

## Introduction

### About Ally Action

Since 1985, Ally Action has been a leading non-profit organization that educates and engages people to create school communities that are safe and inclusive for all, regardless of sexual orientation or gender identity /expression. We believe that culture changes over time, one classroom at a time—through one leader and one ally at a time. We offer training, resources and ongoing support that help school community members take action as allies against anti-LGBTQ harassment and other forms of injustice. For more information: [www.allyaction.org](http://www.allyaction.org)

### What is *Due Process: Justice by Youth, for Youth*?

***Due Process: Justice by Youth, for Youth*** is an intensive five-day curricular experience designed to engage students in critical thinking skills and conflict resolution. This youth-led curriculum is set in the context of a mock trial stemming from a fictional hate crime at school. *Due Process* is designed to work as a youth-adult partnership, where peer educators and student participants are active in exploring challenging concepts and preparing to create change in their own schools, with the active support of classroom teachers and other adult allies.

State and federal laws support a school's efforts to ensure that schools are safe, inclusive, and effective for all, regardless of sexual orientation or gender identity/expression. *Due Process* provides an in-depth opportunity to work for safe schools for all through this intensive, standards-aligned curriculum.

### What is included in these materials?

#### **Training-of-Trainers Guide:**

This resource provides all trainer notes and handouts needed to assist students in leading the *Due Process* Training-of-Trainers, which trains peer educators to teach and facilitate the *Due Process* curriculum. This Training-of-Trainers also provides an outline and support for a shorter workshop addressing anti-LGBTQ bias and harassment in schools.

#### **Teacher's Guide:**

This Guide supports classroom teachers and other adult allies as they support peer educators leading *Due Process* in classrooms. The guide also shows how *Due Process* is aligned with California Curriculum Standards.

#### **Leading *Due Process* Trainer Notes:**

These detailed Trainer Notes guide peer educators through the experience of leading *Due Process* in classrooms.

#### ***Due Process* Student Handouts:**

All handouts and overheads that will be used during the *Due Process* curriculum are clearly designated in the Teacher's Guide and in the Trainer Notes.

#### **Online Tools, Tips, and Community:**

Visit [www.allyaction.org/dueprocess](http://www.allyaction.org/dueprocess) for more ideas about bringing *Due Process* to your campus.

#### **Also available—*Equity Action Kit: Change Thru Action!***

The *Equity Action Kit* provides activities and resources for extending the impact of *Due Process* at your school. To get a copy, visit [www.allyaction.org/dueprocess](http://www.allyaction.org/dueprocess)

## Tips for Youth: Creating *Due Process*, Step-by-Step

### Step 1: Get your team together

You need at least two peer educators to lead the curriculum—but you will have more flexibility if you have at least ten peer educators trained

You need at least one classroom teacher to host *Due Process*

Identify other key allies (GSA Advisor, administration, parents, etc.)

### Step 2: Set your schedule

See “Making a Training-of-Trainers Happen” for specific tips on scheduling

Set the date, time, and location of the Training-of-Trainers

Make a plan for when and where you will lead *Due Process* in classrooms

### Step 3: Get to know *Due Process*

Read “Leading a Training of Trainers” and “Leading *Due Process*”

Encourage teachers who will host *Due Process* to read the Teacher’s Guide

For more information, visit: [www.allyaction.org/dueprocess](http://www.allyaction.org/dueprocess)

### Step 4: Lead a Training-of-Trainers

Keep a list of peer educators who have been trained, and when they are available to lead the curriculum in classrooms

### Step 5: Meet with host teacher(s)

Confirm details about scheduling and making copies/overheads

Discuss any questions you have about making *Due Process* work

### Step 6: Lead *Due Process*!

Take notes about any adjustments you made as you led the curriculum—these ideas will help future peer educators lead *Due Process* at your school

Debrief the experience with other peer educators and the classroom teachers

### Step 7: Next steps

Offer to help host teachers follow up with the subjects covered in *Due Process*

Send Training-of-Trainers and Student Participant evaluations to Ally Action

Share your experience at [www.allyaction.org/dueprocess](http://www.allyaction.org/dueprocess)

Use the *Equity Action Kit: Change Thru Action!*, which provides activities and resources for you to extend the impact of *Due Process* at your school. To get a copy, visit [www.allyaction.org/dueprocess](http://www.allyaction.org/dueprocess)

## Tips for Educators: Creating *Due Process*, Step-by-Step

**Step 1:**  
**Get your team together**

You need at least two peer educators to lead the curriculum—but you will have more flexibility if you have at least ten peer educators trained

You need at least one classroom teacher to host *Due Process*

Identify other key allies (GSA Advisor, administration, parents, etc.)

**Step 2:**  
**Set your schedule**

See “Making a Training-of-Trainers Happen” for specific tips on scheduling

Set the date, time, and location of the Training-of-Trainers

Make a plan for when and where youth will lead *Due Process* in classrooms

Make arrangements for copying training materials, handouts, and overheads—visit [www.allyaction.org/dueprocess](http://www.allyaction.org/dueprocess) for copying guidelines

**Step 3:**  
**Get to know *Due Process***

Review the Teacher’s Guide—encourage other host teachers to do the same

Support youth preparing to lead the Training-of-Trainers

For more information, visit: [www.allyaction.org/dueprocess](http://www.allyaction.org/dueprocess)

**Step 4:**  
**Support a Training-of-Trainers**

Keep a list of peer educators who have been trained, and when they are available to lead the curriculum in classrooms

If staff will help facilitate the initial Training-of-Trainers, ensure that youth are supported to assume leadership by the end of the training

**Step 5:**  
**Meet with peer educators**

Confirm details about scheduling and making copies/overheads

Discuss any questions you have about making *Due Process* work

**Step 6:**  
**Support *Due Process* in the classroom!**

Use the tips in the Teacher’s Guide to support the youth as they lead *Due Process* in your class

Debrief the experience with the peer educators and plan for the future!

**Step 7:**  
**Next steps**

Encourage peer educators to follow up with the subjects covered in *Due Process* in your class and in other classes

Send Training-of-Trainers and Student Participant evaluations to Ally Action

Share your experience at [www.allyaction.org/dueprocess](http://www.allyaction.org/dueprocess)

Use the *Equity Action Kit: Change Thru Action!*, which provides activities and resources for youth to extend the impact of *Due Process* at your school. To get a copy, visit [www.allyaction.org/dueprocess](http://www.allyaction.org/dueprocess)

## Icons Used in *Due Process*

### Pedagogical Frames throughout the Curriculum

The curriculum features four **Pedagogical Frames** for what students will be doing during the five days. The Peer Educator will highlight these frames at the beginning of the curriculum, and will refer back to them throughout the experience to help students understand **how** they will be accessing the material. These frames might be repeated multiple times in one lesson. These pedagogical frames include:

#### The 411.



Students will **prepare** for later activities by **connecting** new material to what they already know, and by learning **new information** that will form a foundation for the unit.

#### Think. Reflect. Relate.



Students will **synthesize** what they have learned/experienced by focusing on **making sense** of what they have learned in light of their own experiences, knowledge, and opinions.

#### Demonstrate.



Students will put their knowledge and understanding to work in **concrete tasks** (individually, with a partner, or in a small group) that **create new resources** and demonstrate what the students have come to **understand**.

#### Raise Your Voice.



Students will **share** their work with their peers through discussion or presentation, providing a genuine opportunity to **explore** their new understanding in a more **collaborative and public context**. At this stage, students also focus toward **future actions** that they could take.

### Additional Icons

The following are the other icons that are used throughout *Due Process*:



**Tip**



**Key Points to Emphasize**



**How You Can Help**



**Writing Activity**



**Reading Activity**



**Show Overhead**



**Homework**

**Thematic Frame for Each Day**

Day 1: Awareness	
Day 2: Preparation	
Day 3: Litigation	
Day 4: Planning	
Day 5: Reflection	