**BRICK BY BRICK: Building LGBTQ+ Advocacy**

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| **Description of Program** |
| BRICK BY BRICK is an advocacy curriculum. The goal of this program is to teach students how to work for changes in their schools through exploring, learning, and gathering inspiration from historical and present-day advocacy by LGBTQ+ people of color.  LGBTQ+ people of color have always been leaders in the LGBTQ+ rights movement as well as in racial, gender, and social justice movements more broadly. But their contributions are rarely taught, celebrated, or looked to as models of advocacy and activism. This curriculum turns the traditional model of what advocacy looks like on its head by fully centering the contributions and examples of LGBTQ+ advocates of color. In BRICK BY BRICK, the work, perspectives, and contributions of LGBTQ+ people of color are the norm, not the exception.  This curriculum creates a space for LGBTQ+ students of color to feel grounded in a history and experience larger than them. It also enables students of all identities and experiences to gain valuable advocacy insights and skills, to use in whatever form they are able. As students grow as advocates through a combination of know-your-rights education and project-based learning, they can apply what they learn to real-life advocacy situations in their own schools.  BRICK BY BRICK is designed for classroom teachers, for Gender and Sexuality Alliances (GSAs), and for any similar LGBTQ+ youth extracurricular programming. It can be used as a unit of classroom instruction for approximately two weeks or longer. For each lesson plan, look for Extension Opportunities in the Notes that describe options for extending the lessons for longer time frames.  This curriculum addresses several Common Core State Standards at the 8th and 9th grade levels and can be adapted to meet those of other grade levels. The specific standards covered in this curriculum are listed in the Appendix.  BRICK BY BRICK was created by the National Women’s Law Center, an organization that fights for gender justice — in the courts, in public policy, and in our society — working across the issues that are central to the lives of women and girls. We use the law in all its forms to change culture and drive solutions to the gender inequity that shapes our society and to break down the barriers that harm all of us — especially those who face multiple forms of discrimination, including women of color, LGBTQ people, and low-income women and families. For more than 45 years, we have been on the leading edge of every major legal and policy victory for women.  All images included in this curriculum are either in the public domain or are used under creative commons licenses with proper attribution. |

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| **Program Guiding Questions** |
| 1. How do I fit in to a larger history of advocacy? 2. How can I advocate for change in my school? |

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| **Technology Options** |
| This curriculum is designed for in-person sessions, but can be adapted to distance learning. Please see [holding for microsite/landing page] for additional ideas and examples of adaptation to distance learning.  Throughout the curriculum, options will be noted for different levels of technology access. They will be marked “hi-tech,” “lo-tech,” or “no-tech,” defined as follows.  Hi-Tech: Individual student computers, tablets, or mobile devices with Internet capacity for browser-based project tools.  Lo-Tech: Presentation tools (projector, PowerPoint) for use by teachers or students.  No-Tech: Whiteboard, chalkboard, pen, and paper. Assumes capacity to print or make copies for students. |

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| **Note for Facilitators** |
| This program is written at roughly a 7th- to 9th-grade level and can be adjusted to the needs of your own middle or high school students. Use the Modifications and Extension Opportunities included in each lesson plan to adjust to the needs of your students.  While this curriculum is written to be generally inclusive of differing student needs, please be sure to consider any specific disability or language needs of your students in implementing this curriculum.  It is important to note that this curriculum is about learning advocacy through the stories and experiences of LGBTQ+ people of color that are rarely centered. Students and facilitators are assumed to have some understanding of LGBTQ+ identity, including common terminology, before beginning this program. For lesson plans that provide foundational information in LGBTQ+ identity and allyship, consult the [Safe Space Kit](https://www.glsen.org/sites/default/files/GLSEN%20Safe%20Space%20Kit.pdf) and [other lesson plans from GLSEN](https://www.glsen.org/activity-list?program=All&type=93&topic=All&issue=All&grade=All).  BRICK BY BRICK provides a suggested 10-session program with Extension Opportunities for longer time frames. While there is time for individual project work in sessions 2, 4, 6, 8, 9, and 10, students can also be expected to work on their advocacy projects on their own time. If you find the time frame is not long enough for your students, feel free to make any extensions or modifications required.  If you cannot commit to 10 sessions and still want to use BRICK BY BRICK, we recommend Session 7 in “The Stories We Tell” as a standalone lesson.  This program requires you, as the facilitator, to set norms for creating a supportive and collaborative learning environment. |

**Suggested Timeline:**

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| **Module** | **Title** | **Session Calendar** |
| **1** | **Know Your Rights** | **Session 1**–**2** |
| **2** | **Brick by Brick** | **Session 3**–**4** |
| **3** | **What We Remember** | **Sessions 5**–**6** |
| **4** | **The Stories We Tell** | **Sessions 7**–**8** |
| **5** | **Until We’re Free** | **Sessions 9**–**10 or beyond** |

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| **Module One - Know Your Rights** |

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| **Guiding Question/s**: What are my rights in school? How can I advocate for change in my school?  **Broad Student Understandings**:   * I can make my school a more supportive place for its students. Learning about the history of and current issues in LGBTQ+ advocacy can help me learn to be an advocate in my school. * I need to know my rights so I know how I am supposed to be treated, and what rights I still must fight for.   **Specific Learning Goals**:   * Consider the challenges that students face in school. * Begin planning a project that addresses one issue that students face in school. * Understand the rights students have in schools. * Explain students’ rights in an accessible way. * Consider and respond to opposing views.   **Prep—--Sessions 1 and 2:**   * Printouts or index cards for student entry & exit activities * Large post-it, whiteboard, or Smartboard for writing prompts * Copies of the **Student Rights Report Card** from the Appendix, page 35, or as an [online quiz](https://www.quiz-maker.com/QU9NGA0) * Copies of **Know Your Rights Resources**, or links for students using computers * Copies of **Brick by Brick Project** handout, Appendix page 39 * Optional: Student notebooks or binders where they will keep their work throughout Brick by Brick   **Know Your Rights Resources:**  *Note: These resources were selected following an NWLC survey gathering student input on what rights they wanted to learn about in their schools. Distributed by D.C. LGBTQ+ youth organization SMYAL to GSAs nationwide, this list reflects the key issues in which students expressed the most interest.*   * NWLC toolkits and reports   + [Unfair Discipline](https://nwlc-ciw49tixgw5lbab.stackpathdns.com/wp-content/uploads/2016/11/final_nwlc_NOVO2016Toolkit.pdf)   + [Mental Health](https://nwlc-ciw49tixgw5lbab.stackpathdns.com/wp-content/uploads/2019/04/We-Are-Not-Invisible-Final-Report.pdf)   + [Harassment](https://nwlc-ciw49tixgw5lbab.stackpathdns.com/wp-content/uploads/2018/10/NWLC-SH-toolkit-English-PDF-10.1.18.pdf)   + [Dress Codes](https://nwlc-ciw49tixgw5lbab.stackpathdns.com/wp-content/uploads/2018/04/5.1web_Final_nwlc_DressCodeReport.pdf)   + [Pregnant and Parenting Students](https://nwlc.org/resources/pregnant-and-parenting-students-rights-toolkit/) * [ACLU students’ rights resources](https://www.aclu.org/know-your-rights/students-rights/)   + [Harassment](https://www.aclu.org/files/assets/genderbasedviolence_factsheet_0.pdf)   + [My School My Rights (CA-specific, but good reference point)](https://www.myschoolmyrights.com/) * Southern Poverty Law Center   + [LGBTQ Rights](https://www.splcenter.org/know-your-rights-students-lgbtq-rights-school) |

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|  | **Session 1** |
| **Objective** | Identify challenges students face in their schools and pick topics for their projects. |
| **Entry Activity**  **& Group Brainstorm**  **(15 minutes)** | Students reflect on and individually/privately respond to the prompt:  *What are some challenges students face in your school? List as many as you can think of.*  The prompt should be posted in text large enough for students to see and repeated out loud for the students. You can also include the questions on a handout with space provided for answers.  Let the students know this is a safe space and time to talk about challenges students face in their schools. Remind students not to share anything involving another student without permission. Affirm group norms or ground rules for your program to create a space that is conducive to learning and group sharing.  Lead a brainstorm of challenges that students face in schools. Be sure to write down each response on a large post-it, whiteboard, or Smartboard. Remember that the challenges students face in schools will be affected and compounded by current events, such as important issues in the community and pandemic-related trauma, including school shutdowns. Allow space for students to discuss what has been challenging for them personally. Since students bring their whole selves to school, their personal challenges are also the school’s challenges.  Discuss whether there are any common themes in what the students share (such as harassment/bullying, lack of mental health support, discrimination, harsh discipline, etc.). |
| **Student Rights Report Card**  **(20 minutes)** | Use the **Student Rights Report Card** activity (Appendix page 35, also available as an [online quiz](https://www.quiz-maker.com/QU9NGA0)) to help students examine whether their schools respect students’ rights. Share that students do have legal rights in school, which the group will be learning more about. Students will take the first step in thinking about how to make schools better, by identifying the ways in which they are falling short.  Individually or in small groups, have students complete the **Student Rights Report Card**. Review as a whole group to find common points of agreement or disagreement. If students go to different schools, discuss responses to find similarities and differences between them. |
| **Topic Selections**  **(15 minutes)** | Explain that in this program, students will have the opportunity to advocate for change in their schools, and that they should choose a topic they care about or find interesting because they will be working on it throughout the program.  Give students time to talk, as a whole group or in small groups, about the challenges they identified in the brainstorm or in the **Student Rights Report Card**. Ask students to choose one challenge facing students as one that they would like to spend time working to change. Students can make this choice as individuals or in small groups, depending on the size of your student group and how much student interest overlaps. |
| **Summarization & Exit Activity**  **(10 minutes)** | Invite individuals/groups to share what topics they will be working on with the whole group as they are comfortable, or just with you if not. Keep a record of which students want to work on which topics to refer back to throughout the program. If your students are keeping notebooks or binders, ask them to write their choices and save their papers there. The topics students choose may also inform which “Know Your Rights” materials you will prepare for the students in the next session.  Take some time to ask students what they think it means to be an advocate or to advocate and go through some examples. You can generally define *advocacy* as the process of supporting or defending a cause or group, and *activism* as taking direct action to achieve a political or social goal. Advocacy and activism can both take many different forms—from big social movements to smaller personal actions. Putting the definitions on a Smartboard or whiteboard as you discuss may be helpful.  Tell students that in this program, they will be working as advocates on the issues they have chosen and will learn to be effective advocates by studying the history and present of LGBTQ+ advocacy led by people of color. For example, one study found that LGB people are more likely to be involved in social justice movements than non-LGB people. LGBTQ+ people have always been movement leaders and can set an example for how to be an advocate.[[1]](#footnote-1)  You can also explain that advocacy may be more important than ever. At the time of this publication, anti-trans advocates have been fighting hard across the country for trans students to be denied fair access to education and athletics—focusing on this even during a pandemic. While students, especially LGBTQ+ students, may have felt powerless during the pandemic and all the discrimination that happened throughout, this program is a chance for them to start feeling powerful again.  To wrap up, have students finish and turn in a slip of paper answering the question:  *What is something you want to learn about being an advocate?*  Use the responses to modify or highlight relevant material throughout the program as needed. |
| **Notes & Extension Opportunities** | The brainstorming discussions in this session could easily last more than one session--extend as appropriate for your group of students.  Optional extension opportunities:   * No-tech: Have students draft a **progress report** to their school to accompany the **Student Rights Report Card**. In this progress report, note why the school received the grade it did, and what specifically it needs to do to improve. The purpose is not to “send” the progress report, but to guide students in identifying the specific reasons the school received the grade it did, and the things the school needs to do to change. * No-tech: Have students role-play a **report card conference**, with one student representing the evaluator, and the other representing the school. Have the evaluator explain why the school got the grade it did and what it needs to do to improve. Have the “school representative” explain some possible reasons why the school has not acted yet. Have the goal to be to address some of the challenges and propose a path forward. * No-tech/lo-tech/hi-tech: After a discussion of what challenges students face in their schools, have students design their perfect school that addresses all of those challenges. Students can create a **brochure for prospective students**, emphasizing the experience prospective students will have if they choose to attend this school. |

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|  | **Session 2** |
| **Objective** | Studentsunderstand and educate others on students’ rights in schools. |
| **Entry Activity**  **(10 minutes)** | Students reflect on and individually/privately respond to the prompt:  *What rights do you think you have in school? Name as many as you can.*  *“In school, I think I have the right to…”*  *“In school, I think I have the right to be free from…”*  The prompt should be posted in text large enough for students to see and repeated out loud for the students. Students may also benefit from a handout with the question/s printed with space to write their answers.  Students may either keep their answers private or discuss as a group, according to the needs and personalities of your students. If discussing as a group, as part of this discussion you can explore the idea of what is a “right,” and different types of rights (legal, rights under school policy, fundamental human rights). |
| **Resource Review**  **(30 minutes)** | Distribute **Know Your Rights materials** to the students individually or in small groups. If students identified certain interests in Session 1, make sure they get the corresponding resources. You can split up the different resources among the students, so everyone has something different. Ask students to take some time to review the materials and answer the following questions as they do:   1. *What are three things you learned from this resource?* 2. *What are two questions you have after reviewing this resource?*   The prompt should be posted in text large enough for students to see and repeated out loud for the students. Students may also benefit from a handout with the question/s printed with space to write their answers, or can write the answers in their optional project notebooks or binders.  Ask students to share their responses with the whole group and take time to answer the questions that came up about students’ rights. |
| **Project Planning**  **(20 minutes)** | Students now split up into individual/small group working spaces to work on their specific projects. Explain and have students fill in the **Brick by Brick Project Handout** individually first with their tentative ideas. After filling out the form with their tentative ideas, ask them to consider the following questions:   1. *What did I learn about students’ rights that is relevant to my specific project?* 2. *How can my project make sure students know their rights?* 3. *How can my project help to protect students’ rights?* 4. *Are there rights students don’t yet have at my school that I still want to fight for?*   The prompts should be posted in text large enough for students to see and repeated out loud for the students. Students may also benefit from a handout with the question/s printed with space to write their answers or can write the answers in their optional project notebooks or binders.  Spend time with the different groups/individuals helping work out some of these answers and project planning. If using project notebooks or binders, collect and review at the end of the session. |
| **Extension Opportunities** | Extension opportunities:   * No-tech/lo-tech: Ask students to create a formal (PowerPoint or poster-based) presentation on the area they spent time learning about to share with the rest of the group. * No-tech: Ask students to examine their student handbook. Create a list of what is in the handbook about student rights, and what is missing. * Hi-tech/no-tech: Ask students to do independent research on an area they did not learn about in class and find more resources to share with students. Have students contribute to an **online resource hub** of Know Your Rights resources for students in their school. Have students propose that this resource be incorporated into the school website, or build an independent website using Weebly or Wix. This could also be a paper resource, like a brochure. |

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| **Module Two - Brick by Brick** |

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| **Guiding Question/s**: Why do we need advocacy? How does advocacy happen?  **Broad Student Understandings**:   * We need advocacy to protect our rights and to build better lives for ourselves and our communities. * There are many different ways to be an advocate, including through direct action and protest, but also through other ways of building safe, supportive and loving spaces for those who need it.   + Some forms of advocacy include storytelling, demanding your rights, caring for those harmed, and building collective power. * Everyone needs a “safe place” where they can be their whole selves without fear or judgment. * LGBTQ+ people of color have been and are leaders of movements for change. At the same time, they have had to fight for inclusion and acceptance from the larger LGBTQ+ movement.   **Specific Learning Goals**:   * Discover the history of the Stonewall uprising from an advocacy perspective. * Connect the historical Stonewall uprising to modern LGBTQ+ movements today. * Consider what advocacy is still needed for LGBTQ+ communities of color.   **Prep--Sessions 3 and 4:**   * Printouts or index cards for student entry & exit activities * Projector, Smartboard, laptop or TV to play the **Stonewall Forever** documentary and [**No Justice No Pride**](https://www.nojusticenopride.org/movie) movie * Large post-it, whiteboard, or Smartboard for Session 4 stations activity * Copies of the **Brick by Brick** handouts from the Appendix page 35 * Construction paper “bricks” or index cards for Session 4 exit activity * Optional: Student notebooks or binders where they will keep or track their work throughout Brick by Brick * Optional: Permission slips for documentary viewing   **Resources:**   * [Stonewall Forever](https://stonewallforever.org/documentary/) documentary * [No Justice No Pride](https://www.nojusticenopride.org/movie) – the movie |

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|  | **Session 3** |
| **Objective** | Students will connect the Stonewall Uprising with current movements for equality. |
| **Entry Activity**  **(5 minutes)** | Students reflect on and individually/privately respond to the prompt:  *What is your safe place—a place where you feel like you can be your whole self without fear? This can be a physical location, or being with a person or group of people, or even a place you go in your mind.*  *How would you respond if that safe place was taken away from you?*  For this prompt, students can either write or sketch, describing or visualizing.  The prompt should be posted in text large enough for students to see and repeated out loud for the students. Students may also benefit from a handout with the question/s printed with space to write their answers or can write the answers in their optional project notebooks or binders. |
| **Mini Lesson**  **(5 minutes)** | Give students some brief background on the Stonewall Uprising before showing the documentary:  Explain that in the 1960s, for a lot of LGBTQ+ people, the Stonewall Inn was a safe space where they could be themselves. At the time, the police would arrest and beat people for being queer or trans, or for not looking feminine or masculine “enough.” One night in 1969, as the police started arresting people at the Stonewall Inn, this safe place, people had enough and started fighting back. While LGBTQ+ people had been fighting against discrimination before the events at the Stonewall, the uprising organized a lot of people into being open about being LGBTQ+ and demanding respect and rights. Introduce the videos: students will watch one video about Stonewall and one about the fight for LGBTQ+ rights today. |
| **Documentary Viewing**  **(45 minutes)** | Using a projector, Smartboard, laptop, or TV, play the **Stonewall Forever** and **No Justice No Pride** documentaries for students.  These documentaries are not rated, but be advised that they contain some instances of adult language, usually “f—k.” Have a discussion with your students before watching to prepare them, or have students bring in permission slips at your discretion. Alternately, pre-select specific clips from the documentary to show students.  As students watch the documentary, have them consider or write answers to the following questions on paper or in their project notebooks or binders. The prompts should be posted in text large enough for students to see, and repeated out loud for the students, or in a handout printed for them.   1. *What were they fighting against or for at Stonewall?* 2. *How did they fight back against discrimination? Name some ways. (Possible answers: throwing bricks, holding a protest, raising awareness, standing their ground, coming out of the closet)* 3. *Which people were being left out of the Stonewall movement and had to fight to be heard? (Possible answers: Black and brown trans women)* 4. *Have the issues advocates fought for at Stonewall been solved? (Possible answers: LGBTQ+ people have more rights now, but some issues like homelessness and being over-policed still remain).* 5. *How is the movement for LGBTQ+ rights continuing today? Give some examples from the documentaries. (Possible answers: Fighting against intersex surgery, fighting for housing, etc.)* 6. *What is your reaction to the documentaries? What do they make you think or feel?*   Discuss reactions to the documentary and questions as a whole group. At your discretion (especially for younger students), pause the documentary throughout to review some of the questions individually. |
| **Exit Activity**  **(5 minutes)** | Students reflect on and individually/privately respond to the prompt:  *What safe spaces are still needed for LGBTQ+ people today?*  The prompt should be posted in text large enough for students to see and repeated out loud for the students. Students may also benefit from a handout with the question(s) printed with space to write their answers or can write the answers in their optional project notebooks or binders. |
| **Extension Opportunities** | For Stonewall-related extension opportunities, refer to these lesson plans and activities from Teach Rock:   * [“Y’all Better Quiet Down”: Black and Latinx LGBTQ+ Pioneers](https://teachrock.org/lesson/yall-better-quiet-down-black-and-latinx-lgbtq-pioneers/) * [“Seneca Falls, Stonewall, Selma”: The Stonewall Riots in the Fight for Equality](https://teachrock.org/lesson/seneca-falls-selma-stonewall-the-stonewall-riots-in-the-fight-for-equality/) |

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|  | **Session 4** |
| **Objective** | Students will examine how advocacy happens, and what different tools are needed to accomplish goals. |
| **Entry Activity**  **(10 minutes)** | Students reflect on and individually/privately respond to the prompt:  *Think back to the documentaries we watched in the last session.*  *What do you think made the Stonewall uprising and LGBTQ+ movement successful?*  *How did the advocates in the documentaries fight for what they wanted?*  The prompt should be posted in text large enough for students to see and repeated out loud for the students. Students may also benefit from a handout with the question(s) printed with space to write their answers or can write the answers in their optional project notebooks or binders. |
| **How Advocacy Happens: Stations Activity**  **(20 minutes)** | Have four “stations” prepared around the room, with large post-it paper for each. Each paper should include one of these titles:   1. Storytelling/Raising Awareness About an Issue 2. Demanding Your Rights 3. Caring for Those Harmed 4. Building Collective Power   Each station is meant to represent a different form of advocacy, though they all connect and intersect with each other. Students can think about what each of these things looks like in practice, using examples from the documentaries they watched and from their own lives.  Have small groups of students spend time at each “station,” and switch to move to the next station every five minutes. While students are at each station, have them use index cards or construction paper “bricks” to write down examples that fall under each of the headings. They can be examples from the documentaries, but do not have to be. Include one example under each to get students started.  *Examples for “Storytelling/Raising Awareness About an Issue”: Holding a protest and making signs about an issue. Sharing a personal story about how a law, policy, or practice has impacted you.*  *Examples for “Demanding Your Rights”: When Sylvia Rivera demanded to be heard. Introducing laws ending intersex surgery and letting each person make decisions about their own bodies.*  *Example for “Caring for Those Harmed”: When No Justice No Pride created housing for trans women experiencing homelessness.*  *Example for “Building Collective Power”: When No Justice No Pride taught trans women how to demand their rights.* |
| **Brick by Brick**  **(20 minutes)** | Introduce the **Brick by Brick** handout by reviewing the introduction and instructions with students. Have students build out their projects by considering what “bricks” they will use to accomplish their goal. As students work, they can think about whether their project will include any elements from the four “How Advocacy Happens” stations, and include some “bricks” inspired by those elements. |
| **Exit Activity**  **(10 minutes)** | Have students choose anywhere from one to several of the “bricks” that they wrote down for their own projects. Hand out the construction paper bricks and have students write some of their answers on individual bricks for posting on a group wall. The group wall can be titled with the prompt: *“Together, we are building something better. We will get there with…”* |
| **Extension Opportunities:** | Hi-tech/no-tech: Have students individually research and complete a **Brick by Brick** worksheet for a social justice movement or event of their choice.  No-tech/lo-tech: Provide examples of different forms of advocacy from history or current events and ask students to consider their primary strategy or combined strategies (raising awareness, demanding rights, caring for those harmed/building collective power, seeking a better future). |

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| **Module Three - What We Remember** |

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| **Guiding Questions**: How have LGBTQ+ people of color been able to preserve their histories? How can learning these histories help me see myself as an advocate?  **Broad Student Understandings**: LGBTQ+ people of color have always existed, have always been advocates, and have always found ways to preserve their histories. Our stories are important and worthy of preserving.  **Specific Learning Goals**:   * Connect with history through archives. * Gather inspiration and guidance from an “advocacy ancestor.”   **Prep—Sessions 5 and 6:**   * Printouts or index cards for student entry & exit activities * Smartboard, laptop, or TV to play “A short history of Trans people’s long fight for equality” * Prep for the **Queering the Map** activity includes having the link for student computers, displaying it on a Smartboard, or having copies of pre-chosen entries. * **Voices of History** [**Gallery Walk**](https://docs.google.com/presentation/d/1rAlA4ewwDsfmSmKMg-TSf4GBSLjMhFc5JejrQ18e9Ds/edit?usp=sharing) activity printouts * Their existing copies of **Brick by Brick Project** Handout, Appendix page 39 * Copies of **My Project Tracker** * Optional: Student notebooks or binders where they will keep or track their work throughout Brick by Brick * Optional: Permission slips for **Queering the Map** activity   **Resources:**   * [“A short history of Trans people’s long fight for equality” by Samy Nour Younes](https://www.ted.com/talks/samy_nour_younes_a_short_history_of_trans_people_s_long_fight_for_equality?language=en) * [Queering the Map](https://www.queeringthemap.com/) |

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|  | **Session 5** |
| **Objective** | Students will explore LGBTQ+ archives and consider the kinds of history that are worth remembering. |
| **Entry Activity**  **(10 minutes)** | As students walk in, make sure they get a few post-it notes. Invite them to finish the sentence, “Something I think people will remember about the world today a hundred years from now is...” by writing on the post-its the word or words they would use to fill in the blanks. When ready, students may post the post-its on a large drawing or printout of an empty museum display case or gallery wall (such as [this photo](https://thumbs.dreamstime.com/b/glass-display-case-empty-rectangular-wooden-base-studio-background-d-rendering-85304163.jpg), [this one](http://www.systematicsinc.com/systematics.biz/wp-content/uploads/2015/09/Empty-frames-licensed.jpg), or [this one](https://image.freepik.com/free-vector/blank-frame-art-gallery_23-2147518324.jpg)). Make sure students have enough time to think of some responses and to see what others came up with. |
| **Mini Lesson**  **(10 minutes)** | Students will watch [“A short history of Trans people’s long fight for equality,”](https://www.ted.com/talks/samy_nour_younes_a_short_history_of_trans_people_s_long_fight_for_equality?language=en) and reflect individually/privately on the following questions as they watch. A no-tech option is to provide the transcript to students, or to read it out loud to them. The prompts should be posted in text large enough for students to see and repeated out loud for the students. Questions can be answered on printouts, or in optional project notebooks or binders.   1. *What point is the speaker making about how long trans people have existed? (Possible answer: Gender variance and recognizing multiple genders have been around a long time, throughout human history.)* 2. *How are indigenous understandings of gender different from what colonists later imposed? (Possible answer: Many indigenous nations recognize/d more genders than just male or female.)* 3. *What message does the speaker have for young trans people today? (Possible answers: Trans people have a long and proud history, you are not alone, etc.)* 4. *One interesting or surprising thing I learned from the video is… (Leave open-ended)*   Take a moment to review the questions with the students and explain that today students will consider how LGBTQ+ people have fought hard to preserve their histories and stories when others try to erase them. |
| **Archives Activity**  **(30 minutes)** | Open a group discussion by asking students “What are some ways that people preserve history?” and write answers on a whiteboard/Smartboard/large post-it. *Some answers could include textbooks, museums, documentaries, oral history, songs, newspapers, etc.*  Explain that LGBTQ+ history hasn’t been kept the same way as traditional history. Because so many people throughout history have not recognized the worth of LGBTQ+ people, a lot of LGBTQ+ history hasn’t been preserved in museums, newspapers, or textbooks. Instead, people have had to make their own ways of preserving history, through archives (defined as a collection of historical documents or records providing information about a place, institution, or group of people). Sometimes an archive is a place where important papers are collected, and there are some LGBTQ+ archives kept in people’s houses. Sometimes an archive is digital, and there are recordings and documents online or even on Instagram.  Hi-tech: Use student computers or a Smartboard to explore [Queering the Map](https://www.queeringthemap.com/). Introduce the website as a digital archive where people add their own significant life moments and connect them with particular locations around the world. You may choose to assign students to look at different areas of the country from each other (suggested bullets below) or allow free exploration. While the vast majority of posts on **Queering the Map** are appropriate for all ages, there are some instances of adult language. If this is a concern, you may choose to select some posts in advance for your students to view rather than allowing free exploration, or alternately send permission slips home with your students in advance of the activity.  As students explore the archive, ask them to consider the following guiding questions:   1. *Take some time to look at posts from different locations and choose a post on the map that speaks to you. This can be something from your hometown, or from a location far from you (such as a place you like—or would like—to visit).*     1. *Why does this post resonate with you?*    2. *Why would someone have wanted this moment to be remembered?* 2. *What are some ways this map is different from something like a history textbook or a museum? (Possible answers: It is controlled by regular people, it marks everyday life moments instead of events of national significance, it is more accessible, etc.)*   No-tech/lo-tech: Provide students with printouts of some pre-selected posts on the archives, or post screenshots on a PowerPoint presentation, and ask them to consider the same questions, or do them together as a class. Some possible choices include:   * “Got punched by a family member because I said that I like girls” (Washington, D.C.) * “I first had my few aha moments in my second home. We had only moved about a year or so before hand and it had taken me awhile to really realize that I wasn't the straight, cis person I thought I was. It was not so much of a hard process but it was a process coming to terms with what labels felt like me. Seven years later and I still ID basically the same way I did as a 12-year-old.” (El Paso, TX) * “Maybe someday I'll be buried here next to my wife. <3” (Montana)   On the opposite side of the wall from the museum wall/case activity, post a large drawing or print-out map (of the world, the United States, the state/province or your town/city). If prep time allows, print out or create post-it-sized location pins, but if not use regular post-its. Have students reflect on and write one or more answers to: “A moment in my life worth remembering is when…” and post it on the map. |
| **Exit Activity**  **(10 minutes)** | Have students contrast the type of posts on each wall (the “museum” vs the map). As a group or individually, reflect on the following guiding questions:   1. *Which history do you think is more likely to be remembered 100 years from now?* 2. *Why can’t the moments in someone’s life be just as important as major national or international events?* 3. *What are some things we can do if we want both to be remembered equally?* |
| **Notes & Extension Opportunities** | Extension Opportunities:  No-tech: Have students create their own complete map of significant moments in their lives. Have them write an accompanying statement of why they chose those moments as worthy of remembering.  Lo-tech: Assign students to listen to specific episodes of [Making Gay History](https://makinggayhistory.com/) podcast, or allow students to choose their own episodes to listen to. Have them report back what they learned from the episode to the rest of the group.  Hi-tech: Assign students to explore different LGBTQ+ archives on social media, such as Columbia Trans History (@colombiatranshistory on Instagram), Black Lesbian Archives (@blacklesbianarchives on Instagram), and LGBT History (@lgbt\_history on Instagram). Use discretion in monitoring for adult content or get permission slips as needed for student viewing. Create prompts asking students to consider what each archive is accomplishing for its intended audience. |

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|  | **Session 6** |
| **Objective** | Students will connect with LGBTQ+ advocates from history, identifying ways it can be helpful to learn from them today. |
| **Entry Activity**  **(10 minutes)** | Students reflect on and individually/privately respond to the prompt:  *Miss Major Griffin-Gracy, an LGBTQ+ activist at Stonewall, said, “It’s not an easy thing, but you must nurture, take care of, and look out for yourself too. If you don’t take the time to heal your wounds and soothe your ills, you cannot be of benefit to anyone else.”*  *What does this mean to you? Can you give an example of what this might look like?*  The prompt should be posted in text large enough for students to see and repeated out loud for the students. Students may also benefit from a handout with the questions printed with space to write their answers or can write the answers in their optional project notebooks or binders.  You can discuss student responses and examples as a group. |
| **Voices of History**  **Gallery Walk**  **(20 minutes)** | Have copies spaced around the room of [**Voices of History Gallery Walk**](https://docs.google.com/presentation/d/1rAlA4ewwDsfmSmKMg-TSf4GBSLjMhFc5JejrQ18e9Ds/edit)printouts.  Explain that throughout history and the present, LGBTQ+ people of color have been leaders and advocates. These are the words of just a few of these advocates. Students will choose the quote that resonates with them the most and reflect on what they think it means to follow the advice in their own projects.  Give students time to walk, explore and read the quotes, and ask questions about the speakers.  Example template: \_\_\_\_\_ said/did \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  This makes me think about\_\_\_\_\_\_\_. I think to follow their example in my project, I can \_\_\_\_\_\_\_\_\_\_.  Example: Audre Lorde said, “When I dare to be powerful, to use my strength in the service of my vision, then it becomes less and less important whether I am afraid.” This makes me think about how if I really believe in something, I will do it even when I am scared. I think to follow her advice in my project, I would think about what the things about it are that scare me. I think I’m scared of my principal not caring about this issue, and I’m scared of what other students will say about me raising awareness about LGBTQ+ issues. But I can “dare to be powerful” and work on this issue I care about even when I’m afraid.  Alternately, ask students to simply share which quote they found most meaningful or powerful, and why.  Students can share their thoughts in small groups or as a whole group. They can also write their thoughts in optional project notebooks or binders. |
| **Project Time**  **(30 minutes)** | Now that students have considered helpful advice, transition to having them think about their projects. Remind students of the **Brick by Brick Project** handout they filled out earlier and let them know they will now fill in their **Project Trackers** with the tasks they need to do to complete their projects.  If needed, give them time to review and update their **Brick by Brick Project** forms and be available as a guide to answer student questions, help brainstorm, or assist students when stuck. Guide students in filling in their **Project Trackers**, encouraging students to start getting specific in their planning.  If time allows, students can come together in a circle to share their ideas with each other for feedback. Structure this as “Something I like about your idea…” and “Something I think would make your project even better is…” Otherwise, have students turn in their handouts for your review. |
| **Extension Opportunities** | Hi-tech/no-tech: Have students use computers to research the person who said the quote they chose and create a presentation or video on their life and work to show the rest of the group.  Hi-tech: Have students make a direct contribution to this resource. The [**Voices of History Gallery Walk**](https://docs.google.com/presentation/d/1rAlA4ewwDsfmSmKMg-TSf4GBSLjMhFc5JejrQ18e9Ds/edit) represents only a few of many LGBTQ activists of color who have made a difference in their communities. Have students research people not included in the Voices of History Gallery Walk who they would like included. Interested students can submit a name, quote, and a little about the person to kbrockenborough@nwlc.org for inclusion. |

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| **Module Four - The Stories We Tell** |

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| **Guiding Question/s**: How can stories and messaging be used to help or harm us? How do we respond when our stories aren’t being told, or when the stories told about us are harmful?  **Broad Student Understandings**: With every story, it is important to think about who benefits, who is harmed, and who is excluded. When you are written out of the story, write yourself back in.  **Specific Learning Goals**:   * Assess the different outcomes that can result from “stories told by us” versus “stories told about us.” * Examine how media stories can be used to send messages that shape perceptions of individuals, groups of people, and events. * Create a messaging plan to advance project goals.   **Prep—Sessions 7 and 8:**   * Printouts or index cards for student entry & exit activities * Copies of articles, or links for students reading on computers, as needed * Optional: Smartboard, computer, or TV for showing videos * Printouts of [**Messaging Gallery Walk**](https://docs.google.com/presentation/d/1TKfzWvADzl5Mvgt6Nkkp95tiKOeTjcyisbzu69TeVo4/edit)   **Resources:**   * Same event, two stories:   + Jennicet Gutierrez Interrupts President Obama     - [Activist Removed After Heckling Obama at L.G.B.T. Event at White House](https://www.nytimes.com/2015/06/25/us/politics/activist-removed-after-heckling-obama-at-lgbt-event.html)     - [EXCLUSIVE: I interrupted Obama because we need to be heard](https://www.washingtonblade.com/2015/06/25/exclusive-i-interrupted-obama-because-we-need-to-be-heard/)     - Videos: [Video 1](https://www.theguardian.com/us-news/2015/jun/25/barack-obama-heckled-transgender-woman-gay-pride-white-house) (Obama focus), [Video 2](https://www.youtube.com/watch?v=ER9_M002aQY) (Gutierrez focus)   + Black Trans Women Speak Out at LGBTQ Candidate Forum     - [Pete Buttigieg defuses protesters as 2020 candidates bring campaign to LGBT forum](https://abcnews.go.com/Politics/pete-buttigieg-defuses-protesters-2020-candidates-bring-campaign/story?id=66201635)     - [Black Trans Women Raise Their Voices at CNN LGBTQ Forum](https://www.essence.com/news/cnn-lgbtq-town-hall-forum/)     - Videos: [Video 1](https://www.cnn.com/videos/politics/2019/10/11/don-lemon-transgender-woman-exchange-lgbtq-town-hall-vpx.cnn/video/playlists/cnn-lgbtq-town-hall/) (Blossom C. Brown), [Video 2](https://twitter.com/angelicaross/status/1182513951562551296?ref_src=twsrc%5Etfw%7Ctwcamp%5Etweetembed%7Ctwterm%5E1182513951562551296&ref_url=https%3A%2F%2Fwww.them.us%2Fstory%2Fcnn-lgbtq-town-hall) (Bamby Salcedo, Maria Roman, Shea Diamond) * [**Messaging Gallery Walk**](https://docs.google.com/presentation/d/1TKfzWvADzl5Mvgt6Nkkp95tiKOeTjcyisbzu69TeVo4/edit?usp=sharing) * [Documents: Art, AIDS & Activism in Chicago](https://vimeo.com/297755355) | Visual AIDS |

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|  | **Session 7** |
| **Objective** | Students examine how media stories can be used to send messages that shape perceptions of individuals, groups of people, and events. |
| **Entry Activity**  **(10 minutes)** | Students reflect on and individually/privately respond to the prompt:  *Consider a time when you felt misunderstood.*   1. *What was the truth?* 2. *What did the other person or people think instead?* 3. *How did it make you feel?* 4. *What did it make you want to do or say?*   The prompt should be posted in text large enough for students to see and repeated out loud for the students. Students may also benefit from a handout with the questions printed with space for their answers.  Students can write/doodle their thoughts for themselves privately, and after reflection can discuss out loud as a whole group, with a partner, or in small groups. |
| **Whole Group Analysis**  **(20 minutes)** | Explain that being misunderstood happens on a personal level, but also happens to whole groups of people. Sometimes it comes from ignorance, and sometimes people in power intentionally tell a story about a group of people that makes them seem unimportant or dangerous.  Introduce the idea that the same advocacy event can be told in different ways to send a message about a person or group of people, and the group will work through an example together.  Hi-tech or lo-tech: Show brief [video](https://www.theguardian.com/us-news/2015/jun/25/barack-obama-heckled-transgender-woman-gay-pride-white-house) from the Guardian of Jennicet Gutierrez interrupting Obama at the White House Pride Month Celebration.  Hand out printouts of the story [“Activist Removed After Heckling Obama at L.G.B.T. Event at White House,”](https://www.nytimes.com/2015/06/25/us/politics/activist-removed-after-heckling-obama-at-lgbt-event.html) and read out loud with students following along or asks students to read. Hi-tech or lo-tech options include also having the story up on a Smartboard or PowerPoint presentation.  Discuss the following questions one at a time, seeking student input through verbal participation or raised hands, and asking students to circle the answers in the article as they are found:   1. *Whose name appears in the headline and first paragraph? When is the first time the name of the “activist” appears? Who would you say is the focus of the story, and why? (Answers: President Obama, paragraph two, President Obama).* 2. *What was the reason for the event? (Answer: LGBT Pride Month celebration)* 3. *What was the response from President Obama and the people at the event? (Answer: boos, shouts, “You’re in my house,” “shame on you”).* 4. *What words or phrases are used to describe Jennicet Gutierrez in the article? (Possible answers: activist, heckler, transgender, in the country illegally, “this person”).* 5. *How do you think these words/phrases are supposed to make us feel about her? (Leave open to differing viewpoints, but possible answers: that she is aggressive, different, a criminal, not a woman, a bother).* 6. *How can these messages have an impact on how people see trans women of color beyond just this story? (Possible answer: People may think of trans women of color as “hecklers,” criminals, people who should be ashamed of themselves.)*   Show the brief [Democracy Now clip](https://www.youtube.com/watch?v=ER9_M002aQY) which shows Gutierrez’s perspective. Hand out printed copies of the second article, “EXCLUSIVE: I interrupted Obama because we need to be heard,” and read out loud with students following along or asks students to read. Hi-tech or low-tech options can display the article digitally.  Discuss the following questions one at a time, seeking student input through verbal participation or raised hands as appropriate, and asking students to circle the answers in the article as they are found:   1. *Who is the author of the article? Whose story is being told? (Answer: Jennicet Gutierrez)* 2. *What phrase appears instead of “heckled”? (Answer: interrupted)* 3. *What were her reasons for interrupting President Obama? (Possible answer: To raise awareness about the dangerous detention of immigrant transgender women).* |
| **Individual or Small Group Analysis**  **(20 minutes)** | Introduce the second event students will review, on Black trans women speaking out at the CNN Democratic town hall. Explain that this was a forum for presidential candidates to speak on LGBTQ+ issues, and audience members asked each candidate questions. While the issue of Black trans women being murdered at high rates came up at times, no Black trans women was invited to personally ask a question of the candidates.  Hi-tech or low-tech options include showing a brief video or videos of those moments: [Video 1](https://www.cnn.com/videos/politics/2019/10/11/don-lemon-transgender-woman-exchange-lgbtq-town-hall-vpx.cnn/video/playlists/cnn-lgbtq-town-hall/) (featuring Blossom C. Brown), [Video 2](https://twitter.com/angelicaross/status/1182513951562551296?ref_src=twsrc%5Etfw%7Ctwcamp%5Etweetembed%7Ctwterm%5E1182513951562551296&ref_url=https%3A%2F%2Fwww.them.us%2Fstory%2Fcnn-lgbtq-town-hall) (featuring Bamby Salcedo, Maria Roman, Shea Diamond).  Students will individually take time to read their assigned article (some students can get “[Pete Buttigieg defuses protesters as 2020 candidates bring campaign to LGBT forum](https://abcnews.go.com/Politics/pete-buttigieg-defuses-protesters-2020-candidates-bring-campaign/story?id=66201635),” and some can get “[Black Trans Women Raise Their Voices At CNN LGBTQ Forum](https://www.essence.com/news/cnn-lgbtq-town-hall-forum/).” As they read, students answer the following questions on their own:   1. *Who is in the headline? Who is the focus of the article?* 2. *What was said about the women protesting in the article?* 3. *What message do you think the article was trying to send about the women and the seriousness of their concerns?* |
| **Exit Activity**  **(10 minutes)** | Students reflect on and respond to the following prompt:  *Think**back to the time when you felt misunderstood.*  *Write two different “headlines” about the event, one that focuses on you and your perspective and one from the other person’s perspective.*  *Example, a student feeling misunderstood because she was thought not to be smart solely because she did not yet speak English: “Teachers struggle to teach lazy student.” vs. “Hardworking student perseveres in school despite lack of support from teachers.”* |
| **Modifications & Extension Activities** | Note: If you only have time for one lesson from Brick by Brick, this one works well as a standalone.  Modifications:   * Do the same activity but with the videos alone instead of the articles, or vice versa, depending on the needs of your students. * Have students read and annotate the articles and answer the questions on their own before coming together as a group to discuss.   Extension Opportunities:   * Ask students to also consider the different media outlets publishing the pieces and how the students think different types of media outlets make an impact on whose story they think is being told more. Ask them to research the outlets and figure out who the audience for those particular outlets are and consider what the differences could mean about the stories they tell. * Have students choose an “advocacy moment” from history or current events, and practice telling it from the perspective of the advocates. |

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|  | **Session 8** |
| **Objective** | Students will define an overarching “message” for their project and consider how to respond to opposition viewpoints. |
| **Entry Activity**  **(10 minutes)** | “Move into the circle” activity: Gather the students into a wide circle and ask students to move into the circle if what you say is true. (Suggested accommodation: Students can move in whatever way works for them; by stepping in, extending an arm, moving a chair, or other means.) Prompts can start light and get more serious as trust builds. As students get more comfortable, they can suggest their own prompts.  Sample prompts for moving into the circle:  *Move into the circle if…*  *Your favorite color is blue.*  *You were born in the winter.*  *You are a morning person.*  *You would say you have strong opinions.*  *You feel you have a voice in your school.*  *You feel your needs are taken seriously by your school.*  *You see people like you represented in most TV and movies.*  *You feel that politicians understand your life.* |
| **Mini-Lesson + Messaging Gallery Walk**  **(20 minutes)** | Introduce the history and context of AIDS activism: People in the LGBTQ+ community, and many others, were dying from a disease that the medical community feared and stigmatized and that the government ignored. Instead of allowing their community to keep dying with no help, activists decided to fight back. Groups like ACT UP, and others, worked hard to bring attention to the crisis and demand action. They used a variety of advocacy methods to accomplish their goals.  Have students listen to the brief seven-minute radio segment [How To Demand A Medical Breakthrough: Lessons From The AIDS Fight](https://www.npr.org/sections/health-shots/2019/02/09/689924838/how-to-demand-a-medical-breakthrough-lessons-from-the-aids-fight), giving some examples of what AIDS advocacy looked like.  Transition into the [**Messaging Gallery Walk**](https://docs.google.com/presentation/d/1TKfzWvADzl5Mvgt6Nkkp95tiKOeTjcyisbzu69TeVo4/edit#slide=id.p). Be sure to set the room up with pictures taped around the room before the session/class/activity begins.  As students walk around the room to look at the pictures, have them think about and note their answers to the following questions:  *1. What are some different ways AIDS activists got their message across? (Possible answers: protesting, visuals like buttons and signs)*  *2. What makes the signs and artwork powerful?*  *(Possible answers: Bold colors, people’s names, “loud” energy, use of symbolism)*  *3. What do you think the activists’ goals were? How did they use art and protest to fight for their goals?*  *(Possible answers: Their goals were to demand attention to the AIDS crisis and have the government take it seriously. They used art and protest to get in people’s faces and make a lasting impression.)*  Review some possible answers with the group. |
| **Individual or Small Group**  **(20 minutes)** | Students spend time individually or in small project groups (depending on whether they are doing the project individually or in a group) filling in a “messaging plan,” including brainstorming and recording their answers to the following questions:   1. *Who do you want to be the focus of the story you want to tell about your project issue?* 2. *What is the change you want to make with your project?* 3. *What are three messages you want to send about the issue you care about?* 4. *What is a one-sentence headline about the message you want to send with your project? (Example from AIDS activists: “Silence = Death.”)* 5. *Optional: Would a hashtag make sense for your project? If so, what could it be?* 6. *What are some different ways you can put your message out? (e.g. social media account, video, signs, etc.)* 7. *What do you think the challenges will be of getting your message out there? How do you think you can address those challenges?* 8. *What do you think people who disagree with you would say about your project issue? What could their headline be?* 9. *What can some strategies be for responding to people who disagree?*   Allow for flexibility as students work individually or in small groups--their projects will likely take different shapes, and the concept of messaging and storytelling will look a little different for each project. Grant space for each project to develop in its own way. |
| **Exit Activity**  **(10 minutes)** | Students take two minutes to write their tentative message “headlines” and/or hashtags on giant post-it notes around the room. Students then do a gallery walk with smaller post-its, and post things they like about the message and things they think could make it even better. Take photos of the post-its, or store them for students to come back to later. |
| **Notes & Extension Opportunities** | Extension Opportunities:     * Lo-tech/hi-tech: You can provide additional context on how activists brought attention to AIDS by showing clips from [Fight Back, Fight AIDS: 15 Years of ACT UP](https://actupny.org/video/), and/or by having students explore [ACT UP’s timeline](https://actupny.org/documents/capsule-home.html). * No-tech: Have students spend time focusing on the experiences of people of color in AIDS activism. In small groups, individually, or as a class, students can read and discuss the following articles. Discussion can focus on how people of color make space for themselves in larger movements that are not always inclusive.   + [Early AIDS Activism Was So Much More Diverse Than Media Depicts It](https://www.out.com/activism/2019/5/23/early-aids-activism-was-so-much-more-diverse-media-depicts-it)   + [Should ‘Pose’ rewrite ACT UP’s diversity issues to include more people of color?](https://www.lgbtqnation.com/2019/08/pose-rewrite-act-ups-diversity-issues-include-people-color/)   + [Robert Vazquez-Pacheco on Race, ACT UP and Why Older HIV/AIDS Leaders Need to Pass the Torch](https://www.thebody.com/article/robert-vazquez-pacheco-on-race-act-up-and-why-olde) * Lo-tech/high-tech: In addition to AIDS activism, take time to look at different LGBTQ+ rights campaigns and social media strategies and examine the stories they are telling and the tools they use to get their message across. Examples include [No Justice No Pride](https://medium.com/@nojusticenopride/50yrs-since-stonewall-calltoaction-6d43fa3ac9f)’s Call to Action, the Marsha P. Johnson Institute’s [More Than A Number](https://www.instagram.com/p/B5FmHRigwWH/), Intersex Justice Project’s [End Intersex Surgery](http://www.intersexjusticeproject.org/), the [UndocuQueer Movement](https://equalityarchive.com/issues/undocuqueer-movement/), and the [Won’t Be Erased](https://www.nytimes.com/2018/10/22/us/transgender-reaction-rally.html) trans rights campaign. * For more messaging resources and templates, especially for older or more advanced students, see these resources from T[he](https://www.thebody.com/health/hiv-aids-lgbtq)   [Body: The HIV/AIDS Resource](https://www.thebody.com/health/hiv-aids-lgbtq). |

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| **Module Five - Until We’re Free** |

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| **Guiding Question/s**: How can I advocate for change I want to see in my school?  **Broad Student Understandings**: There are many ways I can advocate in my own school and community. I have the power to fight for change.  **Specific Learning Goals**:   * Undertake an advocacy project on a specific issue affecting students. * Set project goals. * Develop and publish a final product that either raises awareness, showcases student stories, requests or demands something of people in positions of power, or builds collective power.   **Prep—Sessions 9**–**10 or more:**   * Copies of **My** **Project Tracker**, in the Appendix page 37   **Resources:**  High-tech: There are many free, browser-based content production tools that your students may find helpful in their projects. These are just a few.   * Video creation: [WeVideo](https://www.wevideo.com/), [Adobe Spark](https://spark.adobe.com/features), [Explain Everything](https://explaineverything.com/) * Website creation: [Weebly](https://www.weebly.com/), [Wix](https://www.wix.com/freesitebuilder/hiker-create?utm_source=google&utm_medium=cpc&utm_campaign=195454540%5E10375167220&experiment_id=wix%5Ee%5E48420852700%5E&gclid=EAIaIQobChMInIvbloTo5gIVhIvICh3OFQfPEAAYASAAEgKbC_D_BwE), [Wordpress](https://wordpress.com/) * Digital posters and infographics: [Canva](https://www.canva.com/) * Podcasting: [Spreaker](https://www.spreaker.com/create-a-podcast?utm_campaign=marketing-redirect&utm_medium=redirect&utm_source=broadcast) * Comic strips: [Pixton](https://www.pixton.com/) * Petitions: [Action Network](https://actionnetwork.org/)   No-tech: There are analog materials you may want to gather, based on your students’ project needs, such as...   * Materials for [zine-making](https://www.vice.com/en_us/article/d3jxyj/how-to-make-a-zine-vgtl) or simple bookbinding (paper, writing/drawing materials, stapler) * Poster board and art materials * Writing paper * Clay or other 3D creation materials |

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|  | **Session 9 or beyond** |
| **Objective** | Students continue to develop and complete their advocacy projects. |
| **Entry Activity**  **(10 minutes)** | Students will form a circle, briefly check in about how they’re doing and feeling, and share *“One thing I want to accomplish for my project today is…”* |
| **Individual or Small Group Project Time**  **(40 minutes)** | Each student project will have different needs. Guide students in working on their individual or small group projects. Give sufficient time and independence for students to work on their own but check in regularly and be available for questions and advice.  Have students update their progress through **My** **Project Tracker** as they go. Remind students of any important deadlines. |
| **Whole Group Check-in**  **(10 minutes)** | Have a few minutes at the end of the session for students to give an update to the group on their project, and have students be available to help each other work through challenges. If helpful, they can share in the format:   * *One thing that’s going well is…* * *One thing I want feedback on is...* |
| **Notes** | Repeat this session as needed to give students sufficient time to work on their projects. |

|  |  |
| --- | --- |
|  | **Final Session** |
| **Objective** | Students will share their final work with each other and reflect on the advocacy process. |
| **Entry Activity**  **(10 minutes)** | Students reflect on and individually/privately respond to the prompt:  *What is something you learned about advocacy in this program?*  The prompt should be posted in text large enough for students to see and repeated out loud for the students. Students may also benefit from a handout with the questions printed with space for their answers.  Students can write/doodle their thoughts for themselves privately, and after reflection can discuss out loud as a whole group, with a partner, or in small groups. |
| **Project Showcase (40 minutes)** | Students will share their work with the larger group, through individual sharing/presentations, a gallery walk, or in whatever format makes sense for the student projects. |
| **Exit Activity**  **(10 minutes)** | Thank students for their hard work in this program and let them know that although their advocacy work is just beginning, they are already making a difference in their schools just by working through these issues and making plans for how to make things better.  Form a circle and invite students to share reflections on the program--challenges, favorite moments, things they learned, questions, work they want to continue, etc. |
| **Extension Opportunities** | [With student permission, make sure to share their work on [www.knowbrickybrick.org](http://www.knowbrickybrick.org).]  Depending on the project, students may want to bring their work to their teachers and/or school leadership to make changes in their schools. Support them through this process in the way that makes most sense for the student and project needs. |

**ABOUT THE NATIONAL WOMEN’S LAW CENTER**

The National Women’s Law Center fights for gender justice—in the courts, in public policy, and in our society—working across the issues that are central to the lives of women and girls. We use the law in all its forms to change culture and drive solutions to the gender inequity that shapes our society and to break down the barriers that harm all of us—especially those who face multiple forms of discrimination, including women of color, LGBTQ people, and low-income women and families. For more than 45 years, we have been on the leading edge of every major legal and policy victory for women.

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DISCLAIMER: While text, citations, and know-your-rights materials are, to the best of the authors’ knowledge, current as of the date the report was prepared, there may be subsequent developments, including legislative actions and court decisions, that could alter the information provided herein. This curriculum does not constitute legal advice.

**Appendix**

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| --- |
| **Common Core State Standards** |
| CCSS.ELA-INFORMATIONAL-TEXT.RI.8.3  Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).  CCSS.ELA-INFORMATIONAL-TEXT.RI.8.7  Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.  CCSS.ELA-INFORMATIONAL-TEXT.RI.9-10.6  Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.  CCSS.ELA-INFORMATIONAL-TEXT.RI.9-10.7  Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.  CCSS.ELA-WRITING.W.9-10.6  Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.  CCSS.ELA-SPEAKING-AND-LISTENING.SL.8.1  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  a. Come to discussions prepared, having read or researched material under study; explicitly  draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  b. Follow rules for collegial discussions and decision-making, track progress toward  specific goals and deadlines and define individual roles as needed.  c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.  d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.  CCSS.ELA-SPEAKING-AND-LISTENING.SL.8.2  Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.  CCSS.ELA-SPEAKING-AND-LISTENING.SL.8.5  Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.  CCSS.ELA-SPEAKING-AND-LISTENING.SL.9-10.1  Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.  c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.  d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.  CCSS.ELA-SPEAKING-AND-LISTENING.SL.9-10.3  Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.  CCSS.ELA-HISTORY-SOCIAL-STUDIES.RH.9-10.6  Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. |

Student Rights Report Card

Instructions: Check “yes” or “no” for each of the following statements about your school. If you are not sure, you can leave it blank. At the end, add up the number of “yeses” to give your school a report card grade for students’ rights.

|  |  |  |
| --- | --- | --- |
| In my school... | Yes | No |
| In my school, when school officials see bullying or harassment, they do something about it. |  |  |
| In my school, students are punished fairly, and not for minor behavior. |  |  |
| In my school, suspensions are rare. |  |  |
| In my school, transgender and nonbinary students are allowed to use the bathrooms and locker rooms they want to use. |  |  |
| In my school, student mental health is taken seriously, and there are enough counselors and resources available. |  |  |
| In my school, students who struggle in school are given the help they need. |  |  |
| In my school, students are allowed to have pro-LGBTQ+ student groups and express pro-LGBTQ+ viewpoints. |  |  |
| In my school, dress code enforcement is fair. If the answer to any of the below is “no,” the dress code is not fair, and you should check “no.”   * It is enforced equally for nonbinary students, girls, and boys (regardless of gender identity). * Skinnier students are dress coded as much as girls with thicker, curvier bodies. * White girls are dress coded as much as Black and brown girls. * Even if students violate the dress code, they are allowed to remain in class/school. * Trans and nonbinary students are allowed to comply in a way that makes sense for their gender. |  |  |
| In my school, transgender and nonbinary students are allowed to play on the sports teams they want to play on. |  |  |
| In my school, pregnant students and students with kids are allowed to stay in school and supported in their education. |  |  |
| In my school, students who don’t have a stable place to live are supported. |  |  |
| In my school, SROs or police officers do not arrest or ticket students to enforce school discipline. |  |  |
| In my school, we learn about LGBTQ+ people and history, including about LGBTQ+ people of color. |  |  |
| In my school, we have sex education that talks about LGBTQ+ people, sexual orientation and gender identity in a positive way. |  |  |
| In my school, students are treated fairly. This includes students of different races, ethnicities, sexual orientations, genders, national origins, and abilities. |  |  |

13 - 15 Yes = A

10 - 12 Yes = B

7 - 9 Yes = C

4 - 6 Yes = D

1 - 3 Yes = F

My school’s student rights grade is: \_\_\_\_\_\_\_\_\_

Brick by Brick

Instructions: At Stonewall, bricks were a tool of resistance and were thrown at those trying to disrespect people’s rights. But bricks can also represent safety and community (like the bricks that built the Stonewall Inn). In addition, they can represent building something new. As you think about what you want to accomplish in your projects, think about what “bricks”—the necessary parts of your project--you will need to get there. Save this as you work on your project to make sure you are including all the pieces that you need.

The issue I am working on in my project is:

My advocacy goal is to: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*I will reach my goal brick by brick.*

1. In each of the 10 bricks below, write one thing your project will need. These can be objects (like certain project materials), or people you will need help or collaboration from, or helpful personal traits, or things you will need to do in order for your project to be helpful. *Examples: support from my teacher,* *perseverance*, *a laptop/supplies, to learn more about \_\_\_, to raise awareness about \_\_\_ by \_\_\_.*

A picture containing weapon, game

Description automatically generated

Brick by Brick Project

You will be working on your own project, either by yourself or with a group, to make your school a little better for its students.

Instructions: Think about a challenge students are facing in your school. Then think about what you can do to make things better. Here are some ideas to get you started, but there are infinite possibilities! If you get stuck, think about things you can do to r*aise awareness,* to *demand your rights*, to *care for those harmed*, or to *build collective power*.

Examples:

Challenge: My school’s dress code isn’t fair.

My project: Write a new, fair dress code for my school and petition teachers and administrators to adopt it.

Challenge: LGBTQ+ students don’t feel represented in our school curriculum.

My project: Create a social media archive about LGBTQ+ history and life that our students can feel represented in. AND/OR Petition the school to update the curriculum.

Challenge: Students at my school don’t know their rights to be protected against harassment.

My project: Create a website, video, or artwork that educates students on their rights.

Challenge: My school treats students differently based on race, gender, sexual orientation, and disability.

My project: Write a non-discrimination statement for my school, and get teachers and administrators to agree to adopt it.

Challenge: My school does not have enough mental health supports for students.

My Project: Start a mental health club at school. Together, write a list of demands for supports like peer support circles, more social workers and counselors, or a mental health break space. AND/OR Petition your school board to use federal funds for student mental health supports.

Challenge:

My project:

My Project Tracker

My end goal is to:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I will know I am successful when: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My list of tasks, from first to last, is:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. *See generally* Eric Swank, *Sexual identities and participation in liberal and conservative social movements*, 74 Sᴏᴄ'ʟ Sᴄɪ. Rᴇs. 176-186 (2018). [↑](#footnote-ref-1)