

Module 5: Advocating for Change in Schools

A note about this module:

Advocating for change in school policies requires support from multiple groups. While this module is focused on teaching young people how to advocate for change in school policies, it does not mean that they should do it alone. Adults should partner with young people. It is important that adults are engaged in advocating for alternatives to discipline because punitive school policies originate from adults. This module is meant to be implemented in a school where there is already strong adult support for alternatives to discipline so the adults can partner with the young people to advocate for changes in school policies. We encourage adult allies to participate in this module and complete the activities with young people.

Overview

Drugs can also be called substances. Instead of suspending or expelling students for substance use, which pushes students out of school and can further exacerbate substance use, schools should play a role in identifying, intervening, and treating student substance use.

The role of YHWs is to act as a resource to peers. In this section, you will learn about how you, in partnership with the adults at your school, can advocate for change in punitive alcohol and drug policies on your campus.

Objectives

In this section, participants will:

1. List the impact of punitive school policies on students.
2. Describe what an alternative to discipline policy/practice can look like.
3. Describe California Education Code Rules for Drugs and Alcohol Use/Possession.
4. List the important features of advocating effectively for changes on school campuses or in school districts.
5. Describe the importance of school-based health center programs/activities/projects.
6. Identify audiences that they may come in to contact with.
7. Practice tailoring messages to specific audiences.
8. Practice public speaking.

Agenda 1: Restorative Approaches and School Policy (110 minutes)

1. Icebreaker/Check-In and Pre-Test (10 min)
2. Activity: School-to-Prison Pipeline (20 min)
3. Activity: Alternatives to Discipline (20 min)
4. Activity: Influencing School Policy (20 min)
5. Activity: Crafting Y(Our) Message (35 min)
6. Check-Out/Closing (5 min)

Agenda 2: Delivering Advocacy Messages (90 minutes)

1. Icebreaker/Check-In (10 min)
2. Activity: Tailoring your Message to Different Audiences (30 min)
3. Activity: Getting Y(Our) Message Out (30 min)
4. Post-Test and Check-Out/Closing (20 min)

Section Handouts

- A Tale of Two Schools – A Brief Overview of the School-to-Prison Pipeline
- Alternatives to Discipline Case Study
- Influencing School Policy
- An Issue I Care About Part 3
- General Tips for Advocacy
- Resources for Adults to Learn More about Alternatives to Discipline

Word Bank

School-to-Prison Pipeline
Alternatives to Discipline

Did you know?

Suspensions and expulsions make students feel shame, alienation, and rejection, leading to higher instances of depression, substance use disorder, and other negative mental health outcomes.¹

¹American Psychological Association. (2006). Zero Tolerance Task Force, Are Zero Tolerance Policies Effective in the Schools: An Evidentiary Review and Recommendations, available at <http://www.apa.org/pubs/info/reports/zero-tolerance.pdf>.

Agenda 1: Restorative Approaches and School Policy (110 minutes)

You will need: Module 5 Pre-Test, Agenda 1: Check Your Knowledge! (copied twice, back and front on one piece of paper)

Instructions:

1. Icebreaker/Check-In and Pre-Test (10 min)
 - a. As participants come into the room, give them the Module 5 Pre-Test to fill out while they wait. Instruct the participants to write their Student ID # on the test. Say: “This is a pre-survey to see what participants already know about the topics we’ll cover in this module. Your answers on this pre-survey will not impact your grade. The student ID is to help us match the pre and post surveys to help us learn about any changes in knowledge after completion of the Advocating for Change in Schools Module.”
 - b. When participants finish filling out the Module 5 Pre-Test, give them the Agenda 1: Check Your Knowledge! pre-test. Say: “This is a quick anonymous survey to see what participants already know. It is okay if you do not know the answers, we will learn more about these topics today. It does not matter which side you fill out, just circle ‘pre’ in the upper left hand corner. When you are done filling out that side, put it in your desk or backpack.”
 - c. Think of an ice-breaker or check-in question to ask participants.
 - d. After participants finish filling out the Agenda 1: Check Your Knowledge! pre-test, conduct the ice breaker or go around the room and have participants answer the check-in question. If you are short on time, you can have participants share their check-in question answer with a partner.
 - e. Establish community agreements and revisit them throughout the module. Agreements can include: respect, confidentiality, one mic, self-care, etc.
2. Activity: School-to-Prison Pipeline (20 min)
3. Activity: Alternatives to Discipline (20 min)
4. Activity: Influencing School Policy (20 min)
5. Activity: Crafting Y(Our) Message (35 min)
6. Check-Out/Closing (5 min)
 - a. Ask participants to pullout the Agenda 1: Check Your Knowledge! survey that they put away at the beginning of class. Have participants fill out the other side of the survey. Say: “This is the same survey you took earlier to see what new knowledge you have gained from the activities today. Circle ‘post’ in the upper left hand corner.”
 - b. Think of a brief check-out question or closing activity.

Module 5: Advocating for Change in Schools

Pre

Student ID# _____

1. In the school-to-prison pipeline concept, students who receive harsher punishments like suspension and expulsion become more on track to graduate as well as stay out of the juvenile and criminal justice systems.

True False
2. Students who are racial minorities or students with disabilities are more likely to be affected by punitive policies.

True False
3. Which of the following is an example of a punitive approach? Evan is late to class...
 - a. The teacher scolds Evan in front of everyone. Evan then gets sent to detention for talking back.
 - b. The teacher speaks with Evan after class to discuss why Evan is late.
 - c. The teacher refers Evan to resources to address root issues causing Evan to be late.
4. Which of the following is an example of a restorative approach?
 - a. Alex gets caught smoking weed in the restroom and is suspended for 3 days.
 - b. Alex gets caught drinking alcohol at school and is referred to participate in a substance use disorder program through the school-based health center.
 - c. Alex arrives to school, and the School Resource Officer searches Alex's backpack.
5. When a person or a group of people publicly supports a particular cause or issue this is called _____.
 - a. Policy
 - b. Restorative Justice
 - c. Advocacy
 - d. None of the above
6. Which of the following can influence school policy?
 - a. Students/Families
 - b. Media
 - c. Special Interest Groups
 - d. All of the above

Circle the response that is most appropriate for you.

7. I understand what alternatives to discipline policies are.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree

8. I understand ways to influence school policy.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree

Agenda 1: Check Your Knowledge!

Pre Post

1. The concept of school-to-prison pipeline is defined as:
 - a. A field trip for students to visit various schools and prisons.
 - b. When criminals are first sent to attend school before going to prison.
 - c. When schools use harsh punishments that push students out of classrooms and away from learning, which makes the students more likely to be introduced to the criminal justice system.

2. Mark if the statement is a punitive approach or restorative approach.

	Punitive	Restorative
Blake arrives at school and is greeted by metal detectors and security searching their backpack.	<input type="checkbox"/>	<input type="checkbox"/>
Kyle is caught asking for prescription pain killers from their teammates. The coach pulls Kyle aside to talk and refer them to the school-based health center.	<input type="checkbox"/>	<input type="checkbox"/>
Drew is caught smoking marijuana in the bathroom. Drew is arrested by school police and detained in a juvenile detention facility.	<input type="checkbox"/>	<input type="checkbox"/>

3. A set of guidelines decided upon by a group of people, such as school officials, is known as _____.
 - a. Policy
 - b. Restorative Justice
 - c. Advocacy
4. List 3 examples of different audiences whom you might interact with when advocating for school policy change.

Activity: School-to-Prison Pipeline (20 minutes)

In this activity, participants will:

- Define the school-to-prison pipeline.
- List the impact of punitive school policies on students.

You will need: Handout 1

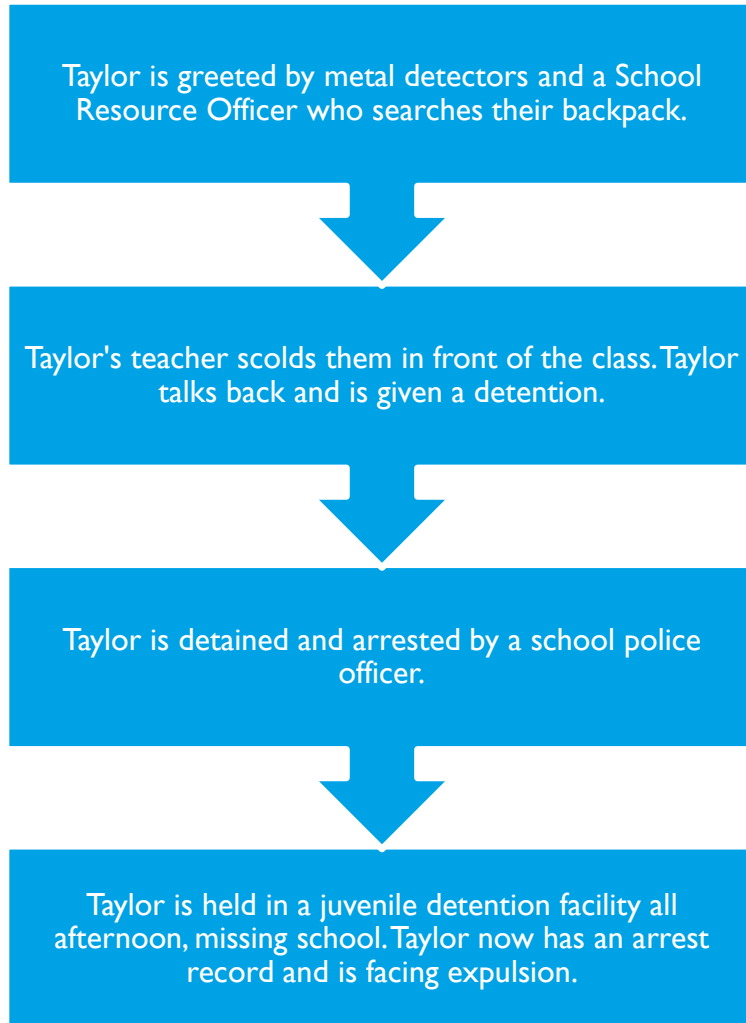
Instructions:

1. Say: “Today we are going to talk about the school-to-prison pipeline. Before we dive in, I have a few questions for us to discuss.”
2. Discussion:
 - a. What usually happens when students get punished at school?
 - b. What are common things students get punished for at school?
 - c. Who has heard of the school-to-prison pipeline?
 - d. Do students receive different punishments for the same thing?
3. Say: “We are going to talk about how punitive school policies can often cause something called the school-to-prison pipeline. The definition of **school-to-prison-pipeline**: When schools use harsh punishments that push students out of the classroom and away from learning. This makes it more likely that students will be introduced into the criminal justice system. It’s a really complex problem. However, we know that when students get in trouble in school, it’s actually better for schools to keep those students on campus to prevent them from falling behind on schoolwork or feeling unwelcome in their own school community. Additionally, we know that students who are racial minorities or students with disabilities are more likely to be affected by punitive policies, meaning that these groups of students are unfairly impacted.”²
4. Say: “Now we are going to watch a video to learn a little more about this: <https://www.youtube.com/watch?v=04pcSyzwoTg>.” Distribute **Handout 1**.
5. Discussion:
 - a. What is the difference between punitive and restorative approaches? How would you define them?
 - b. Why do you think some students get treated differently than others?
 - c. What is the current school policy if a student gets caught with substances on campus?
 - d. What changes do you think need to be made to school policy and practice?

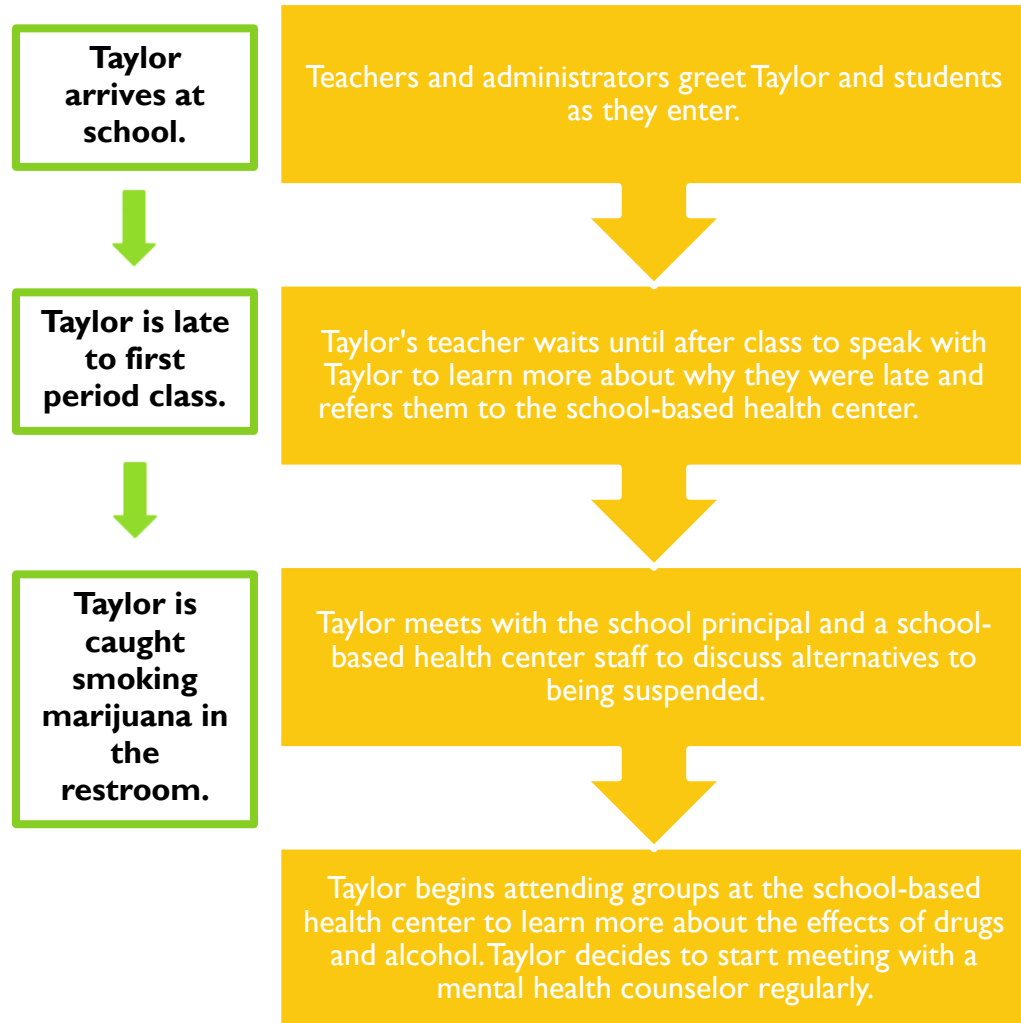
² Adapted from: Readwriteact.org <https://readwriteact.org/files/2018/01/NLAW-2018-S2P-Pipeline-Lesson-Plan-grades-6-12.pdf>. 2018 SCALE (Student Coalition for Action in Literacy Education).

Handout 1: A Tale of Two Schools - A Brief Overview of the School-to-Prison Pipeline

Punitive Approach



Restorative Approach



Activity: Alternatives to Discipline (20 minutes)

In this activity, participants will:

- Describe what an alternative to discipline policy/practice can look like.
- Discuss next steps for making a policy change or creating a new one.

You will need: Flipchart paper, markers, Handout 2

Instructions:

1. Using **Handout 2**, ask participants to read the case study in pairs or groups of three, highlighting things they found interesting.
2. Ask participants to share back 1-2 things they found interesting or surprising, recording their responses on flipchart paper.
3. Discussion:
 - a. What about the case study policy stood out to you?
 - b. Would the alternative to discipline work on our school campus? Why or why not?
 - c. What other alternatives to discipline recommendations would you make in the future for Happy Teen High School Health Center and their Youth Advisory Board?
4. In the same pairs/groups, ask participants to brainstorm/write/draw changes they would like to see in the discipline policy at their school using the *Your Turn* box on **Handout 2**.
5. Discussion:
 - a. Did you see similarities to the case study and your school? How?
 - b. What are alternatives to discipline that you think we can do here?
 - c. Which adults would you want to engage to advocate for alternatives to discipline? Why is it important that adults be involved in this advocacy?
 - d. What are the next steps?

Handout 2: Alternatives to Discipline Case Study

Case Study: Alternatives to Discipline at Happy Teen High School Health Center

The staff and the youth advisory board (YAB) at Happy Teen High School Health Center in Sunnyside, California noticed a continuing problem at their school: Students who got caught drinking alcohol or smoking marijuana kept getting suspended or in some cases expelled.

Many of the YAB members knew the students who got caught. One YAB member's friend, Kennedy was having a really hard time after their father died over winter break. Kennedy was smoking weed because they thought it helped with their sadness and Kennedy felt that they couldn't sit in class otherwise. One day, during lunch, Kennedy was caught smoking by a security guard and was suspended for 3 days. This meant that Kennedy missed school and felt more alone than ever.

The YAB members and the health center staff knew something needed to change so students could get the help they needed through the Substance Use Disorder Program that already existed at the health center, instead of being pushed out of class and off campus.

The YAB met with the Vice Principal and asked if they would be willing to try a pilot alternative to discipline program for the remainder of the school year. After all, the Vice Principal wanted to keep students at school, in class, and connected to caring adults too.

The Vice Principal agreed to the following if a student was caught with or using drugs/alcohol on/near campus:

- The Vice Principal would decide who could attend the Substance Use Disorder Program at the health center.
- Students could choose between suspension or the program at the health center.
- The Vice Principal would get an agreement signed by both the student and their parent.
- Once the student completed the Substance Use Disorder Program they were given a certificate of completion to share with the Vice Principal and their parents.
- Students were given the option to continue individual therapy at the health center if they wanted.

As a result, that spring semester, 20 students participated and 95% of them successfully completed the program. These students continued to access other services at the health center. One student even joined the YAB. The school also saw amazing results, where suspension rates drop by almost 70% in one semester. After the pilot, the school decided to write this into their school policies for the future.

Your Turn: Use this space to write or draw changes you would like to see in the discipline policy at your school.

Activity: Influencing School Policy (20 minutes)

In this activity, participants will:

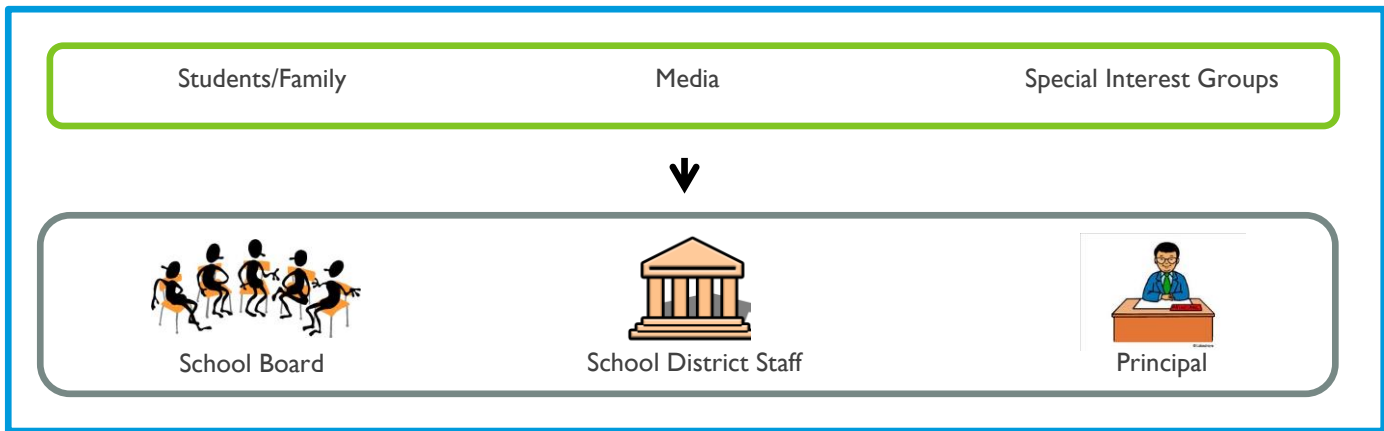
- Define Policy & Advocacy.
- Describe California Education Code Rules for Drugs and Alcohol Use/Possession.
- List the important features of advocating effectively for changes on school campuses or in school districts.

You will need: Flipchart paper, markers, Handout 3

Instructions:

1. Prepare flipchart paper with the word “Policy.”
2. Ask participants to brainstorm everything they think of when they hear these words.
3. Provide the definition for participants: A **policy** is a set of guidelines decided upon by a group of people, in our case, school officials.
4. Ask participants to review **Handout 3** and share back 2-3 questions or things that surprised them.
5. Say: “As you can see, many different things can influence policy, including you! Let’s brainstorm what that means.”
6. Prepare flipchart paper with the word “Advocacy.”
7. Ask participants to brainstorm everything they think of when they hear “advocacy.”
8. Provide the definition for participants: **Advocacy** is when a person or a group of people publicly supports a particular cause or issue.
9. On another piece of flipchart paper, write the word “How?” and ask participants to brainstorm ways that advocates and/or other special interest groups influence public policy. Examples can include talking to your school’s principal about alternatives to discipline or presenting to your school board about school-based health centers and all of the work they do to support students.
10. Close-out Discussion:
 - a. Can you think of a time when students at your school influenced school policy? (Examples can include, school lunches, dress code, etc.) What adults partnered with the students when they advocated for this change?
 - b. Based on our brainstorm, what are ways we can influence school policy, particularly around alternatives to discipline when students are caught with/or are under the influence of substances?
 - c. How do you connect with adult allies? How can they partner with you to influence school policy?
 - d. When advocating for change, who would you want to talk with? Who do you think will have the biggest or best impact? Principal? School Board?
 - e. Think back to the case study, what are things we can do that seem interesting or fun that Happy Teen High School Health Center did?

Handout 3: Influencing School Policy³



School policy is not made in a vacuum. There are many **influences** that can determine how school policy is formed.

All students and guardians/parents, have the right to make their views known to their principal, district staff, and school board members. **Families have the ability to try to shape school policy.**

The media (newspapers, websites, and television) and special interest groups (labor unions, community organizations, and business associations) focus both families' and school staff's attention on specific issues, in turn putting pressure on the school district and school sites at all levels to adopt desired policies.

What about School Discipline Policies Specifically???

California Education Code (SECTION 48900, c) says: A student who has committed the following acts is subject to discipline by suspension or expulsion when found during school hours or a school sponsored event or coming to or going from school or school sponsored events:

- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance, an alcoholic beverage, or an intoxicant of any kind.
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.

³ Adapted from: Center for Civic Engagement: We the People. (2011). *Defining Public Policy*. Columbia, SC.

Activity: Crafting Y(Our) Message (35 minutes)

In this activity, participants will:

- Describe the importance of school-based health center programs/activities/projects.
- Practice public speaking.

You will need: Handout 4

Instructions:

1. Ask participants to take two minutes to write down one-sentence answers to the following questions and have them share their answers with a partner. This will be done for each of the three questions:
 - a. Health professionals call the use of substances: “substance use disorders” (or SUDs). Why are school-based health centers (SBHCs) important to supporting students who need help with SUDs?
 - b. Why are SBHCs and an alternative to discipline policy important to you/your peers?
 - c. Why should others care about SBHCs work to support students with SUDs and an alternative to discipline policy?
2. Ask participants to consolidate their three sentences and read their messages to the whole group.
3. Practice delivery and provide input on the strengths of the message.
4. As a group, identify where there are similarities in the messages and how they can combine the messages.
5. Ask participants to fill out **Handout 4**.
6. Have participants read what they came up with aloud.
7. Close-out Discussion:
 - a. What issue would you focus on if you had an opportunity to speak with someone at your school, in your city, or statewide who influenced policy? Why?
 - b. What level of policy advocacy most appeals to you? Why?

Handout 4: An Issue I Care About Part 3⁴

Your Turn: In policy advocacy, we must channel our passion for systemic change by communicating what is important to us in the clearest and most genuine way. Take a moment and fill in the spaces below. Remember to think deeply about your answers.

My name is _____ **. I'm a**
_____ **(grade level), and I go to** _____ **(school).**

When I see/hear about students who have problems with substance use disorders being disciplined instead of getting the help they need from our health center

I feel _____ **because** _____.

For example (use this space to provide examples of what's happening at your school)

At my school/in our school district, we need an alternative to discipline policy, so students can get the help they need. This could look like (use this space to share your ideas for what your SBHC could do to help students, HINT: Look at Handout 2 Case Study for examples)

Some adults including _____ **are already partnering with us to advocate for this change. Here is a handout so you can learn more about alternatives to discipline and why they are important. Will you help make this happen?**

⁴ Adapted from: The EastSide Arts Alliance (2004). Non-violent Communications Unit. Oakland, CA.

Agenda 2: Delivering Advocacy Messages (90 minutes)

You will need: Agenda 2: Check Your Knowledge! (copied twice, back and front on one piece of paper), Module 5 Post-Test

Instructions:

1. Icebreaker/Check-In (10 min)
 - a. As participants come into the room, give them the Agenda 2: Check Your Knowledge! pre-test. Say: “This is a quick anonymous survey to see what participants already know about the topics we’ll cover in this session. It is okay if you do not know the answers, we will learn more about these topics today. It does not matter which side you fill out, just circle ‘pre’ in the upper left hand corner. When you are done filling out that side, put it in your desk or backpack.”
 - b. Think of an ice breaker or check-in question to ask participants.
 - c. After participants finish filling out the Agenda 2: Check Your Knowledge! pre-test, conduct the ice breaker or go around the room and have participants answer the check-in question. If you are short on time, you can have participants share their check-in question answer with a partner.
2. Activity: Tailoring your Message to Different Audiences (30 min)
3. Activity: Getting Y(Our) Message Out (30 min)
4. Post-Test and Check-Out/Closing (20 min)
 - a. Ask participants to pull out the Agenda 2: Check Your Knowledge! survey that they put away at the beginning of class. Have participants fill out the other side of the survey. Say: “This is the same survey you took earlier to see what new knowledge you have gained from the activities today. Just circle ‘post’ in the upper left hand corner.”
 - b. When participants finish filling out the Agenda 2: Check Your Knowledge! survey, give them the Module 5 Post-Test. Instruct the participants to write their Student ID # on the test. Say: “This is a survey to see what participants have learned. Your answers on this survey will not impact your grade. The student ID is just to help us match the pre and post surveys to help us learn about any changes in knowledge after the completion of the Advocating for Change in Schools Module.”
 - c. Think of a brief check-out question or closing activity.

Agenda 2: Check Your Knowledge!

Pre Post

1. Which of the following is NOT a tip for advocating:
 - a. Do your homework
 - b. Know who else is on your side
 - c. Be general in what you ask for

2. While doing advocacy, you should never admit if you don't know something.
True False

3. When advocating, you should never change your message no matter who you are speaking with.
True False

Module 5: Advocating for Change in Schools

Post

Student ID# _____

1. In the school-to-prison pipeline concept, students who receive harsher punishments like suspension and expulsion become more on track to graduate as well as stay out of the juvenile and criminal justice systems.

True False
2. Students who are racial minorities or students with disabilities are more likely to be affected by punitive policies.

True False
3. Which of the following is an example of a punitive approach? Evan is late to class...
 - a. The teacher scolds Evan in front of everyone. Evan then gets sent to detention for talking back.
 - b. The teacher speaks with Evan after class to discuss why Evan is late.
 - c. The teacher refers Evan to resources to address root issues causing Evan to be late.
4. Which of the following is an example of a restorative approach?
 - a. Alex gets caught smoking weed in the restroom and is suspended for 3 days.
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 - c. Alex arrives to school, and the School Resource Officer searches Alex's backpack.
5. When a person or a group of people publicly supports a particular cause or issue this is called _____.
 - a. Policy
 - b. Restorative Justice
 - c. Advocacy
 - d. None of the above
6. Which of the following can influence school policy?
 - a. Students/Families
 - b. Media
 - c. Special Interest Groups
 - d. All of the above

Circle the response that is most appropriate for you.

7. I understand what alternatives to discipline policies are.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree

8. I understand ways to influence school policy.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree

Activity: Tailoring Your Message to Different Audiences (30 minutes)

In this activity, participants will:

- Identify audiences that they may come in to contact with.
- Practice tailoring messages to specific audiences.

You will need: Handout 5

Instructions:

1. Ask participants to brainstorm different audiences with whom participants might interact with in this advocacy work. Examples include: Principal, school board member, school administration, school faculty, parents/guardians, health care providers, other young people. These are all special interest groups.
2. Discussion:
 - a. How does your tone, message, or mannerisms change when speaking with different people such as a close friend, parent/guardian, or partner?
 - b. How might you change your approach/message when speaking with a school principal versus your friend?
3. Divide participants into four small groups, and assign each group a difference audience to tailor their message to. The audiences include: parents/guardians, school principals, school board member, and peers.
4. Ask each group to come up with a message about an alternative to discipline policy for their audience.
5. Say: “When thinking about members of your specific audience, what do you think is important to them? In other words, what biases do they have? What are their priorities? Given their values and experiences, how should you change your message so it is understandable and meaningful for them? For example, your school-based health center might be more meaningful to a school administrator if they knew that it would boost test scores or school attendance.”
6. Ask groups to share the four versions of the messages and have the whole group guess which audience each group had. Ask what verbal cues or mannerisms helped them figure out which audience a group had.
7. Ask participants to review **Handout 5** and brainstorm in pairs a short list of things they could advocate for.
8. Close-out Discussion:
 - a. Why is it important to tailor messages to audiences?
 - b. What is difficult about tailoring messages?

Handout 5: General Tips for Advocacy⁵

Tips for Advocating

Be gracious. Always begin by thanking the principal/school board/staff member for providing the opportunity to hear your ideas, opinions, etc.

Be professional. Be professional in both dress and manner.

Be focused. Stick with one issue. Information about more than one topic will only confuse the message and dilute your point.

Do your homework. As part of your preparation, research the principal/school board/staff member's position on your issue. You can find out through school board meeting minutes, newspaper articles, and other organizations that work on this issue area.

Consider yourself an information source. Principals/school board/staff members have limited time, staff, and interest in any one issue.

Tell the truth. There is no faster way to lose your credibility than to give false or misleading information.

Know who else is on your side. It is helpful for principals/school board/staff members to know what other groups, individuals, and/or state agencies are working with you on an issue.

Know the opposition. Anticipate who the opposition will be, both organizations and individuals.

Don't be afraid to admit you don't know something. If principals/school board/staff members want information you don't have, or ask something you don't know, tell them. Then, offer to get the information they are looking for, and **DO IT!**

Be specific in what you ask for. If you want change to a school policy/practice, more information, answers to a question, or whatever it is, make sure you ask directly and get an answer.

Follow up & stay informed. It is very important to find out if the principals/school board/staff members did what they said they would.

Your Turn: How Can You Advocate? Brainstorm a short list of things you could advocate for.

⁵ Adapted from: Advocates for Youth. (2007). Advocacy Kit. Washington, D.C.

Activity: Getting Y(Our) Message Out (30 minutes)

In this activity, participants will:

- Practice creating ways to promote a common message.
- Practice public speaking.

You will need: Handout 6

Instructions:

1. Keep students in their same groups from the “Tailoring Your Message” activity.
2. Say: “Now that we’ve created messages and tailored them, let’s practice different ways we can get the message out. Each group has been asked by their audience to prepare a short presentation to your audience on school-based health centers.” Each assignment is as follows:
 - a. **Peers:** They have been asked to present at their friend’s lunchtime club to gain support from the student body.
 - b. **Parents/Guardians:** They have been asked to present at a PTA meeting.
 - c. **School Board Members:** They have been asked to present at a school-board meeting.
 - d. **Principals:** They have been asked to meet with their principals.
3. Participants have 10-15 minutes to create a short presentation.
4. Ask participants to role play as if they were at the actual meeting and present to the group. They can use **Handout 6** to give to their adult audience.
5. Discussion:
 - a. What is challenging and easy about communicating to these audiences?
 - b. What is the easiest group to communicate to? The most challenging?
 - c. Which audience would be the most impactful to advocate an issue to?

Handout 6: Resources for Adults to Learn More about Alternatives to Discipline

Alternatives to Discipline Resources

School Discipline & Student Substance Use – https://cshca-wpengine.netdna-ssl.com/wp-content/uploads/2020/04/YOR-School-Discipline-and-Student-Substance-Use_Final.pdf

National Center on Safe Supportive Learning Environments: Addressing the Root Causes of Disparities in School Discipline – <https://safesupportivelearning.ed.gov/addressing-root-causes-disparities-school-discipline>

School Discipline Support Initiative: National Clearinghouse on Supportive School Discipline – <https://supportiveschooldiscipline.org/>

Restorative Justice in U.S. Schools: A Research Review – https://jprc.wested.org/wp-content/uploads/2016/02/RJ_Literature-Review_20160217.pdf

The Council of State Governments Justice Center: Improving School Discipline in School Systems – <https://csgjusticecenter.org/publications/improving-school-discipline-in-school-systems/>

Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools – <http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf>

Restorative Justice: A Working Guide for Our Schools – https://www.courts.ca.gov/documents/D2_Restorative-Justice-Paper_Alfred.pdf