

# STUDENT LED ANTIRACISM MOVEMENT

**RACE is an integral part of our history, culture and modern life and impacts all of us in society. Young people are not exempt.**

In fact, many students of color report that they are experiencing the negative impact of race, racism on a daily basis, whether it be an overt slur, a subtle micro-aggression, or being ignored in class.

While many students would like to participate in discussions about race in school, many educators, are hesitant to engage. Talking about these issues, however, is imperative for students to not only heal, but helps students think about the social, cultural, and political aspects of their experiences, with a focus on race.

Schools have a responsibility to take a more proactive approach in helping students navigate these conversations, SLAM! Is the conduit through which to make this happen.

**PERSONAL DEVELOPMENT  
COLLABORATIVE ACTION  
IMPACTFUL CHANGE**

**SLAM! is designed not just to engage students in conversations about race, but to empower and mobilize them as catalysts for change through an anti-racist leadership youth movement.**

SLAM! participants deepen their personal racial understanding and elevate their racial consciousness as they develop the skills and tools to disrupt systemic racism. While developing racial literacy is foundational to the work of SLAM!, students will also explore the intersection of race and other social identities that impact their life experiences.

Amplifying student voice and action is the mission of SLAM! Students quickly and eagerly immerse themselves in the work, ready to “change” the world, and so the deliberate intention and commitment of adults who must co-conspire with them is required.



## **SLAM! is implemented through the LAW 3-tiered plan of action:**

### **LEARNING**

Students develop personal racial literacy and consciousness through historical and current contexts; cultivate tools and strategies to engage in discussions about race and identity; as well as develop leadership tools to begin to address and disrupt systemic racism as well as other isms.

### **ARTICULATING**

Students have developed a foundational understanding of race and other discriminations in their lives and the world around them. As they continue to deepen their understanding and practice with the tools they've learned, they articulate and execute their roles as anti-racist leaders in collaboration with their trusted and supportive adult collaborators. A cadre of "leader of leaders" is expected to emerge and those students will engage in more dedicated leadership development.

### **WORKING**

Students feel confident in all the knowledge, tools and skills that they have acquired. They are now prepared and ready to lead the work of anti-racism in ways that are most meaningful to them. Collaborative efforts between SLAM! and administrative leadership is what drives this work, which requires the adult capacity to authentically share power with students. The cadre of leaders engage in a more extensive leadership role with executive district leadership.



**Dr Lori A Watson**

**RACE·WORK**

## **STUDENTS WANT AND NEED SLAM!**

**"I feel like an outsider in my AP classes where I'm often the only black participant. I can just walk in a room and I'm already being perceived as lower. I feel like I don't belong in places at certain times."**

**— 11th grader**

**"I've always worn my cultural clothing to school and one day this year, I remember people making fun of my attire. I was devastated and I stopped wearing that clothing to school."**

**— 9th grader**

**"I walk into my math class where all of my friends are talking about our latest test scores. They ask me what my grade is; I reluctantly tell them. They cheer, laugh, and yell, 'I beat the Asian!'"**

**— 10th grader**

**"I've been called a fake Latina multiple times by my LatinX friends and other classmates as well because I don't speak Spanish."**

**— 11th grader**

**"Within the predominantly white student body, it is easy to feel like an outcast. The hardest part about being non-white at school is constantly feeling the need to assimilate and forget about my differences that separate me."**

**— 12th grader**

**"My racial identity is questioned because of my mixed race. This has often led to me feeling like I am left out as I do not identify with either group. On a daily basis, I feel like I am different."**

**— 11th grader**

**"I have not faced racism once in my life, however, I feel bad for those who have experienced it. I am beginning to notice it everywhere I go, and sometimes even I join in. I sit with only white people at lunch, I hang out with only white people outside of school, and I play sports dominated by white people. I know that this is bad, I just don't know how to change it."**

**— 12th grader**