Welcome to the Episode Guides for Between Classrooms!

These guides are here to help you get the most out of each episode of *Between Classrooms*. They give you a quick overview, highlight the main ideas, and include questions or prompts to think about and talk about with others.

For Students:
Use the guides on your own, with friends, or in class to reflect, spark conversation, and connect the episode to your own experiences. Think of them as a toolkit to explore identity, community, and student voice in schools. The guides are designed to help you:

- Notice how your experiences and perspectives connect with the stories shared.
- Reflect on belonging, relationships, and the ways school environments support or challenge you.
- Share your ideas, insights, and questions with peers or advisors to help shape positive change.
- Build awareness of diverse identities, experiences, and ways of learning in your community.

For Educators & Administrators:
These guides can also be a resource for professional learning and staff meetings. They provide a way to bring authentic student voices into school conversations and decision-making. Quick ways to use them include:

- **Watch & Reflect:** Watch an episode together and use the guide's questions to spark meaningful discussion.
- **Discussion Prompts:** Break into small groups to explore prompts, then share insights with the larger team.
- **Connect to Practice:** Reflect on how student stories connect to classroom strategies, school culture, or efforts to create learning environments that are inclusive, affirming, and responsive to students' identities, backgrounds, and needs.
- **Action Steps:** Identify 1–2 concrete ways to center student perspectives in classroom practices, school programs, or policies.
- **Center Student Voice:** Use quotes, themes, or stories from episodes to ground discussions in real student experiences and honor diverse identities, experiences, and learning styles.

Goal: Engage with student voices, deepen understanding of students' lived experiences, and explore ways to create learning environments where all students feel seen, supported, valued, and empowered to thrive.

How to Use This Episode Guide

1. **Before Listening:** Introduce the concept of affinity spaces. Invite students to ponder: "What identity do I most want to bring into my school community?"
2. **During Listening:** Pause during reflective segments (e.g., Brenda's story) to invite journaling or peer-share.
3. **After Listening:** Host small-group discussions or peer circles using the reflection prompts. Encourage students to ideate affinity-space options.
4. **Extension Activities:** Co-create an affinity space action plan (goals, participants, meeting structure) with interested students. Use the resources/practical tools to support proper launch and facilitation of proposed spaces.

Episode Guide — Episode 3: Affinity Spaces

Overview & Theme

Hosts MJ and Mars interview Brenda Joseph, a high school educator, about creating and facilitating affinity groups/spaces. The episode highlights how these spaces foster belonging, identity, and connection for students and shares strategies to launch them in schools. It includes mentions of "banned books" such as *All Boys Aren't Blue* and *We Are Everywhere* YouTube.

Segment Breakdown & Discussion Prompts

Time Range	Focus	Reflection / Discussion Prompts
0:00–1:30 (Intro)	Hosts frame the concept and importance of affinity spaces	Prompt: What would you hope to gain from a supportive, identity-based group in school?
3:57–4:40	Brenda Joseph shares her experience hosting an affinity space	Prompt: Which part of Brenda's description of affinity spaces felt most meaningful to you—and why?
5:40–8:10	Discussion of benefits, challenges, and how to start the groups	Prompt: What opportunities & obstacles might arise in starting an affinity space? How could they be addressed?

8:10–End	Call to action for educators and students to create or join spaces	Prompt: What's one step you could take—even small—to support identity-focused belonging in your context?

Additional Resources & Supports

To deepen conversation about and actions toward supporting affinity groups, here are resources:

For Educators (and students!)

- **Practical Tools**
  - Factsheet: What are affinity groups (for teachers/other staff)
  - Factsheet: What are affinity groups (for other students/parents)
  - Lane ESD Affinity Group Resources Hub (Resources, link, activities and supports for affinity groups - organized by group/identity!)
  - GSA Resources & Workbook (Queer Eugene)
  - Why I'm Here Today (handout to understand why students come/what they are seeking from affinity spaces)
  - Looking Back & Moving Forward (a reflection tool best suited for existing groups to reflect on what went well the year before)
  - Looking forward: Imagining the Year Ahead (a visioning tool for new or existing affinity groups to use to set goals for the year)
  - GETTING STARTED ACTIVITY GUIDE: AFFINITY GROUPS: STUDENT LISTENING & PLANNING
  - **"How to Start an Affinity Space" checklist**
  - Reflection prompts to bring to classrooms and affinity spaces: *"Why do I belong?"* or *"What identities am I bringing into this space?"*

For Students

- **Activities**
  - Affinity Map: Draw or list identities (race, gender, hobby, culture) and reflect on visibility and support for each.
  - Journal Prompt: *"When did I feel truly seen?"* and *"What helps me feel that way?"*
- **Student Action Ideas**
  - Suggest a Belonging Bulletin Board where students anonymously share what makes them feel included.