcher paper sheets and tape, set up in four different stations with two sheets of paper at each station. Label each station: (1) Schools; (2) Legal system; (3) Health & Wellness; and (4) Career, Employment, Wealth
- Copies of “Community Systems Tour” instructions for small groups (see appendix)
- Construction paper—pre-cut into shapes to represent six categories: Roots, Trunk/Bark, Branches, Leaves, Flowers, and Fruit.
- **Optional:** A Talking Piece (a meaningful object to pass around during the talking circle)
Facilitation Guide

1. Opening (5 minutes)

Purpose
Orient the participants

Procedure
Briefly introduce the topic and define the purpose of this session.

Essential Points
- This session explores the analysis that informs the Alliance for Boys and Men of Color (BMoC).

2. Group Agreements (10 minutes)

Purpose
Create a common language and expectations for how you want to be with each other in the workshop space.

Procedure
Use the Group Agreements overview attached with this curriculum to either generate Group Agreements through a collective brainstorm OR start out with a set of pre-determined Agreements and then engage participants in feedback and discussion to finalize them.

Materials
- Flipchart, dry-erase board or blackboard (either blank or with pre-determined Group Agreements)
- Markers or chalk

Essential Points
- Group agreements create a set of shared expectations to build a positive culture among participants and facilitators.

3. OPTIONAL: “Race in Your Place” (30 minutes)

Purpose
Identify and discuss stereotypes that define communities of color and white communities in your local community or city. [NOTE: If the group you’re facilitating already has a shared analysis around racism and racial justice, you can skip this activity and move onto Exercise 4.]

Procedure
1. Race in Your Place: Words and Images Brainstorm (15 minutes)
   - Ask participants to identify the key ethnic groups that represent communities of color in their city or region. (If necessary, explain that “communities of color” refers to all non-white or “minority” groups.) Pick the two or three ethnic groups that are represented by participants in the room or that make up the largest communities of color in their city or region. (For example, African Americans, Latinos / Chicanos, Southeast Asians, Pacific Islanders, Native Americans, etc.)
   - Write the names of the two or three ethnic groups at the top of a butcher paper or dry-erase board, creating 2-3 columns. [NOTE: Another option is to create just one column representing “communities of color” and brainstorm common stereotypes held about people of color in general or stereotypes about specific ethnic groups. In this case, write all the words under the same column.]
   - Explain that we are going to identify common perceptions and stereotypes about each of these ethnic groups. Our purpose is not to reinforce these perceptions and stereotypes, but to look at how they define our society’s perspectives on race and communities of color.
   - Start with the first ethnic group. Ask participants to share words, phrases, and images that
come to mind when people think and talk about each of the ethnic groups of color. **Stress that it’s okay for participants to mention stereotypes. In fact, that’s what this exercise should do—expose stereotypes.** You can either have participants take turns “pop-corning” responses or you can call on individuals to ensure maximum participation. Create a list of at least 8-10 words for each community of color.

- After the group has created a list of stereotypes for the groups of people of color, create a separate column labeled the “White Community” or “White People.” Ask participants to share words, phrases, and images that come to mind when people think and talk about white folks.

2. **Discussion (15 minutes)**
   - After the group has completed the list of at least 8-10 words and stereotypes for white people, discuss the following questions:
     - How do the words listed under the communities of color compare to the words listed under white people?
     - Are there more negative words and phrases under any of the columns? What about positive words and phrases?
     - Where do we hear and learn these stereotypes? How do they get reinforced?
     - What are some commonalities between the words and phrases listed under the different communities of color?
     - How do these words and stereotypes affect people of color? How do they affect white people?
     - How do these words and stereotypes change the life chances of young people of color? Of young white people?

**Materials**
- Flipchart, dry-erase board or blackboard
- Markers or chalk

**Essential Points**
- Racial stereotypes lie beneath all of our society’s ideas and perceptions of race and different racial groups.
- Racial stereotypes reinforce **racism**—the system of oppression that holds people of color down—and **white supremacy**—the system of power that gives white people privileges, opportunities, and wealth at the expense of people of color.
- Racial stereotypes negatively affect the **life chances and outcomes** for young people of color in our local communities.

3. **“Be a Man” (40 minutes)**

[Adapted from Paul Kivel’s “Act Like a Man Box”]

**Purpose**
- Identify and discuss stereotypes of what it means to “be a man.”
- Explore how race and gender stereotypes interact.
- Examine how cultural messages about gender and race can affect human behavior and life experiences in school, work, health, and family.

**Materials**
- Flipchart, dry-erase board or blackboard
- Markers or chalk
Procedure

1. Explain that we’re going to move from a discussion of race to spend some time talking about gender and masculinity. Ask participants if they have ever been told (or heard someone else told) to “be a man”. Ask them to share some stories (one or two from the room). Why did the individual say this? How did it feel to hear this? (3-5 minutes)

2. Real Man Brainstorm (8-10 minutes)

   **ASK:** What comes to mind when someone refers to a “real man”?
   We want to identify all types of hidden meanings behind this phrase.
   - It’s ok to name stereotypes!
   - It’s also ok if the answers are contradictory; we are trying to flush out all kinds of stereotypes. For example, a “real man” might be a construction worker, or he might be a surgeon. These couldn’t be true at the same time, but are both common ideas of a “real man”.

   During this brainstorm, tease out nuances when people volunteer ideas. Ask for a variety of examples. Pay attention to race, and prompt for nuances related to race; ask if there are different answers to the brainstorm questions depending on the color of his skin? Also probe for different circumstances: for example, **when is it ok to show excitement?**

   Pose the questions listed below one at a time; write brief answers in the middle of the flipchart or board, leaving space around the outside for the second part of the exercise. *(We are limited by time, so the brainstorm does not need to be exhaustive, just enough to paint a picture.)*
   - What does the “real man” look like? Physical size? How does he dress?
   - What does he do for a living?
   - What was he like in school? *(prompt for social & academic behavior)*
   - What does he do for fun? What makes him feel good?
   - What is he like in relationships? Who does he date? How does he treat that person? What are his friendships like? Does he have a family? What are his family relationships like?
   - What emotions does he show? *(prompt people to name specific feelings; does he feel mad? What else?)* What does he do when he feels hurt? What does he do when he feels happy? What does he do when he makes a mistake? How does he celebrate success?
   - What else can you say about him?

   Some examples of responses are listed at the end of this module.

   When brainstorming is over, draw one big box around all of the words.

   1. **Discussion (15 minutes)**
      Explain that this is the “Act Like a Man Box”. It represents social expectations of men. Discussion questions might include:
      - How do you think this box might influence you or some of the men in your life?
      - Are there positive things in the box?
      - Is this box limiting for men? How?
      - Is it possible to be all of these things? *(point out contradictions, such as the construction worker/surgeon)*
      - How do the expectations in the box come up at school?
      - How do they come up at work?
      - How do they come up in your relationships? *(dating, friends, family)*

   2. **Outside the Box Brainstorm (3-5 mins – does not need to be exhaustive)**
ASK: “What are men called who do not fit these descriptions?”
Write these words outside of the box. Give participants permission to be crude, but provide context: these are things we’ve heard, we want to be frank about them here, that doesn’t mean we’re endorsing these beliefs.

3. Discussion (5-8 minutes): Build on the earlier discussion.
   • Does race make a difference here? If yes, how so?
   • Possible follow-up question to dig deeper: How does what’s “inside the box” look different if we think about the expectations for African American men? Latino men? Pacific Islander men? Southeast Asian men? (and so on)
   • What categories do these words fall in? (usually: feminine, gay, weak, outcast)
   • Are any of these words positive? (Notice that the words outside of the box are all negative. Many of the words inside the box can be both positive and negative.)
   • What are the consequences of acting outside the box? NOTICE: acting inside the box can give access to social power.
   • Do you or people you know ever act outside of the box on purpose? What happens?
   • Do people ever feel like or identify with the outside of the box, but act like they’re inside the box? How might this affect someone’s health?
   • What does this mean for social messages about women? What about gay people?

Points to mention, if they don’t come up in the discussion:
   • There is a similar box for women.
   • These boxes influence how we act, and also how other people act towards us.
   • Social messages suggest that people are either all the way in the box or all the way out of the box. But actual people are neither completely one nor the other.
   • Based on the constraints of the box, men are often not taught to deal with emotions other than anger, since expressing emotions such as sadness or pain are perceived as weaknesses. Because of this men often have a limited peer group with which to express their feelings, but feelings are a natural part of being human, we all have them. This is a part of health!
   • Remember, we already said that no one can live “in the box” 100% of the time. So that means we all get called some of the negative things outside of the box, some of the time. We also might put these pressures on ourselves, internally.
   • Some people will pick one of the “real man” characteristics and carry it to extremes so that others do not notice that the person is not all of the other things.
   • NOTE: words may have different meanings in different subcultures – what does not seem like a negative word in one culture or setting may be very negative in another. For example: punk as cultural expression, punk as a negative term for the “bottom” in gay sex.
   • Different cultures have different ways of interpreting masculinity, and some cultures have very fluid gender concepts

4. Any final thoughts?

**Essential Points**
- Racial stereotypes and gender stereotypes are connected.
- Gender & masculinity are social concepts; different cultures have different ways of interpreting masculinity, and some cultures have very fluid gender concepts.
- The way we interpret masculinity can create a variety of pressures around gender. This affects how we act, and can affect how other people treat us in school, work, on the street, in our families, and it can also affect our health.
- Every person has assumptions and beliefs about masculinity; our goal is to make these beliefs...
more conscious, so that we can make our own choices about our behavior.

5. Race, Justice, and Community Systems (40 minutes)

Purpose
Understand how social systems create barriers based on race and gender for Boys & Men of Color within key arenas of schools, juvenile injustice, health, and employment.

Materials
☐ Flipchart pages & tape, set up in four different stations with two sheets of paper.
Label each station:
  a. School
  b. Legal system
  c. Health & Wellness
  d. Career, Employment, Wealth
☐ Markers at each station
☐ Copies of “Community Systems Tour” instructions for each small group that list questions (see appendix)

Procedure
1. Introduction (5 minutes). SAY: The last activity explored cultural values and beliefs that influence individual experience and behavior. We are also interested in what experiences we have in common, and how social structures shape our experiences. This is an alliance specifically focused on Boys & Men of Color, so we are interested specifically in how social structures relate to race and gender.

   ASK: What are social structures? Ask the group to give an example or two, then summarize: Social structures are relatively stable arrangements of institutions, values, and behavior patterns among people in a given society.
   Possible examples to cite: family structure, education... etc.

2. Tour (15 minutes – 2 minutes discussion per station + time for instructions, rotation). Divide into four groups. Each group will start at a different “station”. They’ll spend 3 minutes at each station, then rotate to the next one. At each stop, they’ll have a different question to consider.

   Stop #1: List one to three examples of racial inequity (or injustice based on race) in this area. It is okay to use the first examples that come to mind, they do not have to be the most “important” examples. We are just getting the conversation started.

   Stop #2: Read the examples at this station. Can you think of an example of something that’s unjust based on race and gender? Add it to the list, or add to one of the examples already on the page.

   Stop #3: Read the examples of injustice in this area. What is one change that could help create more justice around race in this area?

   Stop #4: Read the examples of inequities in this area, and the idea for creating racial justice. Is there a change would help create more justice around race and gender in this area?

3. Discussion (15 minutes).
   ASK: What are some of the social systems involved in these areas of our life?
   List out:
   ☐ Schools
   ☐ Legal system (could list specific parts of legal system: police, courts, etc)
   ☐ Health care
- Food production & distribution
- Infrastructure like parks, access to safe/healthy outdoor space
- Business, banks, money & systems that govern/distribute money

- What are some ways that these systems create barriers for boys and men of color?
- What are some ways that these systems could promote justice instead?
- Summarize: As a society, we more or less take for granted a context of white leadership, dominance and privilege. Explain that we call this structural racism. Structural racism happens when individuals and social systems maintain a racial hierarchy.

Essential Points
- Structural racism creates systemic barriers that maintain racial injustice.

6. OPTIONAL: Talking Circle Debrief (10 minutes)

Purpose Provide time and space for participants to reflect on how gender stereotypes and structural racism affect their own lives.

Note: This could become a longer activity with more discussion depending on how much time you have for the workshop.

Materials
- A Talking Piece (a meaningful object that can be used to pass around during the talking circle)

Procedure
- Have all participants and facilitators sit comfortably in a circle, preferably on the floor.
- Explain that we’ll be taking some time to talk and reflect upon how the gender stereotypes that we discussed in the “Be A Man” activity and the racism we discussed in the “Race, Justice, and Community Systems” activity affect us personally.
- Explain that we will be using a talking piece during the circle.
- SAY: The talking piece has its origins in the talking sticks or speaking staffs used indigenous cultures, including cultures in North America and Africa. Whoever is holding the talking piece has the right to speak and the rest of us should actively listen and give our undivided attention. If you want to speak next, you may give the person speaking a signal. Try to avoid making judgments on other people’s comments when it’s your turn to speak. I will serve as “circle keeper,” which means that I may sometimes ask for the talking piece to help keep the circle going.
- Prompt questions:
  1. What are some ways that gender stereotypes we discussed in the “Be A Man” activity have personally affected you?
  2. What are some ways that the racism and barriers we discussed in the “Race, Justice, and Community Systems” activity have personally affected you?
  3. How have you resisted or challenged these gender stereotypes and racial barriers?
  4. What can we do collectively to resist and challenge these stereotypes and barriers?

Essential Points
- All of us have been impacted by gender and racial stereotypes and systemic oppression.
- We’ll create lasting change if we work together collectively to shift the structures that shape our lives.
5. Tree of Strengths (25 minutes)

[Adapted from the Tree of Knowledge by Darlene Clover]

Purpose
Identify individual and collective assets that can be applied to creating healthy lives for BMoC

Materials
- Construction paper—pre-cut into shapes to represent the six categories: Roots, Trunk/Bark, Branches, Leaves, Flowers, and Fruit.
- Prompts for each small group, describing what their category represents.
- Markers
- Painter’s tape
- A blank wall/space to post

Procedure

1. **SAY:** We’ve been exploring some of the challenges that boys & men of color face. But our stories are not all about challenges. We also have tremendous strengths that help us navigate these challenges. We have individual strengths, such as talents, and we have strengths that we draw on in our families, cultural traditions, and communities. We want to close today by remembering some of our individual and collective strengths. (5 minutes)

2. **Tree of Strengths (15 minutes)**
   Break into six small groups. Each group is assigned a category: Roots, Trunk (or Bark), Branches, Leaves, Flowers, and Fruit. Each group receives construction paper that is pre-cut to represent this category. Each person takes two pieces of paper.

   Each group receives the prompt related to their category. Ask them to take two minutes to write a word or two on each shape:
   - Roots: something from your family that is valuable to you in your life
   - Trunk (or Bark): Knowledge you learned (in or out of school) that improves your life
   - Branches: something from your cultural tradition(s) that is valuable to you in your life
   - Leaves: personal qualities that are valuable to you in your life
   - Flowers: a person in your life who supports you
   - Fruit: community resources that make your life better

   Ask participants to paste their shapes on the wall, constructing a collective tree. Ask for two volunteers per category to share one of their examples (so two roots are named, two bark, two branches, two leaves, two flowers). Point out that we each have many more examples in each category.

3. **Stronger together: our collective forest (5 minutes)**
   Ask the group to consider how combining our strengths together could help us create lasting change and justice for all of us. (This is a rhetorical question for now.)

Essential Points
- We have individual and collective strengths we can draw on to navigate the challenges we encounter.
**BMoC 101 Workshop Appendix**

1) Group Agreements overview
2) “Act Like a Man” Box Examples
3) Community Systems Tour Instructions
4) Key BMoC Alliance Issues and Goals
5) Examples of Tree of Strengths
6) Alliance for Boys and Men of Color Overview
7) BMoC 101 Workshop Definitions
Group Agreements (Created by Levana Saxon, Movement Strategy Center)

Why do you need them?
- To have a common language and expectations for how you want to be with each other in this space every meeting.
- To help people to feel free to bring their whole selves into the room or totally be themselves here.
- To identify the kind of support people need from others to participate and learn in this space.

How do you create them?
1. **Start with a brainstorm.** “We are going to brainstorm group agreements to ensure that our meetings are great/ the best of the best. Does anyone have an example?” “What would you like to ask of yourself and others so that you feel comfortable truly being yourself here?”
2. **Check for understanding.** “What does this agreement mean to you? Why is it important to have this agreement in this space?”
3. **Debrief and consensus.** Make sure everyone likes the group agreements. Ask the group, “Does anyone disagree with any of these, or want to change anything, or ask any clarifying questions?” Have participants then show their agreement – raise hands, fists, thumbs up, sign the flipchart paper, etc.
4. **Agree on how to uphold them.** Tell the group that we are not going to be perfect, there will probably be times when all of us (including the facilitators) don’t practice the agreements. Ask “What can we do to support each other in really sticking to them?” or “How do you want to be reminded about an agreement when you aren’t following it?” **Write these below the agreements, in a different color.** Encourage people to avoid punitive measures, and how to keep it a safe space for everyone to learn and make mistakes.
5. **Debrief and consensus.** As above, review the new ideas for adhering to agreements and ask for clarifying questions, suggestions for changes and again have participants show their agreement.
6. **Post agreements.** Remind people of the agreements at the beginning of each meeting, and continuously use the process that was agreed on when agreements are not being practiced.

What are examples?
1. One Mic (one person speaks at a time)
2. Step Up, Step Up (if you’re a person who talks a lot/takes up a lot of space, step up your listening; if you don’t speak very much, step up your speaking)
3. Vegas (what’s said in the room stays in the room)
4. Don’t Yuk Someone’s Yum (when someone is really juiced about an idea, don’t tear it apart)
5. Challenge the idea, not the person (express disagreement with people’s ideas, while still respecting the person)

How do you keep it real? Tips for helping folks stick to your agreements:
- After creating the agreements have all participants come up and sign the document/butcher paper. Have new members also read and sign them throughout they year.
- Review the agreements at the beginning of each meeting.
- Create a culture of having participants as well as facilitators remind people about the agreements using the agreed upon system.
- Do a mid-year evaluation or check in on the agreements – what is working or not and make changes as needed.
**ACT LIKE A MAN BOX EXAMPLES**

Inside the box might be examples such as:

<table>
<thead>
<tr>
<th>Inside the box examples</th>
<th>Outside the box might be:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Built / muscular</td>
<td>- Punk</td>
</tr>
<tr>
<td>- Good-looking</td>
<td>- Freak</td>
</tr>
<tr>
<td>- Works with hands</td>
<td>- Sissy</td>
</tr>
<tr>
<td>- Wears a suit</td>
<td>- Wimp</td>
</tr>
<tr>
<td>- Tall</td>
<td>- Sensitive</td>
</tr>
<tr>
<td>- Can dance</td>
<td>- Fag</td>
</tr>
<tr>
<td>- Aggressive</td>
<td>- Gay</td>
</tr>
<tr>
<td>- Assertive</td>
<td>- Mama’s boy</td>
</tr>
<tr>
<td>- Be tough.</td>
<td>- Pussy</td>
</tr>
<tr>
<td>- Do not cry</td>
<td>- Bitch</td>
</tr>
<tr>
<td>- Yell at people</td>
<td>- Weak</td>
</tr>
<tr>
<td>- Show no feelings</td>
<td>- Boy</td>
</tr>
<tr>
<td>- Not violent but takes initiative</td>
<td>- S.O.B.</td>
</tr>
<tr>
<td>- Confident</td>
<td>- Whipped</td>
</tr>
<tr>
<td>- Likes sports</td>
<td>- Hen-pecked</td>
</tr>
<tr>
<td>- Smart</td>
<td>- Girl</td>
</tr>
<tr>
<td>- Drinks beer</td>
<td>- Prick</td>
</tr>
<tr>
<td>- Well-networked</td>
<td>- Flaming</td>
</tr>
<tr>
<td>- Doesn’t cry</td>
<td>- Loser</td>
</tr>
<tr>
<td>- Good money-making</td>
<td></td>
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</tbody>
</table>

Another interpretation (from blogs.longwood.edu/mangumel)

---

**MEN ARE**

- Bread Winners
- Violent
- Mean
- Bullies
- Tough
- Angry
- Active
- Strong
- Successful
- In Control
- Over Women

**FEELINGS**

- Confused
- Confused
- Angry
- Scared
- Ashamed
- Alone
- Stupid
- Powerless
- Vulnerable
- Revenge
- Hopeless
- Worthless

---

**MEN**

- Have no emotions
- Stand up for themselves
- Yell at people
- Can take it
- Don’t make mistakes
- Don’t cry
- Take charge
- Push people around
- Know about sex
- Don’t back down
- Take care of people

---

**Stepping Into Power: A Leadership Academy Curriculum for Boys and Men of Color**
Community Systems Tour Instructions

You are starting a “tour” through four different areas of social structures and community systems. There are four stations, each representing a different area:

- a. Schools
- b. Legal system
- c. Health & Wellness
  (consider: healthcare, food access, physical activity, access to safe & healthy spaces)
- d. Career, Employment, Wealth

You’ll have 4 minutes at each station, and then rotate to the next one. Each group should designate a facilitator and a note-taker (to write on the butchers).

At each stop, you’ll have a different question to consider:

Stop #1: On the paper provided at this station, please list one to three examples of racial inequity (or injustice based on race) in this area. It is ok to use the first examples that come to mind, they do not have to be the most “important” examples; we are just getting the conversation started.

Stop #2: Read the examples already listed at this station. Can you think of an example of something that’s unjust based on race and gender? Add it to the list, or add to one of the examples already on the page.

Stop #3: Read the examples of injustice in this area. What is one change that could help create more justice around race in this area?

Stop #4: Read the examples of inequities in this area, and the idea for creating racial justice. Is there a change would help create more justice around race and gender in this area?

Key BMoC Alliance Issues and Goals

Schools
- Achieve 100 percent high-school graduation rates among boys and young men of color by strengthening the performance of public schools and reducing expulsion rates
- Ensure boys and young men of color live in safe neighborhoods and can attend safe schools

Juvenile Justice
- Reduce the numbers of youth who enter the juvenile justice system and ensure that those who leave the system have the skills needed to succeed

Health
- Increase access to health services that recognize the strengths and assets of boys and young men of color while also responding to the trauma and chronic adversity that many face

Employment
- Increase access to the types of education and training that lead to meaningful employment.
Figure 1: An example of a Tree of Strengths Mural

Figure 2. Tree of Strengths Mural from Santa Ana Boys and Men of Color workshop. Photo by Luis Sanchez.
**Alliance for Boys and Men of Color Overview**

**Mission**
The Alliance for Boys and Men of Color is an alliance of change agents committed to improving the life chances of California’s boys and young men of color. The Alliance includes youth, community organizations, foundations, and systems leaders – like education, public health, and law enforcement officials. The Alliance for BMoC is active at the local and state levels.

**Key Issues and Goals**

**Schools and Communities**
- Achieve 100 percent high-school graduation rates among boys and young men of color by strengthening the performance of public schools and reducing expulsion rates
- Ensure boys and young men of color live in safe neighborhoods and can attend safe schools

**Juvenile Justice**
- Reduce the numbers of youth who enter the juvenile justice system and ensure that those who leave the system have the skills needed to succeed

**Health**
- Increase access to health services that recognize the strengths and assets of boys and young men of color while also responding to the trauma and chronic adversity that many face

**Employment**
- Increase access to the types of education and training that lead to meaningful employment.

**Principles**
- Boys need positive connections to adults generally, and men specifically.
- Boys and young men of color must be seen and engaged as important consumers, advocates, and leaders.
- Policy and systems change efforts must benefit boys and young men of color.
- Boys and young men of color are important assets to California’s families and neighborhoods.

**Strategies**
- **Change the Conversation**: Raise public awareness about issues, promote healthy and positive images, share information and resources, support knowledge creation and dissemination, and provide a forum for boys and men of color to speak for themselves.
- **Create Local Impact**: Develop relationships between local collaborative efforts and place-based coalitions focused on boys and men of color; work in partnership with other philanthropic efforts; intentionally build leadership capacity of young men and boys.
- **Advance Better Policies and Practices**: Craft and promote an actionable policy agenda that connects goals of local coalitions to state-level advocacy; build the capacity in local sites by sharing what works and creating peer-to-peer learning opportunities; and rally support for policy change opportunities.
Boys and Men of Color (BMoC) 101 Workshop: Definitions

**Culture** – Shared attitudes, values, language, cuisine, social habits, creative expression, and patterns of behavior. Any group of people can have a shared culture; for example a family group may have its own unique values and customs. *Subculture* refers to a culture that generally shares the cultural characteristics of a larger group, but with unique variations. For example, within a specific school, there may be multiple subcultures that are connected with activities such as sports or theater. Each individual is a part of multiple cultural groups (or subcultures) at one time, such as family, school, neighborhood, workplace, country, etc.

**Equity & Inequity** – Fair & unfair treatment; justice & injustice.

**Ethnicity** – Ethnicity refers to a shared cultural heritage, including ancestry, a sense of history, language, religion, customs, values, and aesthetics.

**Gender** – A social idea that categorizes people based on observable physical qualities connected with biological sex. "Male" and "female" are sex categories, while "masculine" and "feminine" are gender categories. Different cultures have different understandings of what is masculine and what is feminine.

**Gender Expression** – External behavior associated with gender; may include form of dress, body language, and speech patterns. Gender expression is typically associated with masculinity or femininity, but there are variations, combinations and fluidity among these categories.

**Ideology** – A set of conscious and unconscious ideas that shape one’s point of view.

**Institution** – An organization created to pursue a particular type of endeavor, such as banking by a financial institution. Can also be used more abstractly: A pattern of behavior or activities (established by law or custom) that is self-regulating in accordance with generally accepted norms. For example, “the institution of marriage” refers to currently defined laws and customs related to marriage.

**Institutional Practices** – Refers to established patterns of behavior that may not be governed by formal law or policy, but are “the way things are done”.

**Public Policies** – The established course of action by government bodies and representatives; how governments put laws into action.

**Race** – A social idea that categorizes people based on observable physical qualities such as skin color, body shape or hair type. Race and ethnicity are often used interchangeably, although they refer to different concepts. Racial categories have changed over time, reflecting the fact that race is a social concept. Biologically, there is more genetic variability (difference) *within* any given racial group than between two racial groups.

**Racial Hierarchy** – A system of ranking people based on race, with the group at the top having the most power and authority.

**White Supremacy** – A system of racial hierarchy that gives white people power, privilege, opportunities, and wealth at the expense of people of color

**Social Structures** – Social structures are relatively stable arrangements of institutions, values, and behavior patterns among people in a given society. We often take these structures for granted; it is often easier to see social structures clearly from outside a given culture/society.

**Structural Racism** – Structural racism happens when individuals *and* social systems maintain a racial hierarchy. An understanding of structural racism helps us see the ways that history, ideology, public policies, institutional practices, and culture interact to maintain a racial hierarchy that endures and adapts over time.
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**BMoC (Boys and Men of Color) 102: “Understanding the Culture that Binds” Redefining Masculinity Workshop Curriculum**

*Created by Erica Woodland and B. Cole, Brown Boi Project (www.brownboiproject.org)*

<table>
<thead>
<tr>
<th>Workshop Purpose</th>
<th>Introduce youth leaders to Brown Boi Project’s framework for redefining and exploring their own sense of masculinity.</th>
</tr>
</thead>
</table>
| **Workshop Outcomes** | By the end of this session, participants will:  
  - Explore the impact of culture, family, and ethnicity as driving forces that shape identity.  
  - Be introduced to the Brown Boi Project framework of masculinity as socially constructed.  
  - Have the opportunity to shape their own understanding of masculinity.  
  - Explore gender, sexuality, and homophobia as tied to masculinity (start privilege conversation) |

| AGENDA |
|-------------------------|---------|
| **Activity** | **Time** |
| 1. Grounding & Check In | 15 minutes |
| 2. Individual Artistic Reflection on Identity | 20 minutes |
| 3. Outward Reflection I: Peer Pairs | 20 minutes |
| 4. Break | 20 minutes |
| 5. Outward Reflection II: Small Group Scenarios | 25 minutes |
| 6. Debrief | 10 minutes |
| 7. Evaluation & Closing | 10 minutes |
| **TOTAL TIME** | **2 hours** |

| Materials Checklist |  
  - Copies of mask template (attached)  
  - Markers, assorted magazines, scissors, glitter/stickers, and glue sticks  
  - 3 hacky sack balls or stress balls  
  - Large butcher paper |
Facilitation Guide

Room set up: Ensure there is enough space (ideally separate rooms) for participants to break up individually to work on art projects and then have paired and small group interactions.

Trainer(s): Need one facilitator for group of 8-10 participants. If group is larger, consider adding other facilitators and breaking into smaller groups.

1. Grounding & Check In (15 minutes)

- Welcome and ground group. Review group agreements (if they have not previously been set, create them). Use this as an opportunity to check in with the group—which group agreements are we doing well? Which do we need to focus on? [5 mins]
- Group check in: Ask: Where do you get your information about masculinity? Who are your role models? (free write the answer) [5 mins] Take popcorn answers from the room.
- Share that today we will explore who we are at our core—and who we want to become in our lives.
- Walk through agenda for session [5 mins]. Introduce the Brown Boi Project and approach (see below).

Brown Boi Project Framework

Who We Are
The Brown Boi Project is a community of masculine of center women, men, two-spirit people, transmen, and our allies. We are activists, philanthropists, rebels, and community leaders, committed to transforming our privilege of masculinity, gender, and race into tools for achieving Racial and Gender Justice.

*Masculine of center (MoC) is a term that recognizes multiple identities for lesbian/queer womyn who tilt toward the masculine side of the gender scale and includes a wide range of identities such as butch, stud, tom, macha, aggressive/AG, dom, etc. (B. Cole, 2008)

What We Do
We work for Gender Justice by building a new vision for masculinity. We hold national leadership retreats for young men of color and masculine of center women of color 17-35 and run a middle school program for 7th and 8th graders at Frick Middle School in Oakland, CA.

Facilitator Note: This get-to-know-you activity examines identity and stereotyping as participants decorate the outside and inside of masks as a metaphor for how they are seen by others and how they see themselves. They then share stories from their masks followed by a discussion about the similarities and differences. There is an diagnostic/basic glossary of terms that should be used if you have a group with little to no LGBT/queer awareness. It should be passed out as a quiz and reviewed).
Sample Group Agreements:
• Don’t Yuck My Yum
• Take space, Make space
• Cell phones – Drop it like it’s hot
• Confidentiality
• What you put in is what you get out
• Learn and use people’s names
• Speak from your own experience
• There is no right or wrong answer
• One Mic
• Love your people, but break it down
• Use respectful language
• Any others to include

2. Individual Artistic Reflection on Identity (20 minutes)

• Distribute one mask to each participant and have plenty of art supplies on hand.

ASK: Think about how you see yourself and how others see you. What are the differences? What gets lost in the way others see you? Are there things about how you see yourself that you wish you could change? Using words, symbols, and/or pictures decorate the outside of the mask to show how people see you on the outside. Then do the same on the inside, depicting how you see yourself. Consider how your race, class, gender, immigration status, ability, sexual orientation, etc. affect how others see you and how you see yourself.

• Allow 15 minutes for this and encourage people not to share their masks with other participants.

Facilitator Note: Working on their own with their masks they will be less likely to filter what they put on the mask. They can do that filtration when they share it in pairs but we want the mask to be as realistic an expression of their identity as possible—without peer pressure or influence.

3. Outward Reflection I: Peer Pairs (10 minutes)

• Once all participants have decorated their masks, ask them to pair up and share the inside and outside of their mask with someone they do not know as well or haven’t paired up with.
• Each partner gets 4-5 minutes and facilitator should chime when it’s time to switch.

Facilitator Note: Here you want to lift up where our stereotypes about gender come from—drawing on the experiences of the young men in the room. How do those stereotypes limit the depth of ourselves we bring to the world. We want to distill that a lot of the gender tensions that boys experience is because of the pressure not to be seen as soft, weak or feminine. Ask: What is the ultimate insult of weakness for boys and men?, Why do you think this is the case?, How do these insults affect women and girls? You will get responses like being called gay or a faggot. It’s ok to let participants use their own language here. It’s not a time to police language but to draw out their honest reflections. Draw from the conversation in the BMOC 101 workshop that built on the “man box” exercise and the negative consequences of stepping outside the box.

Misconceptions & Stereotypes (10 minutes)

SAY: Understanding how homophobia works means we’re less likely to spread it BUT since it drives a lot of the pressure we feel it also helps us to be more comfortable in our own skin. We need to understand the challenges that queer and trans people face right now. An important first step is to identify stereotypes / common misconceptions that we hear about queer people.
ASK: What are the stereotypes that we hear about queer people? What do we hear about lesbians, gay men, and transgender people? (Write down responses on butcher.)

ASK: What effect do these stereotypes have on queer people? On straight people? Write down responses on butcher paper.

Facilitator Note: Review all the effects these stereotypes have on queer people and on straight people. All forms of putting people down need to end and all people that are put down must work together to end all forms of oppression. What does that look like for the young in men in this BMoC space?

4. Break (10 minutes) / Ball Game (10 minutes)

Focus on awareness as a tool for developing ourselves: In group of 8-10 participants with a facilitator in each group. Facilitator shares the rule: you must pass the ball in the same order each time, then facilitator throws the ball to someone and that person throws the ball to another participant. It continues until it comes back to the facilitator. After 2-3 tries to increase the speed, the facilitator adds 2 additional balls one at a time without saying anything to the group. If ball is dropped or thrown out of turn, that ball must start over again with the facilitator. Take reflections on what happens when we lose awareness on the broader level. Awareness is the key to using power with integrity and it allows us to learn, grow, and adapt. The more awareness we develop about ourselves, the more power we have to change.

5. Outward Reflection II: Small Group Scenarios (25 minutes)

SAY: For our last activity we are going to break into three groups. Each group will get a scenario of a person. You will act out the scenario and also what will happen to the person next.
- Count by 3’s. Give out scenarios.
- Have each group act out scenarios (10 minutes prep and 3 minutes each for presentation).

Ask the whole group: What difficulties/challenges/oppression do queer youth have to deal with every day? How are these challenges similar or different from challenges straight youth of color face? What makes people see you differently than you see yourself? Are there things that people might not include on their masks? What might be some of those things? What are some of the reasons that we keep things hidden?

Facilitator Note: Draw out that stereotypes drive the targeting and discrimination that boys of color experience, similarly to how stereotypes make LGBT people’s lives challenging. That all of us as young people of color have to work together to change this work and that there are gay, bisexual and transgender boys of color in the BMoC community. It’s our job to make sure they feel cool enough to be their full selves. Select three of the scenarios from the 4 listed here (two plus the Marcus scenario). Note that if you have time to expand this activity to 30 minutes you can do 4 groups and use all 4 scenarios.

6. Debrief (Large Group) (10 minutes)

Pose questions to the group and ask them to reflect with a partner (4 minutes). Take popcorn reflections from the group before the close.
1. How much of an impact does the “outside” have on the “inside”? 
2. What would the world be like if the outside and inside were exactly the same? Would it be positive? And if so, what can we do to work towards that end?

**7. Evaluation & Closing (10 minutes)**

- Delta/Plus: Ask participants to name something they liked and something they would change about today’s workshop
- Closing: Ask participants to share one word about how they are feeling at the end of the day. Start with one person and then go around the circle from there.
<table>
<thead>
<tr>
<th>LESBIAN</th>
<th>QUESTIONING</th>
<th>HETEROSEXISM</th>
</tr>
</thead>
<tbody>
<tr>
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<td>HETEROSEXUAL</td>
<td>TRANSGENDER</td>
</tr>
<tr>
<td>BISEXUAL</td>
<td>GLBTQQ</td>
<td></td>
</tr>
<tr>
<td>QUEER</td>
<td>HOMOPHOBIA</td>
<td></td>
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</tbody>
</table>

___________ A technical term used to describe a person who has a relationship with someone of a different sex.

___________ This is used as a broad term to describe anybody who is not heterosexual. Also used specifically to describe a male homosexual.

___________ A female homosexual.

___________ This was seen primarily as a derogatory term until activists reclaimed it a couple of decades ago. Used as an umbrella term to mean anyone who is gay, lesbian, bisexual, or transgender.

___________ Describes a person who is in the process of figuring out their sexual identity/orientation.

___________ A term used to describe a person who has relationships with both men and women.

___________ An abbreviated term that stands for “Gay, Lesbian, Bisexual, Transgender, Queer, and Questioning” and is used as an umbrella term to describe the entire community.

___________ A system of oppression we live under that gives heterosexual people power and privilege at the expense of gay, lesbian, bisexual, queer, questioning, and transgender people.

___________ An umbrella term used for people whose gender expression and/or gender identity differs from conventional expectations based on the physical sex they were born into.

___________ Literary means “fear of homosexual”. This word describes behavior that is oppressive to gay, lesbian, bisexual, queer and transgender people.
**ANSWER KEY – FOR FACILITATORS’ ONLY**

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SCENARIO 1

Instructions:
- Read scenario out aloud.
- Think of a likely positive outcome in the character’s life?
- Think of a likely negative outcome in the character’s life?
- Prepare to act it out in from of entire group.

Marcus is a young black teen that lives in Long Beach. He recently started struggling with issues of identity and feels like he might be gay. He wants to talk to somebody to process out some of the stuff he is dealing with but he does not know of any place to go. Marcus feels alone and scared because he thinks that if his family were to find out, they would kick him out of the house. Marcus feels depressed and doesn’t feel like he has a lot of options.

SCENARIO 2

Instructions:
- Read scenario out aloud.
- Think of a likely negative outcome in the character’s life?
- Think of a likely positive outcome in the character’s life?
- Prepare to act it out in from of entire group.

Alejandro’s family has recently moved to Salinas from Michoacán, Mexico. He misses home, his friends, and is having a hard time adjusting to culture in the US. Alejandro is very close to his family and has a lot of respect for them. Alejandro finds it hard to concentrate at school because the teacher covers things so quickly and doesn’t realize he’s struggling—as a result, his grades are slipping. Alejandro is scared that if he tells his family he is having trouble at school, it would bring too much stress to the family and he doesn’t want to do that.

SCENARIO 3

Instructions:
- Read scenario out aloud.
- Think of a likely positive outcome in the character’s life?
- Think of a likely negative outcome in the character’s life?
- Prepare to act it out in from of entire group.

Sovannara is 16 years old. He and his family are Cambodian immigrants and own a restaurant that Sovannara works at everyday after school in Sacramento. Sovannara faces harassment at school everyday because people make fun of his accent and call him gay. The harassment is often violent—he gets pushed around and even beat up. He starts hanging out with a crew at school that has his back but they also do a lot of drugs and have started robbing people to get high and kick it.
SCENARIO 4

Instructions:
- Read scenario out aloud.
- Think of a likely negative outcome in the character’s life?
- Think of a likely positive outcome in the character’s life?
- Prepare to act it out in front of entire group.

Maurice is a black 8th grader in Oakland. He lives with mother and grandmother. His dad was killed last year and since then his mom and grandmother fight all the time. At times it has gotten really physical and the police have been called. Maurice hates to be around the fighting but he’s worried about not being around to take care of them. He feels like there’s no one he can really talk to and his friends wouldn’t understand.
Boys and Men of Color and the School-to-Prison Pipeline Workshop Curriculum

*Developed by Jeremy Lahoud, Movement Strategy Center, with input from Janelle Ishida, Ingrid Benedict, and Luis Sanchez*

| Workshop Purpose | Explore school discipline policies and practices that push students, especially boys and young men of color, into the School-to-Prison Pipeline. |
| Workshop Outcomes | By the end of this session, participants will: |
| | □ Understand how school climate and discipline policies and practices push students, especially boys and young men out of color, out of school and towards the prison system (known as the School-to-Prison Pipeline) |
| | □ Connect their personal experiences with an analysis and history of the School-to-Prison Pipeline |
| | □ Learn about efforts and opportunities in the Alliance for Boys and Men of Color to proactively address school push-out and the School-to-Prison Pipeline |

**AGENDA**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Session Overview and Introductions</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2. “Movement Aerobics” Energizer</td>
<td>5 minutes</td>
</tr>
<tr>
<td>3. The School-to-Prison Shuffle</td>
<td>25 minutes</td>
</tr>
<tr>
<td>4. School-to-Prison Timeline</td>
<td>30 minutes</td>
</tr>
<tr>
<td>5. Break</td>
<td>5 minutes</td>
</tr>
<tr>
<td>6. Small Group Breakouts: Alternatives and Solutions</td>
<td>25 minutes</td>
</tr>
<tr>
<td>7. People’s Theater and Closing</td>
<td>20 minutes</td>
</tr>
<tr>
<td>8. Evaluation</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

**TOTAL TIME** 2 hours

**Materials Checklist**

- Butcher paper or large easel pad
- Blue painter’s tape
- Markers
- Workshop agenda, goals, and definition of “School-to-Prison Pipeline” written on butcher or easel pad paper.
- School-to-Prison Shuffle Identity Cards (attached); enough cards for one per participant
Facilitation Guide

1. Session Overview and Introductions (5 minutes)

   a. Briefly review the goals and agenda for the session
   b. Have participants quickly introduce themselves: Name, organization/school, and one thing they’d like to get out of today’s session

2. “Movement Aerobics” Energizer (5 minutes)

   [Adapted from an icebreaker created by Khmer Girls in Action, www.kgalb.org]

   SAY: To get us moving and energized for today’s session, we’re going to start out with an energizer called “Movement Aerobics” created by Khmer Girls in Action. We’re going to do a series of physical movements that also represent social justice movement building.

   ● For the first movement, we’re all going to reach down and “build our base.” So let’s bend at the waist and reach our hands all the way to the floor. Imagine that we’re reaching out to the “grassroots” to build our base of leaders.
   ● For the second movement, we’re going to “stomp out oppression.” So let’s all stand up and stomp our feet!
   ● For the third movement, we’re going to “seek out our vision.” So put one hand across your forehead and twist from side to side looking for our vision.
   ● For the final movement, we’re going to “reach up to victory”. So let’s stretch our arms up as high towards the ceiling as we can.
   ● Now let’s go through and repeat the movements one after another a few times quickly:
     ○ We’re reaching down and building our base!
     ○ We’re stomping out oppression!
     ○ We’re seeking out our vision!
     ○ We’re reaching up to victory!
3. **The School-to-Prison Shuffle** (25 minutes)

[Adapted from “The Queer Youth Pushout Shuffle”, created by Geoffrey Winder, Gay Straight Alliance Network, www.gsanetwork.org]

**Facilitators’ Instructions:**

a. For this activity, ask participants to line up shoulder-to-shoulder across the room. Before the session, set-up the room by placing blue tape across the floor and a sign posted on the wall reading “Pipeline to Success: College, Career, and Community Participation” about 10-15 feet in front of where participants will line up. 10-15 feet behind them place a line of blue tape on the floor with a sign reading “Pipeline to Prison” on the wall.

b. Give each participant an “identity card” with a made-up identity that includes race, gender/gender identity, socio-economic status, immigration status, EL status, sexual orientation.

c. Participants will be instructed to take steps forward or backward based on identity factors on their cards. After each step, the facilitator will share statistics related to school push-out and success in California that explain the reasons students were asked to step forward or backward.

d. Read the statements and statistics aloud on the attached “Statements and statistics for the “School-to-Prison Shuffle”

e. At the end of the activity, participants will be spread across the floor, some closer to “success” and others closer to “prison”. Participants should be asked to share the “identities” on their cards and how they think the results of this activity relate to zero tolerance and the School-to-Prison Pipeline in reality

**Facilitation Script:**

**SAY:** The focus of today’s session is what we call the “School-to-Prison Pipeline” and how it affects young people in our communities, especially young men of color. The ACLU defines the School-to-Prison Pipeline as:

“The policies and practices that push our nation’s schoolchildren, especially our most at-risk children, out of classrooms and into the juvenile and criminal justice systems. This pipeline reflects the prioritization of incarceration over education.” [Written on butcher or easel pad paper.]

**SAY:** Our first activity helps to demonstrate the different ways students are impacted by current school climates, policies and conditions that push them out of school and into the “prison pipeline”. The line in front represents the point at which students have a positive experience in school and have the opportunity to continue onto college and careers. The line in back represents the point at which students get pushed out of school and start to encounter the prison system. This activity is designed to demonstrate how statistically certain groups of youth are more likely to be pushed out of school and into the School-to-Prison Pipeline. The identity cards are made-up identities that will show how factors like race, gender and gender
identity, economic status, immigration status, English Learner status, and sexual orientation impact the School-to-Prison Pipeline.

**SAY:** Please look at and read your Student Identity Card. If there is an identity that doesn’t make sense to you, please ask so we can clarify it for you. For this activity you will move forward or backward based on statements read by the facilitator that relate to the identities on your card. This is a silent activity.

**POST-SHUFFLE DISCUSSION QUESTIONS:**

- **Looking at where each of you ended up, do all students have the same opportunities for a pathway to success?**
- **For students in the front of the room, tell us about the identity on your card.**
- **For students in the back of the room, tell us about the identity on your card.**
- How are students spread across the room?
- Handout copies of the “California School Push-Out Factsheet” and give participants a few minutes to review it.
- Based on the statistics in the activity and on this factsheet, which students are most likely to end up in the School-to-Prison Pipeline?
- What are some of the key identity factors that impact students’ chances? What are some of the main factors that push students out of school?
- In what ways do race and gender relate to school push-out, especially for young men of color?

**4. School-to-Prison Pipeline Timeline activity (30 minutes)**

[Adapted from activities developed by Californians for Justice, www.caljustice.org, and InnerCity Struggle, www.innercitystruggle.org]

**Facilitators’ Instructions:**

a. Set up the room with “Gallery Walk” stations for each of the key historical events in the timeline provided. Tape each timeline event to a piece of butcher paper to take notes during the discussion.

b. Break participants into 3-4 small groups depending on the overall number of participants. Each small group should have between 5-7 participants.

c. Have each group stand next to one of the first few historical stations in the timeline. For example, small group #1 should stand next to historical station #1, group #2 next to station #2, and so on.

d. The odd-numbered groups will only visit the odd-numbered stations, except they should also visit Station #6 (about Zero Tolerance). The even-numbered groups will only visit the even-numbered stations, except they should also visit Station #7 (about recent youth-led campaigns).

e. Give each small group one of the backpack or bags filled with no more than 5 resources (notebook, pencil, pen, ruler, calculator, eraser, compass, etc.) that represents educational resources and opportunities for the college and career pathway. Also handout the “Timeline Gallery Walk Instructions”.

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Stepping Into Power: A Leadership Academy Curriculum for Boys and Men of Color
f. Each small group will spend five minutes at each station and rotate in chronological order. At each point on the timeline, participants will reflect on whether the event advanced opportunities for all students or created more injustices; if the event created more injustice, two items are removed from the backpack; if the event advanced opportunities, one item can be placed back in the backpack.

g. At each point on the timeline, participants can share/write down any experiences they’ve had or heard about in their schools that relate to the events on the timeline.

h. At the end of the timeline, each small group will be asked to stand next to one of the stations that represented an educational injustice that stood out the most for their group. Each group should pick a different final station in the timeline.

**Facilitation Script:**

**SAY:** The opening activity showed us how we currently have a School-to-Prison Pipeline, especially for young men of color, in California and the United States. But how did we get to this point? For our next activity, we’re going to take a “tour” of a timeline with some key historical events in education. We’re going to break into small groups for the tour, so I need people to count off [by threes or fours].

- After groups are formed, have Group #1 stand next to Station #1 in the timeline, Group #2 stand next to Station #2, and so on.

I’ll need one volunteer from each small group will hold a backpack or bag full of school supplies during our tour. The bag and materials inside represent educational resources and opportunities for the college and career pathway.

- Handout the backpacks/bags and the Timeline Gallery Walk Instructions

**SAY:** At each of the stops in the tour, your group should read the historical events aloud and decide whether the events were a step forward in creating educational opportunities for more students or a step backward that created more injustices and helped to create the School-to-Prison Pipeline. If the event represents a step backward, you’ll remove two items from the “educational opportunity backpack.” If it represents a step forward, you can add one of the resources back to the backpack, so have someone in your group hold onto the removed items. At each station, you can also take a minute to talk about and write down how each of the events relates to your own experiences or observations of your own schools and education.

**SAY:** After your group has visited all of the odd-numbered or even-numbered stations, your small group should pick and stand next to one of the stations that represented an educational injustice (a step backward) that stood out the most for your group. Each group should pick a different final station in the timeline.
POST-GALLERY WALK DISCUSSION QUESTIONS (after all groups have visited all stations):

- **How many groups have only a few items left in their school supply backpack?** [All groups should have very few supplies left.]
  - We can see that throughout history educational opportunities and resources haven’t been shared fairly, especially for communities of color.
- **What else does this timeline show us about the historical context of education in the United States?**
  - Public education and schools have often been used as tools of social control and oppression, especially for communities of color.
  - Communities of color have also organized and fought to make education more just and equitable.
- **How do the events in the timeline relate to the School-to-Prison pipeline and some of the statistics we heard in the first activity?**
  - More recent forms of educational injustice (e.g., school push-out) continue the trends started many years ago, but often have slicker names (e.g., “zero tolerance” and “willful defiance” rather than “segregation”).

5. Optional: BREAK (5 minutes)

6. Small Group Breakouts: Alternatives and Solutions (25 minutes)

Facilitators’ Instructions:

a. Have participants get back into the same small groups they had for the Timeline Gallery Walk and stand next to the station they picked from the last activity. Give the participants copies of the attached Small Group Breakout Instructions.

b. Each small group will take 20 minutes to complete the following tasks:

- Start out with a talking circle to share how the historical event they chose connects to the School-to-Prison Pipeline and their experiences or observation in schools.
- Brainstorm discipline policies and practices that they’ve experienced or observed that push students out of their schools. (For example, overuse of suspension for “willful defiance,” unfair discipline of students of color.)
- Pick one of the current unjust policies or practices and brainstorm possible alternatives or solutions. -OR- Pick one of the historical events from their timeline station and brainstorm a way the historical event could have been “rewritten” to have a fair and just solution.
- Pick one solution to focus on. (For example, communities fighting to have their home/native languages taught in schools, restorative justice talking circles, positive behavior supports.)
- As a group, come up with a creative way to present the problem and solution. Each group can pick one of two options: (1) Create a two-minute skit that demonstrates the problem and solution. The skit should use more physical movement, so the small group is limited to only 10
words for the entire skit. (2) Create two human “sculptures”—one that demonstrates the problem and one that demonstrates the solution.

**Facilitation Script:**

**SAY:** Now we’re going to spend some time in our small groups talking about how the history of education and the School-to-Prison Pipeline affect our schools and relate to our own educational experience. You’ll discuss the historical event your group chose as well as current school discipline policies and practices that you’ve experienced or observed that push students out of your schools. Then you’ll pick one of those unjust policies or practices and discuss alternatives and solutions. Finally, you’ll come up with a 2-minute skit or a two-part human sculpture to present the problem and solution. Here are instructions for your small groups. [Handout copies of Small Groups Breakout Instructions.] Any questions?

7. **Peoples’ Theater** (20 minutes)

**Facilitators’ Instructions:**

a. After each small group has finished preparing, have each group come up one at a time and present their skit or human sculpture. After each skit or human sculpture, discuss the following questions:
   - What problems and solutions did you see in the presentation? (Participants should try to interpret the skits and human sculpture before the presenting team explains their problem and solution.)
   - How do the problems in the presentation relate to your experiences and observations with school discipline?
   - What can we do to help promote the proposed solutions in our schools?

b. Ask participants:
   - What campaigns and efforts are you involved in or aware of to challenge the School-to-Prison Pipeline in your district?
   - What issues related to the School-to-Prison Pipeline would you like to address?

c. Conclude the workshop by sharing some of the campaigns for alternatives to zero tolerance and school push-out that youth and adults are leading across the state:
   - Fresno SUCCESS Team campaign that won passage of a School Board resolution for restorative justice in FUSD schools in May 2013
   - Brothers Sons Selves coalition campaign to pass a School Climate Student Bill of Rights resolution in LAUSD in May 2013
   - OUSD restorative justice resolution and programs in Oakland schools
   - Long Beach BHC “Every Student Matters” campaign to create a consistent discipline policy that promotes restorative justice and alternatives to suspension in LBUS
8. **Evaluation (5 minutes)**

a. Give participants 5 minutes to either fill out evaluation forms or do a quick “round robin” evaluation session where participants answer the following questions:
   - What’s one thing you learned from this workshop?
   - What’s one action you’ll take to help end the School-to-Prison Pipeline?
   - What’s one thing you would change about today’s workshop?
Statements and Statistics for the “School-to-Prison Shuffle”

READ THE FOLLOWING INSTRUCTIONS AND STATISTICS ALOUD:

Issue #1: Dropout Rate
- If your identity card says that you are an African American male or an English Learner, take two steps back.
- If your identity card says that you are a Latino male, Native American male, Pacific Islander male, or African American female, take one step back.
- If your identity card says that you are white, take one step forward.

According to the California Department of Education, in 2011-2012, the overall dropout rate in California was 13%.
- For white students, the dropout rate was only 8%.
- On the other hand, with one out of every four African American males and English Learner students dropping out, the rate was three times higher than white students.
- For Latino, Native American, and Pacific Islander males and African American females, the dropout rate was about 2.5 times higher than white students.

Issue #2: Expulsion
- If your identity is African American, take two steps back.
- If your identity is Latino, Native American, or you have a disability, take one step back.
- If your identity is LGBTQ or gender non-conforming, take one step back.

9,553 students in California were expelled in 2011-2012.
- Almost 14% of expelled students were African American, while Black students made up less than 7% of total enrollment.
- Latino, Native American, and Special Education students are also disproportionately expelled compared to their percentage of total enrollment.
- LGBTQ youth are 1.4 times more likely to be expelled than straight youth.

Issue #3: Suspensions
- If your identity is African American, take two steps back.
- If your identity card states that you have a disability, take one step back.
- If your identity is LGBTQ or gender non-conforming, take one step back.
- If you are a low-income student, take one step back.

In California, 539,147 out-of-school suspensions were given out in 2011-2012.
- African American students accounted for almost 20% of out-of-school suspensions, but only 6.5% of enrollment.
- Special education and low-income students are also disproportionately suspended compared to their percentage of total enrollment.

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1 Most of the statistics in this exercise were taken from the 2011-2012 data sets available on the California Department of Education DataQuest website: [http://data1.cde.ca.gov/dataquest/]
School discipline policies may OUT students when they report discipline issues to the students’ parents. 50% of LGBTQ youth face initial family rejection, 30% of LGBTQ youth are kicked out of their homes into foster care or onto the streets.

**Issue #4: Willful Defiance:**
- If your identity is African American take one step back.

“Willful defiance”, an open-ended category that can include behaviors like “talking back” to a teacher or not wearing a school uniform, was the most common reason for suspensions in 2011-2012, accounting for 38% of all out-of-school suspensions. Because willful defiance has a subjective definition, it is unequally applied to African American students, who received 32% of all out-of-school suspensions for willful defiance in 2011-2012, nearly five times their proportion of total student enrollment.

**Issue #6: Safety and Social/Emotional Well-Being**
- If your identity is LGBTQ or gender non-conforming, take two steps back.
- If your identity is Cambodian, take two steps back.

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.

According to a 2011 survey in Long Beach, a majority of Cambodian youth showed signs of being at significant risk for developing or having depression.

**Issue #5: College Access**
- If you are a student with a disability, take three steps back.
- If you are a Native American, African American, or Latino male, take two steps back.
- If you are an English Learner student, take two steps back.
- If you are an undocumented student, take two steps back.
- If you are a low-income student, take two steps back.
- If you are a Pacific Islander male or African American female, take one step back.
- If you are a white student, take one step forward.

In 2011-2012, 38% of all high school graduates had completed their A-G courses, the classes required to enter a four-year state university. The A-G completion rate was 45% for white students, but was much lower for marginalized students:
- Less than 6% for Special Education students
- Less than a quarter of Native American, African American, and Latino males, English Learners, and low-income students graduated with their A-G requirements.
- Less than 30% of Pacific Islander males and Native American females completed the A-G classes.

According to the Immigration Policy Center, 65,000 undocumented students graduate from high school in the U.S. each year. 40% of undocumented graduates live in California. While the California legislature passed and the Governor signed the California Dream Act, undocumented students are still ineligible for federal financial aid, a major barrier to continuing their education after high school.

**Issue #6: Criminalization of Youth**
- If you are an African American student, take two steps back.
- If you are a Latino or Native American student, take one step back.
- If you are a Cambodian male student, take one step back.

According to a report by the Annie E. Casey Foundation, African-American youth are nearly five times more likely to be confined to juvenile residential facilities than their white peers. Latino and American Indian youth are two and three times more likely to be confined.

According to a 2011 survey of Cambodian youth in Long Beach, a majority of respondents had experienced racial profiling in various forms. Approximately 39% of young Cambodian males were stopped by law enforcement, 23% were arrested, 21% were taken to the police station, and 16% were hurt physically.
### School-to-Prison Shuffle Identity Cards
(to cut out and provide to each participant)

<table>
<thead>
<tr>
<th>You are:</th>
<th>You are:</th>
<th>You are:</th>
<th>You are:</th>
</tr>
</thead>
</table>
| ● African American male  
  ● Low-income | ● African American male  
  ● Student with a disability | ● Pacific Islander male  
  ● Low-income  
  ● LGBTQ | ● Native American male  
  ● Student with a disability |
<table>
<thead>
<tr>
<th>You are:</th>
<th>You are:</th>
<th>You are:</th>
<th>You are:</th>
</tr>
</thead>
</table>
| ● African American female  
  ● Low-income | ● White  
  ● Gender non-conforming  
  ● Low-income | ● Cambodian  
  ● English Learner | ● Latino male  
  ● Undocumented  
  ● English Learner |
<table>
<thead>
<tr>
<th>You are:</th>
<th>You are:</th>
<th>You are:</th>
<th>You are:</th>
</tr>
</thead>
</table>
| ● Latino male  
  ● English learner  
  ● LGBTQ | ● Native American male  
  ● Low-income | ● White female  
  ● Low-income | ● White  
  ● LGBTQ |
<table>
<thead>
<tr>
<th>You are:</th>
<th>You are:</th>
<th>You are:</th>
<th>You are:</th>
</tr>
</thead>
</table>
| ● Latina female  
  ● Undocumented  
  ● LGBTQ | ● Cambodian male  
  ● Low-income | ● Latino  
  ● Gender non-conforming  
  ● Low-income | ● White male  
  ● Middle class |
<table>
<thead>
<tr>
<th>You are:</th>
<th>You are:</th>
<th>You are:</th>
<th>You are:</th>
</tr>
</thead>
</table>
| ● Native American female  
  ● Low-income | ● Latino male  
  ● Undocumented | ● African American male  
  ● Low-income  
  ● Student with a disability | ● Latina female  
  ● Low-income |
<table>
<thead>
<tr>
<th>You are:</th>
<th>You are:</th>
<th>You are:</th>
<th>You are:</th>
</tr>
</thead>
</table>
| ● African American female  
  ● LGBTQ | ● Pacific Islander male  
  ● Student with a disability | ● Cambodian female  
  ● Low-income | ● Cambodian  
  ● Undocumented  
  ● English Learner |
California School Push-Out Factsheet

Statewide Dropout Rates

In 2011-2012, the overall dropout rate in California was 13%.
- For African American male students it was twice as high at 26%.
- The dropout rate for English Learner students was nearly 24%.
- The dropout rate was 19% for Latino males, 21% for American Indian males, 19% for Pacific Islander males, and 18% for African American females.
- On the other hand, the dropout rate for white students was only 8%.

Suspensions in California

539,147 out-of-school suspensions and 170,449 in-school suspensions were given out in 2011-2012.
- African American students accounted for almost 20% of out-of-school suspensions, but only 6.5% of enrollment.
- Special education students made up 19% of all students who got suspended in 2011-2012, but only 11% of total enrollment.
- School discipline policies may OUT students when they report discipline issues to the students' parents. 50% of LGBTQ youth face initial family rejection, 30% of LGBTQ youth are kicked out of their homes into foster care or onto the streets.
- Low-income (socio-economically disadvantaged students) received 78% of all out-of-school suspensions in 2011-2012, but only 58% of all students were eligible for free or reduced price meals.

Willful Defiance

“Willful defiance”, an open-ended category that can include behaviors like “talking back” to a teacher or not wearing a school uniform, was the most common reason for suspensions in 2011-2012, accounting for 38% of all out-of-school suspensions. Because willful defiance has a subjective definition, it is unequally applied to African American students, who received 32% of all out-of-school suspensions for willful defiance in 2011-2012, nearly five times their proportion of total student enrollment.

Safety and Social/Emotional Well-Being

- 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.
- According to a 2011 survey in Long Beach, a majority of Cambodian youth showed signs of being at significant risk for developing or having depression.

College Access

In 2011-2012, 38% of all high school graduates had completed their A-G courses, the classes required to enter a four-year state university. The A-G completion rate was much lower for marginalized students:
- Less than 6% for Special Education students
- Only 22% for American Indian males
- Only 23% for African American and Latino males
- Less than 23% for “Limited English Proficient” students
- Only 25% for low-income students.
- Only 29% for Pacific Islander males
- Only 28% for American Indian females
- On the other hand, the A-G completion rate was 45% for white students.

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2 Most of the statistics in this factsheet were taken from the 2011-2012 data sets available on the California Department of Education DataQuest website: http://data1.cde.ca.gov/dataquest/
TIMELINE GALLERY WALK INSTRUCTIONS (GROUPS 1 & 3)

Your group has **25 minutes total** to visit each of the odd-numbered stations (#1, #3, #5, #7) in the School-to-Prison Pipeline Timeline (**five minutes per station**). When you’re finished with the odd-numbered stations, you should also stop by station #6. At each station, you should:

1. Have someone read the historical events on the timeline out loud.

2. As a group, decide whether the events were a step forward in creating educational opportunities for more students or a step backward that created more injustices and helped to build the School-to-Prison Pipeline.

3. If the event represents a step backward, you’ll remove two items from the “educational opportunity backpack.” If it represents a step forward, you can add one of the resources back to the backpack, so have someone in your group hold onto the removed items.

4. At each station, you can also take a minute to talk about how each of the events relates to your own experiences or observations of education. You can write down any quick thoughts you have on the butcher paper at the station.

After your group has visited all of the stations, your small group should pick and stand next to one of the stations that represented an educational injustice (a step backward) that stood out the most for your group. Each group should pick a different final station in the timeline.

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TIMELINE GALLERY WALK INSTRUCTIONS (GROUPS 2 & 4)

Your group has **25 minutes total** to visit each of even-numbered stations (#2, #4, #6) in the School-to-Prison Pipeline Timeline (**five minutes per station**). When you’re finished with the even-numbered stations, you should also stop by station #7. At each station, you should:

1. Have someone read the historical events on the timeline out loud.

2. As a group, decide whether the events were a step forward in creating educational opportunities for more students or a step backward that created more injustices and helped to build the School-to-Prison Pipeline.

3. If the event represents a step backward, you’ll remove two items from the “educational opportunity backpack.” If it represents a step forward, you can add one of the resources back to the backpack, so have someone in your group hold onto the removed items.

4. At each station, you can also take a minute to talk about how each of the events relates to your own experiences or observations of education. You can write down any quick thoughts you have on the butcher paper at the station.

After your group has visited all of the stations, your small group should pick and stand next to one of the stations that represented an educational injustice (a step backward) that stood out the most for your group. Each group should pick a different final station in the timeline.
SMALL GROUP BREAKOUT INSTRUCTIONS

Your small group has 20 minutes to complete the following tasks. Start out in a talking circle to discuss the following questions:

1. How does this historical event your group chose connect to the School-to-Prison Pipeline in today’s schools?

2. How does this historical event relate to your experiences or observations in schools? Have you had any experiences that are similar to historical segregation, discrimination, and racial injustice in your own education?

3. Brainstorm discipline policies and practices that you’ve experienced or observed that push students out of your school and into the prison pipeline. (For example, overuse of suspension for “willful defiance,” unfair discipline of students of color.)

4. Pick one of these current unjust policies or practices and brainstorm possible alternatives or solutions.

   -OR- Pick one of the historical events from your timeline station and brainstorm a way the historical event could have been “rewritten” to have a fair and just solution.

5. Pick one solution to focus on. (For example, communities fighting to have their home/native languages taught in schools, restorative justice talking circles, positive behavior supports.)

6. As a group, come up with a creative way to present the historical or current problem and your solution. Your group can pick one of two options:

   a. Create a two-minute skit that demonstrates the problem and solution. The skit should use more physical movement than talking, so your small group is limited to only 10 words for the entire skit.

   b. Create two “human sculptures”--one that demonstrates the problem and one that demonstrates the solution. Each sculpture should engage everyone in your small group and should show us the problem and the solution without using any words.
Key events to post in School-to-Prison Pipeline timeline activity

Station #1:

1830’s: Horrace Mann, education reformer and Secretary of the Massachusetts Board of Education, helped establish a system of “common schools,” or public schools, that embraced children from a variety of backgrounds. Mann hoped that by bringing all children of all classes together, they could have a common learning experience. This would also give an opportunity to the less fortunate to advance and education would “equalize the conditions” of children.

Photo by John Phelan: Little Red School House, Cedarville Massachusetts. Source: Wikimedia Commons, Creative Commons Attribution license.
Station #2:

1740-1830: Starting with North Carolina in 1740, states began passing laws making it illegal to teach enslaved people of African descent to write.

1864: Congress prohibited Native American children from being taught in their own languages.

1895-1906: Starting with the “Chinese School” in 1895, San Francisco created segregated (separate and inferior) schools for students of Chinese descent. Then in October 1906, the San Francisco Board of Education ordered that Japanese students in the city’s public schools be taught in racially segregated schools.

Station #3:

1879-1902: Richard Pratt and the Carlisle Indian Industrial School: Richard Pratt, developed an ideology for educating Native Americans—“Kill the Indian, save the man”—and created the first Indian boarding school in 1879. His schools attempted to remove everything that made a person “Indian” (culture, language, religion, family) in order to assimilate them to be “civilized Americans”. Carlisle and its curriculum became the model for schools sponsored by the Bureau of Indian Affairs. By 1902 there were twenty-five federally funded non-reservation schools across fifteen states and territories.

1896: Plessy v Ferguson: After the Civil War, the Supreme Court decision in *Plessy v Ferguson* established the “separate but equal” doctrine. This meant that laws separating races were constitutional (legal) so long as they were “equal” for both races. In reality, *Plessy v Ferguson* set the stage for segregated (separate and unequal) institutions, including public schools. The effect of the decision was immediate as noted through significant racial differences in educational funding emerging in the late 1890s that would prove enormous by the 20th century.

1913-1919: “Mexican” schools established segregated education for Mexican/Chicano students. Speaking Spanish was forbidden and the goal was “Americanization” of Mexican children: “to cleanse them of their cultural defects by guidance and control”.

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Stepping Into Power: A Leadership Academy Curriculum for Boys and Men of Color
Station #4:

1946: *Mendez v. Westminster School District* was a federal court case that challenged racial segregation in Orange County, California schools. In its ruling, the United States Court of Appeals for the Ninth Circuit held that the segregation of Mexican and Mexican American students into separate "Mexican schools" was unconstitutional.

1954: *Brown v. Board of Education*: In response to a class action lawsuit brought by civil rights activists and parents, the Supreme Court unanimously decided that the public schools that were segregating black and white students were not equal and were unconstitutional. The decision overturned the *Plessy v. Ferguson*, which allowed state-sponsored segregation. *Brown v Board* ordered schools to desegregate with “all deliberate speed,” which many Southern states and school districts interpreted as legal justification for resisting, delaying, and avoiding significant integration for years.

Station #5:

1960-1970s: In 1961, the Student Nonviolent Coordinating Committee (SNCC) forms in Atlanta as the student arm of the Civil Rights Movement. In 1964, Mississippi Freedom Summer is organized by SNCC, CORE and other national civil rights organizations. Freedom Schools teach African American youth and adults basic reading, writing, and math skills, as well as about the movement.

In 1966, the Rough Rock School is established on the Navajo reservation and controlled by Native Americans. This is a victory following long struggles by Native Americans for control over their children’s education. At Rough Rock, Navajo children learn English as a second language and study their own culture and traditions.

In 1968, Mexican American / Chicano students in East Los Angeles organize a series of walkouts protesting unequal conditions in schools on the East Side. At the high point of the walkouts, more than 20,000 students protested school conditions that taught a curriculum that largely ignored or denied Mexican-American history and where counselors and school officials steered Chicano students toward menial labor and away from college.

1974: Lau v. Nichols was a civil rights case brought by Chinese American students living in San Francisco who had limited English proficiency. The students claimed that they were not receiving special help in school due to their inability to speak English, which they argued they were entitled to under the Civil Rights Act of 1964, because of its ban on educational discrimination on the basis of national origin. Finding that the lack of language appropriate services (e.g., educational services were only in English) denied the Chinese students equal educational opportunities on the basis of their ethnicity, the U.S. Supreme Court ruled in favor of the students, expanding rights of students nationwide with limited English proficiency.

Photo: Ella Baker, civil and human rights activist, founding mentor of the Student Nonviolent Coordinating Committee. Source: Wikimedia Commons, Ella Baker Center for Human Rights, Creative Commons Attribution License.
Station #6:

1980s-1990s: “Zero Tolerance” was coined during the Reagan presidency and the War on Drugs. Congress enacted the **Drug-Free Schools and Communities Act** in 1986, bringing the war on drugs to school with rules that mandated zero tolerance for any drugs or alcohol on public school grounds. During the Clinton administration, Congress took zero tolerance further, passing the **Safe and Gun-Free Schools Act** in 1994, which mandated a one-year expulsion for students who brought a firearm to school and pumped federal departments of Education and Justice funding into anti-violence programs. Youth, especially African American and Latino males, were labeled as “superpredators”. By 1995, federal money spent on prisons ($20 billion per year) was greater than the amount of money spent on elementary education, secondary education, and job training combined (only $16 billion).
Station #7:

2007-2013: In response to parent, youth and community organizing efforts, school districts in California, including Los Angeles, Oakland, and San Francisco Unified, as well as across the U.S., began passing discipline reform and “restorative justice” resolutions that help to focus discipline on alternatives to suspension and zero tolerance. In 2013, the youth-led SUCCESS coalition won passage of a Restorative Justice resolution in the Fresno Unified School District. The Brothers Sons Selves coalition and the Every Student Matters campaign won the passage of a School Climate Student Bill of Rights that eliminated suspensions for “willful defiance” in Los Angeles Unified. Across California, “Boys and Men of Color” initiatives launched campaigns to promote restorative justice and alternatives to harsh discipline.

Photo by Jeremy Lahoud: Student leaders with the Every Student Matters campaign rally at LAUSD for the passage of the School Climate Student Bill of Rights, May 2013.
The Criminalization of Boys and Men of Color
Workshop Curriculum

*Developed by Jeremy Lahoud, Movement Strategy Center, with input from Janelle Ishida, Ingrid Benedict, Luis Sanchez, and Nicole Lee*

<table>
<thead>
<tr>
<th>Workshop Purpose</th>
<th>Explore how institutions, policies, and practices criminalize boys and young men of color in California.</th>
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<tbody>
<tr>
<td>Workshop Outcomes</td>
<td>By the end of this session, participants will:</td>
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<tr>
<td></td>
<td>□ Understand how a wide range of institutions, policies, and practices (schools, courts, police, etc.) criminalize boys and young men of color</td>
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<td></td>
<td>□ Develop a shared understanding of the growth of the prison industry in California and its impact on low-income communities of color, especially young men of color</td>
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<td></td>
<td>□ Connect an analysis of the prison system and the criminalization of boys and men of color with their own communities and personal experiences</td>
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**AGENDA**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
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<tbody>
<tr>
<td>1. Opening</td>
<td>20 minutes</td>
</tr>
<tr>
<td>2. “Who Wants to Invest $11.2 Billion” Criminalization Quiz Game</td>
<td>20 minutes</td>
</tr>
<tr>
<td>3. Break or Energizer</td>
<td>5 minutes</td>
</tr>
<tr>
<td>4. Antonio’s Story: Criminalization Perspectives Activity</td>
<td>40 minutes</td>
</tr>
<tr>
<td>5. “Step Into the Circle” Trust-Builder Activity</td>
<td>30 minutes</td>
</tr>
<tr>
<td>6. Closing &amp; Evaluation</td>
<td>5 minutes</td>
</tr>
<tr>
<td><strong>TOTAL TIME</strong></td>
<td><strong>2 hours</strong></td>
</tr>
</tbody>
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**Materials Checklist**

- Handouts (enough copies for participants):
  - Criminalization of Boys and Men of Color Factsheet
  - Copies of Antonio’s Story, Perspective #1 and #2
  - OPTIONAL: Copies of “Prison” by X-Clan lyrics
  - OPTIONAL: Criminalization & Prison Industrial Complex definitions handout

**Other Materials and Equipment**

- OPTIONAL: Outline map of California on butcher paper
- OPTIONAL: 21 cutout “prison images” and 4 cutout “university images” (see
Facilitation Guide

1. Opening (20 minutes)

**SAY:** Today we’re going to explore how the expansion of the prison system (also known as the prison industrial complex) and the criminalization of young men of color has impacted the lives of thousands of men of color and their communities in California. We’re going to open with the following quote from Angela Davis, a professor, black liberation activist, and prison abolitionist from California. [Share the quote on PowerPoint or butcher paper and ask a participant to read it out loud.]

“In the United States, we have...felt the...socially damaging effects of prison expansion. The dominant social expectation is that young black, Latino, Native American, and Southeast Asian men—and increasingly women as well—will move naturally from the free world into prison, where, it is assumed, they belong.”

**Opening discussion questions:**
- What is Angela Davis saying in this quote?
- What does she mean by “dominant social expectation”?
- How have you seen this “expectation” of boys and men of color playing out in your community?

**Optional / Additional Opening:**
Show “Prison” music video (4:30 minutes) by X-Clan featuring Christian Scott:
[http://www.youtube.com/watch?v=FF5BddCHDfs](http://www.youtube.com/watch?v=FF5BddCHDfs) and share copies of the lyrics for participants to read along.

**Music Video Discussion Questions:**
- What stood out or surprised you from this video and song?
- What does it say about the role of prisons in black communities and the U.S. in general?

**SAY:** To dig deeper into the issues of criminalization and prison expansion, we’re going to play a quiz game about key prison statistics in California and then look at a fictional story of a young man of color confronted by criminalization and incarceration.
2. “Who Wants to Invest $11.2 Billion” Criminalization Quiz Game (20 minutes)


**SAY:** Now we’re going to play a rapid-fire quiz game called “Who Wants to Invest 11.2 Billion Dollars”. It’s similar to “Who Wants to Be a Millionaire,” but instead the questions relate to prisons in California and their impact on young men and communities of color. We’re going to divide up into teams. But instead of keeping track of points for each team, we’ll keep track of points for the “prison system” and the “public university system” on a map of California. Each time the correct answer relates to the expansion of prisons or the criminalization of communities of color, the PowerPoint will add a couple of prison images on the map. Each time the correct answer relates to the expansion of public universities and educational opportunities in California, we’ll add a university image on the map. Got it?

**DOWNLOAD:** The PowerPoint presentation of the Criminalization Quiz Game can be downloaded at: http://bit.ly/QuizBMOC

**OPTIONAL INSTRUCTIONS:**
- In addition to using the PowerPoint presentation, you can create visual with an outline of the California state map on a large piece of butcher paper on the wall. Use the attached prison and university images as cutouts to tape on the map.
- Because the first question relates to the number of state prisons (11) and public universities (29) in California in 1980, start out with a 11 prison images and 29 public university images taped on the map.

[**NOTE:** The images can be posted in random spots on the map, but if you want to be accurate, you can refer to the attached maps to see where the prisons and universities were built after 1980. The four public university campuses built between 1980 and 2005 were: CSU San Marcos (1988); CSU Monterey Bay (1994); CSU Channel Islands (2002); and UC Merced (2005)]

**GAME PLAY INSTRUCTIONS:**
- Divide the participants into several teams and give each team noisemaker to “buzz” in when they want to answer a question or have them come up with a team noise to buzz in.
- Use the PowerPoint to go through the questions, which will automatically highlight the correct answer when you click through the presentation.
- Following each quiz slide, a PowerPoint slide will highlight whether new prisons or universities were built. Take a few seconds to point out where each of the new prisons or universities were built.
- At the end of the game, take some time to go through the second to final slide, which uses animation to compare the number of prisons vs. universities built since 1980.
If you’re also using a butcher paper map visual: Every time new prisons appear on the PowerPoint map, stick the same number of prison images on the butcher paper map. Every time an answer relates to public universities or the expansion of educational opportunities add a university image to the map. Use the attached answer and score-keeping guide to help keep track.

After the Quiz:
- Handout copies of the Criminalization of Boys and Men of Color Factsheet and close out the activity with a discussion of the map and the factors leading to expansion of prisons in California. Compare the number of public universities in 1980 and today to the number of prisons in 1980 and today.

Discussion Questions (5 minutes):
- Based on the number of state universities compared to state prisons in California in 1980, which seemed to be a bigger priority for the state back then?
- What became the bigger priority for the state between 1980 and now?
- If overall crime rates dropped between 1980 and 2011, what might explain the rapid expansion of prisons and incarceration in California? (Answers to highlight include:)
  - Tough-on-crime policies that favored punishment and eliminated the focus on rehabilitation and education in prisons
  - The changing global economy with industrial jobs leaving California and US and the “need” to create new jobs in communities based on prison industry
  - Racially motivated fears of young men of color, in reaction to popular, radical movements in the 1960s and 1970s and the shifting demographics of the state
  - The “need” to control and contain communities of color as jobs left the state

Key points to emphasize:
- The main engine for prison expansion in California has been profit and the control of communities of color; not an increase in crime
- Communities of color, especially men, have borne the brunt of prison expansion and incarceration

3. Break or Energizer (5 minutes)

4. Antonio’s Story: Criminalization Perspectives Activity (40 minutes)
[Adapted from an activity developed by Generation Y, a project of the Southwest Youth Collaborative.]

Instructions:
- Break participants into two small groups of 6-8 people. (If you have a larger group, you can split participants into four small groups.) The odd-numbered groups will be assigned to look at a fictional story of a young man of color, criminalized by schools, police, and the courts, from the young man’s perspective. The even-numbered groups will be assigned to look at the same story from the “System’s”
perspective. After reading through the scenario together, the small groups will determine what they think is the most likely outcome for Antonio’s story. [If time permits, each small group will act out the conclusion of their version of the story.] Give small groups 15-20 minutes to read through the scenario, determine the conclusion, and come up with a short skit.

**SAY:** We’re going to break into small groups and look at fictional story of Antonio, a young man of color who has been criminalized by schools, police, and the courts. One of the small groups will read the story from Antonio’s perspective. The other small group will read the story from the perspective of the “System” (the schools, police, and the court). After reading through the scenario, your small group will decide what you think is the most likely outcome for Antonio’s story. [If time permits, each small group will come up with a skit and act out the conclusion of their version of the story.]

**Discussion Instructions:**
- After each small group has come up with the conclusion to Antonio’s story, have each team come up and have their narrator present their scenario and share or act out the conclusion.
- After all the groups have presented “their” perspective and conclusion to Antonio’s story, discuss the following questions:
  - Which perspective on Antonio’s life is the “truth”?
  - Does the “System’s” perspective take into account individual factors from Antonio’s life?
  - Do the different perspectives highlight different causes that led to Antonio being criminalized?
  - How did the “System’s” perspective contribute to his criminalization?
  - How did Antonio’s own perspective on his life and future play a role in his criminalization?
  - Why is the most likely conclusion that Antonio will end up in prison?
  - What were the underlying factors (root causes) that led to the events that will send Antonio to end up in prison?

**Facilitation note:** As participants come up with causes, such as “Antonio was caught with drugs,” the facilitators should ask why this cause happened (e.g., What led Antonio to get involved with criminal activity? Why is what he did considered a crime?) Each cause should be analyzed to get at deeper root causes. Facilitators should write down as many different causes on butcher paper as the group can come up with.

**Summary Points:**
- Based on the scenario and our discussion, ask participants how they would define “criminalization”.
- Key points to draw out:
  - What gets defined as a crime or “illegal” is created by society and connected political, social, and economic agendas. Meaning that people in power often define behaviors as “criminal” to keep oppressed folks under control and out of power. (For example, why is it legal for huge
pharmaceutical corporations to make billions of dollars from prescription drugs, but it’s illegal for drugs to be sold on the street?)

- Criminalization involves targeting communities of color, young men of color, poor folks, etc. with a wide range of laws and practices. (For example, school-based arrests, driving while black/brown, impounding undocumented folks’ cars, etc.)

Optional: Give participants the “Definitions” handout and review.

5. “Step Into the Circle” Trust-Building and Talking Circle Activity (30 minutes)

[Adapted from an activity developed by Urban Peace Movement]

Instructions:
- The final activity focuses on providing space for participants to share their own experiences with the prison system and criminalization. It’s critical to create a safe, confidential, and trusting environment for this activity. Use the ground rules below, but feel free to create more with the group.
- Take about ten minutes to go through all of the statements for the “Step Into the Circle” Activity.
- Spend the last 15 minutes providing a “talking circle” space for participants to discuss their experiences.
- If you have more than 15-20 participants in your group overall, you can divide into two smaller groups for this final activity.

SAY: Now we’re going to move from the discussion of the criminalization of boys and men of color in a more general sense to talk about how it may have impacted us, our families, and communities personally. We’re going to do an activity similar to the “step forward / step back” activity we did in the School-to-Prison Pipeline workshop (if participants have done this workshop). The difference with this activity is that we’ll do it in a circle and you’ll step on the inside of the circle if the statement I read applies to you.

SAY: I want to be clear about some ground rules before we start the next activity:
- Everything we share in the circle is confidential. Outside of here you can talk about this activity and what you learned, but we all agree to not mention anyone’s name or what they have shared. It’s a commitment we are making for each other.
- No comments or judgments should be made about how people respond to the questions we discuss.
- Everyone has a personal choice in how much they share and whether they share at all.

SAY: I want to explain the last ground rule a bit more. I want you to imagine that each of us is like an iceberg. For the most part, when we go around our daily lives, we only let people see the “tip of the iceberg” or let people know the basics about us. Many times we just let others know the things you can see on the outside, on the surface, but there is a lot more to each of us.
SAY: Today’s activity will include some statements that might require you to show more of your “iceberg” or let us know things about you that most people don’t know. It’s completely up to you how much of your “iceberg” you let come above the surface of the water today. Is everyone clear on the ground rules for the activity?

SAY: We’re going to do a test-run of the activity with a simple statement that shouldn’t be too personal. If you’ve ever been sent to the principal’s office at school, please step into the circle. [Let people step inside the circle.]

SAY: Now I want the people who stepped inside the circle to form an inner circle. You can stand shoulder-to-shoulder or holds hands if you want to. I want the people on the outside of the circle to say “We’ve got your back.” Let the people on the inside circle know that you support them and you’re not making any judgments about why they stepped in.

ASK: For the people standing on the inner circle, can you turn around and look at the outside circle? How does it feel to be in the inner circle? For the people standing in the outer circle, how does it feel to be there?

[After asking the questions, have everyone step back into the larger, outside circle.]

SAY: Okay, we’re going to do the same action and discuss the same questions each time I read a new statement.

Statements:
- Step inside the circle if you’ve ever been suspended from school.
- Step inside the circle if you’ve ever been stopped or questioned by the police.
- Step inside the circle if you’ve ever been to juvenile or adult criminal court, either for yourself or a family member or friend’s case.
- Step inside the circle if any of your family members or friends has ever been incarcerated.
- Step inside the circle if you’ve ever been arrested.
- Step inside the circle if you’ve spent any time in jail or prison.

SAY: We’re going to spend the last 15 minutes before closing out today’s workshop by taking the chance to sit in a circle and talk more about the experiences we shared in the exercise and what we’ve learned today. The same ground rules that applied to the first part of this activity apply to our circle. In addition, we’ll have a “talking stick,” which is an object that allows only one person to speak at a time. When someone is holding the talking stick, please give undivided attention. If you want to speak next, you can signal that you want the talking stick next, but please don’t make comments or judgments about what the previous
speakers have said. And remember everything shared in this closing circle remains confidential and shouldn’t leave this room.

Guiding Questions (optional):
- How do people feel about the information and scenarios shared in today’s workshop?
- How have the issues of incarceration and criminalization affected your own lives, families, and communities?
- What can we do to fight against criminalization and incarceration?

5. Closing and Evaluation (5 minutes)

Instructions:
- Close out the session by doing a quick “plus / delta” (what was good / what could be improved) evaluation of the workshop or handout written evaluation forms.
“Prison” by X-Clan, featuring Christian Scott

Passage from Mumia Abu-Jamal:

Slavery is back
in fact it was never abolished
the 13th Amendment to the US Constitution abolished slavery except in prison
at the current rate of incarceration
by the year 2010 the majority of all African American men between 18 and 40 will be in prison
the State as their captor

It’s gonna take people who are willing to fight
not people who wanna negotiate with the enemy

Prison, prison, prison, prison

The pits of life contain men
where reform and discipline unlabeled enslavement
from rights of passage to stacking arraignments
to sporting the iron bars disgracing the pavements
it’s just like cavemen from the pages of myth
cohabitating in darkness while we wallow in filth
generations of jewels who trickle down to abyss
as blood stains these prisons like the pyramid glyphs
guilty or innocent agents of government
treat our hoods like pickin grounds (schools to tenements)
all sag in uniform as thugs they represent
racial stereotypes a profile for the oppressed
when you witness genocide everyday you get the hint
that the ghettos are cold like a lab experiment
as young women and men street hustle before they're ten
graduating from juvenile halls then up the river to the

Prison, prison, prison, prison

Fear and oppression plague generation next
the house of regret locks down our street vets
regroup and repair we lost sight of our mission
with honor we ride for justice we must remain out the

Prison, prison, prison, prison

We trade wisdom for greed, we trade light for wealth
fools wait for lockdown to find knowledge of self
I bang hard on the left I never fiend for cream
If you borrow you owe it, if you take it you know you're goin' to the prison

Prison

The penalty for criminal stakes
if you're herb or bird man you're steady runnin from Jakes
I circle with street soldiers that build and plant stakes
free the land from Babylon my skills educate
in these United Snakes cause there's no debate
with these restrictions of law makes us communists of hate
new world of new focus the streets need to deal with new purpose
the eldership is lacking the circus of misguidance is deep
the prison state of mind will have you dead in the street yelling P.I.M.P.
if you're stressed fake playa cards to rest
tell youths to stay in school research and manifest

Avoid

Slave ways from the whip to the gauge
from streets to the cage we stand judged cloak and dagger
let twelve heads decide if you keep your street swagger
or be between bars as this crazed world gets madder
come and heed funkin’ lesson wise dome the mad hatter
rock an ankh off my dome cause I deal with life matters
it's straight genocide of my people and what's sadder
we bake devil's pie and put our heads in the batter

Prison, prison, prison, prison
Answers and score-keeping guide for the criminalization “quiz game”

NOTE: Only needed if you’re using a butcher paper visual of the California map. See the map attachment for the prison abbreviations and locations.

1. In 1980, California had 11 state prisons and 29 public universities.
   ○ SCORE: Start the map with 11 prison images and 29 university images.

2. Between 1980 and 2011, the crime rate in California dropped by 62 percent. California’s overall crime rate in 2011 was the third lowest among the ten most populous states.
   ○ SCORE: Add one university image to the map (CSU San Marcos)

3. During the same period, between 1977 and 2011, the incarceration rate in California increased by more than 500%.
   ○ SCORE: Add two prison images to the map (SOL and ASP)

4. In 2011, California was the second highest among the ten largest states in per capita spending on law enforcement ($380 per capita). (Only New York—at $393 per person—spent more on law enforcement activities.)
   ○ SCORE: Add two prison images to the map (SAC and MCSP)

5. Blacks and Latinos represented 39 percent of California’s adult population in 2010, but accounted for 68 percent of adults sentenced to state prison.
   ○ SCORE: Add two prison images to the map (COR and RJD)

6. The vast majority of the state prison population is male and predominantly African American and Latino. African American men in California are eight times more likely to be imprisoned in California than white men. Latino men are almost twice as likely as white men to be incarcerated.
   ○ SCORE: Add two prison images to the map (PBSP and CVSP)

7. Inland and poorer areas of the state are over-represented in the prison population.
   ○ SCORE: Add two prison images to the map (CCWF and WSP)

8. Immigrant adults in California are overrepresented in the federal prison system. Immigrants make up 19 percent of federal prisoners, about twice their representation in the overall adult population.
   ○ SCORE: Add two prison images to the map (CAL and CEN)

9. In 2011-2012, the state of California invested about $7,325 per student in K-12 public schools.
10. In 2011-12, the state spent about $218 million on its three Department of Juvenile Justice facilities, or about $200,000 per youthful “offender”.
   ○ SCORE: Add two prison images to the map (NKSP and LAC)

11. Black and Latino youth represented 56 percent of California’s under-age-18 population in 2010, but accounted for 87 percent of Department of Juvenile Justice commitments.
   ○ SCORE: Add two prison images to the map (PVSP and ISP)

12. Of juveniles arrested for “status offenses”, Latino and African American youth were more likely to be arrested for truancy violations (28.4% and 25.6%) than white youth (13.2%).
   ○ SCORE: Add two prison images to the map (HDSP and VSPW)

13. Women represent the fastest growing population in California state prisons.
   ○ SCORE: Add one prison image to the map (SVSP)

14. African American women are six times more likely than white women to be incarcerated.
   ○ SCORE: Add one prison image to the map (SATF)

15. California holds the largest number of women prisoners of any US State. 64 percent of incarcerated women are mothers with minor children.
   ○ SCORE: Add one prison image to the map (KVSP)

16. Between 1980 and 2005, California built 21 new state prisons. During that same period, California built only four new public universities.
    ○ SCORE: Add two final university images to the map (CSU Channel Islands and UC Merced).
      This should bring the total number of prisons to 33 and public universities to 33.
    ○ The four public university campuses built between 1980 and 2005 were: CSU San Marcos (1988); CSU Monterey Bay (1994); CSU Channel Islands (2002); and UC Merced (2005)

17. 2013-2014 state spending for the California Department of Corrections and Rehabilitation is $11.2 billion. In comparison, 2013-2014 state spending for Higher Education is $11.4 billion.
    ○ SCORE: Don’t add any more prison or university images to the state map, because the budgets are essentially “tied” as are the number of state institutions.
Facts: Prison Expansion and the Criminalization of Boys and Men of Color in California

- In 1980, California had 11 state prisons and 29 public universities.

- Between 1980 and 2011, the crime rate in California dropped by 62 percent. California’s overall crime rate in 2011 was the third lowest among the ten most populous states. During the same period, between 1977 and 2011, the incarceration rate in California increased by more than 500%.

- In 2011, California was the second highest among the ten largest states in per capita spending on law enforcement ($380 per capita). Only New York—at $393 per person—spent more on law enforcement activities.

- Blacks and Latinos represented 39 percent of California’s adult population in 2010, but accounted for 68 percent of adults sentenced to state prison.

- The vast majority of the state prison population is male and predominantly African American and Latino. African American men in California are eight times more likely to be imprisoned in California than white men. Latino men are almost twice as likely as white men to be incarcerated.

- Inland and poorer areas of the state are over-represented in the prison population.

- Immigrant adults in California are overrepresented in the federal prison system. Immigrants make up 19 percent of federal prisoners, about twice their representation in the overall adult population.

- In 2011-2012, the state of California invested about $7,325 per student in K-12 public schools.

- In 2011-12, the state spent about $218 million on its three Department of Juvenile Justice facilities, or about $200,000 per youthful “offender”.
- Black and Latino youth represented **56 percent** of California’s under-age-18 population in 2010, but accounted for **87 percent** of Department of Juvenile Justice commitments.

- Of juveniles arrested for “status offenses”, Latino and African American youth are more likely to be arrested for truancy violations (28.4% and 25.6%) than white youth (13.2%).

- **Women** represent the fastest growing population in California state prisons.

- African American women are **six times** more likely than white women to be incarcerated.

- California holds the largest number of women prisoners of any US State. **64 percent** of incarcerated women are mothers with minor children.

- Between 1980 and 2005, California built **21** new state prisons. During that same period, California built only **four** new public universities.

- **2013-2014** state spending for the California Department of Corrections and Rehabilitation is **$11.2 billion**. In comparison, **2013-2014** state spending for Higher Education is only slightly higher at **$11.4 billion**.

**Data Sources:**


Prison Images for California Map & Quiz Game (to cut-out if using CA map visual)
University Images for California Map and Quiz Game
(to cut-out if using CA map visual)
ANTONIO’S STORY - PERSPECTIVE #1: ANTONIO CONFRONTS THE “SYSTEM”

INSTRUCTIONS: Read the following scenario out loud in your small group and complete the tasks listed at the end.

My name is Antonio. I live with my mother and younger brother and sister. I used to like school—until I was eleven and my father went away to prison. Before that, my father struggled to find and keep jobs, especially because most businesses wouldn’t hire him when they asked if he had any felony convictions. The last time he got caught up, he ended up in prison for life, because it was his “third strike”.

With my father gone, my mother had to get a second job. She couldn’t spend much time helping me with school. That’s when I started having problems. One week, we did a class project to make cards for Father’s Day. I got into it with a classmate who started making fun of me, saying “You ain’t got a papa.” I was arguing with the other student, raising my voice, and moving my hands, when the teacher came over to see what the problem was. I didn’t see her and the back of my hand accidentally smacked her across the face. I ended up getting sent to another school on an “opportunity transfer” for “assaulting a teacher”.

By the time I ended up in high school, things had gone downhill. I spent a lot of time with my cousins and their friends’ clique at school. They were the only ones who understood me. By this time, I had been suspended several times for talking back to teachers. Even though I wasn’t an active member, most of the school security and police treated me like I was a gang member.

A few months ago, my mother got laid off from her second job. The bills started to pile up and we couldn’t make rent. She was worried that we would get kicked out of our apartment. That’s when I decided to do something to make some money and help her out. One of my cousin’s friends had asked me before about “holding” some “packages” for him. I agreed to meet him in the park behind our school one night to pick up the packages. As soon as I was walking away, the cops pulled up and arrested both of us.

I had my first court case today. The prosecutors said I could get some serious time, because I was listed as a known gang member. On top of that, because I was arrested in a neighborhood that was under a “gang injunction” and less than 1,000 feet away from school, the charges would be even more serious and I could get additional time through a “gang enhancement”. Even though it’s my first serious offense, the public defender told me to make a plea bargain and my mother doesn’t have any money to pay for a private attorney.

GROUP TASKS:
- Based upon the information given in the scenario, your small group should decide what Antonio’s future is most likely to be, not what you think it should be. Come up with a conclusion for Antonio’s story from his perspective.
- If time permits, create a short skit to present your conclusion to Antonio’s story. Pick one person to be narrator and the rest to act out different roles.
- In front of the large group, have the narrator read the scenario out loud and then act out or share your conclusion.
Antonio’s Story - Perspective #2: The “System” Confronts Antonio

INSTRUCTIONS: Read the following scenario out loud in your small group and complete the tasks listed at the end.

Antonio has been a serious problem since fifth grade when he attacked a fellow student and assaulted a teacher. His father had been in and out of prison his entire life and his mother has not participated in his education. She consistently fails to come to school when Antonio got in trouble and isn’t involved in his academic achievement. We had little choice but to place him in an alternative school setting to protect the safety of other students.

Antonio made little progress in classes and usually clowned around with other students. By seventh grade Antonio was often suspended because he threatened students, showed aggressive behaviors toward teachers, and was associating with a gang in his neighborhood.

In high school, Antonio failed classes, cut school, and sometimes even came to school with bloodshot eyes. Teachers and administrators suspected that it was due to drug use and he was attending school intoxicated or high. Antonio and his gang were always fighting with rival gang members. Two months ago, the police picked up Antonio with another member of his gang in the vicinity of a local school. The youths were exchanging illicit drugs and paraphernalia, in hopes of making a drug deal in school the next day.

Because Antonio and his friends are all over sixteen, they will be charged as adults. Drug-Free School Zone laws and the fact that they were caught within 1,000 feet of a school means that the prosecutor and judge will give them stricter penalties. On top of that, associating with other known gang members in a neighborhood that is being secured by a gang injunction means that the prosecutor will be able to use a gang enhancement and keep Antonio and his friend off the streets and incarcerated for even more time.

GROUP TASKS:
• Based upon the information given in the scenario, your small group should decide what Antonio’s future is most likely to be, not what you think it should be. Come up with a conclusion for Antonio’s story from the System’s perspective.
• If time permits, create a short skit to present your conclusion to Antonio’s story. Pick one person to be narrator and the rest to act out different roles.
• In front of the large group, have the narrator read the scenario out loud and then act out or share your conclusion.
Definitions: Criminalization of Boys and Men of Color

“In the United States, we have...felt the...socially damaging effects of prison expansion. The dominant social expectation is that young black, Latino, Native American, and Southeast Asian men—and increasingly women as well—will move naturally from the free world into prison, where, it is assumed, they belong.”

-Angela Davis, Are Prisons Obsolete?, Seven Stories Press, New York, 2011

Criminalization

Criminalization is the process through which certain actions become illegal. Actions become crimes only after they have been culturally or legally defined as such through processes such as legislation, court rulings, or institutional policies. Criminalization is also what happens when entire groups of people, or of particular social circumstances (the homeless, youth, queer people), are targeted by law enforcement for surveillance, punishment and control.

-Taken from Defending Justice-An Activist Resource Kit. Available at: (http://www.publiceye.org/defendingjustice/overview/herzing_pic.html)

Prison Industrial Complex

The prison industrial complex is the idea that prisons are run like for-profit businesses, where prisoners becomes the “raw materials” and the government and private corporations work together build and run prisons in hopes of bringing in more “materials” (i.e., prisoners) to generate more profits.

-Adapted from InnerCity Struggle and Angela Davis’ Are Prisons Obsolete?

The Prison Industrial Complex describes the overlapping interests of government and private industry that use surveillance, policing, and imprisonment as solutions to what are, in reality, economic, social, and political "problems".

-Taken from Defending Justice-An Activist Resource Kit.
Reference Maps (for Criminalization "Quiz Game")

Maps created by Allison Ferrini
UC Davis Center for Regional Change

11 Prisons pre-1980

29 Public Universities pre-1990
Stepping Into Power: A Leadership Academy Curriculum for Boys and Men of Color

4 built since 1980:

California State University, San Marcos
California Polytechnic State University, San Luis Obispo
California State University, Fullerton
California State University, Long Beach

21 built since 1980:

California State University, Chico
California State University, Dominguez Hills
California State University, East Bay (Hayward)
California State University, Fresno
California State University, Fullerton
Humboldt State University
California State University, Los Angeles
California State University, Northridge
California State Polytechnic University, Pomona
California State University, Sacramento
California State University, San Bernardino
California State University, San Diego
California State University, San Francisco
San Diego State University
San Jose State University
San Jose Evergreen Community College
Santa Barbara City College
San Diego Community College District

Pre-1980: 33 Public Universities (total)

73
Introduction to Restorative Justice

Workshop Curriculum

Compiled by Jeremy Lahoud, Movement Strategy Center, primarily adapted from activities and materials developed by Alicia Virani, California Conference for Equality and Justice (www.cacej.org), and Fania Davis, Restorative Justice for Oakland Youth (www.rjoyoakland.org)

<table>
<thead>
<tr>
<th>Workshop Purpose</th>
<th>Introduce key concepts and practices of Restorative Justice, in contrast to the dominant form of Punitive Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop Outcomes</td>
<td>By the end of this session, participants will:</td>
</tr>
<tr>
<td></td>
<td>□ Understand the differences between punitive, restorative, and transformative justice</td>
</tr>
<tr>
<td></td>
<td>□ Understand the importance of addressing harm and needs in a restorative justice approach</td>
</tr>
<tr>
<td></td>
<td>□ Practice a talking circle, one of the fundamental tools of restorative justice</td>
</tr>
<tr>
<td></td>
<td>□ Discuss how restorative justice principles and practices can help counteract the criminalization of boys and men of color and build communities of healing, change, and transformation</td>
</tr>
</tbody>
</table>

AGENDA

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Opening Circle: Quotes or Poem</td>
<td>20 minutes</td>
</tr>
<tr>
<td>2. Community Guidelines</td>
<td>5 minutes</td>
</tr>
<tr>
<td>3. Justice Scramble: Punitive vs. Restorative Justice</td>
<td>30 minutes</td>
</tr>
<tr>
<td>4. Break or Energizer</td>
<td>5 minutes</td>
</tr>
<tr>
<td>5. Pair Share: Harms and Needs</td>
<td>20 minutes</td>
</tr>
<tr>
<td>6. Talking Circle: Pair Share Debrief</td>
<td>20 minutes</td>
</tr>
<tr>
<td>7. Steps of a Restorative Justice Circle and Closing</td>
<td>15 minutes</td>
</tr>
<tr>
<td>8. Evaluation</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

**TOTAL TIME** 2 hours

Materials Checklist

□ A Talking Piece (a meaningful object that can be used to pass around during the talking circle activities). **NOTE: If you have a large group, you may need up to three talking pieces to break into smaller circles.**

□ Butcher paper with Seven Circle Guidelines (to refer to during the session)

Facilitation Guide

1. Opening Circle: Quotes or Poem (20 minutes)

Set-up: Before the session, arrange the room with chairs in a circle or cushions in a circle on the floor.

SAY: Today’s session will focus on the principles and practices of Restorative Justice, an alternative to the punitive justice that dominates our schools and justice system and criminalizes boys and men of color and our communities. We’re going to start today’s session in a circle, which is a central practice in Restorative Justice. While the term “Restorative Justice” may be fairly new, the practice of coming together in circles is a universal human tradition where communities come together to work out differences, resolve conflicts, and create justice.

SAY: We’re going to open today’s circle by reading a quote about the concepts of justice and forgiveness. Can I get a volunteer to read the quote out loud?

[NOTE: Have one or two of the following quotes posted on butcher paper or projected in the slide presentation. If you have a large group, you can share all three quotes, written on separate sheets of butcher paper. Then break into three small talking circles and have each circle focus on one quote. For this method, you will need three talking circle facilitators.]

Opening Quotes (Choose one of these or use one of your own):

“For me, forgiveness and compassion are always linked: how do we hold people accountable for wrongdoing and yet at the same time remain in touch with their humanity enough to believe in their capacity to be transformed?”

–bell hooks

“What we say and what we do ultimately comes back to us so let us own our responsibility, place it in our hands, and carry it with dignity and strength.”

–Gloria Anzaldúa

“Forgiving is not forgetting; it’s actually remembering—remembering and not using your right to hit back. It’s a second chance for a new beginning. True reconciliation exposes the awfulness, the abuse, the hurt, the truth. It is a risky undertaking but in the end it is worthwhile, because in
the end only an honest confrontation with reality can bring real healing. If you want to make peace, you don’t talk to your friends. You talk to your enemies.”
–Bishop Desmond Tutu

**SAY:** Thanks for reading the quote. As part of circle practice today, we’re going to use a talking piece. [Show participants the object you’ve chosen as a talking piece and why it has meaning for you.] The talking piece has its origins in the talking sticks or speaking staffs used indigenous cultures, including cultures in North America and Africa. Whoever is holding the talking piece has the right to speak and the rest of us should actively listen and give our undivided attention. If you want to speak next, you may give the person speaking a signal. Try to avoid making judgments on other people’s comments when it’s your turn to speak. [If you’re planning to have three smaller circles, break into small groups at this point.]

**SAY:** I’ll serve as “circle keeper,” which means I may sometimes ask for the talking piece to help all of us keep the circle going. We’re going to use the talking piece to have everyone in the circle introduce ourselves and share a reaction to the quote(s). What did the quote mean to you or make you think or feel? We don’t have to go around the circle in order. Just make sure that when you’re finished speaking, you pass the talking piece to the next person who wants to speak.

### 2. Community Guidelines (5 minutes)

**SAY:** Let’s all come back together. Thanks, everyone, for sharing your thoughts and feelings about the quotes. We just got a sample of how a talking circle can work to hear different voices and build community. As we continue our session, we need to set some community guidelines for how we come into the circle and what we expect of each other. We’ll start with Seven Circle Guidelines developed by the California Conference for Equality and Justice. [Have the Seven Circle Guidelines posted on butcher paper to refer to during the session.]

<table>
<thead>
<tr>
<th>Seven Circle Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Respect the talking piece</td>
</tr>
<tr>
<td>2. Speak from the heart</td>
</tr>
<tr>
<td>3. Listen from the heart</td>
</tr>
<tr>
<td>4. Speak with respect</td>
</tr>
<tr>
<td>5. Listen with respect</td>
</tr>
<tr>
<td>6. Remain in the circle</td>
</tr>
<tr>
<td>7. Honor privacy</td>
</tr>
</tbody>
</table>

**ASK:** Does everyone understand these seven guidelines? Does anyone want to explain or clarify what you think they mean? Does anyone have any guidelines to add? [Write any additions to the list.]
3. Justice Scramble: Punitive vs. Restorative Justice (30 minutes)

SAY: Most of what we’re going to do in this session will be actually experiencing circle practices. We’re also going to take some time right now to understand the differences between punitive and restorative justice, which can help us see how these two different approaches can have very different outcomes for our communities, especially for boys and men of color.

ASK: Can someone tell me what you think “punitive justice” means or share an example of punitive justice?

- Examples may include things like suspending students for being late to class, $250 truancy tickets, or incarceration as the main response to “crime”.
- Another term for “punitive justice” is “Zero Tolerance”.

Share the following definition of Punitive Justice (on butcher paper or slide presentation):

*Punitive Justice is the dominant form of justice in today’s society that focuses on punishing wrongdoers or “offenders” to teach them a lesson, control behavior, and seek retribution (or revenge).*

[Adapted from Restorative Justice for Oakland Youth]

ASK: Can someone tell me what you think “restorative justice” means or share an example of restorative justice?

- Examples may include things like holding a talking circle to resolve a fight or conflict among young people in school or the community or having a session with a tardy student, and their teachers, counselor, and parents to address the root causes of the tardiness.

Share the following definition of Restorative Justice (on butcher or slide presentation):

*Restorative Justice is a process to bring together everyone who has been affected by wrongdoing to address needs and responsibilities, and to heal the harm as much as possible.*

[Taken from Restorative Justice for Oakland Youth]

SAY: Now we’re going to do an activity called the “Justice Scramble.” Each of you will get a slip of paper with a description of a justice principle or practice. You have to decide whether or not the description is an example of punitive or restorative justice. Once you’ve decided which approach to justice it describes, go around the room, explain your description, and find other people with matching approaches. At the end of the activity, we should have one group focused on “Punitive Justice” and another focused on “Restorative Justice”. Please read your description now and raise your hand if you have any clarifying questions.

Facilitation Instructions:
- Hand out the punitive and restorative justice cut-out slips. Each participant should get one slip of paper.
● If you have fewer than 18 participants, a few participants can get two slips of paper, but make sure both of their descriptions relate to either punitive or restorative justice. If you have more than 18 participants, a few can pair up and share the same slip of paper.

● Go around the room to see if any participants have clarifying questions.

● Give participants about 5 minutes to go around the room and find other participants with slips that match either the punitive or restorative justice approach.

● Once the two groups are formed, ask for volunteers from the “Punitive Justice” group to share the descriptions on their paper. Make sure to review all nine descriptions. Ask if everyone thinks all of the descriptions fit into the “Punitive Justice” approach. If any of the participants’ descriptions don’t match the Punitive Justice approach, have them move to the “Restorative Justice” group.

**Discussion Questions:**

● What are the values underlying the Punitive Justice approach?

● How do you see these types of punitive justice practices and principles playing out in your schools and communities?

● What impact does punitive justice have on communities of color?

● How do punitive justice practices affect the life chances for boys and men of color?

**Key Points to Draw Out:**

● Punitive justice values retribution or “getting even,” rather than addressing the causes of harm and bringing balance.

● Punitive approaches to justice are applied unfairly and have a negative impact in communities of color and working class communities, etc.

**Facilitation Instructions (cont.):**

● Next move onto the “Restorative Justice” group. Ask for volunteers to share the descriptions on their paper. Make sure to review all nine descriptions. Ask if everyone thinks all of the descriptions fit into the “Restorative Justice” approach. If any of the participants’ descriptions don’t match the Punitive Justice approach, have them move to the “Punitive Justice” group.

**Discussion Questions:**

● What stands out as different about a “Restorative Justice” approach?

● What values are central to a Restorative Justice approach?

● If Restorative Justice were the dominant approach to justice in our schools, community, and society, what would look and be different?

● How could a Restorative Justice approach improve the life chances for boys and men of color?
Key Points to Draw Out:

- **Restorative justice values all voices in a harmful situation or conflict and seeks to come to resolution, address harm, and deal with the causes.**
- **As a philosophy and approach, restorative justice can help to reverse some of the trends of criminalization, violence, and punishment that negatively impact young men and communities of color.**

[ALTERNATE FACILITATION OPTION, IF YOU HAVE TIME]:

Another option for the “Justice Scramble,” once everyone has formed “Restorative Justice” and “Punitive Justice” groups is to quickly review the principles to make sure folks are in the correct groups. Then, instead of going into a discussion of the meaning of the principles, ask the group to brainstorm a scenario, situation, or conflict that would require discipline or the “justice” system to intervene (e.g., a fight at school, a robbery, etc.). Once the large group has agreed upon the same scenario, give each small group (Restorative Justice and Punitive Justice) 10 minutes to create a role play showing how their approach would address the situation. Each team must apply at least five of the principles to the situation and everyone should participate in the role-play. Give each team 3-4 minutes to present their role-play and then lead a discussion about the differences between Restorative and Punitive approaches.

[TRANSFORMATIVE JUSTICE OVERVIEW - OPTIONAL, IF YOU HAVE TIME]

**SAY:** Many organizations—including the Youth Justice Coalition (YJC) in Los Angeles County—talk about the idea of “Transformative Justice,” which takes the concepts of restorative justice a step further. Transformative Justice acknowledges that many of our communities have never experienced “justice,” so it can’t really be “restored”. In addition to the principles of Restorative Justice we reviewed in the “Justice Scramble,” YJC includes the goal of community and societal change to the principles. When facilitating a Transformative Justice process, YJC asks: “What community and/or societal change is needed to change relationships, conditions, and power?”

Although we don’t have time in this session to focus on transformative justice, let’s quickly review this definition:

*Transformative Justice is a way of practicing alternative justice, which acknowledges individual experiences and identities and works to actively resist the criminal injustice system. Transformative Justice recognizes that oppression is at the root of all forms of harm, abuse and violence. It aims to address and confront oppressions on all levels as a key part of accountability and healing.*

[Adapted from Philly Stands Up! Available at http://www.phillystandsup.com/tj.html]

Discussion Questions:

- **What does it mean that “oppression is at the root of all forms of harm, abuse, and violence”?**
- **How could a transformative justice approach address some of the root causes of conflict and harm in our communities that impact boys and men of color?**
**OPTIONAL:** Give participants copies of the Definitions Handout.

**4. Break or Energizer (5 minutes)**

**5. Pair Share: Understanding Harm and Needs (20 minutes)**

*SAY:* As we learned from the last activity, understanding harm and addressing needs is a key component of a Restorative Justice approach. Now we’re going to get into pairs and spend some time talking about a time when we were harmed and a time when we caused harm or wronged someone else. Don’t forget that our Community Guidelines also apply in these pair discussions. [Quickly refer to Seven Circle Guidelines.]

*SAY:* Pair up with someone you might not talk to often. Each of you will start out talking about a time that you have been harmed or wronged. The first person will have five minutes to share while your partner listens. Then you’ll switch. For the first part of the conversation, each of you will have five minutes. At the end of the first part, each of you will write down 2-3 needs you can think of in the situation. Needs can be things that you or the other people involved needed to feel closure, to repair the harm, or to prevent it from happening again.

*SAY:* For the second part of the conversation, you will focus on a time when you caused harm or wronged someone else. Each of you will have 5 minutes to talk about this situation. At the end of the second part, each of you will write down 2-3 needs you can think of in the situation. You can think of needs the other person might have had and also some of your needs that might have led you to the harmful action in the first place. I’ll hand out instruction sheets with some guiding questions for your conversation.

*[NOTE: If you have a large group and not enough time, you can just have each pair focus on the questions under the Second Conversation, focused on a time when they caused harm or wronged someone else.]*

**Facilitation Instructions:**
- Handout copies of the Pair Share instructions.
- Keep track of time for each of the conversations.
- Give participants a warning when each five-minute period is finished and tell them to switch roles.

**6. Talking Circle: Pair Share Debrief (20 minutes)**

**Facilitation Instructions:**
- Bring participants back together into a large talking circle (or the three smaller talking circles) to discuss the pair share activity.
- Use the talking piece and remind participants of the Circle Guidelines.
Ask each of the following questions and do the rounds in circle:
- How did it feel to share these experiences?
- Which was harder to share, when you were harmed or when you caused harm?
- Share with us any similarities you found between the needs in both situations
- How could addressing harm and needs (of all parties) start to reverse some of the damage that has been done to low-income communities of color, boys and men of color, and other oppressed people in our society?

7. Steps of a Restorative Justice Circle and Closing (15 minutes)

SAY: Thanks, everyone, for sharing in today’s circles. Most of what we did today included the key steps of a Restorative Justice circle. These steps can be applied in a general community-building setting and are also applied in specific instances to address harm and needs in schools and neighborhoods. The main steps of a circle are: [Refer to the Steps of a Restorative Justice Circle on butcher paper or the slide presentation]

- The Opening
- Introducing the Talking Piece
- Community Guidelines
- Values (Which we discussed in the Punitive vs. Restorative Justice activity. This would typically be a step where all parties in the circle shared their core values and defined shared values.)
- Discussion Rounds (included both in the pair share and debrief talking circle)
- Closing (which we’re about to do right now)

Steps of a Restorative Justice Circle
1. The Opening
2. Introducing the Talking Piece
3. Community Guidelines
4. Values
5. Discussion Rounds
6. Closing

SAY: To close out our session today, we’re going to do one final go-around and have each of us share how we feel closing out the circle. You can either share one word or one sentence to describe how you feel about today’s workshop.

8. Evaluation (5 minutes)

Evaluation Instructions:
- Pass out written evaluation forms or take five minutes to do a quick verbal evaluation of the session.
  Ask participants to share:
  - One thing they liked about the session on Restorative Justice
  - One idea, tool, or practice they want to learn more about
  - One thing they would change or improve about the session
### Justice Scramble: Punitive vs. Restorative Justice Descriptions (to be cut-out)

<table>
<thead>
<tr>
<th>Punitive Approach</th>
<th>Restorative Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misbehavior or offenses are defined as breaking rules or laws</td>
<td>Misbehavior or offenses are defined as harm (emotional, mental, physical) done to one person or group by another (or to oneself)</td>
</tr>
<tr>
<td>Focus on what happened and placing blame or guilt</td>
<td>Focus on problem-solving by expressing feelings and needs</td>
</tr>
<tr>
<td>Adversarial, confrontational relationship and process</td>
<td>Dialogue and negotiation with everyone involved in communication and cooperation with each other</td>
</tr>
<tr>
<td>Includes an authority figure with the power to decide on the penalty, in conflict with the wrongdoer</td>
<td>Involves the ability to showcase one's talents and creativity to restore the harm done and understanding the broader impact on the community when a harm is done</td>
</tr>
<tr>
<td>Imposes pain or takes away rights to punish and deter or prevent behavior</td>
<td>Restitution (repairing harm) as a means of restoring all parties, the goal being reconciliation and acknowledging responsibility for choices</td>
</tr>
<tr>
<td><strong>PUNITIVE APPROACH</strong></td>
<td><strong>RESTORATIVE APPROACH</strong></td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Accountability means punishment</td>
<td>Accountability is defined as understanding impact of actions, taking responsibility for choices, and suggesting way to repair harm</td>
</tr>
<tr>
<td>Justice is directed at the offender; the individuals harmed are largely ignored</td>
<td>Offender, victim(s), and the broader community have direct roles in the justice process</td>
</tr>
<tr>
<td>Attention to rules outweighs whether the outcome is positive or negative</td>
<td>Attention to relationships and achievement of a mutually desired, positive outcome</td>
</tr>
<tr>
<td>Limited opportunity for expressing remorse or making amends</td>
<td>Opportunity given to make amends and express remorse</td>
</tr>
<tr>
<td>Little attention to addressing the root causes that led to the offense or misbehavior</td>
<td>Attention is given to exploring how to address root causes and solve problems in the future</td>
</tr>
</tbody>
</table>

Pair Share Instructions: Understanding Harm and Needs

**First Conversation:** Each of you will have 5 minutes to talk about a time when you have been harmed or wronged.

Share with your partner answers to the following questions:

- What was the situation?
- How were you harmed? (both short and long-term)
- Can you speculate as to the perspective of the person who harmed you?
- How were others directly impacted by the situation?
- What became of the situation?
- What did you need to move forward/heal from the situation?

After each of you is finished sharing, write down 2-3 needs that you can think of. (*Needs can be things that you or the other people involved needed to feel closure, to repair the harm, or to prevent it from happening again.*)

**Second Conversation:** Each of you will have 5 minutes to talk about a time when you caused harm or wronged someone.

Share with your partner answers to the following questions:

- What was the situation?
- How did you feel during and after?
- How do you think the person you harmed felt?
- How were others directly impacted by the situation?
- What did you need to move forward/heal from the situation?
- What do you think the person you harmed might have needed to heal from the situation?

After each of you is finished sharing, write down 2-3 needs that you can think of. (*Needs can be things that you or the other people involved needed to feel closure, to repair the harm, or to prevent it from happening again.*)
Definitions: Punitive, Restorative, and Transformative Justice

**Punitive Justice**

*Punitive Justice is the dominant form of justice in today’s society that focuses on punishing wrongdoers or “offenders” to teach them a lesson, control behavior, and seek retribution (or revenge).*

-Adapted from Restorative Justice for Oakland Youth

**Restorative Justice**

*Restorative Justice is a process to bring together everyone who has been affected by wrongdoing to address needs and responsibilities, and to heal the harm as much as possible.*

-Taken from Restorative Justice for Oakland Youth

**Transformative Justice**

*Transformative Justice is a way of practicing alternative justice, which acknowledges individual experiences and identities and works to actively resist the criminal injustice system. Transformative Justice recognizes that oppression is at the root of all forms of harm, abuse and violence. It aims to address and confront oppressions on all levels as a key part of accountability and healing.*

*In addition to the principles of Restorative Justice, Transformative Justice asks “What community and/or societal change is needed to change relationships, conditions, and power?”*

-Adapted from Youth Justice Coalition (www.youth4justice.org) and from Philly Stands Up! (http://www.phillystandsup.com/tj.html)
# Barriers to Economic Justice, Wealth, and Employment for Boys and Men of Color Workshop Curriculum

*Developed by Jeremy Lahoud, Movement Strategy Center, with input from Janelle Ishida and Nicole Lee.*

<table>
<thead>
<tr>
<th>Workshop Purpose</th>
<th>Explore economic inequities and barriers that impact life outcomes for boys and men of color.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop Outcomes</td>
<td>By the end of this session, participants will:</td>
</tr>
<tr>
<td></td>
<td>• Learn about the unequal distribution of wealth in the United States, particular through the lenses of race and gender</td>
</tr>
<tr>
<td></td>
<td>• Explore barriers to employment and wealth for young men of color in California</td>
</tr>
<tr>
<td></td>
<td>• Explore mindsets of scarcity and sufficiency and the impact they have on the US economy</td>
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</tbody>
</table>

## AGENDA

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Opening and Introductions</td>
<td>10 minutes</td>
</tr>
<tr>
<td>2. Ten Chairs Activity: Unequal Distribution of Wealth</td>
<td>30 minutes</td>
</tr>
<tr>
<td>3. Challenges Board Game: Barriers to Employment &amp; Wealth for Young Men of Color</td>
<td>45 minutes</td>
</tr>
<tr>
<td>4. Break or Energizer</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>
| 5. **OPTION 1**: Scarcity and Accumulation Activity  
  -or-  
  **OPTION 2**: Draw It Out Activity | 25 minutes |
| 6. Closing & Evaluation | 5 minutes |

**TOTAL TIME** 2 hours

## Materials Checklist

- Ten chairs arranged in a row at the front of the room  
- Copies of the “Ten Chairs” Activity Identity Cards, cut out and sealed in 10 envelopes labeled #1 through #10  
- A butcher paper or LCD projector and PowerPoint version of the attached “US Distribution of Wealth, 2007” pie chart  
- An enlarged copy of the Sample Board Game Layout or a similar board game on butcher paper. (See the sample game board layout.)  
- Four or five game pieces (small stuffed animals or figures)  
- Copies of Team Profiles & Instructions strips and Challenge Cards for each of the four or five small teams. (Print the Challenge Cards on different colors of card stock paper to make it easy to keep the cards for each team separate.)
A copy of the Facilitator’s Challenge Round Guide for the facilitator only
Markers and blank sheets of butcher paper or an easel pad for each team
A timing device with an alarm (a smartphone or cell phone will work)
Optional: Copies of the “Summary of Economic, Wealth, and Employment Barriers Facing Boys and Young Men of Color in California” handout
OPTION 1: Small balloons, inflated with air. (Enough balloons for each participant to have one balloon. You can use small, water balloons or something similar. Try to inflate the balloons before the workshop.)
OPTION 2: Blank paper and drawing supplies for all participants
Copies of written evaluation forms

Facilitation Guide

1. Opening and Introductions (10 minutes)

SAY: In today’s session we’re going to explore issues related to economic justice, employment, and wealth for communities and boys and men of color in California. [Review agenda and goals.]

SAY: Let’s start out with quick introductions: Say your name and what you think “wealth” means?

2. Ten Chairs Activity: Unequal Distribution of Wealth (30 minutes)

[Activity adapted from the “Growing Divide Workshop,” created by United for a Fair Economy. Available at: http://www.faireconomy.org/resources/workshops/the_growing_divide_workshop]

SAY: Thanks for sharing all of those definitions for wealth. Today we’re going to talk about the idea of “social wealth” and how wealth is distributed or spread across US society. By social wealth, we mean what society needs to progress: food, clothing, housing, art, entertainment, funding for education, child rearing, etc. We are all individuals, but we live together in a complex society and all of us together produce wealth—what society needs to survive and thrive.

ASK: What are some ways that young people in our city or region contribute to social wealth?

- Raising Children
- Creating Entertainment / Art
- Giving People Rides / Housing / Tutoring others
- Feeding others
- Working part-time jobs

ASK: In the United States, what do we use to measure wealth?
The system we use to represent wealth is money. Money is a system to try and manage human needs and wants. There are different ways to measure how much money someone has. One obvious way is to look at income or how much people earn.

**ASK:** But does income really tell us how much wealth someone has? What are some reasons that income might not really be an accurate way to measure wealth?

- Example answers include: Because most people have bills to pay every month and any income they have usually runs out by the end of the month. Because people often owe more (have more debt) than what they actually earn.

**SAY:** We’re going to do an activity that looks at how wealth or “net worth” is distributed in the United States. By “net worth” we mean the monetary value of all the cash, savings, property, stocks, etc. (called “assets”) that a household or family has after you take away all the money it owes (called “debt”).

**SAY:** I need ten volunteers to come up to the front of the room where we have ten chairs set up in a row. Each chair represents 10% of all the wealth in the United States. Each of the volunteers will be given an envelope with a number. Don’t open the envelope yet, but inside, it has some information about the wealth for a particular group in society. The groups represented reflect the most available data about race, gender, and wealth in the United States, but not all groups are reflected in the activity.

**SAY:** Let’s start out by having each volunteer sit comfortably in one of the chairs. Imagine that each person sitting on a chair represents 10% of the U.S. population. If wealth were shared equally in the U.S., this is what the “distribution” would look like. Every 10% of the population would have 10% of the wealth.

**ASK:** For the volunteers sitting on the chairs, how does it feel? Are you comfortable? Do you have enough space? Do you feel safe?

**SAY:** In reality, wealth has never been shared equally in the United States or pretty much anywhere else in the world for that matter. And as the US economy has changed, grown, and gone through this most recent recession, the divide between the wealthy and the rest of us is actually getting bigger.

**SAY:** Now I need our volunteers to move around on the chairs in the following order:

- Volunteer #1, you get to stretch out across the first seven chairs. You represent the wealthiest 10% of the US population, but you own 73% of the wealth.
- Volunteer #2, you will get to the next chair to yourself and can rest your leg on the ninth chair. You represent the next 10% of wealthy people in the United States and you own 12% of the wealth.
- Volunteers #3 and #4, you will need to share the ninth chair. The two of you represent the so-called upper middle class, 20% of the population, but you only own 10% of wealth.
Volunteers #5 and #6, you will need to share half of the last chair. You represent the so-called lower middle class—20% of the population who owns only 4% of the wealth.

Volunteers #7, #8, #9, and #10, you will need to share the edge of the last chair. You represent the biggest group in the United States—the working class and poor—who owns only 0.2% of the wealth.

Show participants the following graph of U.S. Distribution of Wealth in 2007 (on a butcher paper or LCD projector)

**U.S. Distribution of Wealth, 2007**

DISCUSSION QUESTIONS (10 minutes):

- Volunteer #1, how does it feel to have seven chairs to yourself? What would you do with all of those chairs?
- Volunteer #2, how does it feel to have one chair to yourself? Are you comfortable? Is one chair enough for you to be comfortable?
- Everyone else, how does it feel to share the last two chairs?
- How do you feel (based on where you are located)?
- Do you feel safe? Why or why not?
- Do you feel you need protection? From whom do you need protection?
- Who is making you feel uncomfortable? Who is to blame for your discomfort?
- Is this a fair way to distribute wealth in the United States?
- If wealth represents your ability to get your wants and needs met, what does this distribution of wealth mean for the 80% of folks who share only two chairs?

**SAY:** This distribution of wealth is not random. There aren’t many of people of color in the top 10% or 20%. Can each of the volunteers please open their envelope and read which group they represent?
Volunteer #1: You represent a White, wealthy family that owns and controls corporation(s). The median (in the middle) net worth for the top 10% in the United States in 2007 was $1,721,300 (almost 2 million dollars).

Volunteer #2: You represent a White family that runs your own business. The median net worth for a household with a self-employed “head of household” was $353,900.

Volunteers #3 and #4: You represent White families with married or cohabitating parents (i.e., parents that live together). The median net worth for White, Non-Hispanic married or cohabitating households in 2007 was $167,500.

Volunteer #5: You represent an African American married household. The median net worth for African American married or cohabitating households was $31,500.

Volunteer #6: You represent a Latino married or cohabitating household. The median net worth for Latino married households was $18,000.

Volunteer #7: You represent a single Latino male. The median net worth for single Latino males was only $9,370.

Volunteer #8: You represent a single African American male. The median net worth for single African American males was only $7,900.

Volunteer #9: You represent a single Latina female. The median net worth for single Latina females was only $120.

Volunteer #10: You represent a single African American female. The median net worth for single African American females was only $100.

**SAY:** The wealth information shared in this last piece represents “median” net worth, which is the middle wealth level for all the people in a specific group. Many people actually have “negative net worth,” meaning they owe more in debt than they own. We also know that there are some very wealthy folks from African American, Latino, and other communities of color. There are plenty of working class and poor White folks in the bottom 60%. And obviously, there are other ethnic groups, including Asian Americans, Pacific Islanders, and Native Americans, that aren’t included in these statistics, so it’s not complete data. But it represents a big picture of how wealth is distributed by race and gender in the United States.

**DISCUSSION QUESTIONS** (10 minutes):

- Who is in the different income groups?
- Who is in the 60% of the population that only controls less than 5% of wealth in the United States?
- What does “wealth” look like for African American and Latino families with married or cohabitating parents in the so-called lower middle class?
- How does the median net worth change for households or families who are headed by a single African American or Latino male?
- What about households or families headed by a single African American or Latina female?
- Why can’t the people in the bottom 80% just work harder to get more wealth, so they each have their own “chair”? Whose fault is this?
What are some examples of wealth inequality in your own life or community?

### 3. Challenges Board Game: Barriers to Employment and Wealth for Young Men of Color (45 minutes)

**SAY:** The unequal distribution of wealth in our society is not an accident. It comes from how this land was taken from indigenous people (Native Americans) and colonized (or settled) by Europeans. It’s rooted in the way our economy grew from slavery and the forced migration of African people. And it continues in the patterns of immigration, goods, and markets across the world coming in and out of the United States. One of the goals for today’s session is to look at how young men of color face barriers and challenges to gaining meaningful employment and careers. We’re going to explore some of these current economic challenges and barriers facing young men of color and their communities in California by playing a board game.

**Facilitation Note:** Depending on the size of the participant group and the communities represented in your location, pick four or five of the attached profiles. Small teams should ideally have five to eight participants.

**SAY:** We’re going to get into four or five small teams. Each team will be given a profile of a fictional young man of color in California struggling to lead a successful life, find work, and pursue a meaningful career. Throughout their lives, these young men have faced many challenges. We’re going to play four rounds of the game. For each round your team’s characters will face a challenge. Your character will be given three options for how to deal with each challenge card, like a “Choose Your Own Adventure” book. Your team will have three minutes to agree on one option and discuss the reasons you chose that option. Please write down why you made that choice on your butcher paper.

**SAY:** After the three minutes are finished all the teams will come back to the game board. Each team will read their character’s challenge for the round and share their proposed response. Based on your response, your character will either move ahead or backward on the game board. The first team to get to the “Finish: Healthy, Wealthy, and Employed” space wins the game. There’s also a “Debt Zone” behind the “Start” space, which you can get stuck in if you make too many choices that move your character backward.

**SAY:** I want to point-out that some of the challenges that will come up, like growing up in a single-parent or single-mother household or being incarcerated, are often looked down upon by society. To fight these stigmas, we need to recognize and celebrate the many strong, single-parent families in our communities and the community leaders who’ve spent time in prison. Our purpose today is to look at the negative effects that these challenges can have on young men of color, especially because of how the larger society and economy treat young men and their families.

**GAME-PLAY** (30 minutes): Have the participants count-off by four or five and break them into four or five small teams. Hand out copies of the “Profile and Instructions” strips and butcher paper to each team. Have each team share their profile with the large group.
Team #1: Shawn, an African American young man (age 23) living in East Oakland

Team #2: Carlos, an undocumented Latino young man (age 22) living in the Eastern Coachella Valley

Team #3: Chai, a Hmong (Southeast Asian) young man (age 17) from a refugee family living in Fresno

Team #4: Sumon, an undocumented Bangladeshi (South Asian) teen (age 17) living in Long Beach

Team #5: Robert, a Yurok (Native American) young man (age 20) living on the Klamath River in the Yurok Reservation in Del Norte County

**Game Play Instructions:** For each round of play, you will give each team one of the challenge cards for their profile. Give the teams three minutes during each round to read the challenge and choose one of the options. Give each team a sheets butcher paper or an easel pad to write down why they picked that option for each round.

Stop by each group to see if they need support or have questions. Use an electronic timer with an alarm set for three minutes. (If the groups are finishing quicker, reduce the time limit to two minutes.) Once the time is up, make all the teams stop talking and come back together. Have each team read their character’s challenge for the round out loud and share their proposed action and reasons.

After each team shares their challenge and response, read the outcome for the option they chose on the “Facilitator’s Challenge Round Guide”. Have them move their game piece ahead or back the appropriate number of spaces based on the Facilitator’s Challenge Round Guide.

**DEBRIEF DISCUSSION** (15 minutes):

- What made it challenging for any team to “win” the game and make it to the “Healthy, Wealthy, and Employed” box?
- What were some of the common challenges each of these young men of color faced, even though they came from different ethnic backgrounds and lived in different places?
- Have you or your friends experienced similar challenges? If so, how did you try to overcome them?
- Why is important to work for collective solutions to these challenges?

**SAY:** It’s probably obvious, but this “Challenges Game” was a set-up. Some of the choices ended up moving your character back in the game. Some of the individual choices allowed you to move ahead one space. When your team chose an option that helped not just your character, but also other young men of color and the broader community, you moved ahead two spaces. That’s because overcoming these challenges for young men of color will require collective change, not just individual opportunity. But even if you moved ahead two spaces every round, it still wasn’t enough to “win” the game.
SAY: We set-up the game that way to show that the entire economic system needs to change to make sure that all people, especially young men of color, are invested in and can thrive. Like Urban Peace Movement, one of the BMoC partner organizations in East Oakland, says: “The System has a plan for you.

Optional: Handout and review copies of the “Summary of Economic, Wealth, and Employment Barriers Facing Boys and Young Men of Color in California,” which summarizes facts and statistics from various research reports published by members of the Alliance for Boys and Men of Color.

4. Break or Energizer (10 minutes)

5. Scarcity and Accumulation Activity –OR– Draw It Out Activity (25 minutes)

Facilitation Note: At this point, you can choose Option 1: “Scarcity and Accumulation Activity,” which is a physical game and debrief discussion to help participants think about how a mindset of scarcity creates inequity in our economy. Or you can choose Option 2: “Draw It Out” Activity, which provides time for participants to reflect on their own experiences with economic barriers.

OPTION 1: Scarcity and Accumulation Activity – The Mindset of Scarcity Creates Inequity (25 minutes)

[Activity adapted from the Economic Justice and Workers’ Rights training by Urban Peace Movement.]

SAY: Now we’re going to play a quick game to get us energized for the final part of the workshop. Everyone should come up and form a circle around these balloons on the floor. [Start out with about half of the inflated balloons “piled” on the floor.] When I say “go” the object of the game is for everyone to try to grab and hold onto the balloons. When the balloons on the floor start to run out, I’ll begin throwing more balloons into the circle. There are a few basic rules:

• You can’t push or shove the other participants.
• You can grab and hold onto more than one balloon at a time.
• We’ll have a limited time for game play.
• When the timer is up or when we run out of balloons, everyone has to stop moving.
• Anyone without a balloon at the end of the game is “out”.

SAY: Okay, GO! [Start a 3-minute timer. When the supply of balloons gets down to 3-4 balloons, start throwing the rest of the balloons into the circle. Stop the game when all of the balloons are grabbed or the timer runs out.]

DEBRIEF DISCUSSION (15 minutes):

ASK: How many people ended up without any balloons? Everyone who doesn’t have a balloon, please step out of the circle.
ASK: Who ended up with the most balloons? Does anyone have more than three balloons?

SAY: Notice that I didn’t say how to “win” the game. I just said that you could grab more than one balloon at a time and that if you didn’t have a balloon when the game ended, you would be “out”. I actually had enough balloons for everyone, but some people ended up with lots of balloons and some people ended up with none.

ASK: Why did some people end up with lots of balloons? What motivated you to “horde” the balloons?

• Draw out the point that underneath the sense of competition, participants were motivated by the fear that they would end up without a balloon, so they took more than they needed.

ASK: How did it feel for the people who ended up without a balloon?

ASK: Why didn’t everyone cooperate and make sure that no one ended the game without a balloon?

SAY: I want everyone to think back to the Ten Chairs exercise. If money and wealth were distributed equally or fairly, then each of us would have enough. Everyone would be comfortable with one chair or one balloon. But we don’t live in a society yet where wealth is distributed equally. We live in communities where there is not enough for our families to live comfortably and thrive.

ASK: How does this game mirror how our economy works?

SAY: You can see that the primary mindset in our economy is one of scarcity. The people in the top 10% are operating from a mindset of scarcity. They keep accumulating more, either because they think what they currently have is not “enough” or because they get greedy. That accumulation, that concentration of 73% of the wealth in 10% of the population is what creates the situation of there not being enough for everyone else, especially for the bottom 80%.

• Point out that the “scarcity mindset”—the fear that we might not have enough even when there are enough resources for everyone—leads to competition over resources. It ends up with some people hording way too many resources (or wealth) and many others ending up without enough.

SAY: It’s clear that if we want to have a society where every young person can grown up healthy and succeed, where every family can thrive, we need to change the distribution of wealth and the economic structure. A lot of this workshop was adapted from activities created by Urban Peace Movement, one of the key Building Healthy Communities partner organizations in East Oakland. UPM talks about making this change or transformation on two levels:

• We have to change the economic system itself and the actual distribution of resources so that every individual or family has what we need to thrive.
• But we also have to change the culture and mindset of the society and economy.

**ASK:** Why is it important to change the culture and mindset of our society and economy?

• Point out that even if we transform the system and spread the wealth out more fairly, if the mindset of scarcity remains, then we could easily fall back into unequal distribution of wealth. As people become afraid of not having enough and start hoarding wealth, we might just end up with different groups holding more of the wealth, but we won’t have a fair economy.

**ASK:** So what is the mindset and culture that needs to replace “scarcity”?

• Get a few answers, then make the following points:

**SAY:** We could call the new mindset one of “sufficiency”. A mindset of sufficiency recognizes that our economy actually has enough resources for everyone to thrive, if the wealth is shared more fairly based on needs. This mindset also recognizes that a more just economy benefits the society overall. In fact, the very unequal distribution of wealth in the US actually makes our society sicker, more violent, and more stressed out. Research shows that health and social problems as obesity, mental illness, drug and alcohol abuse, homicides, imprisonment rates, lowered life expectancy, over consumption of resources, and teen pregnancy all have strong links to inequality of wealth.³

**OPTION 2: Draw It Out (25 minutes)**

[Activity adapted from a workshop by Carmen Iñiguez, Movement Strategy Center.]

**Instructions:** Provide participants with blank paper and drawing supplies (markers, colored pencils, or crayons). Break groups into small groups of 4-5 people, depending on the larger group size. Give each participant 10 minutes to draw their responses to the topics below. Post the topics on butcher paper for easy reference:

- A memory from your childhood about money or an economic hardship
- An economic challenge that you currently face
- One of the economic challenges from the Challenges Game that relates to your community
- Where you see yourself ten years from now

**SAY:** Now we’re going to spend some time individually and in small groups reflecting on our own experiences with economic barriers and drawing out our experiences. Please get into small groups of 4-5 people and take some paper and drawing supplies. You can either use four sheets of paper or fold your

paper twice to make four sections. You will have 10 minutes to draw out your responses to the following items:

- A memory from your childhood about money or an economic hardship
- An economic challenge that you currently face
- One of the economic challenges from the Challenges Game that relates to your community
- Where you see yourself ten years from now

SAY [After ten minutes are finished]: Now you will have five minutes to each share one of your responses in your small groups. If you have enough time, you can share a second response of your choice.

LARGE GROUP DEBRIEF (5 minutes):

- How did it feel to draw out your responses to these topics?
- What are some of the main economic challenges young people, especially boys and young men of color, face in our communities?
- Do these challenges have any impact on where you see yourselves in ten years?
- What actions can we take to eliminate these challenges?

6. Evaluation (5 minutes)

Instructions: Give participants 5 minutes to either fill out written evaluation forms or do a quick “round robin” evaluation session where participants answer the following questions:

- What’s one thing you learned from this workshop?
- What’s one action you would like to take to support economic justice for boys and men of color?
- What’s one thing you would change about today’s workshop?
**“Ten Chairs” Activity Identity Cards** (to be placed in each volunteer’s envelope)

<table>
<thead>
<tr>
<th>Volunteer #1:</th>
<th>Volunteer #6:</th>
</tr>
</thead>
<tbody>
<tr>
<td>You represent a White, wealthy family that owns and controls corporation(s). The median net worth for the top 10% in the United States in 2007 was $1,721,300 (almost 2 million dollars).</td>
<td>You represent a Latino married or cohabitating household. The median net worth for Latino married households was $18,000.</td>
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<tr>
<th>Volunteer #2:</th>
<th>Volunteer #7:</th>
</tr>
</thead>
<tbody>
<tr>
<td>You represent a White family that runs your own business. The median net worth for a family with a self-employed “head of household” was $353,900.</td>
<td>You represent a single Latino male. The median net worth for single Latino males was only $9,370.</td>
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<tr>
<th>Volunteer #3:</th>
<th>Volunteer #8:</th>
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<tbody>
<tr>
<td>You represent a White family with married or cohabitating parents (i.e., parents that live together). The median net worth for White, Non-Hispanic married or cohabitating households in 2007 was $167,500.</td>
<td>You represent a single African American male. The median net worth for single African American males was only $7,900.</td>
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<th>Volunteers #4:</th>
<th>Volunteer #9:</th>
</tr>
</thead>
<tbody>
<tr>
<td>You also represent a White family with married parents. The median net worth for White, Non-Hispanic married or cohabitating households in 2007 was $167,500.</td>
<td>You represent a single Latina female. The median net worth for single Latina females was only $120.</td>
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Sample “Challenges” Game Board Layout

The “DEBT” Zone

START

FINISH

“Healthy, Wealthy, and Employed”
Team #1 Profile and Instructions: Shawn

Profile: Shawn is a 23-year-old African American young man living in East Oakland.

Instructions: For each round of the game, your team’s character faces a challenge. During each round, your team will have 3 minutes to read the challenge, pick an option, and discuss the reasons you chose that option. Please write down why your team made that choice on your butcher paper.

Team #2 Profile and Instructions: Carlos

Profile: Carlos is an undocumented Latino young man living in the Eastern Coachella Valley.

Instructions: For each round of the game, your team’s character faces a challenge. During each round, your team will have 3 minutes to read the challenge, pick an option, and discuss the reasons you chose that option. Please write down why your team made that choice on your butcher paper.

Team #3 Profile and Instructions: Chai

Profile: Chai is a 17-year-old Hmong (Southeast Asian) youth living with his refugee family in Fresno.

Instructions: For each round of the game, your team’s character faces a challenge. During each round, your team will have 3 minutes to read the challenge, pick an option, and discuss the reasons you chose that option. Please write down why your team made that choice on your butcher paper.

Team #4 Profile and Instructions: Sumon

Profile: Sumon is an undocumented 17-year-old teenager from Bangladesh (South Asia) living in Long Beach.

Instructions: For each round of the game, your team’s character faces a challenge. During each round, your team will have 3 minutes to read the challenge, pick an option, and discuss the reasons you chose that option. Please write down why your team made that choice on your butcher paper.

Team #5 Profile and Instructions: Robert

Profile: Robert is a Yurok (Native American) young man (age 20) living on the Klamath River in the Yurok Reservation in Del Norte County.

Instructions: For each round of the game, your team’s character faces a challenge. During each round, your team will have 3 minutes to read the challenge, pick an option, and discuss the reasons you chose that option. Please write down why your team made that choice on your butcher paper.
Team #1 Challenge Cards – Shawn (Cut out and give one card per round of game play.)

**Shawn’s Challenge #1: Childhood & Neighborhood Poverty**

Like many African American children in California, Shawn was born into a poor family. Childhood poverty is likely to affect the rest of his life. More than 70 percent of African American children who grow up in the poorest neighborhoods remain in the poorest neighborhoods as adults. But rent in his Oakland neighborhood is getting too expensive and his mother is having trouble paying the bills.

**Challenge Options [Pick One]:**
1. Shawn and his family move to Stockton, CA to find a cheaper apartment.
2. Shawn’s mother gets a second job at night to help pay for rent.
3. Shawn and his family look for a rent-controlled apartment in a different neighborhood in Oakland.

**Shawn’s Challenge #2: Lower Income in a Single-Parent Household**

Shawn grew up in a single parent household. Many single-parent families are strong families, but due to less income and a lack of support, there can be lots of economic challenges with growing up in a single-parent household. (Think about the difference in family wealth between single-parent and two-parent households.) Only one-third of black young men live in two-parent households, and 46% live in a female-headed household. Because of the gender wage gap—in 2012, working women made 81% on average of what working men made—families with a single mother have the highest poverty rates, at 42%.

**Challenge Options [Pick One]:**
1. Shawn’s mother signs up for the SNAP food assistance program to help cover food costs.
2. Shawn and his family move into a house with his aunt’s family to help share expenses.
3. Shawn’s mother’s boyfriend moves in with his family to help pay the bills.

**Shawn’s Challenge #3: Dropping Out of High School**

In tenth grade, when his mother was laid-off from her job, Shawn dropped out of school to find a job. African-American Californians over age 25 are nearly twice as likely to be without a high school diploma as whites. Not finishing high school has a big impact on employment and income: in 2006 the median earnings of male year-round, full-time workers with only some high school education was $27,650 compared to $66,930 for workers with a bachelor’s degree.

**Challenge Options [Pick One]:**
1. Shawn gets a job at the local Wal-Mart and puts his education on hold.
2. Shawn starts selling bootleg CDs and DVDs in front of his old school to earn extra money.
3. Shawn applies for an internship in video production at a local youth media organization.

**Shawn’s Challenge #4: Incarceration & Felony Conviction**

After dropping out of high school, Shawn couldn’t find steady work and started selling bootleg CDs and DVDs. This lead to a felony conviction and six months in jail. When he returned to East Oakland from jail, he wanted to find legitimate work, but many prospective employers passed him up, because of the “check box” on the job application requiring him to share that he had a prior felony conviction. Black males have a one-in-three chance of serving time in prison during their lifetime, as compared with one in seventeen for white males. By age 48, the typical former inmate will have earned $179,000 less than if he had never been incarcerated. Serving time reduces annual earnings by 40 percent.

**Challenge Options [Pick One]:**
1. Instead of selling bootleg DVDs, Shawn gets a computer to make bootleg copies for his friends to sell.
2. Shawn joins a community group working to “ban the box” (felony check-box) from job applications.
3. Shawn signs up for a “re-entry” program that includes job training and temporary housing.
Carlos’ Challenge #1: Lack of Maternal Education

When he was a child, Carlos’ parents had never finished high school. At an early age, poverty and expectations for girls forced his mother, Maria, to help out at home and work outside of the house, so she didn’t finish more than five years in school. Latina mothers are more than ten times more likely than white mothers to have less than a high school education. Maternal education may improve children’s well-being, because it is highly connected to socioeconomic factors, like family income and neighborhood quality, and is associated with better health practices, home literacy, and other behaviors that promote child development.

Challenge Options [Pick One]:
1. Carlos’ mother signs up for a parent leadership class to help her children with school.
2. Carlos’ mother finds a program that helps working mothers to get their GEDs.
3. Carlos’ mother gets a second job to make sure there is food on the table and a roof over her children’s heads.

Carlos’ Challenge #2: Dropping Out of High School

After ninth grade, Carlos dropped out to find work and help to pay the bills in the multi-family home they lived in. Latinos in California are almost seven times as likely as whites to be without a high school diploma. In 2007, more than 1 in 5 young Latino males (ages 16-25) dropped out of high school. Among sixteen- to twenty-four-year-old males of color not enrolled in school, fewer than half have jobs and about a third are in prison or jail or on probation or parole.

Challenge Options [Pick One]:
1. Carlos finds work as a day laborer outside a Home Depot in Rancho Mirage.
2. Carlos gets involved with some friends on a plan to make good money quickly.
3. Carlos enrolls in an internship program to learn how to install solar panels on homes in Palm Springs and Palm Desert.

Carlos’ Challenge #3: Loss of Family Wealth and Home Foreclosure

When the economy crashed in 2009, many members of Carlos’ extended family lost work. The multi-family home they were living in went into foreclosure and they were forced to move out. For Latinos, there has been a loss of two-thirds of household median net worth since the Great Recession, compared to only a 16% decrease for White households.

Challenge Options [Pick One]:
1. Carlos and his family move into the living room of a cousin’s apartment.
2. Carlos’ mother finds temporary living arrangements at a women’s shelter.
3. Carlos and two of his friends get together to find their own room to rent.

Carlos’ Challenge #4: Undocumented Status

Driving to a job interview, Carlos was pulled over and arrested for driving without a license. Because he didn’t have papers or a social security number, just getting a job interview was very difficult. Because he had a previous arrest record, the local police refer him to federal immigration agents. He ended up spending time in the Adelanto immigration detention center in facing possible deportation. 88% of the individuals sent to immigration authorities by local law enforcement are men of color; almost half of these are young men under the age of 30.

Challenge Options [Pick One]:
1. Carlos’ mother joins a local group working for Comprehensive Immigration Reform to help him get released from detention.
2. Carlos’ mother collects money from her family and friends to hire an immigration lawyer to help get Carlos released.
3. Carlos’ mother finds friends to drive her to Adelanto every Sunday to visit Carlos.
### Chai’s Challenge #1: Refugee Family Living in Poverty

Like many other Southeast Asian refugee families living in the United States to escape war and violence, Chai and his family live in poverty. Southeast Asian (Cambodian, Hmong, Lao and Mien) children of refugees who faced hardships of war, displacement and expulsion from their native countries are among the poorest communities in the nation.

**Challenge Options [Pick One]:**
1. Chai’s family joins a refugee self-help organization that helps them to find resources and stay connected with their community.
2. Chai’s father gets a second job to help pay for Chai’s sister to go to community college, in hopes that she will transfer to Fresno State and get a good job to help the family.
3. Chai gets a job at a local warehouse helping pack and move boxes.

### Chai’s Challenge #2: Poor Living Conditions

Chai and his family live in a small bedroom in a run-down apartment shared with two other families. Many Southeast Asian refugee families live in inadequate, crowded, noisy housing conditions with poor indoor-air quality and inadequate light, and in dangerous neighborhoods where it is not always safe to venture outside. These conditions in turn lead to school absences, poor academic performance, behavioral problems, suspension, high dropout rates, unemployment, and exclusion from mainstream society and opportunities.

**Challenge Options [Pick One]:**
1. Chai’s mother gets a second job at night so the family can move into an apartment of their own.
2. Chai and his sister join a local housing rights organization to fight for more affordable, safe housing to be built in their neighborhood.
3. As refugees, Chai’s family applies for temporary federal assistance (TANF) to help pay rent for their own apartment.

### Chai’s Challenge #3: Post-Traumatic Stress Disorder

Because of the traumas of fleeing from violence and war in Southeast Asia at a young age and the stress of now living in a violent neighborhood, Chai suffers from Post-Traumatic Stress Disorder (PTSD) and depression. Southeast Asian boys disproportionately suffer from PTSD. Adolescents with PTSD are more likely to perform poorly at school and to become involved in the juvenile injustice system. People with PTSD face more unemployment and a greater chance of being fired than people without PTSD.

**Challenge Options [Pick One]:**
1. Chai gets involved with a local youth organization working to get a Wellness Center on his high school campus.
2. Chai joins a support group at a local church.
3. Chai’s mother takes him to the doctor to find out about medication for his depression.

### Chai’s Challenge #4: Lack of Education

Chai wasn’t able to finish high school and currently doesn’t attend community college. In California, Southeast Asians have similar rates of high school/GED completion as Latinos—around 40%. Several Southeast Asian and Pacific Islander subgroups are among the least likely to have a college degree. When schools are not supporting their ability to become educated, dropping out and taking low wage jobs or earning money through illegal activities may be seen as a better option—especially in low-income families where young people face great pressure to contribute financially.

**Challenge Options [Pick One]:**
1. Chai gets together with some friends to start their own t-shirt printing business.
2. Chai signs up for a summer internship with a local youth organization.
3. Chai gets a job at a local Internet café.
Team #4 Challenge Cards – Sumon (Cut out and give one card per round of game play.)

Sumon’s Challenge #1: Family Poverty

Like many other immigrant families from Bangladesh, Sumon grew up in a very poor household. In California, almost half of (44%) of Bangladeshis and almost one-third (31%) of Pakistanis are low-income, compared with 8% of non-Hispanic Whites. Sumon’s family lives “paycheck to paycheck” and don’t have enough money to pay the rent for two months in a row.

Challenge Options [Pick One]:
1. Sumon’s family borrows money from a self-help lending program created by a group in the Bangladeshi community to pay for rent.
2. Sumon gets a part-time job working in a local gas station to help his family pay the rent.
3. Sumon’s father takes out a “payday” loan to catch up in rent payments.

Sumon’s Challenge #2: School Harassment

Sumon is one of very few South Asian and Muslim students at his high school. He faced harassment and bullying from fellow students, especially when there was news about terrorist activity. For many Arab, Middle Eastern, Muslim, and South Asian youth, the media stereotypes that treat these young men as a threat translates into harassment in their daily lives. This harassment and exclusion also makes some youth and their families less likely to seek help in the school setting, such as when they need additional help with language services, leading to less parent and student engagement.

Challenge Options [Pick One]:
1. Sumon tries to stop the bullying and defends himself against one of the bullies afterschool.
2. Sumon joins a local youth organization that’s trying to win an “Ethnic Studies” class and provides cultural heritage workshops afterschool.
3. Sumon seeks help from his local mosque to deal with the racist bullying.

Sumon’s Challenge #3: Undocumented Status

On top of the harassment he faces in school, Sumon is undocumented and has few hopes about attending college after high school. Undocumented students often see no purpose in continuing towards high school graduation. Even if they do graduate from college, they do so in a world where their status is limited and their job opportunities are bound by the exploitation that undocumented immigrants face in the labor market.

Challenge Options [Pick One]:
1. Sumon starts working 25 hours a week at a local gas station, hoping to save money to attend City College.
2. Sumon asks his counselor about options for financial aid and scholarships.
3. Sumon joins a group of “DREAM Activists” organizing for undocumented students’ rights and Comprehensive Immigration Reform.

Sumon’s Challenge #4: Racial Profiling

Sumon’s father—the only family member with a “green card”—recently lost his job, which required him to travel. Because he has a “typical” Muslim name, his father’s name showed up on a federal “no-fly” list at the airport. He was wrongfully banned from a flight and missed an important work commitment. Sumon’s family was even denied bank loans, because their name showed up on an “anti-terrorism” list. Anti-terrorism databases contain common Arabic and Muslim names that result in many innocent individuals being barred from flying or getting consumer loans. Over the past decade workplace discrimination targeting Muslims has increased 150%.

Challenge Options [Pick One]:
1. Sumon convinces his parents to share their experiences with a local immigrant rights group.
2. Sumon starts working fulltime at a local gas station to help his family recover from his father’s job loss.
3. Sumon’s family starts baking Bangladeshi flatbread to sell at the local farmers’ market on weekends to bring in more income.
**Challenge #1: Childhood Poverty**

Like many other native youth in California, Robert grew up in a very poor family. In California, American Indian / Alaska Native children (ages 0-17) have the highest rates of any racial group living in families below the federal poverty level. 37% of American Indian / Alaska Native children lived in families with income below the poverty level, compared to only 10% for White children.

**Challenge Options [Pick One]:**
1. Robert and his family move south to Redding, CA in hopes of finding better-paying jobs.
2. Robert’s mother signs up for temporary federal assistance (TANF) to help cover the bills.
3. Robert gets an internship with an environmental justice organization working to clean up the Klamath River.

**Challenge #2: Lack of Education**

Robert didn’t continue his education beyond high school. American Indian / Alaska Native youth have the lowest rate of any racial group of graduating from high school having completed the A-G college entrance requirements. Less than 22% of American Indian / Alaska Native boys graduated eligible for California’s state universities, compared to nearly 41% of White boys. American Indian / Alaska Native boys have one of the highest four-year dropout rates in the state, with more than one out of five dropping out—twice the dropout rate for White boys.

**Challenge Options [Pick One]:**
1. Robert signs up for GED classes.
2. Robert joins an organization mentoring Native American boys to help them stay in school.
3. Robert moves away from his family to find work.

**Challenge #3: Juvenile Incarceration**

During the summer before eleventh grade, Robert got into trouble with law enforcement and spent time locked-up in the Del Norte County Juvenile Hall in Crescent City, which has the highest juvenile detention rate of any county in the state. American Indian / Alaska Native youth in the United States are three times more likely than White youth to be incarcerated in juvenile facilities.

**Challenge Options [Pick One]:**
1. After being released from “juvie hall,” Robert moves in with his friend’s family in Crescent City.
2. Robert enrolls in the Elk Creek School at Juvenile Hall.
3. After being released from “juvie hall,” Robert joins a community organization working on juvenile justice reform and re-entry issues.

**Challenge #4: Unemployment**

For the past two years, none of the adults in his household, including Robert, is employed. American Indians / Alaska Natives face some of the highest rates of unemployment in the nation and in California. When the Great Recession hit the Western United States, unemployment among American Indians and Alaska Natives jumped from just above 6% in 2007 to nearly 19% in 2009.

**Challenge Options [Pick One]:**
1. Robert moves to Crescent City to find work.
2. Robert applies for a part-time position with an environmental justice organization.
3. Robert and his friends start a small business in Klamath.
### Challenge Round 1

**Option 1: Moving to Stockton, CA.:** Stay on “start”. Shawn’s family finds a cheaper apartment in Stockton, but he faces lots of problems at his new school, because the local students assume he’s gang-affiliated.

**Option 2: Shawn’s mother gets a second job:** Stay on “start”. Shawn’s mother is now able to pay rent, but he falls behind in school, because his mother can no longer wake up early to make sure he gets to school on time.

**Option 3: Shawn’s family looks for a rent-controlled apartment:** Move ahead one space. After two months of looking, Shawn’s family is able to find a less expensive apartment. He’s able to stay in the same school, but has to take two buses each morning to get there. After falling behind in classes, Shawn catches up by the end of the school year.

### Challenge Round 2

**Option 1: Shawn’s mother signs up for SNAP food assistance:** Stay on the same space. Shawn’s family is able to afford more fresh and healthy food, which helps him do better in school. But a cut in federal funding reduces his family’s benefits in 2013.

**Option 2: Shawn and his family move in with his aunt’s family:** Stay on the same space. Shawn’s family is able to help pay the bills and have a stable place to live. But with all his siblings and cousins living under the same roof, it’s hard to stay focused on homework and Shawn falls behind in school.

**Option 3: Shawn’s mother’s boyfriend moves in:** Move back one space. Even though he helps pay the bills, Shawn’s mother’s boyfriend brings a lot of his friends to the apartment to watch TV and drink. The home environment has a negative impact on Shawn’s performance in school.

### Challenge Round 3

**Option 1: Shawn gets a job at the local Wal-Mart:** Stay on the same space. Shawn is able to help pay the bills, but Wal-Mart won’t offer him full-time hours and the pay is bad. His schedule changes every week, so he isn’t able to take classes to get his GED.

**Option 2: Shawn starts selling bootleg CDs and DVDs:** Move back two spaces. Shawn gets caught by police in front of his old school and ends up spending nine months in jail for copyright infringement.

**Option 3: Shawn applies for an internship:** Move ahead two spaces. Although the internship doesn’t pay very much money, Shawn gains valuable video production skills and starts making money on the side by documenting events for local nonprofits and schools. The youth organization helps him find a program to get his GED.

### Challenge Round 4

**Option 1: Shawn gets a computer to make bootleg copies:** Move back two spaces. Even though Shawn thinks he won’t get caught because he isn’t actually selling bootlegs on the streets, it turns out one of his “friends” is a paid informant for the FBI. He ends up with two years in prison for “conspiracy to distribute” illegal copies of movies.

**Option 2: Shawn joins a community group:** Move ahead two spaces. The community group helps pass a law that ends the use of the felony conviction “check box” on government jobs and helps change City of Oakland policies. After a year of volunteer work, Shawn gets a position as a paid organizing intern.

**Option 3: Shawn signs up for a “re-entry” program:** Move ahead one space. The program provides Shawn with paid job training and helps him find a part-time job. It doesn’t pay very well, so Shawn struggles with staying out of the bootleg “business”.

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Stepping Into Power: A Leadership Academy Curriculum for Boys and Men of Color
### Challenge Round 1

**Option 1:** Carlos’ mother signs up for a parent leadership class: Move ahead two spaces. In addition to teaching her how to help her children with homework, the program also helps Maria learn how to speak out for better educational opportunities for all children.

**Option 2:** Carlos’ mother gets her GED: Move ahead one space. With her HS equivalency diploma, Maria is able to get a better-paying job and work fewer hours, which gives her more time to make sure Carlos and his siblings focus on school.

**Option 3:** Carlos’ mother gets a second job: Stay on “start”. Even though the second job helps Maria pay the bills, it means Carlos and his siblings have to stay with their neighbor afterschool. The neighbors’ home environment is chaotic and Carlos falls behind on his schoolwork.

### Challenge Round 2

**Option 1:** Carlos finds work as a day laborer: Move back one space. At first, Carlos is able to make decent money working on home improvement projects for wealthy and middle class homeowners. But Immigration & Customs Enforcement (ICE) raids the Home Depot one day and arrests the day laborers. Luckily, Carlos doesn’t get sent to detention, but he loses his income and has an arrest on his record.

**Option 2:** Carlos gets involved with some friends: Move back two spaces. At first, the plan—to sell electronic equipment at the local “Swap Meet”—sounded like a good idea. But it turns out the electronics were stolen. Carlos and his friends get arrested and spend several months in a juvenile detention center.

**Option 3:** Carlos enrolls in an internship program: Move ahead two spaces. At first, the internship program doesn’t pay very much, but Carlos learns good skills and starts to build up his resume. In addition, he helps the environment by converting homes to solar energy.

### Challenge Round 3

**Option 1:** Carlos’ family moves into his cousin’s apartment: Move back one space. While this option provides Carlos and his family with a place to live, he doesn’t get along with one of his cousin’s teenage sons. The two get into a fight and Carlos gets kicked out.

**Option 2:** Carlos’ mother moves the family into a women’s shelter: Move back one space. Unfortunately, the shelter only allows women and children under age 12, so Carlos ends up staying with different friends and relatives each week. Constantly moving around makes it hard for Carlos to find work or try to get back into school.

**Option 3:** Carlos and his friends look for their own room to rent: Move back two spaces. Carlos and his friends find a room to rent in an illegally converted garage, but the tenants in the front house are involved in selling drugs. Carlos ends up helping to make deliveries for his neighbors to help pay the bills.

### Challenge Round 4

**Option 1:** Carlos’ mother joins an Immigrant Rights group: Move ahead two spaces. The organization helps organize community support for Carlos and raises money for his case. Since his prior arrest was not for a felony crime, Carlos is released from detention pending his appeal to stop his deportation.

**Option 2:** Carlos’ mother hires a lawyer: Move back one space. Unfortunately, it turns out that the immigration “lawyer” is not really a lawyer and charges Maria to fill out unnecessary paperwork that won’t help Carlos get out of detention.

**Option 3:** Carlos’ mother visits him in detention: Move back one space. Although the visits keep Carlos in contact with his family, he stays in detention. One of the “friends” who drives Maria to visit Carlos demands that she either date him or pay him money for driving her to the detention center.
### Facilitators’ Challenge Round Guide: Team #3 – Chai: Challenge Round Outcomes

<table>
<thead>
<tr>
<th>Challenge Round 1</th>
<th>Challenge Round 2</th>
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<tbody>
<tr>
<td><strong>Option 1: Chai’s family joins a self-help organization:</strong> Move ahead two spaces. The organization provides job training and child care support for Chai’s parents, enabling his mother to take evening classes and his father to get a better paying job. They also help to elect the first Hmong woman to City Council, who increases funding for neighborhood programs.</td>
<td><strong>Option 1: Chai’s mother gets a second job:</strong> Move back one space. Chai’s family is able to move into a better apartment, but with his mother working in the evenings, he is now responsible to take care of his younger siblings. He falls behind in school and drops out before his senior year.</td>
</tr>
<tr>
<td><strong>Option 2: Chai’s father gets a second job:</strong> Stay on “start”. While the extra income helps the family, the second job adds to the father’s stress. Chai’s sister attends community college, but because of overcrowding, she can’t get the classes that she needs to transfer to Fresno State.</td>
<td><strong>Option 2: Chai and his sister join a local housing rights organization.</strong> Move ahead two spaces. It takes years to see any results, but Chai and his sister help pass a resolution in City Council that requires new building developments to include 25% affordable housing. After two years, Chai and his family are able to move into a new apartment of their own.</td>
</tr>
<tr>
<td><strong>Option 3: Chai gets a job at a local warehouse:</strong> Move back one space. At first, the extra income helps Chai’s family, but Chai breaks his leg when a forklift knocks heavy boxes on top of him. The medical bills put Chai’s family into debt. He loses his job and misses two weeks of school.</td>
<td><strong>Option 3: Chai’s family applies for temporary federal assistance.</strong> Stay on the same space. At first, the federal aid helps Chai’s family afford rent on a better apartment they share with only one other family. But federal budget cuts and a government shutdown cause a drop in their benefits and they are forced to move back to their old, overcrowded apartment.</td>
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<tr>
<th>Challenge Round 3</th>
<th>Challenge Round 4</th>
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<tbody>
<tr>
<td><strong>Option 1: Chai gets involved with a local youth organization.</strong> Move ahead two spaces. As part of the organization’s leadership development program, Chai meets other young refugees dealing with PTSD. He learns how to handle his stress more effectively in the group’s “healing circle”. During his junior year, they help make sure a Wellness Center opens in his high school.</td>
<td><strong>Option 1: Chai and his friends start a t-shirt business.</strong> Move ahead one space. At first, the t-shirt business is very hard. Chai and his friends have to scrape together money to buy equipment and supplies. They start making t-shirts designed by local graffiti and mural artists and the business grows. It doesn’t make enough money to live on, but they all get some income from the venture.</td>
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<tr>
<td><strong>Option 2: Chai joins a support group.</strong> Move ahead one space. The support group helps Chai address some of the pain and stress of PTSD and his depression starts to go away. But he’s challenged by the fact that he’s the only Hmong youth in the group and his friends make fun of him for being part of “psycho” group.</td>
<td><strong>Option 2: Chai signs up for a summer internship.</strong> Move ahead two spaces. Chai turns his natural leadership skills into youth organizing skills and starts a student club at his old high school. After the summer program, he gets a part-time job with the organization and they give him a scholarship to enroll in classes at Fresno City College.</td>
</tr>
<tr>
<td><strong>Option 3: Chai’s mother takes him to the doctor:</strong> Move one space back. The doctor prescribes a month of Paxil to treat Chai’s PTSD, but the family doesn’t have health insurance to cover the expense and it adds to the family’s bills. The drug’s side effects cause nervousness and insomnia, which interfere with Chai’s school performance.</td>
<td><strong>Option 3: Chai gets a job at a local internet café.</strong> Move back two spaces. The Internet café was actually a front for an illegal gambling operation. Desperate for the income, Chai gets involved in the illegal side of the business, but ends up doing jail time after the police raid the café.</td>
</tr>
</tbody>
</table>
### Challenge Round 1

**Option 1:** Sumon’s family borrows money from a self-help group: Move ahead two spaces. The “microloan” helps Sumon’s family catch up on rent until his father can find a better-paying job. Once they pay back the loan, they donate money to the group to help out other families in need.

**Option 2:** Sumon gets a part-time job: Stay on “start”. Although the additional income helps his family, Sumon falls behind in schoolwork, because he works every night from 7pm – 10pm.

**Option 3:** Sumon’s father gets a “payday” loan: Move back one space. Even though the payday loan helps cover rent for two months, the interest rate is so high that his family falls even deeper in debt to the loan company. Five months later, they get kicked out of their apartment.

### Challenge Round 2

**Option 1:** Sumon tries to stop the bullying: Move back one space. During the argument after school, Sumon gets into a physical altercation with the bully. Despite being justified in defending himself, Sumon gets suspended for three days.

**Option 2:** Sumon joins a local youth organization: Move ahead two spaces. As the only Bangladeshi member of the group, Sumon and his mother help to create a workshop on Bangladesh. After a year of campaigning, the school creates an Ethnic Studies class, which includes a unit on South Asian culture and history. As other students learn more about his background, the stereotyping decreases.

**Option 3:** Sumon seeks help from his local mosque: Move ahead one space. To help educate students about Islam and breakdown the negative stereotypes about Muslims and South Asians, the imam (prayer leader) from his mosque gives a presentation at the school. When other students learn more about Islam, the bullying decreases.

### Challenge Round 3

**Option 1:** Sumon starts working 20 hours a week: Stay on the same space. Despite his hopes to save money for college, Sumon’s schoolwork suffers even more when he works every night from 5pm – 10pm. Falling behind means he won’t graduate on time.

**Option 2:** Sumon asks his counselor about options: Move back one space. Unfortunately, Sumon’s counselor tells him that without a social security number, he has no options for financial aid. She fails to tell him about scholarship opportunities for undocumented students. She recommends that he just focus on graduating and not worry about finishing his college prep classes.

**Option 3:** Sumon joins a group of “DREAM Activists”: Move ahead two spaces. The student activist group is part of a campaign that passes a new law in California to allow undocumented students who grew up in the state to apply for state loans. During his senior year, the organization helps Sumon win a scholarship for South Asian activist students.

### Challenge Round 4

**Option 1:** Sumon’s parents share their experiences with a local immigrant rights group: Move ahead two spaces. The organization helps Sumon’s father file a civil rights lawsuit against the company that fired him and he wins his job back. His parent’s testimony helps pass a new state law providing greater protection against racial profiling in the workplace.

**Option 2:** Sumon starts working fulltime: Move back one space. The extra income helps the family, but because he’s undocumented, Sumon doesn’t even make minimum wage. His income doesn’t match his father’s lost income and Sumon’s hopes to attend City College are dashed.

**Option 3:** Sumon’s family starts selling Bangladeshi flatbread: Stay on the same space. The additional income from the farmers’ market sales help the family out, but the work is very time consuming. Eventually, Sumon’s family is barred from selling bread at the market, because they couldn’t afford to apply for a license to sell.
### Challenge Round 1

**Option 1: Robert and his family move south to Redding:** Stay on “start”. Robert and his mother find jobs at the local Wal-Mart, but they don’t get paid enough for them to rent their own apartment. Moving from a community that was about 50% Native American to less than 4% is very challenging for Robert.

**Option 2: Robert’s mother signs up for temporary federal assistance:** Move back one space. At first, the federal aid helps Robert’s family make improvements to their one-room trailer home. But federal budget cuts and a government shutdown cause a drop in their benefits and they fall into debt.

**Option 3: Robert gets an internship:** Move ahead two spaces. Even though it doesn’t pay very much, Robert learns valuable skills during his internship. He helps educate Yurok tribal members and other Klamath residents about how to clean up the river, save the salmon, and change environmental policies.

### Challenge Round 2

**Option 1: Robert signs up for GED classes.** Move ahead one space. The classes help Robert pass his GED exam, but the 45-minute bus ride from Klamath to Crescent City, where the classes are offered put a strain on his family’s finances.

**Option 2: Robert joins a mentoring organization:** Move ahead two spaces. After gaining valuable skills by mentoring younger Native American boys, the organization supports Robert by helping him pay for transportation and classes to continue his education at College of the Redwoods in Crescent City.

**Option 3: Robert moves away from his family to find work:** Move back two spaces. Without the support of his family, Robert can’t find steady work. He ends working on a medical marijuana farm and gets arrested and locked up for transporting marijuana.

### Challenge Round 3

**Option 1: Robert moves in with his friend’s family:** Move back one space. Despite being a supportive family, his friend’s family has many challenges of its own and can’t pay much attention to Robert. He ends up violating probation and spends more time in jail.

**Option 2: Robert enrolls in the Elk Creek School:** Move ahead one space. Although the school in the detention center helps Robert continue his education, he faces challenges staying in school when he returns to the Yurok Reservation.

**Option 3: Robert joins a community organization:** Move ahead two spaces. Robert shares his personal experiences with incarceration and travels to Sacramento to help pass a new law to make it easier for formerly incarcerated people get physical, mental health and substance abuse services after release. The organization helps Robert to enroll in GED classes and pass his GED test.

### Challenge Round 4

**Option 1: Robert moves to Crescent City to find work:** Move back one space. Unable to find work in Crescent City, Robert ends up homeless and alternates between staying with friends and the local homeless shelter.

**Option 2: Robert applies for a part-time position with an environmental justice organization:** Move ahead one space. Although he doesn’t get the part-time job at first, Robert is offered an internship with the organization. He learns how to conduct outreach and lead workshops on environmental justice organizing, which helps him get a part-time job with the organization after one year.

**Option 3: Robert and his friends start a small business:** Move back two spaces. Robert and his friends try to open a medical marijuana dispensary, but they don’t have the proper paperwork. He ends up getting arrested and spends a year in prison.
HANDOUT: Summary of Economic, Wealth, and Employment Barriers Facing Boys and Young Men of Color in California

African American Boys and Young Men

Childhood and Neighborhood Poverty
In California, African-American children are 3.4 times more likely than white children to live in poverty. More than 70% of African American children who grow up in the poorest neighborhoods remain in the poorest neighborhoods as adults.

Lower Income in Single-Parent Households
Only one-third of black young men live in two-parent households, and 46% live in a female-headed household. Because of the gender wage gap—in 2012, working women made 81% on average of what working men made—families with a single mother have the highest poverty rates, at 42%. In some job sectors—including marketing, sales, insurance, and real estate—women earn two-thirds or less of what men earn.

Dropping Out of High School
In 2000, among black male dropouts in their late twenties, more were in prison on a given day (34%) than were working (30%). African-American Californians over age 25 are nearly twice as likely to be without a high school diploma as whites. In 2006 the median earnings of male year-round, full-time workers with only some high school education was $27,650 compared to $66,930 for workers with a bachelor’s degree.

Incarceration and Felony Conviction
Black males have a one-in-three chance of serving time in prison during their lifetime, and Latinos one in five, as compared with one in seventeen for white males. By age 48, the typical former inmate will have earned $179,000 less than if he had never been incarcerated. Serving time reduces annual earnings by 40%. An estimated one in four adult Californians has an arrest or conviction record on file with the state, creating major, unnecessary employment barriers. Qualified job-seekers who were formerly arrested or convicted are often discouraged from applying for work because of the “check box” on job application forms that requires them to share prior arrest and conviction history.

Latino Boys and Young Men

Maternal Education
Latino mothers are more than ten times more likely than white mothers to have less than a high school education. Maternal education may improve children’s well-being, because maternal education is highly connected to other socioeconomic factors—such as family income and neighborhood quality—and also because maternal education is associated with better caregiving, resulting in better health practices, home literacy, and other behaviors that promote child development.

Dropping Out of High School
Latinos in California are almost seven times as likely as whites to be without a high school diploma. In 2007, more than 1 in 5 young Latino males (ages 16-25) dropped out of high school. Among sixteen- to twenty-four-year-old males of color not enrolled in school, fewer than half have jobs and about a third are in prison or jail or on probation or parole.

Loss of Family Wealth
For Latinos, there has been a loss of two-thirds of household median net worth since the Great Recession, compared to only a 16% decrease for White households. Many young Latinos, like other young men of color, have to work to support their families because their families have lost jobs. Some of them have to actually drop out of school because their parents have lost jobs and their homes are going into foreclosure or their families can’t make rent.
Undocumented status
Growing up undocumented severely hampers the aspirations and futures of youth. Youth without immigration status are barred from federal financial aid for college. Even if undocumented students do graduate from college, their job opportunities are extremely limited. Undocumented status can also lead to the trauma of being detained or deported by the federal “Secure Communities” program or workplace raids by immigration enforcement. 88% of the of individuals sent to immigration authorities by local law enforcement are men of color; almost half of these are young men under the age of 30.

Southeast Asian Boys and Young Men

Refugee Families in Poverty
Southeast Asian (Cambodian, Hmong, Lao and Mien) children of refugees who faced hardships of war, displacement and expulsion from their native countries are among the poorest communities in the nation.

Poor Living Conditions
Many Southeast Asian refugee families live in inadequate, crowded, noisy housing conditions with poor indoor-air quality and inadequate light, and in dangerous neighborhoods where it is not always safe to even venture outside. These conditions can in lead to school absences, poor academic performance, behavioral problems, suspension, high dropout rates, unemployment, and a general exclusion from mainstream society and opportunities.

Post-Traumatic Stress Disorder
Because of the stress faced by their families fleeing war and violence and the stress of growing up in violent neighborhoods, Southeast Asian boys disproportionately suffer from (Post-Traumatic Stress Disorder) PTSD. Adolescents with PTSD are more likely to perform poorly at school and to become involved in the juvenile injustice system. People with PTSD face more unemployment and a greater chance of being fired than people without PTSD.

Lack of Education
In California, Southeast Asians have similar rates of high school/GED completion as Latinos—around 40%. Several Southeast Asian and Pacific Islander subgroups are among the least likely to have a college degree. When schools do not support their ability to become educated, dropping out and taking low wage jobs or earning money through illegal activities may be seen as a better option—especially in low-income families where youth face pressure to contribute financially.

American Indian / Alaska Native Boys and Young Men

Childhood Poverty
In California, American Indian / Alaska Native children (ages 0-17) have the highest rates of any racial group living in families below the federal poverty level. In 2011, 37% of American Indian / Alaska Native children lived in families with income below the poverty level, compared to only 10% for White children.

Lack of Education
American Indian / Alaska Native youth have the lowest rate of any racial group of graduating from high school having completed the A-G college entrance requirements. In 2012, less than 25% of American Indian / Alaska Native youth—and less than 22% of American Indian / Alaska Native boys—graduated eligible for California’s state universities, compared to nearly 46% of White youth. American Indian / Alaska Native boys have one of the highest four-year dropout rates in the state, with more than one out of five dropping out—twice the dropout rate for White boys.

Juvenile Incarceration
American Indian / Alaska Native youth in the United States are three times more likely than White youth to be incarcerated in juvenile facilities. Because of the unique relationship between tribal governments and the US federal government, the federal juvenile population in the federal Bureau of Prisons has consisted predominantly of American Indian males.

Unemployment
American Indians / Alaska Natives face some of the highest rates of unemployment in the nation and in California. When the Great Recession hit the Western United States, unemployment among American Indians and Alaska Natives jumped from just above 6% in 2007 to nearly 19% in 2009.

Arab, Middle Eastern, Muslim, and South Asian Boys and Young Men

Family Poverty
In California, almost half of (44%) of Bangladeshis and almost one-third (31%) of Pakistanis are low-income, compared with 8% of non-Hispanic Whites. Comparable data on smaller Arab and Middle Eastern communities is limited or unreliable, but community organizations work with low-income Arab youth and families around the state—particularly Iraqis and Yemenis.

School Harassment
For many Arab, Middle Eastern, Muslim, and South Asian youth, the media stereotypes that treat these young men as a threat translates into harassment in their daily lives. This harassment often occurs in school contexts, with thousands of incidents of racially-motivated bullying reported over the last decade. Harassment and exclusion also makes some youth and their families less likely to seek help in the school setting, such as when they need additional help with language services, leading to less parent and student engagement.

Undocumented Status
Many Arab, Middle Eastern, Muslim, and South Asian youth are undocumented. Undocumented students often see no purpose in continuing towards high school graduation. Even if they do graduate from college, they do so in a world where their status is limited and job opportunities are bound by the workplace exploitation that undocumented immigrants face.

Racial Profiling
Following the September 2001 attacks, Arab, Middle Eastern, Muslim, and South Asian men find themselves caught in government processes aimed at catching terrorists. Anti-terrorism databases contain common Arabic/Muslim names that result in many innocent individuals being barred from flying or getting consumer loans. Over the past decade workplace discrimination targeting Muslims has increased 150%.

Data Sources:

- PolicyLink, The Promise of a Healthy California: Overcoming the Barriers for Men and Boys of Color, April 2010. Available at: http://www.policylink.org/Pages/Publications/R08_BMOC_BUSY_PolicyLink%20%20Promise%20of%20a%20Healthy%20CA%20-%20Full%20Report.pdf


● Nebraska Department of Veterans’ Affairs, *What is PTSD (Posttraumatic Stress Disorder)?*, 2007. Available at: [http://www.ptsd.ne.gov/what-is-ptsd.html](http://www.ptsd.ne.gov/what-is-ptsd.html)


### Health Outcomes for Boys and Men of Color Workshop Curriculum

Compiled by Jeremy Lahoud, Movement Strategy Center, mainly adapted from curriculum created by Just Health Action ([http://justhealthaction.org/resources/jha-curriculum-material/](http://justhealthaction.org/resources/jha-curriculum-material/)), with input from Nicole Lee, Urban Peace Movement

<table>
<thead>
<tr>
<th>Workshop Purpose</th>
<th>Introduce the concept of root causes, or social determinants, of negative health outcomes for boys and men of color</th>
</tr>
</thead>
</table>
| Workshop Outcomes | By the end of this session, participants will:  
- Deepen their understanding of the impact of the social determinants on health and life outcomes for boys and men of color  
- Share experiences with racism and other social determinants that have impacted their own health |

#### AGENDA

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introductions and Agenda Review</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2. <strong>OPTION 1:</strong> “Step Across the Line” –or– <strong>OPTION 2:</strong> “Why is Marcus in the emergency room?”</td>
<td>25 minutes</td>
</tr>
<tr>
<td>3. Small Group Exercise: Root Cause Diagrams</td>
<td>30 minutes</td>
</tr>
<tr>
<td>4. Break or Energizer</td>
<td>10 minutes</td>
</tr>
<tr>
<td>5. People’s Poetry: The Social Determinants of Health for Boys and Men of Color</td>
<td>45 minutes</td>
</tr>
<tr>
<td>6. Closing &amp; Evaluation</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

**TOTAL TIME** 2 hours

<table>
<thead>
<tr>
<th>Materials Checklist</th>
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</thead>
</table>
| □ **OPTION 1:** Blue masking tape, set-up in a line across the middle of the floor  
| □ **OPTION 2:** Copies of the opening poem “Why is Marcus in the emergency room?”  
| □ Butcher or easel pad paper  
| □ Markers and pen  
| □ Loose-leaf notebook paper  
| □ Definition of “Social Determinants of Health” on butcher paper or copies of the optional handout  
| □ Butcher paper with workshop goals and agenda |
Facilitation Guide

1. Introductions and Agenda Review (5 minutes)

SAY: In today’s session we’re going to explore issues related to health outcomes for boys and men of color in California. [Review agenda and goals.]

SAY: Let’s start out with quick introductions: Say your name and what you think “health” means?

2. Opening Activity: “Step Across the Line”–OR–“Why is Marcus in the emergency room?” (25 minutes)

OPTION 1: “Step Across the Line”

SAY: What we’re going to discuss today has to do with the root causes of negative health outcomes for boys and men of color. A lot of times, we think of “health” as an issue that only affects older people or is only an issue when we’re sick.

ASK: So what does health have to do with boys and young men of color?

SAY: A “public” or “community” health perspective gives us a much bigger picture of health. We’re going to start out with an activity to get us thinking about how different health issues affect our lives. I need everyone to come up to the line of blue tape across the room and stand next to each other, shoulder-to-shoulder, behind the line. I’m going to read several statements, and if it’s true for you or someone you know, step across the line. After each statement, you can step back on the other side.

Statements: Step across the line, if you or someone you know...

- Has ever been a victim of violence
- Has ever been harassed by police
- Has ever been depressed or had post-traumatic stress disorder
- Has ever been hungry because enough food wasn’t available
- Has ever been bullied or teased because of race, gender, sexual orientation, or other factors
- Has ever gotten sick and had to visit the emergency room just to see a doctor
- Has dropped out of school
- Has ever had high blood pressure, diabetes, or heart disease

DEBRIEF DISCUSSION (5 minutes)

SAY: All of these issues are health issues.
ASK: What are some of the things that you worry about on a daily basis?
  - Get a few responses, such as schoolwork, money, violence, family issues, etc.

SAY: Many of the things you mentioned that stress you out on a daily basis are also “health” issues. Stress and violence are health issues. And these issues don’t have “natural causes”. For example, if you look at something like homicides in Oakland, you can see that 70% of the homicide victims are Black men even though Black people make up less than 25% of Oakland’s population. This is unnatural. It happens by design. Health is caused not just by genetics but, more importantly, by societal forces (such as race, class, gender, immigration status, neighborhood, etc.)

Option 1 – Root Cause Diagram Instructions (10 minutes)

As a group, brainstorm a public health issue that could cause a serious health outcome for a young man of color. (For example, homicide, a serious illness, long-term incarceration.) Together, have the participants draw a “Root Causes Diagram” for the negative outcome. Start with the negative outcome (e.g., death) in the center of the paper and then begin to ask a series of “why” questions to generate the next level of causality. For example:
  - Why did this young man get killed in his own neighborhood?
  - Because he was in the “wrong place at the wrong time?”
  - Why was his neighborhood the “wrong place” to be in?
  - Because there was a lot of gang activity.
  - Why was there gang activity?
  - Because young people don’t have positive activities and safe places to be....

The root cause diagramming can continue until the participants run out of answers to the next series of “why” questions. Oftentimes, there might be many answers to a “why” question. The idea is to write all of them down and then continue down one “branch” until the “whys” are exhausted. Then go back to another branch, and so on. (See examples at the end of this curriculum.)

OPTION 2: Why is Marcus in the emergency room?

SAY: A lot of what we’re going to discuss today has to do with the root causes of negative health outcomes for boys and men of color. To get us started, we’re going to read a short poem called “Why is Marcus in the emergency room?” This poem and activity were adapted from a group called Just Health Action based in Seattle.

Give out copies of the opening poem and have a volunteer participant read it out loud.

Opening poem: “Why is Marcus in the emergency room?”
“Why is Marcus waiting in the emergency room?  
Because he needs emergency treatment for an asthma attack.  
But why did he go to the emergency room and not a family doctor?  
Because Marcus doesn’t have a family doctor.  
But why doesn’t Marcus have a family doctor?  
Because his family doesn’t have health insurance.  
But why doesn’t his family have health insurance?  
Because his father is unemployed and his mother’s job doesn’t provide health insurance.  
But why did Marcus have an asthma attack in the first place?  
Because he lives in a neighborhood with very polluted air.  
But why does Marcus live in a neighborhood with polluted air?  
Because the neighborhood is surrounded by oil refineries and freeways.  
But why is Marcus’ neighborhood surrounded by oil refineries and freeways.  
Because corporations and politicians ignore the people in Marcus’ neighborhood.  
But why doesn’t Marcus’ family move out of the neighborhood?  
Because they can’t afford more expensive rent to live in another neighborhood.  
But why...?”

**Option 2 – Root Cause Diagram Instructions**  
(15 minutes)

Together, have the participants draw a “Root Causes Diagram” for Marcus’ asthma attack on a large piece of butcher paper. Start with “Marcus in the hospital” in the center of the paper and then begin to ask a series of “why” questions to generate the next level of causality. In the case of the Marcus poem, all of the answers are contained in the poem. Once you get to the end of the poem, you can lead the group in asking more questions, such as “What might be some reasons that Marcus’ dad doesn’t have a job?” or “Why doesn’t Marcus' mother's job offer health care?”

The root cause diagramming can continue until the participants run out of answers to the next series of “why” questions. Oftentimes, there might be many answers to a “why” question. The idea is to write all of them down and then continue down one “branch” until the “whys” are exhausted. Then go back to another branch, and so on. (See examples at the end of this document.)

3. **Small Group Exercise: Root Causes Diagrams**  
(30 minutes)

**Large Group Brainstorm**  
(5 minutes):

Have the group brainstorm negative health outcomes that affect boys and young men of color in their community or in California overall. [Or pick some of the health issues from the “Step Across the Line” activity, if you used it.] Examples of negative health outcomes include things like obesity, diabetes, and cancer, but also harm by violence, post-traumatic stress disorder (PTSD), depression, and even dropping out
of school. As a large group, brainstorm 8-10 examples of important health outcomes for boys and men of color. Ask the group to pick 4 or 5 of the outcomes that they think are most relevant to their lives and communities.

**Small Groups** *(20 minutes)*

Have the participants break into 4 or 5 small groups assigned to each of the top health outcome issues they selected. Provide each group with butcher paper and markers and give them 20 minutes to create their own “Root Cause Diagrams” for the health issue they selected. After 20 minutes, have the groups come back together to share their “Root Cause Diagrams”.

**Report Back & Discussion Questions** *(5 minutes)*

- For each of the health issues we discussed, what were some of the root causes that came up?
- What were some of the root causes that came up across a lot of the issues?

**4. Break or Energizer** *(10 minutes)*

**5. People’s Poetry: Social Determinants of Health for Boys and Men of Color** *(45 minutes)*

**SAY:** In many ways, the deepest root causes of poor health outcomes for Boys and Men of Color even lie beneath some of the causes we identified in our “Root Cause Diagrams”. Folks who make public health policies call these causes the “Social Determinants of Health.”

**ASK:** Can anyone share what you think the “Social Determinants of Health” means?

Share this definition on butcher paper or handouts, adapted from the World Health Organization:

*The social determinants of health are the conditions in which people are born, grow, live, work and age. These circumstances are shaped by the distribution of money, power and resources at global, national and local levels. The social determinants of health are mostly responsible for health inequities—the unfair and avoidable differences in health status and outcomes between different groups within countries and across different countries.*

**ASK:** Even though most of would never use a term like “social determinants of health,” why is important for us to know this language?

**SAY:** Decision-makers often use language that keeps certain people out of the decision-making, especially the folks directly affected by the decisions. So we need to pay attention to what they are saying even when it doesn’t seem like it relates to us.
SAY: In the United States, our society is an unequal society—based on race, class, gender, sexuality, neighborhood, language, etc.—and inequality itself is a determinant (or cause) of poor health. Unequal societies have poor health outcomes. According to how much money the U.S. has in comparison to other countries, we should have way better overall health outcomes, but we don’t because inequality makes most of us sick.

SAY: For boys and men of color in California, there are some very deep (or structural) causes of poor health. These include:

- **Adversity and oppression**—daily exposure to institutional and internalized racism actually takes a toll on the health of boys and men of color.
- **Trauma**—Experiences with traumatic events, especially early in life have an impact on social and emotional development and especially the way our brains develop as we grow up. Post-Traumatic Stress Disorder is a major cause of unhealthy outcomes and behaviors among boys and men of color.
- **Violence**
- **Poverty**
- **Incarceration**
- **Other neighborhood and place-based factors**—think of the neighborhood factors in the opening poem about Marcus or the “Cross the Line” activity

SAY: Now we’re going to take some time to work on individual and group poems about the ways racism and other forms of oppression may have impacted our own health. Let’s start out by listing some of the different types of oppression or “isms”.

Make a list of different forms of oppression on butcher or easel paper.

**Individual Free Writing (15 minutes)**

SAY: Now I want you to spend a few minutes thinking about a time you felt isolated or discriminated against because of racism or another form of oppression. How did it affect your health? There may be obvious ways, like you actually got injured from a situation. But there may be less obvious ways, like how the situation caused you stress or loss of sleep.

Give participants a few minutes to think about the situation.

ASK: Does everyone have a situation in mind? Now I want you to take a piece of paper and free-write about the experience. You’ll have 8-10 minutes to do some free writing about the experience. The sentences do not have to be complete and don’t worry about the grammar. This is about getting thoughts down on paper.

Give participants 8-10 minutes for free writing.
SAY: Now read over what you wrote and circle your two (or three) favorite lines. [Depending on the size of group.] Write each sentence on a separate piece of paper.

**Group Poem Instructions** (10 minutes)

SAY: Now we’re going to divide up into groups of five people. In your small groups, place all of the pieces of paper in the middle so that you can read each sentence. As a group, you will have about five or ten minutes turn those sentences into a poem. You can do some minor editing to the sentences.

Give each group a blank piece of butcher or easel paper and a marker to re-write the full group poem once they are finished.

**People’s Poetry Session and Discussion** (15 minutes)

Have the small groups come up one at a time and perform their poems. You can have one participant from each of the small groups read the poem while the rest of the small group acts it out. You can liven it up by pretending the activity is an “open mic” poetry session. After all the groups have performed their poems, discuss the following questions.

**Discussion Questions:**

- What were some of the common themes that came up in the poems?
- How do our experiences relate to the health issues we talked about during the “Root Causes” breakout?
- How do our personal experiences connect to racism, oppression, and other social determinants of health?
- What are the impacts on health if someone feels like this everyday because of racism and other forms of oppression?

**6. Evaluation** (5 minutes)

**Instructions:** Give participants 5 minutes to either fill out written evaluation forms or do a quick “round robin” evaluation session where participants answer the following questions:

- What’s one thing you learned from today’s workshop?
- What’s one action you would like to take to improve health outcomes for boys and men of color?
- What’s one thing you would change about today’s workshop?
Opening poem: “Why is Marcus in the emergency room?”

“Why is Marcus waiting in the emergency room?
Because he needs emergency treatment for an asthma attack.
But why did he go to the emergency room and not a family doctor?
Because Marcus doesn’t have a family doctor.
But why doesn’t Marcus have a family doctor?
Because his family doesn’t have health insurance.
But why doesn’t his family have health insurance?
Because his father is unemployed and his mother’s job doesn’t provide health insurance.
But why did Marcus have an asthma attack in the first place?
Because he lives in a neighborhood with very polluted air.
But why does Marcus live in a neighborhood with polluted air?
Because the neighborhood is surrounded by oil refineries and freeways.
But why is Marcus’ neighborhood surrounded by oil refineries and freeways.
Because corporations and politicians ignore the people in Marcus’ neighborhood.
But why doesn’t Marcus’ family move out of the neighborhood?
Because they can’t afford more expensive rent to live in another neighborhood.
But why...?”

Opening poem: “Why is Marcus in the emergency room?”

“Why is Marcus waiting in the emergency room?
Because he needs emergency treatment for an asthma attack.
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Because Marcus doesn’t have a family doctor.
But why doesn’t Marcus have a family doctor?
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Because corporations and politicians ignore the people in Marcus’ neighborhood.
But why doesn’t Marcus’ family move out of the neighborhood?
Because they can’t afford more expensive rent to live in another neighborhood.
But why...?”
Examples of “Root Cause Diagrams” from Just Health Action

Causes of the Causes Diagramming: “Smoking” (Ann Ngo, AmeriCorps - Sea Mar Community Health Centers, Seattle, WA)

Causes of the Causes diagramming: Pyramid to prison for South Park youth

Causes of the Causes Diagramming: Levels of lead in children in South Park, Washington
Social Determinants of Health for Boys and Men of Color

The social determinants of health are the conditions in which people are born, grow, live, work and age. These circumstances are shaped by the distribution of money, power and resources at global, national and local levels.

The social determinants of health are mostly responsible for health inequities—the unfair and avoidable differences in health status and outcomes between different groups within countries and across different countries.

-Adapted from the World Health Organization

For boys and men of color in California, there are some very deep (or structural) causes of poor health, including:

- **Adversity and oppression**—daily exposure to institutional and internalized racism actually takes a toll on the health of boys and men of color.
- **Trauma**—Experiences with traumatic events, especially early in life have an impact on social and emotional development and especially the way our brains develop as we grow up. Post-Traumatic Stress Disorder is a major cause of unhealthy outcomes and behaviors among boys and men of color.
- **Violence**
- **Poverty**
- **Incarceration**
- **Other neighborhood and place-based factors**
# Introduction to Youth Organizing

## Workshop Curriculum

*Developed by Janelle Ishida, Movement Strategy Center, with input from Jeremy Lahoud, Ingrid Benedict, and Luis Sanchez*

<table>
<thead>
<tr>
<th>Workshop Purpose</th>
<th>Introduce youth leaders and adult allies to key concepts and practices of community and youth organizing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop Outcomes</td>
<td>By the end of this session, participants will:</td>
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<tr>
<td></td>
<td>- Understand the foundations of community organizing</td>
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<td></td>
<td>- Analyze different forms of organizational power</td>
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<td></td>
<td>- Learn campaign strategy terms and test out escalating tactics</td>
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## AGENDA

<table>
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<th>Activity</th>
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<tbody>
<tr>
<td>1. Welcome, Goals and Agenda</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2. People in the River</td>
<td>25 minutes</td>
</tr>
<tr>
<td>3. What is Youth Organizing?</td>
<td>35 minutes</td>
</tr>
<tr>
<td>4. Building a Strategy</td>
<td>50 minutes</td>
</tr>
<tr>
<td>5. Closing and Evaluation</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

**TOTAL TIME** 2 hours

## Materials Checklist

- Markers, Tape, Blank butcher paper
- Definitions – Types of Organized Power (Power Tools) cut into 6 strips for charades

### Butchers/Visuals

- Goals and Agenda
- Butcher paper #1 with “Community Organizing” definition
- Butcher paper #2 with “Campaign” definition
- Butcher paper #3 with “Strategy” definition

### Handouts

- Definitions - Types of Organized Power (from SCOPE’s Power Tools)
- Strategy Chart Definitions
- OPTIONAL: Copies of Organizing Campaign Role Play Scenario (if using)
Facilitation Guide

1. Welcome, Goals and Agenda (5 minutes)

Facilitation Script:
Have participants quickly introduce themselves: Name, organization/school, and one thing they’d like to get out of today’s session

SAY: What made you first join (your organization)? And why do you keep coming back?
• In addition to friends/food, etc draw out values/emotions: Because we’re fed up, because things are messed up... because we want to make a change, etc.

SAY: That’s right – we are here because we see a different future – because we want to have a voice and shape the world we’re living in. What we are going to talk about today is how we get to that goal, and to make sure everyone in this room understands the concept of “organizing.” What it is, and why we do it.

Quickly Review Goals and Agenda

2. People in the River (25 minutes)


Facilitator Instructions:

Step 1: Ask for two volunteers and place them in the middle of the room.

SAY: You are two friends who have ventured out to a large river to go for a swim. You are totally alone and far away from town.

Step 2: Ask for 15 more volunteers and bring this group to one end of the room.

SAY: You are all townspeople who have never been to the river before, and don’t even know how to swim. Soon, a greedy villain will throw you down into the river towards the two friends. You should flap your arms and call loudly for help.

Step 3: Describe the situation to the remaining participants.

SAY: The 2 volunteers in the middle are friends who are totally alone. The sides of the room are the banks of the river. The opposite end of the room from the friends is a huge waterfall going down 1000 feet. Upstream from them is our villain “Filthy Richbanks” [played by a facilitator] who is throwing townspeople into the river and clearing out their homes to make way for a waterside resort and golf course. Let’s see what the two friends do.
Step 4: Release 1 towns person to float down the river. Watch what the friends do.

Step 5: Release 4 townspeople down the river. Watch what the friends do.

Step 6: Release 10 townspeople down the river. Watch what the friends do.

Debrief (10 minutes)

Step 7: Gather all the participants back together. Ask the following questions:

- What happened when the first person came down?
- What happened when 4 people came down?
- What happened when 10 people came down?
- What would happen if 100 people came down the river?

Draw out the differences in 3 approaches the friends/swimmers could have taken.

- Service: someone who provides social services like the Red Cross would try to pull people out of the river knowing that there are some people they will never get to, but helping those they can.

- Advocacy: an advocate, like someone who goes to the State Capitol to lobby for homelessness issues—but who is not homeless, would run off to the nearest town and begin urging elected officials to stop this problem of people falling in the river somehow.

- Organizing: Who knows what an organizer would do?

They would gather up the people they were able to pull out of the river and run upstream to find out who’s throwing these folks in the water and demand that they stop! The organizer gets to the root of the problem, and then works with the people affected by the problem to take steps to solve it.

ASK: Which of these 3 approaches did our volunteers use today? Was it a blend of styles?

SAY: It’s necessary to have organizations that can pull people out of the river, help resuscitate drowning folks, as well as to have organizations that can work with people to stop them from being thrown in.

ASK: Did they try different things with each scenario?

ASK: Can anyone think of some organizations in our city that do service work? Advocacy? Organizing? Are there any organizations you know who use multiple approaches (service & advocacy)?

SAY: In working for social change, it is necessary to have organizations that are working at all points of the spectrum. Organizations that can pull people out of the river, help resuscitate drowning folks, as well as to have organizations that can work with people to stop them from being thrown in.
3. What is Organizing? (35 minutes)


Facilitation Script:

SAY: We are going to dig deeper into the concept of community organizing. Let’s start with a quick activity. (Have folks stand up, then sit down again after each statement)

Stand up if you have...
- Organized a party or event.
- Spoken in front of an audience.
- Convinced your friends, or family to do something that was good for them even though they didn’t want to.
- Talked about problems in the community.
- Helped others solve their problems.

SAY: If you answered yes to any of these statements, you have organizing skills. These skills aren’t any different from the ones you use in everyday life. They are present in things we do all the time.

Put up Butcher Paper #1 with the definition of Community Organizing. Have a volunteer read it out loud.

Butcher 1: **Community Organizing:** When people come together to build collective power in order to win improvements in their lives and find long-term solutions to their problems.

ASK: Why do we do organizing in our communities?
Write on the board or butcher paper:
- To win concrete changes that improve people’s lives.
- To alter the relations of power between decision makers and people.
- To impact and broaden people’s worldview.

SAY: Another long-term goal of organizing is often to create **Systems Change** — shifting the way broader systems (e.g., health, public safety, local government) make decisions about policies, programs, and the allocation or use of resources.

SAY: To win this type of change we are going to look at types of power we can build for our organizations. We are going to break up into 6 groups to figure this out. Each group will get 5 minutes to prep their SILENT charade. You must get the audience to guess what type of power you are building – use props, but no talking!
Facilitation Instructions:

Pass out Handout #1 – cut into 6 strips. Each team gets 1 strip to act out and 5 minutes to prep.

Silent charades. After each charade – get the audience to guess what type of power they are describing & ask audience to name an organization that does this type of power building. (12 minutes)

SAY: Thank you everyone! Let’s review this activity. (Pass out Handout #1 – complete paper for each person).

Debrief (12 minutes):

- What types of power is our organization or coalition building?
- What are the benefits or drawbacks to the type of power we are building? Why is this a good fit for our organization in this moment?
- Why do organizations like ours need to build power?
  - To change conditions, policies, and institutions to make life better for our communities.
  - To paraphrase Huey P. Newton, founder of the Black Panther Party: Power is the ability to define society around us and make society into what we want.
- Why is it important for young people of color in particular to build this kind of power?
  - Because racism, ageism, and oppression have left us out of the political process.

SAY: Youth organizing is grounded in two things: (1) Supporting the development of young people by growing your skills, analysis, and tools to shape your world; AND (2) Relying on your power and leadership to address issues affecting you and your communities.

SAY: In the next section we are going to talk about how we put this power building into action through campaign strategy.

4. Building a Strategy (50 minutes)

[Adapted from “Introduction to Campaigns” created by Californians for Justice, www.caljustice.org]

Facilitation Script:

SAY: First question: What is a campaign? (Take 2-3 answers. Then have a volunteer read definition)

Butcher 2: Campaign: A specific set of activities and actions designed to win solutions for a certain issue. (SOUL manual)

ASK: Why do we do campaigns? Think back to our conversation about why we do organizing work (quick brainstorm)
• Write responses on butcher paper: to win specific changes, to build our power, to develop leaders, etc.

SAY: We know what we need to do as youth organizers. But how do we actually make these changes? For each campaign goal you identify, you want a strategy.

ASK: What’s a strategy? (Brainstorm definitions, then review butcher paper.)

Butcher 3: A Strategy is a PLAN to organize our CREW (base) and our FRIENDS (allies) to take ACTION to force THE MAN (target) to give us the GOODS (demands). (Adapted from SOUL.)

Facilitator Instructions:

Use Handout #4: Strategy Chart and your local campaign to break down the following terms. Ask the audience to give you an example for each definition based on your current campaign (Take notes on butcher paper as they answer - 10 minutes):

**Crew (Base):** The people affected by the problem. (The ones who we can get to do something—not just any young people, but members).

**Friends (Allies):** Who else will be down to help? (All the other groups that are involved—name local allies and others familiar to the leaders.)

**The Man (Target):** Who has the power to give us what we want? (Point out that the target is a specific person/people, and that different phases of a campaign may have different targets. Ask: Who do people think our target is now?)

**Goods (Demands):** Specific things we want the target to do that will move us toward our goals and solve the problem. (What are the campaign demands connected to our local targets?)

**Action (Tactics):** How do we get the target to meet our demands? What can we do with our power as everyday people to force “the man” to give us what we want? (Delegation visits with School Board members and the Superintendent, speaking at School Board meetings, protesting outside School Board meetings, getting media attention, identifying indirect targets who can pressure our direct target.)

Small Group Breakouts on Strategy (30 minutes)

**NOTE:** If the group you’re facilitating is not at the point to focus the next activity on testing out strategy ideas for their own campaign, you can use the Campaign Strategy Scenario and Role Play activity as an alternate option. [See below.]
SAY: Now that we have these definitions down and have applied them to our current campaign, we are going to spend the next 30 minutes testing the waters on developing some strategy.

SAY: We will be dividing into 3 groups. You will have 15 minutes to come up with a strategy and tactics to put pressure on the targets to win the demands we listed just now. (Refer to butcher paper notes from strategy chart definitions.)

SAY: Imagine that you are preparing for a major action – A huge rally and media event at the next __ meeting (board meeting, city council, etc.) that your target will be attending. There will be 3 parts to your strategy:

- Group 1: Tactics you will use 2-3 months before the action
- Group 2: Tactics you will use 2-4 weeks before the action
- Group 3: Tactics you will use the week of the action

SAY: Be prepared to ACT OUT your strategy. You will act out the tactics before our TARGETS (facilitators) who will be giving you feedback on how CREATIVE you were, and how much PRESSURE it put upon them as targets.

15 minutes to prepare in small groups (Give them a 5 minute and 1 minute warning. Everyone should have a role in the group’s plan.

10 minutes for role-plays and judging (2 minutes per scene)

- Give out Judge’s Scoresheet to each facilitator.
- After each Part is acted out the targets (aka judges) will judge and share their responses.
- Encourage the remaining groups to beef up their tactics/performance/tweak your message as each scene progresses.

Debrief (5 minutes):

- Share some reactions/responses from the activity
- How did the targets respond to your tactics? What worked? What didn’t?
- How did it feel to be targets – were the tactics effective at showing their power? At making you feel pressured to agree? Did they ramp up in intensity as the scenes progressed?
- What would you do differently next time?

SAY: Today’s training covered a lot of ground – but from this activity you can see how different forms of power were used to put pressure on our targets to move them closer to our side of the fight. In organizing work, we need to remember the famous quote by Frederick Douglass, “Power concedes nothing without a demand.” And we need to be ready to make those demands heard.

4 More advanced groups may choose to share the “Tactics Star” handout as a way to deepen their analysis of campaign strategy.
ALTERNATE ACTIVITY: Campaign Strategy Scenario and Role Play (30 minutes)

Campaign Strategy Scenario and Skits (25 minutes)

SAY: We’re going to get into three small groups to role-play a Campaign Strategy Game so we can better understand how a campaign works. This game was adapted from a session developed by Tiffany Eng from AYPAL in Oakland for the November 2012 Campaign for Quality Education gathering.

Facilitation Instructions

Break participants into three small teams and give them the scenario of a large family where the children / teens are trying to get “grandpa” (the family “patriarch”) to change his discipline practices. Grandpa sees himself as the “benevolent” patriarch whose children aren’t raising his grandkids “right” and he just needs to show them some “tough love.” But make it clear that his “tough love” has gone overboard and is having detrimental effects on the grandkids. For example, one of his punishments is to ban all access to computers in the house for a whole week, even to use for homework, which is causing a couple of the HS students in the family to fall behind in school. In the scenario, the grandkids have to organize their parents and friends to try and convince grandpa to use more reasonable punishments. Have participants discuss the scenario and come up with a strategy to change grandpa’s practices. Each team will report back on their team’s strategy in the form of a skit.

Debrief (5 minutes)

After each small team presents their skit or diagram have a discussion about the scenario from the perspective of direct action organizing and policy advocacy campaigns:

• Who was the main target (decision-maker) in the family?
• Who was the base (people most affected by the problem)?
• Who were some of the secondary targets and/or allies?
• What were the demands (i.e, What did the grandkids want to solve the problem)?
• What tactics did the teams use to convince grandpa to change his discipline practices?
• How would these tactics change the power relationship between grandpa and the grandkids?

5. Closing (5 minutes)

Give participants 5 minutes to either fill out evaluation forms or do a quick “round robin” evaluation session where participants answer the following questions:

• What’s one thing you learned from this workshop?
• What’s one thing you would change about today’s workshop?
Building a Strategy: Small Group Instructions

You have 15 minutes to come up with a strategy and tactics to put pressure on your targets. Think about the strategy chart we just filled out.

*Imagine that you are preparing for a major action – A huge rally and media event at the next __ meeting (board meeting, city council, etc.) that your target will be attending.*

You should have 3 parts to your strategy:
- Part 1: Tactics you will use 2-3 months before the action
- Part 2: Tactics you will use 2-4 weeks before the action
- Part 3: Tactics you will use the week of the action

Once you fill this out as a team, divide up into 3 groups to ACT OUT each part of your strategy. You will act out the tactics before our TARGETS (facilitators) who will be giving you feedback on how CREATIVE you were, and how much PRESSURE it put upon them as targets.

**Round 1:** 2-3 months before the action – what CREATIVE tactics can you use to put pressure on your target?

**Round 2:** 2-4 weeks before the action – what CREATIVE tactics can you use to put pressure on your target?

**Round 3:** the week of the action – what CREATIVE tactics can you use to put pressure on your target?
Judge’s (Target’s) Score Sheet

Instructions for Judges (All facilitators besides one should be in this role)
1. Imagine yourself as the TARGETS in this campaign
2. Judge them for the entire round - not any individual tactic.
3. There will be 3 rounds (3 parts to their strategy: 2-3 months before the action, 2-4 weeks before the action, and the week of the action):

Criteria #1: Creativity (1 – low, 3 – high)
   - Did they use new tactics/ideas? Thinking outside the box?
   - Did they put a fresh twist on standard tactics?
   - Was it leveraging talents we don’t usually get to use/highlight?

Criteria #2: Power (1 – low, 3 – high)
   - Did it showcase their power or different types of power (direct action, mass media, electoral, legal, etc.)
   - Did they reframe the issue in a compelling way?
   - Did it put pressure upon you as targets to meet their demands?

__Round 1: 2-3 months before the action__
Creativity (ranking & notes)

Power (ranking & notes)

__Round 2: 2-4 weeks before the action__
Creativity (ranking & notes)

Power (ranking & notes)

__Round 3: the week of the action__
Creativity (ranking & notes)

Power (ranking & notes)
Organizing Campaign Role Play: Scenario and Instructions (20 minutes total)

Read through the scenario as a team. Then follow the instructions at the end to complete the task.

Scenario: You are members of an extended family that lives in the same household in California. Grandpa Antonio sees himself as the head of the household and a “benevolent patriarch” who takes care of his adult children and his grandchildren, along with Grandmama Verenice. Antonio and Vere’s oldest daughter, Vanessa and her partner, Dario, live in the house with their 11th grade son, Tony Jr., their 9th grade daughter, Ayanna, and their 5th grade son, Ricky. Grandpa and Grandmama’s youngest daughter, Dalia, also lives in the house with her 3 year-old daughter, Sorissa, and 9-month-old son, Jimmy. With all the different generations crowded into a two-bedroom house, things can get hectic. Grandpa believes the grandkids just need more “tough love” and then they’ll be more disciplined.

Recently, the teenage grandkids, Tony and Ayanna, got into trouble with Grandpa. They decided to invite their friends over one Friday night and make pizza together. After making and devouring the pizza, all the high school students decided to go to a movie. Ricky and Sorissa “helped” to make the pizza and left a mess of grated cheese, flour, and pizza sauce on the kitchen counter and floor. Grandmama Vere had to clean up the mess and Grandpa Antonio was pissed!

On Saturday morning, Grandpa calls a family meeting. He confronts Tony and Ayanna about their irresponsible behavior and tells them they will both be punished. He even yells at Vanessa and Dario for being irresponsible parents who don’t know how to properly raise kids. During the conversation, Ayanna smacks her lips and tries to argue that Ricky should also be held responsible, because he helped make the mess. Tony Jr. rolls his eyes and agrees, “Ricky always gets away with stuff ‘cause he’s your favorite.” Their response just adds fuel to the fire and now Grandpa is even more aggravated, because of their defiant behavior. He decides to ground both Tony and Ayanna for two weeks. After school, they have to come straight home and can’t leave the house, they have no access to computer or cell phones, and they can’t make contact with any friends. The problem with this punishment is that Tony has a big research paper on the Civil Rights Movement due in U.S. History class next week and he needs to use the Internet to research the topic. Ayanna has a science class project with three other classmates that she needs to work with them on over the weekend. When her classmates and their parents find out that Ayanna can’t be part of the project, they call Grandpa Antonio to object. Despite the school requirements and the opposition of Ayanna’s classmates, Grandpa won’t budge on the punishment. Tony and Ayanna are faced with dropping at least one letter grade in their classes.

Instructions:

1. Your team should come up with a plan to convince Grandpa to come up with a more reasonable punishment for Tony and Ayanna—one that holds them accountable for the mess and their “defiant” behavior, but doesn’t hurt their success in school.

2. Your plan should figure out who is most affected by Grandpa’s punishment (also known as your “base”) and who can be potential supporters in convincing Grandpa to change the punishment (also known as your “allies”).

3. You should come up with a different consequence that you think will solve the problem and satisfy Grandpa.

4. You should come up with a way to approach Grandpa with your concerns and your proposal.

5. Finally, your team should come up with a skit to act out your plan.
<table>
<thead>
<tr>
<th>Definitions: Types of Organized Power</th>
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<tbody>
<tr>
<td><strong>POWER:</strong> The ability to influence and/or determine a decision towards a desired outcome.</td>
</tr>
</tbody>
</table>

Above is a draft working definition of "POWER." Below are DRAFT definitions for some of the types of power that grassroots social change organizations most often try to build and exercise in order to win their social change goals. This draft can be used to:

1. develop common WORKING DEFINITIONS,
2. make needed additions to the list,
3. use this to inform our discussion of the TYPES and SCOPE and SCALE of Organized Power our organizations need to win our Long-Term Social Change Goals.

### ADVOCACY
Power that is based on expertise, effective arguments, and/or relationships with decision-makers. Advocacy is most often done by professionals or technical experts on behalf of people who are directly affected by the problems/conditions related to the decision/outcome.

**Examples**
- Give planned testimony to decision-makers at public meetings or hearings
- Do small delegations to decision-makers' offices
- Send large numbers of letters/cards or make phone calls to decision-makers

### GRASSROOTS LOBBYING
Power that is based on organizing groups of grassroots people, who are directly affected by the problems and conditions, to publicly demonstrate support, to the decision-maker(s), for the desired outcome.

**Examples**
- Give planned testimony to decision-makers at public meetings or hearings
- Do small delegations to decision-makers' offices
- Send large numbers of letters/cards or make phone calls to decision-makers

### ORGANIZED VOTING
Power that is based on educating & organizing large numbers of individuals (who are eligible to vote in a defined geographic area), AND turning them out to vote either:
1. a particular way on a specific issue or candidate, and/or
2. based on a broader shared platform or agenda.

### DIRECT ACTION
Power that is based on organizing groups of grassroots people, who are affected by the problems and conditions, to directly impede, disrupt, or shut down the operations or activities of a decision-maker or target, in order to achieve a concrete desired outcome (demand).

**Examples**
- Civil disobedience which stops or disrupts a target's operations or activities
- Economic boycotts which measurably affect a target's profits/image
- Worker strikes/stoppages/slow-downs that affect a company's bottom line.

**NOTE:** Direct Action does not include demonstrations, rallies, pickets, etc. that are purely **symbolic** ("symbolic" = they do not affect or disrupt the operations or activities of the decision-maker).

### MASS MEDIA
Power that is based on influencing or shaping public opinion through the use of media institutions (TV, newspapers, radio, internet, etc.) in order to exert pressure on the decision-maker(s). Mass media power is usually done by professional experts or experienced "media activists."

### LEGAL POWER
Power based on using the judicial system (lawsuits, injunctions, prosecutions). Legal power usually involves lawyers and/or experienced "legal activists."
A STRATEGY is a PLAN to organize our CREW (base) and our FRIENDS (allies) to take ACTION (tactics) and force the MAN (target) to give us the GOODS (demands).

<table>
<thead>
<tr>
<th>DEMANDS</th>
<th>Specific things that we want to solve a problem or resolve an issue.</th>
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<tbody>
<tr>
<td>&quot;The Goods&quot;</td>
<td></td>
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<table>
<thead>
<tr>
<th>BASE</th>
<th>The people most directly affected by the problem or oppressed by the institution.</th>
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<tr>
<td>&quot;Our Crew&quot;</td>
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<th>ALLIES</th>
<th>Other people who are down to help us or who want to see the problem solved.</th>
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<td>&quot;Our Friends&quot;</td>
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<th>TARGET</th>
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<td>&quot;The Man&quot;</td>
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<th>TACTICS</th>
<th>Things we can do with our power as everyday people to force the “Man” to give us what we want.</th>
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(Strategy Handout adapted from SOUL’s Political Education Workshop Manual. Props to the “Boondocks”.)
### Campaign Strategy Worksheet

#### THE ISSUE:

<table>
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<th>DEMANDS</th>
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*(Strategy Worksheet adapted from SOUL’s Political Education Workshop Manual. Props to the “Boondocks”.*
Choosing or inventing a successful tactic often involves some intuition and guesswork—and always risk. But the more we study our contexts, the better we become at judging when to pull which punches. Projecting and measuring success is complex, but we should not let the murkiness of these waters deter us from diving into them. Patterns do emerge. We can learn a great deal from our experiences when we critically analyze them. This tactic star names some key factors that change agents should consider when determining their tactics.

The same tool can be used to evaluate actions after they have been carried out.

---

**The Tactic Star**

*for planning and evaluating tactics*

Choosing or inventing a successful tactic often involves some intuition and guesswork—and always risk. But the more we study our contexts, the better we become at judging when to pull which punches. Projecting and measuring success is complex, but we should not let the murkiness of these waters deter us from diving into them. Patterns do emerge. We can learn a great deal from our experiences when we critically analyze them. This tactic star names some key factors that change agents should consider when determining their tactics.

The same tool can be used to evaluate actions after they have been carried out.

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**Tactic Star Diagram**

- **Strategy:** How will the tactic move us toward achieving our goal?
- **Message:** What will the tactic communicate? What will it mean to others? How will it carry a persuasive story?
- **Target:** What message will the tactic send to the people who have the power to meet our demands? Will it pressure them to capitulate, or enable them to dismiss us or retaliate?
- **Resources:** Is the action worth our limited time, energy and money? Can we get more out of it than we put in? Do we have the capacity to pull it off effectively?
- **Allies:** How will the tactic affect our allies or potential allies? How will they receive it? Will it strengthen the relationship or jeopardize it?
- **Audience:** Who do we want to reach with our tactic? What response do we want our action to inspire in them?
- **Timing:** Can we leverage unfolding events and new developments as opportunities? Does the political moment hold potential for us, or vulnerability for our opponents?
- **Tone:** Will the action be solemn, jubilant, angry or calm? Will the energy attract or repel the people we want to engage?
### The Tactic Star Worksheet

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**EC Strategy** • Tactic Star Worksheet • Luis@lasanchez.net
Introduction to Storytelling and Messaging Workshop Curriculum

Developed by Janelle Ishida, Movement Strategy Center, with input from Jeremy Lahoud, Ingrid Benedict, and Luis Sanchez, primarily from resources created by the New Organizing Institute, (www.neworganizing.com)

<table>
<thead>
<tr>
<th>Workshop Purpose</th>
<th>Introduce youth leaders and adult allies to key storytelling and messaging skills for social change.</th>
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<tbody>
<tr>
<td>Workshop Outcomes</td>
<td>By the end of this session, participants will:</td>
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<tr>
<td></td>
<td>□ Learn about the public narrative and the importance of storytelling and framing in our work.</td>
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<td></td>
<td>□ Understand how to tell your story in a way that conveys emotions, reflects your shared values, and motivates people to action.</td>
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<td>□ Practice creating and delivering stories to move your work forward.</td>
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AGENDA

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
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<tbody>
<tr>
<td>1. The Importance of Storytelling</td>
<td>15 minutes</td>
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<tr>
<td>2. Public Narrative in Action</td>
<td>15 minutes</td>
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<tr>
<td>3. Tying it Together</td>
<td>15 minutes</td>
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<tr>
<td>4. Telling Our Stories</td>
<td>70 minutes</td>
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<tr>
<td>5. Closing and Evaluation</td>
<td>5 minutes</td>
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</table>

TOTAL TIME 2 hours

Materials Checklist

- □ Blank butcher paper, markers, tape
- □ Projector & laptop (or you can print out the PowerPoint slides)
- □ Computer(s) to play video clip (download at: http://bit.ly/ObamaBMOC)

Visuals:
- □ Goals and Agenda on butcher paper
- □ Structural Racism definition on butcher paper

Handout copies:
- □ #1 New Organizing Institute Terms of Use
- □ #2 Story of Self Worksheet – with feedback questions printed on the back
- □ #3 Story of Us and Now Worksheet

For facilitators:
- □ Sample “Story of Self” and sample “Story of Us and Now
Facilitation Guide:

1. The Importance of Storytelling (15 minutes)

[Adapted from “Story of Self,” New Organizing Institute, www.neworganizing.com]

SAY: We learn about the world through stories. All of us have stories that we carry, stories that we tell when we want to make a point, and stories that define us. In organizing, that story is one of the most powerful tools we have to make change. Today we will dive into the art and science of crafting a compelling, values based story for your efforts to change your community and schools.

Review Goals and Agenda butcher.

Facilitator’s Instructions:

- Put music on and ask participants to walk around.
- When the music stops have them pair up with the person closest to them and take 2 minutes each to tell a story about the question you ask.
- Let people know when to switch – so each person has the floor for the full 2 minutes.
- Remind people to add as many details as possible – paint a picture so the other person can see/hear/smell your story.

Questions:

Round 1: Talk about your family background: where are they from and what are some of the struggles they faced. What do they do now and what challenges are they are facing today?

Round 2: You just talked about struggle – so now let’s talk about hope. What has inspired you? What people or stories help you or your family keep going?

SAY: We learn life lessons and relate to each other through stories. What stood out to you from a story you heard?

- Take 2-3 comments

SAY: Today we are going to talk about a concept called the Public Narrative. It’s the values-based practice of storytelling used in successful organizing campaigns from Cesar Chavez and the United Farm Workers to Barack Obama’s campaigns, and many others. This system of crafting and telling your story, was developed by Marshall Ganz, a senior lecturer at Harvard University who worked with the United Farm Workers and as an organizer for other political campaigns, unions and nonprofit groups. Our workshop today is based on a training from NOI the New Organizing Institute (reference NOI Terms of Use Handout #1). We will start by looking at some slides/handouts.
Show PowerPoint slides (3 slides) OR print slides as handouts. (10 minutes)

**SLIDE 1**

**SAY:** The Public Narrative can be split into 3 main parts:
- The **Story of Self** is about learning to share our personal stories, telling people who we are, what we’re about as individuals and why we are called to make change.
- The **Story of Us** is about telling the story of the shared challenges, values, or hopes of your community or organization.
- The **Story of Now** is about inspiring that community to act. It tells how we can go about doing it and how the world could be different if we act now!
  
  *We need all 3 parts to move people to action!*  

**SLIDE 2**

**SAY:** Why are STORIES important in organizing? There are 2 main ways in which we understand the world around us:
1. The heart understands the ‘why’ (story and emotions)
2. The head understands the ‘how’ (strategy and analysis)

**ASK:** Why do we need both the head and the heart to move people to action?
Organizing without a strategy doesn’t lead us anywhere, it’s like walking blind. But having the best strategy in the world doesn’t matter if we’re not motivated and we can’t get anyone to join us.

*In other words, stories engage people in interpreting why they should change their world (their motivation) and how they can act to change it (their strategy). Public narrative is the “why”—the art of translating values into action through stories.*

**SLIDE 3**

**SAY:** A good story allows the listener to empathetically identify with the character and “feel” the moral. We hear “about” someone’s courage; we are also inspired by it.

**ASK:** Can anyone think of a story/movie that inspired them?

These stories have a common structure. Emphasize/repeat:
1. **Challenge**
2. **Choice**
3. **Outcome**

Something happens to the character, and then the character needs to make a choice, then that choice yields an outcome – and that outcome teaches a moral. This is what we will be working on today.
SAY: Now that you have a basic overview of what Public Narrative, let’s see an example in action. Remember it is not a script, but a communication art.

2. Public Narrative in Action (15 minutes)

[Adapted from “Story of Self,” New Organizing Institute, www.neworganizing.com]

Facilitator’s Instructions:

Play the following video clip:

Available online at: http://www.youtube.com/watch?v=awQkJNVsgKM
Download from DropBox at: http://bit.ly/ObamaBMOC

http://videoDebrief Questions:

- How do you feel after hearing that?
- What was the purpose of this speech? What did Obama want people to do?
- What values did this story convey? How?
- What details or images in particular reflected those values?

ASK: Where’s the story of self?

- What was Obama’s personal challenge, choice, outcome? (father’s journey to US, parents decision to marry, naming "Barack")

ASK: Where’s the story of now?

- What did Obama name as the urgent challenge for the audience? Their choice? Outcomes? Hope? (Not statistics, but stories, no 10-point plan)

3. Tying it All Together (15 minutes)

SAY: We have covered a lot of ground so far. To cement this idea of the Public Narrative in your mind we are going to play a review game.

Facilitator’s Instructions:

Divide into teams of 4 students. Set up each team with a basket (box or container) and a pile of crumpled up sheets of paper balls. For each round one person from each team must get three paper balls into the basket (you can make it harder by blindfolding them so teammates really need to help them out with feedback, or having people throw from their knees, behind their backs, etc.)

- The team that gets three balls in first, gets to answer the review question first for that round.
• The team that is the most spirited in cheering their teammates on will also get bonus points at the end of the game.
• Play as many rounds as you have time for – just to get the energy up and people moving.

**Game Questions:**

1. **Why is storytelling important to winning changes in our communities?**
   
   A: You need the head (strategy) and the heart (stories) to engage people, make them care, make them want to join or support your efforts.

2. **Public Narrative has 3 main parts. What is the Story of Self about? Why tell it?**
   
   A: The Story of Self is about learning to share our personal stories, telling people who we are, what we’re about as individuals and why we are called to make change. Purpose: inspire others to take a stand and connect with the personal and the political.

3. **Public Narrative has 3 main parts. What is the Story of Us about? Why tell it?**
   
   A: The Story of Us is about telling the story of the shared challenges, values, or hopes of your community or organization. Purpose: Get people to identify with your cause and feel invested/connected.

4. **Public Narrative has 3 main parts. What is the Story of Now about? Why tell it?**
   
   A: The Story of Now is about inspiring that community to act. It tells how we can go about doing it and how the world could be different if we act now! Purpose – get people to join your cause.

5. **What are the 3 parts of a good story?**
   
   A: Challenge, Choice, Outcome

6. **What is an example of a story you heard that moved people to action? How did it do that?**

   **SAY:** Thank you everyone. [Applause/prize for the winning team.] Now we are going to put our knowledge into action and begin crafting our own stories.

---

**4. Telling Our Stories (70 minutes)**

[Adapted from “Story of Self” and “Story of Us and Now,” New Organizing Institute, www.neworganizing.com]

**Story of Self (35 minutes)**

**SAY:** We are starting with the Story of Self. As you remember from our first exercise, every one of us has a compelling story of self to tell. We all have people in our lives (parents, grandparents, teachers, friends) whose stories influence our own values. And we all have made choices in response to our own challenges. Here is my story of self:

**Facilitation Instructions:**
Facilitator shares 2-minute story of self (see sample story attachment for an example - try to focus on a story that highlights a racial or gender justice crossroad you were at and how you moved through it. You can also read an excerpt from the attached sample story).

**SAY:** The key focus is on our choices, those moments in our lives when our values moved us to act in the face of a challenge you have had as a young person of color. When did you first care about being heard? When did you feel you had to act? What were the circumstances, the place, the colors, sounds?

**SAY:** The power in your story of self is to reveal something of those moments that were deeply meaningful to you as a young man of color. Think back to the BMOC 101 training. What was a time you were at a crossroad that challenged or tested you around your race or gender identity? What did you do? How did it feel? These are the stories we want to tell today.

**SAY:** Let’s count off into groups of 4 people. Using the worksheet provided (pass out Handout #2 - Story of Self Worksheet), take 10 minutes to think about your story of self and draw a few notes. We are not writing speeches here – your story should come from the heart. Think about the images or scenes that convey your story and draw those out – Challenge, Choice, Outcome.

**SAY:** When you are done you will share your stories in your small groups.

**Facilitation Instructions:**
- Share in small groups of four (12 minutes total – let them know when to move to the next speaker after 2 minutes each + feedback)
- Remind people that on the back of their story of self worksheet are some tips for giving feedback. Look for their challenge, choice, outcome, and values and details.

**SAY:** Could we get 2 people to volunteer to share their stories? Please do your best to incorporate any feedback you got from your small group.
  - Thank people and have the audience point out what stood out for them, what they did well.

**Story of Us and Now (35 minutes)**

**SAY:** Thank you everyone for those powerful stories, and feedback. The second type of story we are going to practice today is the Story of Us and Now. Does anyone remember the difference between this story and the story of Self?

- The first big difference is that the character this time is the organization, the community that’s going to make change. In the story of self, the character was you. Now the character is ___(your organization)___.
• Second – the structure is a little different. We still start with Challenge, but then we go to Outcomes – what will be different if we are successful in making the changes we want to see in our community (or schools), and end with Choice – your call to action.

**SAY:** Learning to tell these stories is a way to acknowledge our shared challenges and the roots of the problem. When we talk about roots, we want to think back to the idea of structural racism that we introduced in our BMOC 101 training. Does anyone remember what that means?

**BUTCHER:** Structural Racism – Structural racism happens when individuals and social systems maintain a racial hierarchy. An understanding of structural racism helps us see the ways that history, ideology, public policies, institutional practices, and culture interact to maintain a racial hierarchy that endures and adapts over time.

**SAY:** The reason this definition is important for the training today is because of framing. What is framing? Let’s take this poster here (use any poster/butcher/visual in the room). Imagine I am the news media, and this poster is an event that just happened. A shooting in _________. As the media, I am going to “frame” (cover up ¾ of the poster) what you see about this incident. You don’t get the whole story, the whole picture, just what I choose to show you. What do you think the story about the incident would say? What would be the emotions or the images the news would choose to share?

**SAY:** How do the media frame young men of color in low-income neighborhoods and schools? (violent, dangerous, gangs, dropouts, etc.) That’s right. And these images stand alone as scary, dangerous, or even as sad tragedies. But the real story, what’s being covered up is that there are structural ROOT causes of these problems. Not isolated incidents. History, ideology, public policies, institutional practices, and culture have created and maintained the problems we are facing today.

**SAY:** So as we generate our stories, we need to keep this frame in mind. Part of our organizing work is to RE-frame the debate on education, on health, on employment, and on US. This is why our Stories of Self are so important in this work as well as the Story of Us and Now.

**SAY:** A good Story of Us and Now doesn’t just convey the root of our challenges, but also lifts up our successes no matter how small. Those stories give us hope. When you tell a powerful story, and ask others to make a specific choice to join you in action, you are building power to address the injustices in our communities.

**SAY:** We are going to count off again into small groups of 4 (or use the original groups from the previous section). In your small groups you will have 15 minutes to work together as a team to come up with a skit that shows the Story of Us and Now using the handout.
Pass out Handout #3 Story of Us and Now). Give small groups 15 minutes – float and answer questions, support groups.

**SAY:** Now we will have groups share their skits and the rest of us can give them feedback.

After each group presents, choose 1-2 of the questions below (15 minutes for skits & discussion)

- **US:** Who is the “Us” in the story? Was it clear what values are shared by “Us” and what unites the “Us”?
- **CHALLENGE:** What were the specific challenges described in the story? How were those challenges made most vivid? What details, images, and emotions would make the challenges even more real?
- **HOPE / OUTCOME:** What specific outcome did the story point to? What details and images made that hopeful outcome real? What specific images, values, and emotions most inspired hope?
- **CHOICE:** Was there a clear choice? What specific action did they ask you to take? Was there urgency?
  
  *** This section is part of the overall message strategy of an organizing campaign. Use it as a call to action to the broader community or an "ask" or "demand" of a public official. The Story of Self helps build the pressure for your targets to take the desired action.
- e. Were there sections of the story that had especially good details or images (e.g. sights, sounds, smells or emotions)? How did those details make you feel as a listener?
- f. What were you left wondering? What questions do they need to answer? What suggestions do you have for specific improvements?

**SAY:** Having a compelling Story of Us and Now is the key communication piece for any audience. Whether you are talking to a room of new members, allies, the media, or even a target – you need to be able to paint a picture of your Challenge, have them visualize the Outcome, and then move them to the Choice (your ASK)! Thank you everyone for participating.

5. **Evaluation and Closing** (5 minutes)

Give participants 5 minutes to either fill out evaluation forms or do a quick “round robin” evaluation session where participants answer the following questions:

- What’s one thing you learned from this workshop?
- What’s one thing you would change about today’s workshop?
ACKNOWLEDGEMENTS

We welcome your suggestions for improving this guide further for future trainings. We also welcome you to use it and adapt it for your own trainings, subject to the restrictions below. This workshop guide has been developed over the course of many trainings by Liz Pallatto, Joy Cushman, Jake Waxman, Devon Anderson, Rachel Anderson, Adam Yalowitz, Kate Hilton, Lenore Palladino, New Organizing Institute staff, MoveOn Organizers, Center for Community Change staff, Jose Luis Morantes, Carlos Saavedra, Sean Thomas-Breitfeld, ShuyaOhno, Petra Falcon, Michele Rudy, Hope Wood, Kristen Dore and many others.

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WORKSHEET: DEVELOPING YOUR STORY OF SELF

INSTRUCTIONS (10 minutes): Think about a time when you were at a crossroad in your life—faced with a moment when you felt pressure or expectations to “act like a man” or not? Tell the story of how it happened and what it revealed about you in that moment.

Think about these questions:

1. What will I be calling on others to do – what is the MORAL of the story?
2. What values moved you to take action and might also inspire others to similar action?
3. How can your story show how you learned or acted on those values?

Think about the challenge, choice and outcome in your story. The outcome might be what you learned, in addition to what happened.

Try drawing pictures here instead of words. Powerful stories leave your listeners with images in their minds that shape their understanding of you and your calling.

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<thead>
<tr>
<th>CHALLENGE</th>
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Originally adapted from the work of Marshall Ganz, Harvard University. Modified by the New Organizing Institute.
COACHING TIPS: STORY OF SELF

DON’T simply offer vague “feel good” comments. (“That was a really great story!”)
DO coach each other on the following points:

☑️ **THE CHALLENGE:** What were the specific challenges the storyteller faced? Did the storyteller paint a vivid picture of those challenges?

☑️ **THE CHOICE:** Was there a clear choice that was made in response to each challenge? How did the choice make you feel? (Hopeful? Angry?)

☑️ **THE OUTCOME:** What was the specific outcome that resulted from each choice? What does that outcome teach us?

☑️ **THE VALUES:** Could you identify what this person’s values are and where they came from? How? How did the story make you feel?

☑️ **DETAILS:** Were there sections of the story that had especially good details or images (e.g. sights, sounds, smells, or emotions of the moment)?

*Originally adapted from the work of Marshall Ganz, Harvard University. Modified by the New Organizing Institute.*
SAMPLE STORY OF SELF: Lilian Molina

As told at Powershift 2011: a gathering of 10,000 climate activists from around the US.

Greetings. My name is Lilian Maria Molina and I am the Environmental Justice Director at Energy Action Coalition. I am part Mayas-Chorti, Lenca and Palestinian, was born in Honduras, Central America and moved to the United States at the age of 5 with my mother. For the first couple years my mom and I would take an hour-long ride on a two-floor train; I would always rush to the top floor, look out the window, and envision what I would do at our destination. I would imagine the cartoons I would watch, salivate over the Kudos and Pringles I would be able to eat, and think about all the great toys I would play with. Then one day, as I was playing with a fully equipped Barbie Mansion, my mom reached over and handed me a bottle of Windex and paper towels; at that moment I realized that our hour-long train ride wasn’t a field trip, it was a commute to work. My mom and I were there to clean houses not to play.

From that moment on I started to notice that things looked very different in different parts of town. I wondered why some families lived in three floor homes, while I lived in a one-bedroom basement apartment with two families. I wondered why the park equipment in my neighborhood was always broken, but was fancy and new on the other side of town. I wondered if people in the neighborhood where my mom and I cleaned houses had to worry about La Migra coming to their jobs or their homes. I wondered if the kids at these houses ever had to miss school to translate for their parents. I wondered why the police didn’t arrest kids around these houses for standing on the corner but my friends back in the neighborhood were arrested all the time. I slowly started to understand that these were two separate worlds.

As I got older, I would refuse to take the hour-long train ride with my mom, instead I would hang out with my friends in the neighborhood. When I was 12, my mom noticed that I was starting to get involved in some risky activities. She decided to send me to Honduras for the summer to spend time with Mi Abuelita (grandma). That summer Mi Abuelita, a Natural Healer and Master Gardener, helped me connect to my ancestral roots and taught me how to love nature through gardening. I learned about all the different plants that she used to help heal people and deliver babies - it was an eye-opening experience. That summer I also realized that some of the people that looked like my family and I wore suits to work and lived in houses rather than apartments.

When I came back to the U.S, I returned to hanging out with my friends; but when I was 16, I decided I was done watching my friends get beat up, get beat by the cops, or arrested. My friends and I started hosting different activities to keep our friends from joining street gangs. Throughout high school we organized different events, from parties, to walkouts to bring awareness to the violence in our communities. Around this time I remembered how the garden that Mi Abuelita introduced me to helped me to heal, and started wondering if a garden in our community could have the same impact for other young people. I got super excited and started looking for plots of land around the school. But in my search I learned that most of the land in Little Village was contaminated with industrial pollution. I thought to myself, “You have to be kidding me, on top of all of the issues I was aware of, our land is also polluted? We have poor education, gang violence, police brutality, immigration raids, militarization of schools and we also have contamination in our community? What the heck else could be wrong?” I learned that what my community was experiencing is called Environmental Racism and what we need is Environmental Justice before we can plant gardens here in Little Village…and that is what brought me to the work that I am doing now.

Now I am here at Power Shift with Front-line Community Members and our Allies, working with the leadership of front-line communities and helping them create a trans-local movement to oppose corporate power is where there is strategic need for youth leadership.
**WORKSHEET: STORY OF US AND NOW**

**INSTRUCTIONS (15 minutes):** Work with your team to create a skit of your Story of Us and Now for your organization’s efforts to make change. Be sure to include a specific ask that will allow people to take action and support your work.

Use these questions to help you put together your Story of US & NOW.

**US:** What experiences have had the greatest impact on you and your organization (people’s stories, ways you have stuck together, moments of courage, etc.)? What stories could you tell about this organization that would inspire others to join?

**CHALLENGE:** What specific stories reveal the challenge you face as a community now? Use vivid images, not statistics and generalizations.

**HOPEFUL OUTCOME:** What’s your dream for a better future? What would it look like? Smell like? Sound like? Have we done it before? Or have others in other places or times done it?

**CHOICE:** What specific choice are we asking others to join us in making now? (Draw on your strategy—what do you need your audience to do?)

*Try drawing pictures here instead of words.* Powerful stories leave your listeners with images in their minds that shape their understanding of you and your calling.

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*Originally adapted from the work of Marshall Ganz, Harvard University. Modified by the New Organizing Institute.*
SAMPLE STORY OF US AND NOW: Tim Harlin-Marks, Sierra Student

I’ve spent the past two years working in environmental nonprofits and during that time that I’ve spent a fair share of early Saturday mornings in bland conference rooms full of flip chart paper and middle-aged, middle-class, white people wearing earth tones and talking quietly about their vacations.

And then I arrive in Washington, DC and I come to this room, and I look around and think this looks unlike any community of environmentalists I’ve ever been a part of. But I realize there’s a reason for that – and the reason is that we’re not environmentalists. We’re not, let’s face it, we’re not, because we know environmentalists. We’re people from disparate regions, and movements, and backgrounds – who give a damn.

We pay attention enough to know that the difficult realities of our time are placing people from all ways of life at risk. But while many of us went to elementary schools or places that celebrated Black History Month, put up bulletin boards in December with pictures of Menorahs next to Crosses, we still haven’t been taught to work together. We still haven’t been taught to see our struggles as common.

We come with different stories, different needs, many of us speak different languages, yet the prospect of climate disaster, climate and environmental disaster compels all of us to work together. We dream of a future without borders, without vast class differences, where we may all live full, long lives, in happy, healthy communities. And this may sound daunting, and it is, but I do not think it’s impossible. Anybody who walked in here on Friday into a room scattered with you’s and I’s and stuck around long enough to be present in this room that’s brimming with US knows that it’s not only possible but it’s absolutely necessary. Necessary that we learn and buy into the skills of grassroots organizing and power building, and we go out into communities across the U.S. and we train others. We teach them how to build power in their communities, we invite them to join us in Washington DC and build a movement of more than 10,000 people. We’ll take this back to our communities, we’ll run grassroots campaigns, and we’ll build a future that we want to live in, that we want our children, our grandchildren, and their children to live in.

Will you join me?

Originally adapted from the work of Marshall Ganz, Harvard University. Modified by the New Organizing Institute.
## Culture, Creativity, and Healing for Boys and Men of Color

**Workshop Curriculum**

*Drafted by Janelle Ishida, Movement Strategy Center, with input from Jeremy Lahoud, Ingrid Benedict, and Luis Sanchez*

<table>
<thead>
<tr>
<th>Workshop Purpose</th>
<th>Explore culture and creativity as tools for personal and social transformation.</th>
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<tbody>
<tr>
<td><strong>Workshop Outcomes</strong></td>
<td>By the end of this session, participants will:</td>
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<tr>
<td></td>
<td>□ Discuss the connections between personal, holistic transformation and collective, social transformation</td>
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<td></td>
<td>□ Share examples of coping and healing practices from our personal experiences and cultural knowledge</td>
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<td></td>
<td>□ Examine our cultural strengths in contrast to dominant expectations of masculinity</td>
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### AGENDA

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
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<tbody>
<tr>
<td>1. Welcome, Goals and Agenda</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2. Grounding Ourselves</td>
<td>10 minutes</td>
</tr>
<tr>
<td>3. Masculinity and Its Roots</td>
<td>25 minutes</td>
</tr>
<tr>
<td>4. Art and Healing</td>
<td>35 minutes</td>
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<tr>
<td>5. Break</td>
<td>5 minutes</td>
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<tr>
<td>6. Cultural Strengths</td>
<td>20 minutes</td>
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<tr>
<td>7. Wellness Shield</td>
<td>15 minutes</td>
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<tr>
<td>8. Closing and Evaluation</td>
<td>5 minutes</td>
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**TOTAL TIME**: 2 hours

### Materials Checklist

- □ Markers, Tape, Blank butcher paper
- □ Pennies (enough for all participants to have 7-10)
- □ Table and cloth for altar

**Butchers/Visuals:**

- □ Goals and Agenda
- □ Art & Organizing quotes from section 4 (Brecht and Bambara)

**Art supplies:**

- □ Large paper (11x17) or whatever larger size paper you have (enough for all participants)
- □ Drawing materials: markers, paint, watercolors, oil pastels, etc.
Facilitation Guide

1. Session Overview and Introductions (5 minutes)

- Briefly review the goals and agenda for the session
- Have participants quickly introduce themselves: Name, organization/school, and one thing they’d like to get out of today’s session

2. Grounding Ourselves (10 minutes)

[Adapted from “Healing From Violence,” created by Peace Over Violence, www.peaceoverviolence.org]

**SAY:** Let’s start by sitting comfortably in your chairs with your feet on the ground in a relaxed position.

- **Once you are comfortable** I want you to close your eyes and breathe deeply. In and out, in and out, in and out. [pause]
- **Now imagine** you are lying down in a beautiful green field. The sun is warm on your skin, the air smells clean and fresh, and there are clouds drifting by overhead. [pause]
- **As you lie here,** notice all the things that are going on in your mind. Place each thing in a cloud. Imagine each of those problems, worries, concerns, or thoughts drifting away on a cloud until your mind is clear. [pause - longer]
- **Breath deeply** and take in the peacefulness that you are feeling. [pause]
- **Now begin** to come back into this room. Feel that you are ready and focused to start this workshop. When you are ready open your eyes and rejoin us.

**Debrief questions:**

- **What was** that like for you?
- **What was** hard?
- **Why is it important to center ourselves?**
- **How can we practice this in other parts of our life?**

**SAY:** What we just practiced was a type of meditation to bring us to our present moment awareness. It is a simple breathing activity you can do wherever you are to ground yourself or those you are working with.
3. Masculinity and Its Roots (25 minutes)

[Adapted from “Gender Fishbowl” by National Conference for Community and Justice]

SAY: Let’s sit on the floor, making a circle. [Give pennies to everyone] I will read out a statement and if the statement is true for you, then throw a penny in the middle of the circle. If the statement is not true for you, then wait for the next statement. Everyone has the right to pass, and you should only share if you feel comfortable doing so. Please notice your feelings as we go through the statements. This is a silent activity.

Read statements, have participants toss a penny/other object in the middle if it is true for them.

Throw a penny in the middle if you:

- Have ever worried you were not tough enough.
- Have ever been told not to cry.
- Have ever been hit to make you stop crying.
- Have ever been called a wimp, queer or fag.
- Have ever been told to “act like a man.”
- Have ever been forced to fight, or were in a fight because you felt you had to prove you were a man.
- Have ever seen an adult man you looked up to or respected hit or emotionally abuse a woman.
- Have ever been physically or verbally harassed by law enforcement.
- Have ever served time or known someone who has.
- Have ever been physically injured and hid the pain, or kept it to yourself
- Have ever stopped yourself from showing affection, hugging or touching another man because you were afraid people would think you were gay.
- Have ever drank or took drugs to cover your feelings or hide pain.
- Have ever been wounded with a knife or gun.
- Have ever hurt another person physically.
- Have ever known someone who pressured another person into having sex.

Debrief Questions:

1. What did you notice as we did this activity?
2. Which questions surprised you?
3. Which questions were the most difficult to answer?
4. How did it feel to throw a penny in the middle?
5. How are we impacted by these stereotypes about violence and masculinity on a personal level?
6. How are our families affected?
7. How are our communities impacted?
8. How is our society impacted?
9. How do laws, institutions, and media reinforce the pressure on boys and men of color to be violent or aggressive?

SAY: Many of the statements we read underlined the way that boys and men of color are socialized to be violent or aggressive. The impact of violence is both on the aggressor and the victim. There is a cost to bear in the moment, and there is also a lasting cost of internalizing these messages about what it means to be a man, and the pain and suffering that follow.

ALTERNATIVE FACILITATION NOTE: If the group you’re facilitating is too large to conduct the “Masculinity and Its Roots” activity in one large circle, you can break into two or three smaller circles to conduct the activity. If the group you’re facilitating has mixed genders, you can break into two smaller groups—one composed of young men and masculine-identified participants and one composed of young women and feminine-identified participants. (Allow participants to choose the breakout group that they most closely identify with. Another option includes having a third transgender breakout group.) If you break into young men’s and young women’s circles, then you can use the adapted versions of the statements below. After discussing the debrief questions 1-5 in small groups, bring the circles back together to discuss questions 6-9 as a large group.

ALTERNATIVE STATEMENTS (for a mixed gender group): Throw a penny in the middle if you:

- Have ever worried you were not tough enough. [Or for young women, if you have worried you were perceived as “too tough.”]
- Have ever been told not to cry.
- Have ever been hit to make you stop crying.
- Have ever been called a wimp, queer or fag.
- Have ever been told to “act like a man.” [Or for young women, have ever been told to “act like a lady.”]
- Have ever been forced to fight, or were in a fight because you felt you had to prove you were a man. [Or for young women, have ever known anyone who got into a fight to prove he was a man.]
- Have ever seen an adult man you looked up to or respected hit or emotionally abuse a woman.
- Have ever been physically or verbally harassed by law enforcement.
- Have ever served time or known someone who has.
- Have ever been physically injured and hid the pain, or kept it to yourself
- Have ever stopped yourself from showing affection, hugging or touching another man because you were afraid people would think you were gay. [Or for young women, have ever known a young man who did this.]
- Have ever drank or took drugs to cover your feelings or hide pain.
- Have ever been wounded with a knife or gun.
4. Art and Healing (35 minutes)

Expression (15 minutes)

Facilitation Instructions: Ask two volunteers to read these quotes out loud (on butcher paper)

“Art is not a mirror held up to reality but a hammer with which to shape it.”
— Bertolt Brecht.

“As a cultural worker who belongs to an oppressed people my job is to make revolution irresistible.”
— Toni Cade Bambara

SAY: Art has long been a tool to help people move along that path from violence and pain to strength and healing. Cultural organizing combines art and activism to help people deepen their relationships with each other, demystify complex problems, tap into creativity and beauty in the midst of violence and oppression, and strengthen their work for justice.

SAY: Today we are going to tap into this artistic space as a way to take the emotions and memories that surfaced in our earlier activity and continue to process them in the direction of healing and recovery. We are going to spend the next 15 minutes doing just that (pass out paper to each participant):

1. Start by folding your paper in half.

2. On one half create something that captures a moment that you want to let go of - violence or pain that you have experienced and your emotions around it. Think back to our “Penny in the Middle” activity and an experience you have had related to your race, gender, class background, sexual orientation. You can use any of the materials we have to create a drawing, collage, etc.

3. On the other half of the paper create an expression of hope, strength, and the positive intentions of who you are or who you are becoming. Think about the parts of your identity that you give you feelings of pride and satisfaction and create a drawing or collage that expresses a dream you have for yourself.

4. Review: On one half is a memory and emotion you want to let go of here today, and on the other is a dream that you want to reach for.

Give participants 3-minute and 1-minute warnings. Play music if it helps people get into the activity.

Sharing (15 minutes):
SAY: Now that we have completed our expressions, we are each going to share our stories in pairs. Please pair up with someone you don’t already know well. Each person will have 2 mins to share what they created today. Then we will return to the circle. (Let participants know when to switch – give them a 15 sec warning).

SAY: Thank you everyone. Let’s form a circle here on the floor around this basket (or whatever object you are using).

Circle Instructions:

Have participants sit in a circle. Set up a basket/box in the center of the circle. If you can put water in the basket, or earth, or fire – when students are letting go of their past hurts (the half of their drawing) it can be powerful to see it physically transformed by being submerged in water or buried in dirt, or by being burned by a fire. Have the participants show their artwork and repeat something similar to what is written below. If some participants want to share their drawings in more depth, then that can be done as well.

   I release the ___(emotion)__ that I feel because of ___(person/cause of the pain/anger)__ to the water/earth/fire (depending on what is in your bowl/basket in the center of the circle).

   *** As this statement is said, the participant should tear their paper in half and deposit their “pain” drawing into the basket/center of the circle. They can also elaborate further on their drawing as time permits.

   And I call forth my best intentions to help me ___(dream/future growth statement)__.

   *** As this statement is said, the participant should place this on the altar created for section. They can also elaborate further on their drawing as time permits.

Debrief Questions (5 minutes) – choose 1-2 questions:

SAY: Artistic expression is an important part of creating change whether political or personal.

- How have you used art (music, visual art, dance, poetry) in your own life to deal with a difficult experience of pain or suffering?
- How did it help you? What made it so powerful or effective for you?
- How have you seen art used to call for political change? (ex: graffiti, stencil art, guerilla theater, spoken word, giant puppets, street theater, etc.)
- Let’s look back at our two quotes from the beginning of this section - how would you explain these quotes in light of our sharing today?

“Art is not a mirror held up to reality but a hammer with which to shape it.”
— Bertolt Brecht.
"As a cultural worker who belongs to an oppressed people my job is to make revolution irresistible."
—Toni Cade Bambara

5. Break (5 minutes)

6. Cultural Strengths (20 minutes)

**Facilitation Note:** If possible, ask students to think of a healing story from their family – current or from the past – the week before conducting this workshop. It could be a physical healing, or an emotional/relationship healing. Have participants bring in an object that represents this story. (See handout at the end.)

**SAY:** How many of you have made an altar before? What was the occasion (ex: Day of the Dead, Buddhist altars)? Why do people make altars?

**SAY:** It is often done to honor and remember our loved ones and to provide offerings in their memory. Today we will be creating an altar to honor our strengths - a gathering of objects from our cultures that give us inspiration and hope.

**SAY:** Let’s take 5 minutes to go and get the object you brought from home, or to think of a healing story from their family – current or from the past. It could be a physical healing, or an emotional/relationship healing. Find or draw an object that represents this story.

Gather/Draw objects

**SAY:** Often our cultures and traditions are seen as something on the margins, something to exploit or sell, or even to feel ashamed of. Yet these same traditions are often what ground us, and help us to heal or restore ourselves.

**SAY:** Let’s go around the circle and offer up our objects to the altar and share your family’s healing story. Share the story and why it is significant to you.

[After circle share] **SAY:** Thank you everyone for sharing. You may take your objects home or leave them here on our altar.

7. Wellness Shield (15 minutes)

**SAY:** Today we have discussed how pain and trauma can have institutional roots like the police or prison system, interpersonal roots like violence we commit on each other, and internalized roots like the ideas of what it means to be a “real” man in our culture. We have talked about art and cultural roots as sources of
strength and healing. Now we want to bring it home by looking at how our daily practices help or hinder our self-care.

**SAY:** To do this we will use a Wellness Shield developed by Spirit in Motion, a program within the Movement Strategy Center. To understand the shield, we will start with a quote:

> “Everything exists in fours, there are four quarters of life, four cardinal directions, four seasons, the four first grandparents: water, fire, rock, and air. These were the Creators first born and are the oldest in the world. The number four has sacred meaning for natives who see the individual standing in the center of the circle surrounded by the four directions.”  
> — Dr. Martin Broken Leg (Lakota)

**SAY:** The four seasons and directions to remind us of the natural flow of vision, action, reflection and rest (Spring, Summer, Fall and Winter). Using the seasons, directions and time of day will allow the flow of energy and honor the balance of creation.

**SAY:** We are now going to map out our day onto this Shield. Reflect on each part of your day (sunrise, day, sunset, night) and in the spaces next to each area, write down what you do during this part of the day, and what takes your energy during this part of the day.

Give folks 5-7 minutes to complete. Play music in the background

**SAY:** Now take a look at the picture you’ve created of practices that take your energy, and think of a new practice (however small) that you want to incorporate into your day to give you energy and help to sustain and rejuvenate you.

**SAY:** Let’s go around the room and share your commitment to a new practice in your daily routine.

Share practices and commitments.

**SAY:** Thank you everyone. We are all here because we are trying to work for positive change in our communities. To do this we must also care for ourselves to sustain the energy, love and commitment needed to do this work.

5. **Closing** (5 minutes)

Give participants 5 minutes to either fill out evaluation forms or do a quick “round robin” evaluation session where participants answer the following questions:

- What’s one thing you learned from this workshop?
- What’s one thing you would change about today’s workshop?
FOR NEXT WEEK’S WORKSHOP: Instructions for Cultural Strengths Circle Share

Think of a healing story or a healing cultural practice from your family – current or from the past. It could be an example of physical healing, or an emotional/relationship healing, or even a spiritual healing. Bring in an object that represents this story for the Culture and Healing workshop next week. We will be sharing our objects and traditions in a circle and creating a group altar to recognize our family and cultural strengths.

Examples:
- Musical instruments used in cultural or spiritual traditions
- Sage or copal for smudging or other herbs or incense used in healing and cleansing ceremonies
- Photographs of elders from your family
- Other objects that have healing and cultural meaning
Spirit in Motion
Wellness Shield

Winter • Vision
North • Night

Fall
Reflection
West
Sunset

Spring
Planning
East
Sunrise

Summer • Action
South • Day

Individual Wellness
Community Wellness
Organizational Wellness

Spirit in Motion  1611 Telegraph Ave., ste. 510 Oakland, CA 94612  Ph: 510.444.0640 x311
lcharley@movementstrategy.org  | www.movementstrategy.org/sim.html
Building Effective Youth-Adult Partnerships
Workshop Curriculum

Developed by Luis Sanchez, Movement Strategy Center

| Workshop Purpose | Increase the capacity of adults and young people to work in full partnership with each other |
| Workshop Outcomes | By the end of this session, participants will:  
| | □ Begin to explore the elements of effective youth-adult partnerships  
| | □ Build an understanding on how to build meaningful youth-adult partnerships that promote strong youth leadership  
| | □ Review and discuss effective principles of youth engagement and the Youth Engagement Continuum |

AGENDA

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Opening Discussion/Welcome</td>
<td>25 minutes</td>
</tr>
<tr>
<td>2. Attitude Check Exercise</td>
<td>30 minutes</td>
</tr>
<tr>
<td>3. Break or Energizer</td>
<td>10 minutes</td>
</tr>
<tr>
<td>4. Youth Engagement Continuum</td>
<td>20 minutes</td>
</tr>
<tr>
<td>5. Youth Decision-Making Overview</td>
<td>15 minutes</td>
</tr>
<tr>
<td>6. Youth in Decision-Making Checklist Breakout</td>
<td>15 minutes</td>
</tr>
<tr>
<td>7. Evaluation</td>
<td>5 minutes</td>
</tr>
<tr>
<td><strong>TOTAL TIME</strong></td>
<td><strong>2 hours</strong></td>
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</tbody>
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Materials Checklist

**Handouts (enough copies for all participants):**
- Youth Continuum: Program Perspective of Youth
- Youth Decision-Making Overview
- Youth Decision-Making Checklist
- Understanding Youth Engagement

**Other materials:**
- Butcher paper or easel pad, markers, tape
- Printout of Youth Adult Partnership Opening Exercise questions to post on walls
- Printout of four signs for “Attitude Check” exercise to post on walls
- LCD projector and laptop
- A ball or something else safe to toss to participants
Stepping Into Power: A Leadership Academy Curriculum for Boys and Men of Color

Facilitation Guide

1. Opening (25 Minutes)

Begin by welcoming people, have trainers introduce themselves, and explain briefly the purpose of the workshop: “To increase the capacity of adults and young people to work in full partnership with each other.”

SAY: To begin, we want you to think about the issue of youth and adults as partners.

Point out the questions along the walls. Read each one out loud and ask participants to go stand by the question of their choice to discuss.

Questions to post on walls:
- How can young people and adults work together as equal partners?
- What are some of the greatest barriers an adult brings in his/her ability to effectively work with young people?
- What is your vision for how young people will most benefit from working with adults?
- What is your vision for how adults will most benefit from working with youth?
- What is your greatest personal asset in working with youth?
- What is your greatest personal asset in working with adults?

After a few minutes, ask them to sit down and pose the discussion questions.

Discussion Questions:
1. What was brought to mind for you when you read and discussed the question?
2. What is something you remember about your discussion?
3. Why would we begin a workshop this way?
4. What is significant about these questions in discussing youth-adult partnerships?

Facilitation Note:
Give participants a few minutes to discuss feelings and reactions to the questions as a small group. This piece is important to them feeling comfortable in the workshop. You might want to spend some time explaining “why” we do youth-adult partnerships and who is promoting and doing them. How both national and local agencies are finding it a highly effective way to accomplish more. Assess how much time you have. You may not be able to do full introductions that take at least two minutes per person.

SAY: The Alliance for Boys and Men of Color believes that boys and young men of color need positive connections to adults generally, and men specifically. It’s critical that we understand our own attitudes and perspectives as youth and adults in order to build these positive connections.

Introductions:
Have each participant do introductions by stating:
- Name
- What do you do with young people? Or what community work or activism do you do as a young person?
What makes you proudest about the work you do with young people? Or what makes you proudest about your community work or activism as a young person?

Once people have completed their introductions, explain that we are all in this learning together. Go over the agenda - amplifying what will be covered in each piece:

### 2. Attitude Check Exercise (30 Minutes)

[Adapted from New York City BEST]

**Purpose:** To examine participants' own and others' attitudes about youth participation in different aspects of their program.

**Facilitation Instructions:**
Post the four signs on different sides of the room:
- Youth can do this alone
- Youth can do this with some adult assistance
- Adults should do this with input from youth
- Adults should do this alone

**Step One: Introduce**

**SAY:** You will notice four signs posted around the room: Youth can do this alone, Youth can do this with some adult assistance, Adults should do this with input from youth, and Adults should do this alone. I am going to read some of the tasks that might be done during your program. You are going to choose which sign best describes your opinion about that statement and go stand under that sign. Once you have chosen a position, discuss as a group why you chose that position and choose one spokesperson to explain why the group chose that sign.

**Step Two: Choose a Sign**

Select four or five of the following statements (tasks) or choose others that will work for your group:
- Plan a party
- Plan an overnight trip
- Organize a rally or community forum
- Set up program rules of conduct
- Set up program budget
- Hire staff
- Testify at a city council or board of education meeting
- Evaluate programs
- Evaluate staff
- Set staff salaries

**Facilitation Note:**
After each statement or task from the bulleted list above is read, have the group under each sign choose a representative to make a couple of points about why the group chose this sign. Following the
representatives' statements, ask if the participants want to change their minds and move to another group.

**Step Three: Debrief and Discuss**

1. How comfortable do you think we are as a group with youth participating actively in all aspects of our agencies?
2. Where do your fears, apprehensions, or concerns lie in full participation?
3. What has your experience been with youth participation?
4. If we give youth full opportunity to participate, what supports might they need?
5. What supports might adults need?
6. Is there anything specific we need to consider when engaging boys and young men of color in full participation?
7. If we feel comfortable, but our agencies have a different approach or policy about youth participation and decision-making, what can we do?

**Step Four: Closure**

**SAY:** Youth can participate in many different ways in a program. We need to examine our own comfort with different levels of youth participation. We have a full range of participation in youth work; some agencies are fully run and operated by youth. To provide opportunities for full development, young people need to have multiple options and experiences, and our agencies can work to provide more and more participation with the necessary to support to learn a full range of skills.

**SAY:** Providing opportunities for full participation by young people is critical for many reasons, including:

- It helps build power for youth, especially boys and young men of color, who are often marginalized not only because of their age, but also by race, gender, immigration status, and sexual orientation.
- As the “people most directly affected” by youth issues, full youth participation is about living out democratic principles.
- It helps prepare young people for full participation in their broader communities today and when they become adults.

**Additional Facilitation Notes:**

Encourage participants to share what they mean, or define terms used in the discussion. For example, what do they mean by "youth input" or "assistance by youth"?

- Have participants discuss some of the factors that affected where they stood. For example, age and length of contact with youth; how much training was received by the young person; what the support for the staff looks like.
- **ASK:** What does this tell us about youth participation?
- Debates can get heated and everyone can talk at once. Find a technique for keeping the conversation going and productive. Use a “talking piece,” such as a ball, roll of tape, or something soft to toss to the person speaking. Only the person holding the item can speak.
- It is important to tell participants that there are no wrong answers. However, participants' responses are often based on wrong information or unchecked assumptions about young people and their ability to participate.
- It is important to connect discussions of age of participants; level of involvement in the program; types of supports needed; level and type of assistance needed; and the nature and method of input sought to
Session Three.

- Participants should learn to make the case for youth participation because they will have to do it at their organizations.

3. Break or Energizer (10 Minutes)

4. Youth Engagement Continuum (20 Minutes)

SAY: To “engage” youth means to welcome and encourage youth to fully participate in shaping themselves and their community, and this requires adult staff to recognize that young people are a vital source of information, skills and talents. As described earlier by the Youth Leadership Institute,

“Youth engagement is the active, empowered, and intentional partnership with youth as stakeholders, problem-solvers, and change agents in their communities.”

SAY: Young people are program constituents and not merely clients. As constituents, youth are the primary group a youth engagement program serves, advocates for, or organizes. The ideas, needs, and interests of young people are essential in the design and implementation of programs and within an organization’s overall operations. This program perspective is essential for building authentic adult-youth partnerships and is one of the most significant differences along the Youth Engagement Continuum: Program Perspective of Youth.

Facilitation Instructions:

SAY: Using Youth Engagement Continuum Program Perspective of Youth and the following questions assess your current programmatic perspective on youth and identify the direction in which you will be moving.

Handout copies of the “Youth Engagement Continuum Program Perspective of Youth”

Questions:

Assessment: Identify the current program strategy (see black bar) and perspective on young people (clients, participants, staff). Has the current perspective created limitations for young people’s development or shaped expectations from youth?

Planning: Identify the youth engagement practice you are seeking to explore (youth leadership, youth civic engagement, youth organizing). Will this result in a new perspective on young people? How will the program prepare for this change both with staff and with young people?

Optional Activity: To make the activity more interactive, have participants come up with “now” and “future” skits. The first part of the skit should show where they currently think their program falls on the Youth Engagement Continuum and what youth engagement looks like. The second part of the skit should show how they think youth engagement will be different when the program shifts to a different approach on the Youth Engagement Curriculum.

5. Youth Decision-Making Overview (15 Minutes)

SAY: To ensure authentic youth participation, youth engagement programs incorporate youth voice in
programmatic and organizational decision-making structures. As program constituents, it is vital that the ideas, needs, and concerns of young people are reflected in both programmatic decisions (e.g. goals, issues) as well as organizational decisions (e.g. staff hiring, evaluation).

**SAY:** There is substantial literature regarding youth involvement and youth participation. The best known is the “Ladder of Young People’s Participation”, developed by Sociologist Roger Hart in 1992 for UNICEF. Hart’s eight-rung ladder outlines five levels of participation, which reflect the various levels of partnership between young people and adults. The bottom three rungs are described as non-participation levels. [Handout copies of the “Youth Decision-Making Overview” with Hart’s Ladder.]

**SAY:** Hart’s ladder offers a guide for assessing current youth involvement and decision-making and identifying the level of adult-youth partnership a program seeks to create. The ladder’s ‘rungs’ do not imply that one level must lead to the next, and that the ultimate goal is for every program to achieve level 8. The reality is that programs have different missions, visions and values.

**Discussion Questions:**

**SAY:** Roger Hart’s Ladder is a helpful tool for assessing and planning youth involvement. Use the Ladder to discuss the following questions:

- What is your current level of youth involvement?
- Which level of participation and decision-making are you aiming to achieve?
- How will the program prepare for this change both with staff and with young people?

**Facilitation Note:**

Roger Hart’s *Ladder of Participation* shows youth-initiated, shared decisions with adults as the top form of young people’s participation, followed immediately by youth-initiated and directed. This is controversial for many people working with youth.

Which of these levels of participation is actually the most meaningful?

Many believe that shared decision-making is most beneficial to both young people and adults. Others believe that young people are most empowered when they are making decisions without the influence of adults. Both arguments have merit; ultimately, it is up to each group to determine which form of decision-making best fits with the groups’ needs.

6. **Youth in Decision-Making Checklist Breakout** (15 Minutes)

[Activity adapted from Youth on Board]

**SAY:** The following tool developed by Youth on Board shares some of the most important factors in successful youth involvement. Use with staff, young people, or other stakeholders. Please read the Youth on Board 15 Points Manual for more information on this checklist. Please note that not every organization needs to meet all of these criteria.

Have participants break out into three or four smalls groups and review and fill out the Youth Decision-Making Checklist.
7. Evaluation (5 Minutes)

Give participants 5 minutes to either fill out evaluation forms or do a quick “round robin” evaluation session where participants answer the following questions:

- What’s one commitment to build stronger youth-adult partnerships that you will take away from this workshop?
- What’s one thing you would change about today’s workshop?
How can young people and adults work together as equal partners?
What are some of the greatest barriers an adult brings in his/her ability to effectively work with young people?
What is your vision for how young people will most benefit from working with adults?
What is your vision for how adults will most benefit from working with youth?
What is your greatest personal asset in working with youth?
What is your greatest personal asset in working with adults?
Youth can do this alone.
Youth can do this with some adult assistance.
Adults should do this with input from youth.
Adults should do this alone.
Youth Engagement Continuum: Program Perspective of Youth

CLIENT:
A person who is eligible for assistance and accepted for assistance through an intake system or other established protocol. Clients receive services from a provider or agency.

CONSUMER:
A person who has a choice between agencies of where to receive services. Consumers evaluate the quality of services received and the provider strives to provide superior service.

CONSTITUENT:
A person (or group) an agency serves, advocates for, or organizes. An organization must answer to its constituents for its use of resources and its level of effectiveness.
## the YOUTH ENGAGEMENT CONTINUUM

### Supporting YOUNG PEOPLE as:

- Clients
- Participants
- Youth Workers
- Leaders
- Staff Board
- Members

### Providing them with SERVICES and OPPORTUNITIES:

- Provide supports to address individual problems and behavior by helping young people with basic needs (personal, health, safety, etc.).
- Access to caring adults and safe spaces
- Opportunities for youth / adult partnerships
- Age appropriate support

### with Focused PROGRAMMING on:

- Treatment and Prevention -- meeting young people where they are
- Growth and Development -- building individual competencies
- Capacity and Skills Building -- supporting young people as decision makers and problem solvers
- Capacity Building -- for power analysis, action, and negotiation around issues identified by young people

### What it Looks Like: with Teen Pregnancy:

- Provide case management and client services for teen families -- young women and men.
- Offer enrichment classes for teen families on parenthood and support programs for teen families.
- Involve youth to coordinate education / awareness events and distribute safe sex kits.
- Support youth in collecting 1,000 surveys from youth, identifying five reasons for increasing numbers of teen pregnancy
- Youth develop and present policy solutions based on survey findings.

- Youth lead campaigns across middle and high schools the inclusion of sexual education classes and safe sex kits at all middle and high schools.
Exercise C: Youth Decision-Making

ROGER HART’S LADDER OF YOUNG PEOPLE’S PARTICIPATION

- Rung 8: Young people & adults share decision-making
- Rung 7: Young people lead & initiate action
- Rung 6: Adult-initiate, shared decisions with young people
- Rung 5: Young people consulted and informed
- Rung 4: Young people assigned and informed
- Rung 3: Young people tokenized*
- Rung 2: Young people are decoration*
- Rung 1: Young people are manipulated*

*Note: Hart explains that the last three rungs are non-participation


Figure 3. “Ladder of Young People’s Participation”

To ensure authentic youth participation, youth engagement programs incorporate youth voice in programmatic and organizational decision-making structures. As program constituents, it is vital that the ideas, needs, and concerns of young people are reflected in both programmatic decisions (e.g. goals, issues) as well as organizational decisions (e.g. staff hiring, evaluation).

There is substantial literature regarding youth involvement and youth participation. The best known is the “Ladder of Young People’s Participation” (Figure 3), developed by Sociologist Roger Hart in 1992 for UNICEF. Hart’s eight-rung ladder outlines five levels of participation, which reflect the various levels of partnership between young people and adults. The last three rungs are described as non-participation levels.

Hart’s ladder offers a guide for assessing current youth involvement and decision-making and identifying the level of adult-youth partnership a program seeks to create. The ladder’s ‘rungs’ do not imply that one level must lead to the next, and that the ultimate goal is for every program to achieve level 8. The reality is that programs have different missions, visions and values.
**Youth Participation Rungs:**

8) **Young people-initiated, shared decisions with adults.** This happens when young people initiate programs and decision-making is shared between young people and adults.

7) **Young people-initiated and directed.** This step is when young people initiate and direct a project or program. Adults are involved only in a supportive role.

6) **Adult-initiated, shared decisions with young people.** Occurs when adults initiate programs but the decision-making is shared with the young people.

5) **Consulted and informed.** Young people give advice on programs designed and run by adults. The young people are informed about how their input will be used and about the decisions made by adults.

4) **Assigned but informed.** This is where young people are assigned a specific role and informed about how and why they are being involved.

**Youth Non Participation Rungs:**

3) **Tokenism.** When young people appear to be given a voice, but in fact have little or no choice about what they do or how they participate.

2) **Decoration.** Happens when young people are used to help or "bolster" a cause in a relatively indirect way, although adults do not pretend that the cause is inspired by young people.

1) **Manipulation.** Happens when adults use young people to support causes and pretend that the causes are inspired by young people.

Roger Hart’s Ladder is a helpful tool for assessing and planning youth involvement. Use the Ladder to discuss the following questions:

- What is your current level of youth involvement?
- Which level of participation and decision-making are you aiming to achieve?
- How will the program prepare for this change both with staff and with young people?

---

**The Debate about Rung’s 7 & 8**

Roger Hart’s *Ladder of Participation* shows youth-initiated, shared decisions with adults as the top form of young people’s participation, followed immediately by youth-initiated and directed. This is controversial for many people working with youth.

- **Which of these levels of participation is actually the most meaningful?**

Many believe that shared decision-making is most beneficial to both young people and adults. Others believe that young people are most empowered when they are making decisions without the influence of adults. Both arguments have merit; ultimately, it is up to each group to determine which form of decision-making best fits with the groups’ needs.

**SOURCE:** [WWW.FREECHILD.ORG](http://WWW.FREECHILD.ORG)
The following exercise developed by *Youth on Board* shares some of the most important factors in successful youth involvement. Use it as a tool with staff, young people, or other stakeholders. Please read the *Youth on Board 15 Points Manual* for more information on this checklist. Please note that not every organization needs to meet all of these criteria.

### Successfully Involving Youth in Decision-Making Check List

**Instructions:** This checklist can provide direction and uncover hidden issues. Use it as a tool with your board, staff, and young people.

- **YES** = We do this already and don’t need assistance
- **NO** = We don’t do this yet and want to develop next steps to move forward in this area
- **N/A** = This is not applicable to us / We don’t plan to do this

<table>
<thead>
<tr>
<th>Point 1: Define Decision-Making</th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>✦ Have you clearly identified the ways young people can be involved in your organization’s decision-making process?</td>
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<tr>
<td>✦ Do you know which decisions you want young people to be involved in?</td>
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<table>
<thead>
<tr>
<th>Point 2: Know Why You Want to Involve Young People</th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>✦ Do you know how youth involvement can benefit youth, adults, and your organization?</td>
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<tr>
<td>✦ Does your organization have a clear vision, goals, and objectives for youth involvement?</td>
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<thead>
<tr>
<th>Point 3: Assess Your Organization</th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>✦ Do you know how to build support for youth involvement in your group?</td>
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<tr>
<td>✦ Is everyone (board members, staff members, administrators, teachers, and young people) in your organization committed to successful youth involvement?</td>
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<tr>
<td>Point 4: Determine Your Approach</td>
<td>YES</td>
<td>NO</td>
<td>N/A</td>
</tr>
<tr>
<td>--------------------------------------</td>
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</tr>
<tr>
<td>★ Is your group going to add youth representatives to an existing all-adult decision-making group?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Point 5: Overcome Organizational Barriers</th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>★ Are there permanent policies in your organization that support youth involvement in decision-making?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>★ Has your organization or school addressed budget and staff issues related to youth involvement?</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Point 6: Overcome Personal Barriers</th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>★ Have adults throughout your agency examined their own stereotypes about young people?</td>
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<tr>
<td>★ Are young people engaged as decision-makers throughout the organization?</td>
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<table>
<thead>
<tr>
<th>Point 7: Address Legal Issues</th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
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<tbody>
<tr>
<td>★ Is your organization aware of the legal responsibilities of involving youth as decision-makers?</td>
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<tr>
<td>★ Does your state have laws that restrict youth involvement in decision-making? Have you explored all the legal options for formalized youth involvement?</td>
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<thead>
<tr>
<th>Point 8: Recruit Young People</th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>★ Does your group have successful recruitment criteria? Do your decision-making activities attract diverse groups of young people?</td>
<td></td>
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<tr>
<td>★ Does your recruitment process educate others about youth involvement in decision-making?</td>
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<tr>
<td>★ Do you offer a system of support for adult allies?</td>
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For the complete 15-point guidebook, visit the Youth On Board web site, [WWW.YOUTHONBOARD.ORG](http://www.youthonboard.org).
Introduction to State Level Advocacy for Boys and Men of Color

Workshop Curriculum

Developed by California Center for Civic Participation

<table>
<thead>
<tr>
<th>Workshop Purpose</th>
<th>Introduce youth leaders and adult allies to state policy advocacy on issues affecting boys and young men of color</th>
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<tbody>
<tr>
<td>Workshop Outcomes</td>
<td>By the end of this session, participants will:</td>
</tr>
<tr>
<td></td>
<td>- Understand how state policies touch their lives</td>
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<td></td>
<td>- Have a basic understanding of the negotiations that are part of policy making</td>
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<td></td>
<td>- Feel empowered to voice their opinions to policy makers</td>
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**AGENDA**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Welcome, Goals and Agenda</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2. A Day in the Life</td>
<td>20 minutes</td>
</tr>
<tr>
<td>3. Ideal Community</td>
<td>60 minutes</td>
</tr>
<tr>
<td>4. Action Planning</td>
<td>30 minutes</td>
</tr>
<tr>
<td>5. Closing and Evaluation</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

**TOTAL TIME** 2 hours

**Materials Checklist**

- Markers, Tape, 3 easels, 3 pads of chart paper

**Butchers/Visuals:**

- Goals and Agenda
- Possible Actions from Youth Voice Activity taped up around the room

**Handouts:**

- A Day in the Life Story
### Facilitation Guide

<table>
<thead>
<tr>
<th>1. Welcome, Goals and Agenda (5 minutes)</th>
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<tbody>
<tr>
<td>Quickly Review Goals and Agenda. Have participants introduce themselves.</td>
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</table>

<table>
<thead>
<tr>
<th>2. A Day in the Life (20 minutes)</th>
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</thead>
<tbody>
<tr>
<td>[Adapted from “Closest to People” a Fairfax County, VA Program of Studies]</td>
</tr>
</tbody>
</table>

#### Facilitation Instructions:

**Step 1:** SAY: Listen carefully to the story about to be told. Make note of every occurrence during the story when government at any level (Federal, state, county, city, school district) has some connection to or impact on the story.

**Step 2:** Handout copies of “A Day in the Life.” Ask for one person to read the story.

#### A Day in the Life

My Friday was crazy. I got up early because I had a lot to do. I took a shower and had breakfast of eggs and bacon. I took the bus to school and walked the last few blocks to school. Everything seemed fine—I went to all of my classes in the morning and had lunch. I was late getting to my class after lunch and the teacher gave me a hard time telling me that I couldn’t learn if I wasn’t in class and that by being late I was disrespectful. I rolled by eyes at him and he sent me to the principal’s office for being willfully defiant. Luckily the principal didn’t think the offense was bad enough for a suspension so I was able to return to my next class.

My older sister just got out of jail for a felony drug charge. I want to help her out so I spent the afternoon with her to help with her little boy while she applied for jobs and for Food Stamps. She was really discouraged when she filled out the job applications and had to check the box that she had been convicted of a felony. She has worked hard to turn her life around and wants to be a better mom. We don’t have Internet at home, so we went to the Library to use their computer so she could apply for food stamps for her son. While we were there we checked out some children’s books and then we headed to the park so my nephew could play. There is a new apartment complex being built across the street from the park and we imagined living there before we headed home for dinner with mom.

#### Points of Government Contact:

- Shower: Clean air act, county water authority
- Eggs and bacon: Food and Drug Administration, local health department
- Bus: Local transportation agency, federal and state transportation funds
- School Lunch: Federal Child Nutrition act, state nutrition guidelines and funds
- School discipline: school district
- Jail: state
- Food Stamps: federal Farm Bill, county department of social services, state funds
• Job applications: federal equal opportunity employment laws
• Internet: federal oversight
• Library: Funded by local county and cities with tax revenue
• Parks: County and city
• New apartment complex: county planning department, state redevelopment funds, county building inspectors.

Step 3: Ask the group for examples of when they noted governmental influence in the story. Have a volunteer record the responses and differentiate between the various levels of government.

Step 4: Have participants discuss in dyads or triads other times in their lives that policies impact their personal lives—both those that benefit their lives and those that make their lives harder. Have participants share briefly some of these with the large group.

Debrief
Step 5: Gather all the participants back together. Ask the following questions:

- Why do we have so many policies that impact our lives?
- How do people feel about the number of laws and policies that impact their lives daily?
- How does it make people feel knowing that so much of what they do is governed by policies that they have no say in creating?

3. The Ideal Community (60 minutes)

[Created by California Center for Civic Participation]

Facilitation Instructions:

SAY: We are going to dig deeper into the concept of policy making. Policies are made after a lot of people have made suggestions that are considered and negotiated. A lot of skills are needed to make this happen including brainstorming, compromising, group decision-making, negotiating, politicking, organizing and budgeting. This activity will give you a glimpse of what it is like to make decisions about policies and budgets.

Step 1: Brainstorming and Assigning Budget Costs

SAY: Let’s brainstorm—throw out ideas without regard to feasibility, expense or reason—based on the following questions. Remember to be specific.

Ask for clarity when needed. List the ideas on two easel pad sheets, with an equal number of ideas on each sheet.

ASK: Imagine your ideal community. What elements make up this community? What does it look like? What are the young people doing in this community? Try to get at least 10 ideas on each sheet.
Randomly assign budget costs to each idea ranging from $150,000 to $600,000

**Step 2: Split the Group and Prioritize**
Split the group in half—give each group one of the flip charts and separate the groups—out of earshot of each other if possible.

**SAY to each group:** Imagine yourselves as members of the legislature. Your job is to create policies that will help to improve the quality of lives in local communities. However, the state is experiencing a recession and tax revenue is down. Therefore, the state cannot afford to fund all proposed policies. You are limited to $2,500,000 and you have 10 minutes to come up with your list.

**Step 3: Present the lists**
Have the groups come back together, arrange chairs in a circle with groups sitting together. Ask each of the groups to present their list to the full group.

**Step 4: Announce Budget Cuts**
**SAY:** I was impressed with how hard both groups worked to come up with your lists. Unfortunately, while you all were working the budget committee announced that tax revenues are even lower than expected. Also, due to time, there is not time for each legislative body to work through their proposals separately, so you have to work together to come up with a joint plan. You are limited to $1,500,000 total.

**Step 5: Select Negotiators and Plan a Strategy**
**SAY:** Each group must choose 2 negotiators who will represent the positions of your group best during negotiations. You have 3 minutes, in your group to discuss priorities and strategies before beginning negotiations. Go.

**Step 6: Seat Representatives and Begin Negotiations**
**SAY:** Negotiators, please bring your chairs and flip charts into the middle of the group facing each other. These are the only 4 people who can talk during this process. The negotiators’ job is to reach agreement on the priorities that will fit into the $1,500,000 budget. If any one from either group feels that their representative needs help, guidance, new ideas, etc., they can call “CAUCUS” and the representative will return to their group for a 60 second strategy session. A “caucus” is when a group of people with shared concerns meet to discuss policies or decisions. Each group can call up to 2 caucuses. During the caucus, a group may send a new representative if they chose.

**Step 7: Record the Agreements**
When the representatives of the two parties have reached agreement, record it. When all the funds have been spent, the game is over.
Step 8: Debrief & Reflection

ASK the group:

- How did it feel to have to prioritize? What approach did your group take to prioritizing?
- Did you feel you knew enough about each idea to make an informed decision about the priorities?
- Was there ever a time when you disagreed with the priorities? What did you do about it?
- How did it feel to watch your representatives try to negotiate?
- How do you feel about the outcome? Do you support the final decisions?
- Where do you think policy makers get information they need to make informed decisions?
- What do young people have to offer policy makers trying to make tough decisions?

SAY: Making high-level policy decisions is hard and our state legislators have a lot of people and groups trying to tell them what is important, how to vote and what to stand for. Sometimes they lose perspective and often they have to rely on others for expertise and advice on what their priorities should be. That is why it is so important for policy makers to hear from real people who are impacted by the policies they are making.

4. Youth Voice: Making Choices for Change (30 minutes)

[Created by California Center for Civic Participation]

SAY: We are going to revisit the story from our first activity. In this story, our student was almost suspended for willful defiance—being late to class and rolling his eyes at his teacher. “Willful defiance” is one of the main reasons used to suspend students, especially students of color, in California. Because it is only defined as when a student “willfully defies the valid authority” of adults in the school, a lot of students end up getting suspended for very minor reasons. This is a major issue that is being taken up by the state legislature with AB 420 authored by Assembly Member Dickenson of Sacramento. There are a lot of people who have opinions on this idea and have voiced their discomfort with the idea that willful defiance should be defined and used less often as a reason for expulsions and suspensions. Imagine willful defiance is being overused as a reason to suspend students in your school and you wanted to do something about it. What would you do?

SAY: There are possible actions posted up around the room. When I ask a question pick the one you think is the best answer and stand under it. With the others, have a brief discussion-1 minute- about why you think it is the best.

After each question is discussed for 1 minute, ask 1-2 people why they chose their action.

1. What action would have the most immediate effect on the problem?
2. What would have the best chance of creating long lasting change for the most students?
3. What would take the most time and money to organize?
4. What would be most likely to encounter obstacles or challenges?
5. What would be the most likely to change the number of suspensions for willful defiance?
6. What would be most likely to get to the root causes of the issue?
Possible Action Plans (one per butcher posted around room):

- Encourage the school to EMPHASIZE PREVENTION so that students don’t get disciplined for willful defiance.
- Develop a MEDIA AWARENESS CAMPAIGN so people know what willful defiance is and how it impacts students.
- Organize a noisy but PEACEFUL DEMONSTRATION at a school board member’s house in support of banning the use of willful defiance in schools.
- Organize LEGISLATIVE VISITS with key state level policy makers to explain the impact the use of Willful Defiance has on students of color and why it should be banned.
- Develop a PARENT EDUCATION PROGRAM to help parent teach their children how to avoid willful defiance offenses.
- Work with your school board to pass a RESOLUTION promoting alternatives to suspension and restorative justice.
- Organize volunteers to provide AFTER SCHOOL SUPPORT to students to increase likelihood of academic success.
- Promote VOLUNTARY MEASURES to teachers to reduce the use of willful defiance and use other discipline options instead.
- Create a community wide COALTION ON RACISM AND AGEISM to work on comprehensive changes to combat local systemic racism and ageism.

Debrief Discussion

ASK:
- Is there any one action or solution that will fix the problem now AND into the future? (The answer should be no.)
- What is more important, coming up with programs and short-term solutions that help people now or working toward long-term policy and systemic changes? (Should hear both.)

SAY: These issues are complex and clearly there is more than one approach to the solution. In this work, there is often tension between those who want to focus their attention on changing local and state policy that will impact the long run and those who want to provide services that will help people now. It’s important to recognize that both of these approaches are necessary in any situation.

[NOTE: If your group is interested in setting up a legislative visit, see the appendix for a “Legislative Visit Planning Guide”.]

5. Closing (5 minutes)

Ask the youth to get into groups of two. Ask them to discuss for 3 minutes:
- Why is statewide policy so important to improving the lives of all people in our communities?
- Why is it important that youth be advisors and advocates for changes in their communities?

Then ask them to round robin as one group:
- What is one thing you learned today?
- What is one thing you would change about today’s workshop?
A Day in the Life

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**BOYS AND MEN OF COLOR**

**WORKSHOP EVALUATION FORM**

This evaluation form will help us to understand what you learned from today’s workshop session and make the session more effective and useful. Please take a few minutes to answer the questions. Feel free to use the backside of the evaluation to complete your answers. Your individual responses will be kept confidential.

**Please mark your responses to all the following questions.**

Today’s Workshop Topic: __________________________________________________________

<table>
<thead>
<tr>
<th>Please indicate agreement or disagreement with the following statements by placing an ✖ in the appropriate box.</th>
<th>Strongly agree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly disagree</th>
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<tbody>
<tr>
<td>1) The workshop met the goals that were described at the beginning of the session.</td>
<td>☐</td>
<td>☐</td>
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<td>2) As a result of today’s session, I gained new information, ideas, or skills related the workshop topic.</td>
<td>☐</td>
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<td>3) As a result of today’s session, I feel more confident in my knowledge or skills about the workshop topic.</td>
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<td>4) The workshop content was relevant to my experience and work in my community.</td>
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<td>5) The workshop activities were interactive and engaging.</td>
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<td>6) The workshop facilitators were effective and engaging.</td>
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7) Please share one or two things that you learned from today’s workshop session.

________________________________________________________________________

________________________________________________________________________

8) Please share one or two ways today’s workshop could be improved.

________________________________________________________________________

________________________________________________________________________

9) Do you have any other feedback?

________________________________________________________________________

THANK YOU FOR YOUR FEEDBACK!
<table>
<thead>
<tr>
<th>Name</th>
<th>School / Organization</th>
<th>Phone #</th>
<th>Email</th>
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<tbody>
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Boys and Men of Color Leadership Academy
**LEGISLATIVE VISIT PLANNING GUIDE**

*Created by the California Center for Civic Participation ([www.californiacenter.org](http://www.californiacenter.org))*

**STEP 1: PREPARE FOR YOUR MEETING**

Learn about your Legislator

Go to [http://findyourrep.legislature.ca.gov/](http://findyourrep.legislature.ca.gov/) and enter your address. You should find a Senator and an Assembly Member. Follow the links to their websites.

<table>
<thead>
<tr>
<th>YOUR SENATOR</th>
<th>YOUR ASSEMBLY MEMBER</th>
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</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Name:</td>
</tr>
<tr>
<td>District Office Address and Phone #:</td>
<td>District Office Address and Phone #:</td>
</tr>
<tr>
<td>Capitol Office Room and Phone #:</td>
<td>Capitol Office Room and Phone #:</td>
</tr>
<tr>
<td>District #:</td>
<td>District #:</td>
</tr>
<tr>
<td>Committee Assignments:</td>
<td>Committee Assignments:</td>
</tr>
</tbody>
</table>

What issues is your Senator most interested in? What kind of legislation has he/she sponsored? How can you link your priorities to the things he/she is interested in?

What issues is your Assembly Member most interested in? What kind of legislation has he/she sponsored? How can you link your priorities to the things he/she is interested in?
STEP 2: SCHEDULE YOUR MEETING

1. Call the office and ask for the scheduler. If they are not available, ask when a better time to call would be and call back. They are not good at returning calls.

Say: “Hi, my name is _____________. I would like to schedule time for youth from the Senator/Assembly Member’s district to meet with him/her or a representative on Date between x hour and x hour to discuss_____________. (If your time is flexible, ask what the best time would be).

They will reply one of 3 ways:
   1) They will schedule the visit right then. (Rare)
   2) They will ask you to call back on a specific day to make the request again (Rare)
   3) They will ask you to put your request in writing and to email it OR Fax it-each scheduler has his/her preference-to them. (Most likely)

Remember to ask for their email or fax number.

Use the template below to draft your email or fax:

Date

SCHEDULER’S NAME
Office of Assembly Member __________________________ or Senator __________________________
State Capitol, Room # (Room)
Sacramento, CA 95814

Dear Ms. Or Mr. __________________________

I am writing to request a brief 15-20 minute meet and greet with the Assembly Member or Senator or a representative on Day, Date between time and time with 4 youth from the Assembly Member’s or Senator’s district. The youth are a part of a SOMETHING ABOUT THE GROUP.

The meeting with the Assembly Member or Senator will provide the youth with an opportunity to connect with their representative and to share with them the wonderful work that they are doing to improve the issue their community. A sample flow for the meeting might be:

A short paragraph about the work the youth are doing and the organization that is sponsoring the work and a list of the youth who will be in attendance.

Thank you for considering this request. I look forward to coordinating this visit with you. If you have any questions or concerns, please feel free to contact me at phone number or email.

Sincerely,

Name
Title
Organization

www.californiacenter.org
2. Follow up with the scheduler.

**IF THEY DON’T SEND AN EMAIL WITH A SCHEDULED MEETING TIME:**

Make a follow up call to the scheduler 2-4 days after sending the email/fax.
Say: “Hi my name is ___________. I am following up on an email/fax I sent on __________ to request a meeting with ___________________ on ___________.

They should schedule the meeting for you then. If not, keep calling until they do.

**IF THEY DO SEND AN EMAIL WITH A SCHEDULED TIME TO MEET:**

Send a reply email.
Say: “Thank you for scheduling this meeting. We look forward to it. “
STEP 3: PLAN WHAT YOU WILL SAY IN THE MEETING

1. **Introductions (2 minutes)**
   Everyone share name, age and where you live, the organization you are with or where you go to school.

2. **Background about your group, school or organization (2 minutes)**
   Who will speak? ________________________________

   **Background Speaking Points:**
   A.
   B.

3. **About your local work and 2-3 issues your local group is working towards improving (5-8 minutes)**
   • Highlight why this issue is important to you, what you would like to see change, and what that change would mean to the improvement of youth and people of color in the community.
   • Acknowledge any opposition to the changes you want to see and be prepared with a counter argument.

   Who will speak? ________________________________

   **Local Work Speaking Points:**
   A.
   B.
   C.

4. **What would you like your Legislator to do? (The “Ask”) (5 minutes)**
   • Would you like them to vote yes or no on a specific bill or set of bills?
   • What do you want them to do locally?
   • Other?

---

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Who will speak?______________________________________________________________

Legislator “Ask” Speaking points:
   A.

   B.

5. Hand the materials you brought over and remember to say thank you.

Who?______________________________________________________________

HOUSE KEEPING:
Who will keep track of follow-up items? ______________________________

Who will obtain a business card so you have office contact information (so you know where to send a thank you note)? ___________________________________

Who will send the follow-up thank-you note? ______________________________

TIPS FOR A SUCCESSFUL MEETING:
☑ Learn about the legislator you are meeting with in advance (see worksheet below)
☑ Speak from your heart. Know the facts and share them, but tell your story and how the issue personally impacts you.
☑ If you are asked a question that you cannot answer say “I don’t know that right now, but I will find out and follow up with you.”
☑ Relax, legislators might be important, but they are just people like you.
☑ Prepare for a 15 minute visit. Capitol staff are busy and don’t feel slighted if they rush you. At the same time, if they are not rushing you, don’t rush the meeting.
☑ Figure out in your group who will say what before you go into to the meeting. If someone is nervous, help them out, but try not to take over for them.
☑ Have something to leave behind. A brochure, a button, a flyer about an event, or a flyer with your issues and how you want them to vote.
☑ It’s okay to take photos or video the meeting. Just ask the person you are meeting with first.

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