

Roles of the GSA Advisor

Empowering: Gay/Straight Alliances are created by students, for students. As a GSA advisor, it is important to remember that you are there as a supportive adult, and not as a leader. It can be hard to be supportive without taking over and leading! Learning from the students in your GSA is just as important as steering them in the right direction, so take a step back and allow students to take leadership roles. Setting students up for success does not mean never allowing them to fail.

Supportive: If the group seems to be stalling or running out of ideas for meetings, it is ok to offer suggestions. Helping students find activities, resources, and ideas for meeting topics can be a way for you to be involved in the group's work without being a leader. Helping students learn about the school policies and legal rights is another way for advisors to be active and supportive of the GSA. Last, encourage students to collaborate with other groups, either on campus or in the community. Taking an intersectional approach to social justice issues is a great way for the GSA to be involved in the community.

Engaging: Be excited about the GSA! Students will pick up on your enthusiasm, and will be more likely to engage in activism if they feel supported and encouraged. If you are educated on LGBTQ issues and bullying, you will be better equipped to encourage engagement of club members. Be as excited about stopping homophobia and transphobia as the GSA members are!

Role Model: Working with students outside of a classroom is a great opportunity to model best practices in real-world situations. Model positive conflict resolution skills, teamwork and problem solving are crucial skills for not just the GSA, but adulthood. Supporting students as they create safe environments and navigate the different scenarios of school policies and legal rights of the club can help students develop skills that are useful both in and out of the GSA.



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Questions about this information?
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