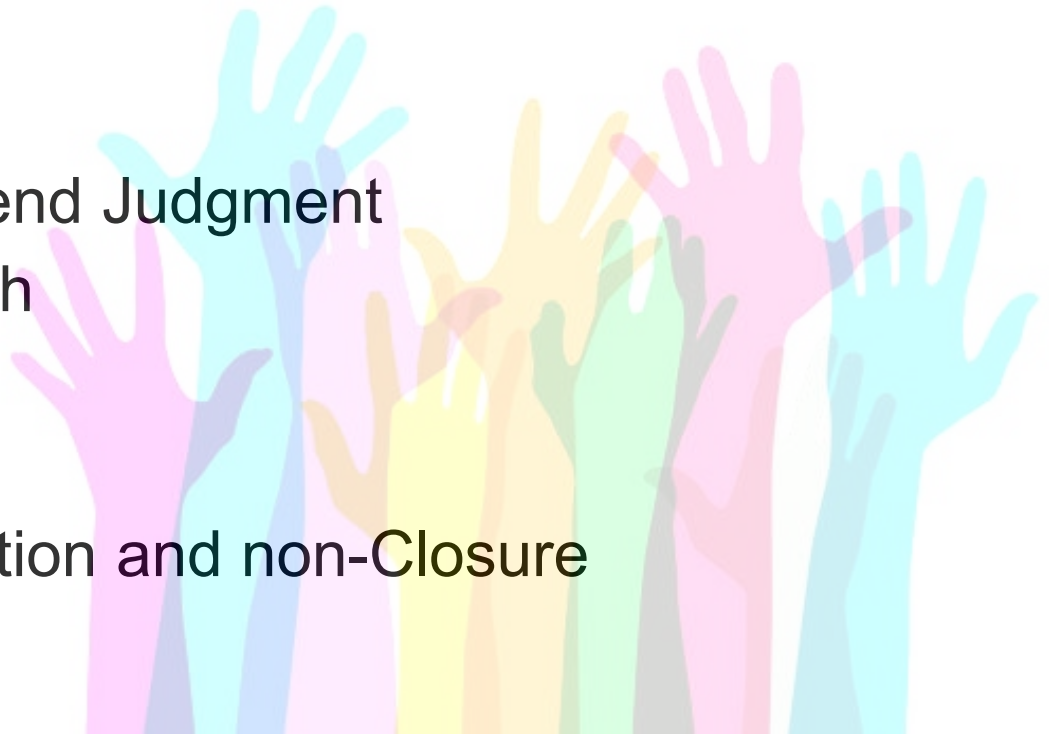


Advancing LGBTQ+ Justice

COMMUNITY AGREEMENTS

- Awareness and Self-Knowledge
- Listen for Understanding
- Be Gracious
- Stay Engaged
- Be Open and Suspend Judgment
- Say “I”- tell your truth
- Seek Discomfort
- Reach for Empathy
- Expect non- Resolution and non-Closure



TODAY'S AGENDA

8:30 – 8:40 Morning Routine

8:40- 8:55 -- Shared Identity

8:55-9:35 – Workplace Issues

9:35- 10:00- Building Campaigns

10:00-10:40 -- Problems and Issues

10:40-10:55 - Break

10:55-11:30- Targets and Tactics

11:30-12:10pm – Group Work Time

12:10 -12:40 -- Presentation

12:40-1:00 – Goodbyes

1:00 -- Lunch - grab and go





Bekah

SCENARIO: Supporting a Trans Educator

You are a Uniserv Director in a medium-sized conservative school district. A member reaches out to you and asks for your help. She explains to you that she is a returning employee who is transgender and began transitioning over the summer break. She is nervous about coming back in the fall and is asking for your help in navigating her return.

- What additional information would you need? How would you go about finding that information? What resources would you use or seek out?
- What would be your first steps?
- Knowing what we know now about transitioning and gender, what would you avoid doing?

15 minutes to answer the questions at your table.
One person from each group will report out on the questions.

- What additional information would you need? How would you go about finding that information? What resources would you use or seek out?
- What would be your first steps?
- Knowing what we know now about transitioning and gender, what would you avoid doing?



- We don't have to have all the answers immediately, but we have to know enough to find the information we need.
- We need to follow the lead of the trans individual however, it would be best to have some ideas of steps that can be taken.
- NEVER try to talk someone out of transitioning or question their decisions around their identity.



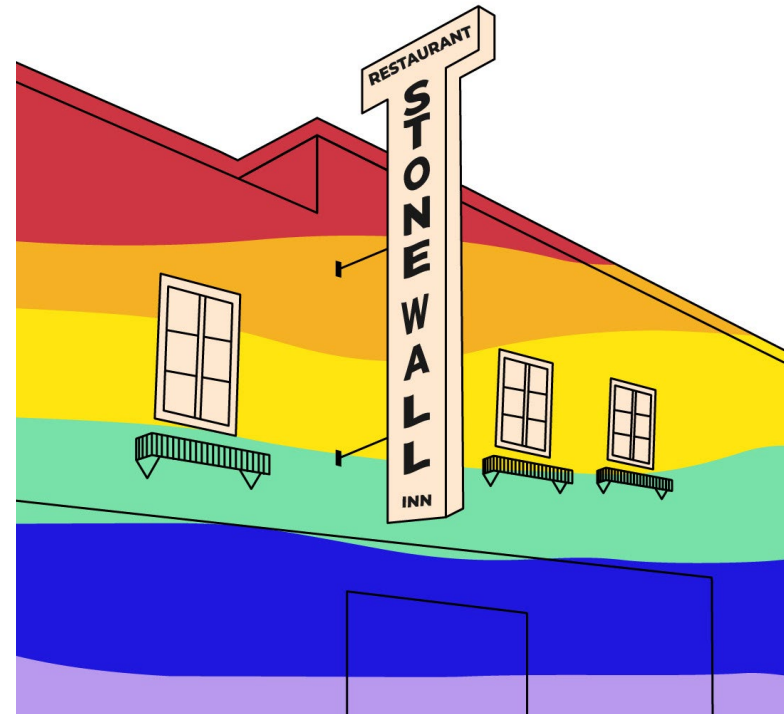
Barb

SHARED IDENTITY

Gather around an identity of your choosing

Answer the following discussion questions:

- Why did you select this piece of your identity?
- What are some challenges of this identity?



More
from our
members!



Debrief-

- What was something you learned about someone else?
- What was easy/hard about this activity?
- How safe did you feel sharing in this activity?
- Which of these identities are internal vs external?





Natasha

Family Meeting Time



Topic: Just how LGBTQ inclusive (or toxic?) is your workplace?

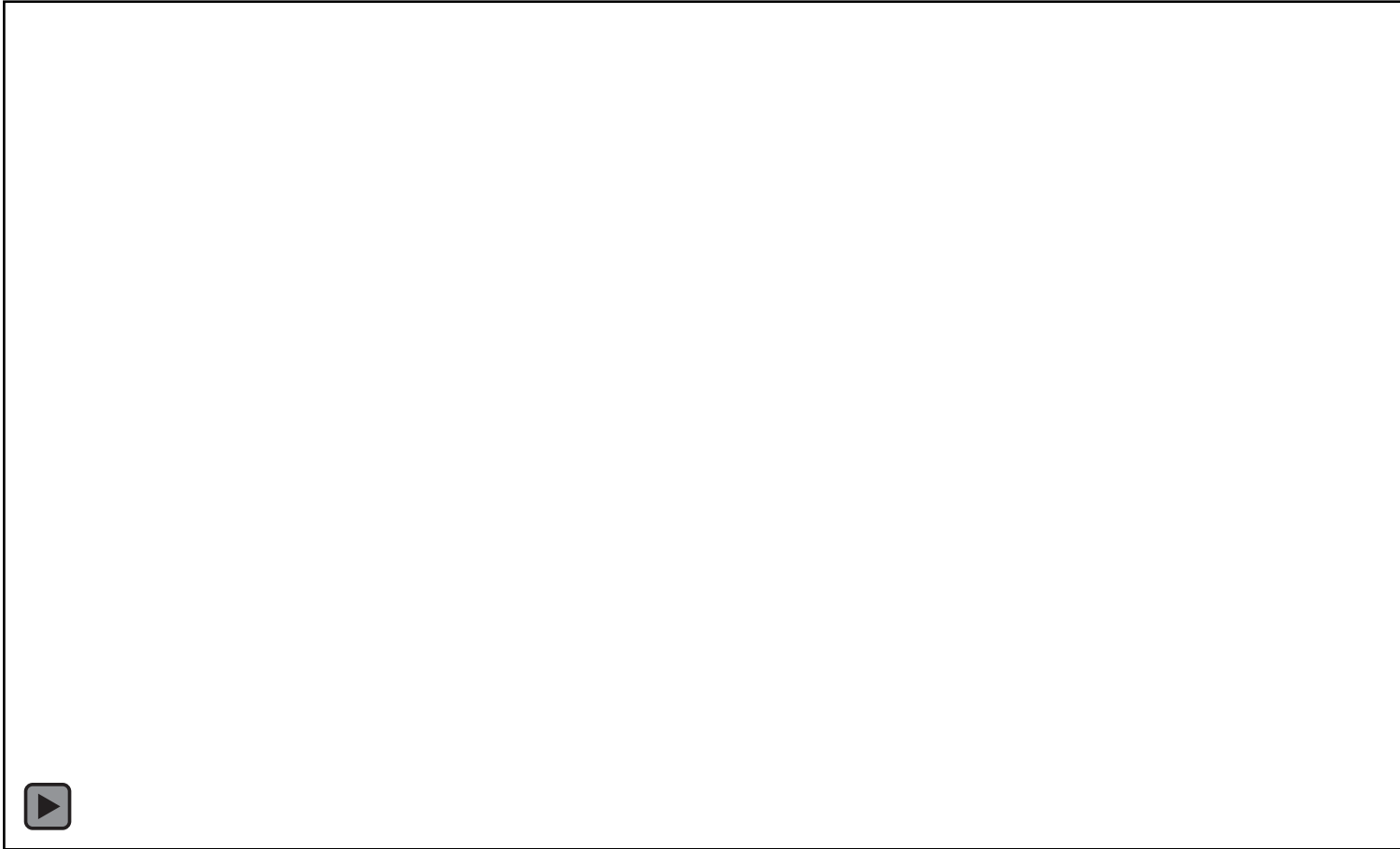
Content Warning

Content warning :
The next section discusses
microaggressions commonly
found in the workplace.



Building an equitable workplace

Microaggressions. They aren't just about race.



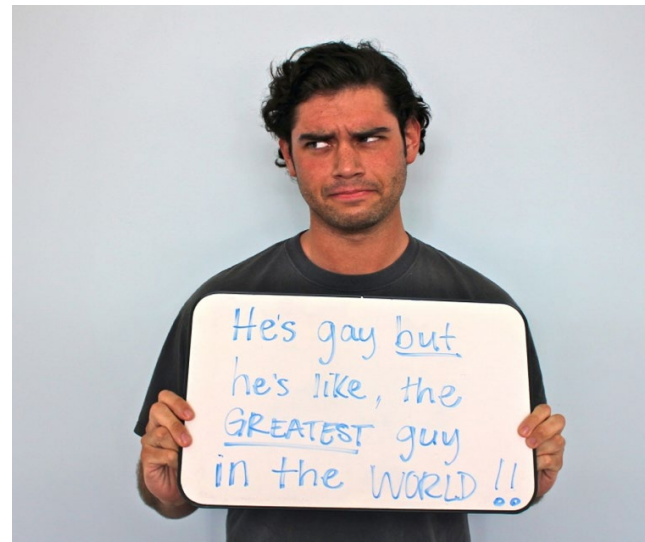
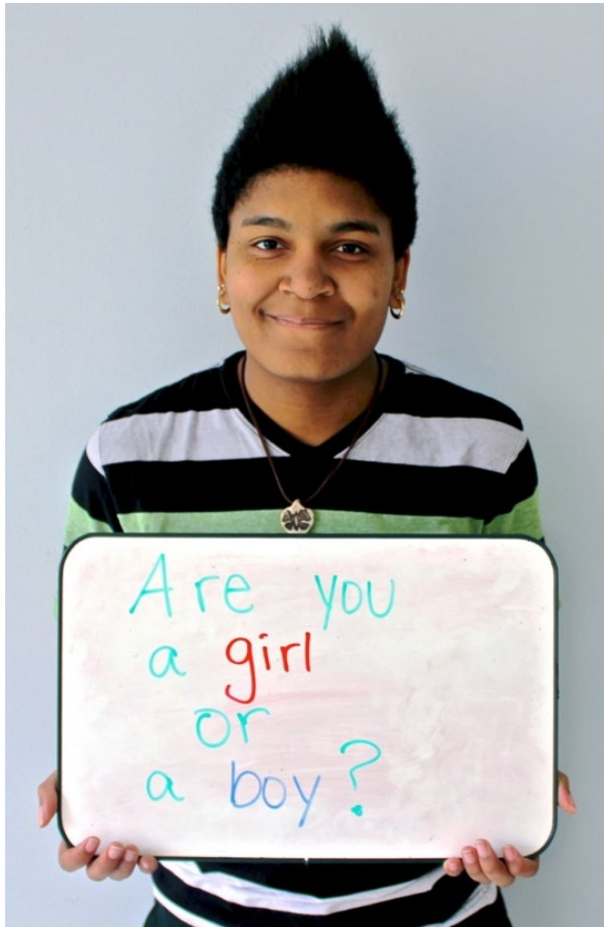
Building an equitable workplace

Microaggressions. They aren't just about race.



Building an equitable workplace

Microaggressions. They aren't just about race.



Turn and Talk



TYPES OF MICROAGGRESSIONS

Building an equitable workplace

TYPES OF MICROAGRESSIONS

Assuming "man"/"woman" roles in queer relationships

"It's a lifestyle"

Thinking you can
"turn" someone

Invasive body part(s) questions

"I don't use singular 'they'"

"You don't look

excluding family members

"No homo"

speaking for instead
of letting speak

Building an equitable workplace

WHAT to do when you witness a microaggression:

1. Assess the situation: are you able to respond
 - a. Environment
 - b. Physical/Employment Safety
 - c. Your own mental/emotional status
2. PAUSE. Breathe.
3. Ask the person to repeat what was said
 - a. “I don’t understand the joke. Can you please repeat it so I can get what was funny?”
 - b. “Did you just say_____?”

Building an equitable workplace

WHAT to do when you witness a microaggression:

4. Take control of the situation.

a. “I don’t find that funny.”

b. “That type of language/question makes me uncomfortable, particularly in the workplace.”

5. Offer a way to learn/grow (if you are in a place to do so with generosity, not passive aggressively).

6. Reflect: What information did you need to help educate the person OR to better understand the microaggression yourself?

Building an equitable workplace



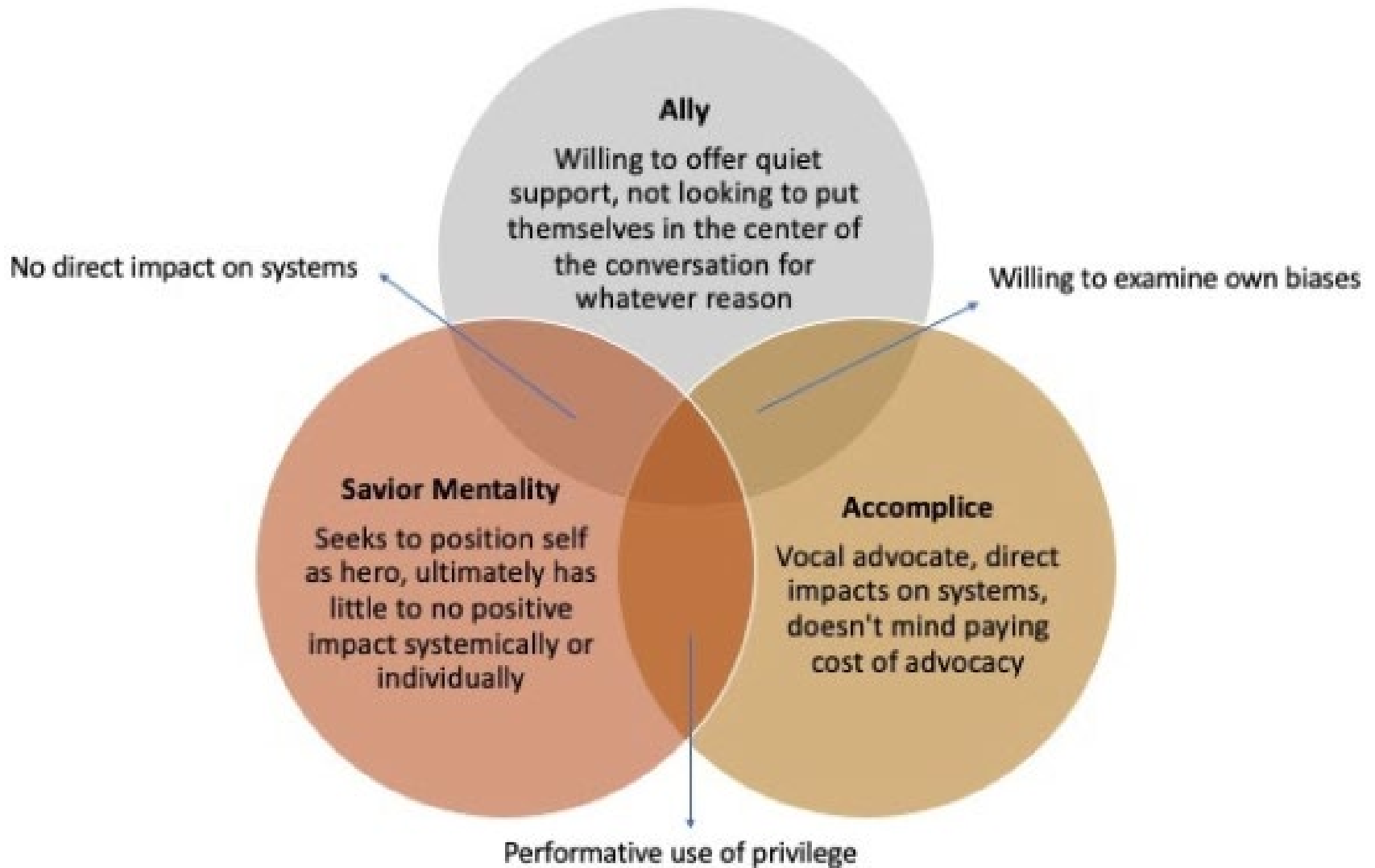
Be aware of:

- Context
- Environment
- Assessing whether or not the person directly affected wants the help or not.

Allyship means

- Allyship is the use of personal PRIVILEGE and proximity-to -power to advocate for change
- Allyship is a verb not a self-proclaimed identity
- Allyship is continuous
- Allyship means checking in not saving the day
- How do you incorporate allyship into your collegial and professional relationships?

From Savior to Ally to Accomplice



Building an equitable workplace

Turn and Talk:

Describe a time when you witnessed a microaggression against the LGBTQ+ community at work.

- How did you respond?
- Do you wish you could have handled it differently?
- What roadblocks exist to your most complete response?

Building an equitable workplace



What to do when YOU are called out ?

What to do when YOU are called out for a microaggression?

1. Apologize
 - a. Without “if” or “but”
 - b. context and excuse does not matter here
2. Make a commitment to be better in the future
3. Don't expect forgiveness without earning it
4. Don't apologize ad nauseum (it's just weird).
5. Don't expect the person to let you out of it.

Building an equitable workplace

Brainstorm: How to deal with the religiously grounded aggression?



Take a few minutes with your table to discuss how to respond when the microaggression is vocally rooted in faith or religion. Be prepared to share your table's thinking.



1. Everyone deserves to work in an environment that is free of vocal indignities.
2. We each have a role in responding to microaggressions when we witness them, if we are in a place to do so safely and responsibly.
3. If we are responsible for the microaggression, an apology combined with a commitment to be better is essential for moving forward.



**Michelle and
Ben**

BUILDING AN ORGANIZING CAMPAIGN

Selecting a Scenario

- Take 2 minutes to review the Scenarios from the pre-attendance packet on pg 28.
- Pick the scenario you want to work on!
- Move to the table that corresponds to that scenario

Consider...

For the following scenarios, imagine you are in a state that has recently banned conversations about LBGTQ+ topics. What would you do?



What Would You Do?

Scenario #1: Member disciplined for student's "about me" project which included pride flags

Scenario #2: Board policy issue and community outcry regarding treatment of transgender students

Scenario #3: Member disciplined for drag show on campus

**Why do you think that it is important that we address concerns around LGBTQ+ equity through an organizing model ?
(as opposed to relying solely on lawsuits and grievances?)**

Why an Organizing Approach



- Well-organized worksites and locals have a positive, visible presences
- Members feel that they have the collective power to solve their problems and see themselves as responsible for the win – not a third party (UD, Lawyer, Lobbyist).
- Builds power by continually increasing the amount of member leadership and ownership for the actions.

We cannot assume that the law/policy will always be on the side of LGBTQ+ equity!!!

What is an Organizing Campaign?

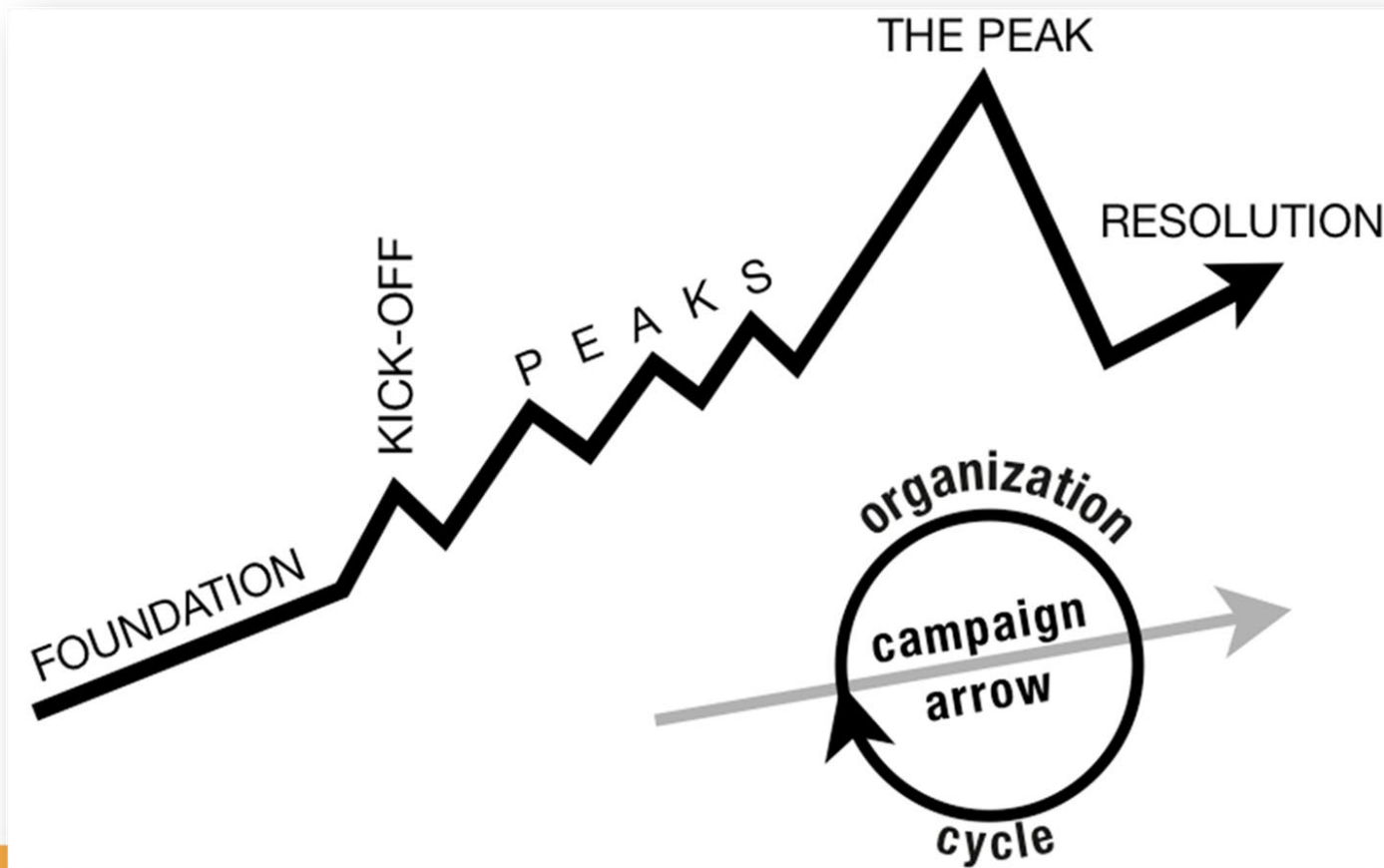
An action plan with a beginning, middle, and end, working towards a specific demand

- Involves a series of escalating actions (or tactics)
- Increases pressure on decision-makers
- Builds power by increasing engagement, developing leaders, and building capacity.
- Throughout the campaign we ***identify milestones*** that indicate we have enough power to try something **more** and something **bigger** and **win!**

Key Parts of an Organizing Campaign

- Issue
- Demand
- Target
- Tactics
- Escalation

Structure of a Campaign pg. 51





Bekah

STEP 1: Issue

PROBLEM vs. ISSUE

- **Campaigns** start with issues members care about.
- An *issue* is a slice of a workplace *problem*.
- Often a *problem* can have different *issues* depending on the perspective of the people we are working with.
- It is **KEY** to get enough input on what the *issues* are that make up the *problem* so that YOU do not drive the solution.

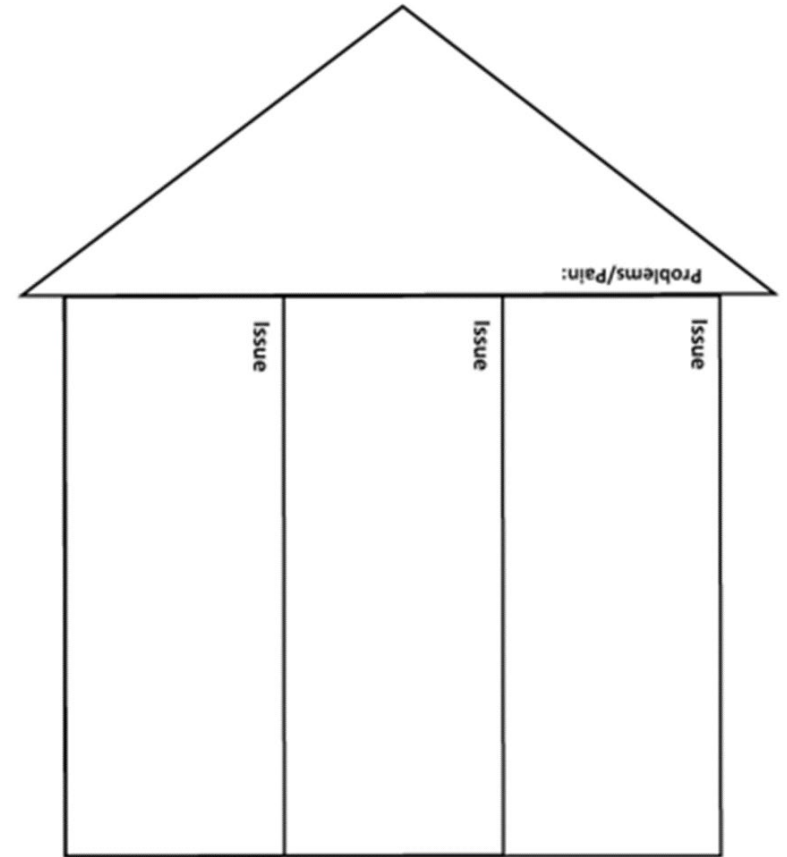
PROBLEM

vs.

ISSUE



Issues are the
small(er) actionable
pieces that
contribute to the
larger problem
(Pg. 53)



EXAMPLE- Problem and Issue

PROBLEM -Our school is hostile to LGBTQ+ staff and students

- **Issue** – There are no gender inclusive bathrooms and/or transgender students are forced to use the wrong restroom
- **Issue** – Our healthcare and leave benefits do not cover non-“traditional” family structures or are not fully accessible to people with same-gender partners.
- **Issue** – Our administration forces us to “out” trans and queer students to their families.

SCENARIO WORK!

In your group, spend time identifying the potential “Issues” in your scenario.



DON'T BRING AN UMBRELLA
TO A BRAINSTORM

Ted Lasso



What makes a good issue:

- It is widely felt and/or deeply felt.
- It is winnable.
- It builds the union and builds leaders.
- It has a connection to students and the public.

Assessing our Issues Pg 54

Sample chart
that can be used
to assess our
issues

Will the Issue...	Issue #1	Issue #2	Issue #3
1. Result in a real improvement in people's lives?			
2. Give people a sense of their own power?			
3. Alter the relations of power?			
4. Be worthwhile?			
5. Be winnable?			
6. Be widely felt?			
7. Be deeply felt?			
8. Be easy to understand?			
9. Have a clear target?			
10. Have a clear timeframe that works for you?			
11. Be non-divisive?			
12. Build leadership?			
13. Set your organization up for the next campaign?			
14. Increase membership?			
15. Be consistent with your values and vision?			
16.			
TOTALS			

SCENARIO WORK!

In your group, spend time evaluating your issue using the chart in the handouts.

During the break, continue
our earlier conversation
about intersectionality.

Check out the Human Rights Campaigns
report

“Black and African American LGBTQ
Youth Report” for more information
about the challenges experienced by
youth navigating multiple identities.





Grat & Ellen

STEP 2: Demand

Demand:

A demand is the *outcome* that *addresses the issue* that you are *making of a target*.

- Measurable
- Achievable

“We demand gender affirming bathrooms in every school because all students need to feel safe and included in our schools. ”

STEP 3: Target

Targets:

Is the person with the power to give you what you are demanding.

A single person:

a name, face, & address

“ Hey Superintendent Sam - We demand gender affirming bathrooms in every school because all our students need to feel safe and included in our schools ”

SCENARIO WORK!

In your group, decide the following:

- Issue

Revisit to make sure it's the one you want!

- Demand

What do you want to win (and why) to solve your issue?

- Target

*Who has the power to give you your demand?
(feel free to make up names and titles if your scenario doesn't have one!)*

STEP 4: Tactics

Tactic: Actions you to take as a part of an escalation plan that increases pressure on your target to try to win your demand.

- Puts pressure on your Target
(puts them out of their comfort zone)
- Builds your Power
(develops leaders, brings more people in, etc.)
- Is Strategic



Historic LGBTQ+ Tactics



Historic LGBTQ+ Tactics

ACT UP!



‘Daddy Pence, come dance’ — D.C. LGBT dance party held to protest Mike Pence

AP, January 19, 2017, 7:51



LGBT Activists Had a Dance Party Protest in Mike Pence's Neighborhood



SCENARIO WORK!

TIME: 5 Minutes

TACTICS BRAINSTORM!

+++YOU HAVE 5 MINUTES!+++

Brainstorm AS MANY tactics as you can on 1 chart.

- Be creative!
- You are NOT evaluating right now!
Everything goes on the board!

Evaluating Tactics

- Does the action relate to your issue?
- Will it increase the pressure on the decision-maker?
- Is it visible?
- Is it timed for effect?
- Is it new and different—or tried and true?
- Are enough people ready to do it?
- Will it unify people?
- How will management react?
- Does it violate the law? (If so, are we prepared for the consequences?)
- Will it be fun?

STEP 5: Compression Points and Escalation

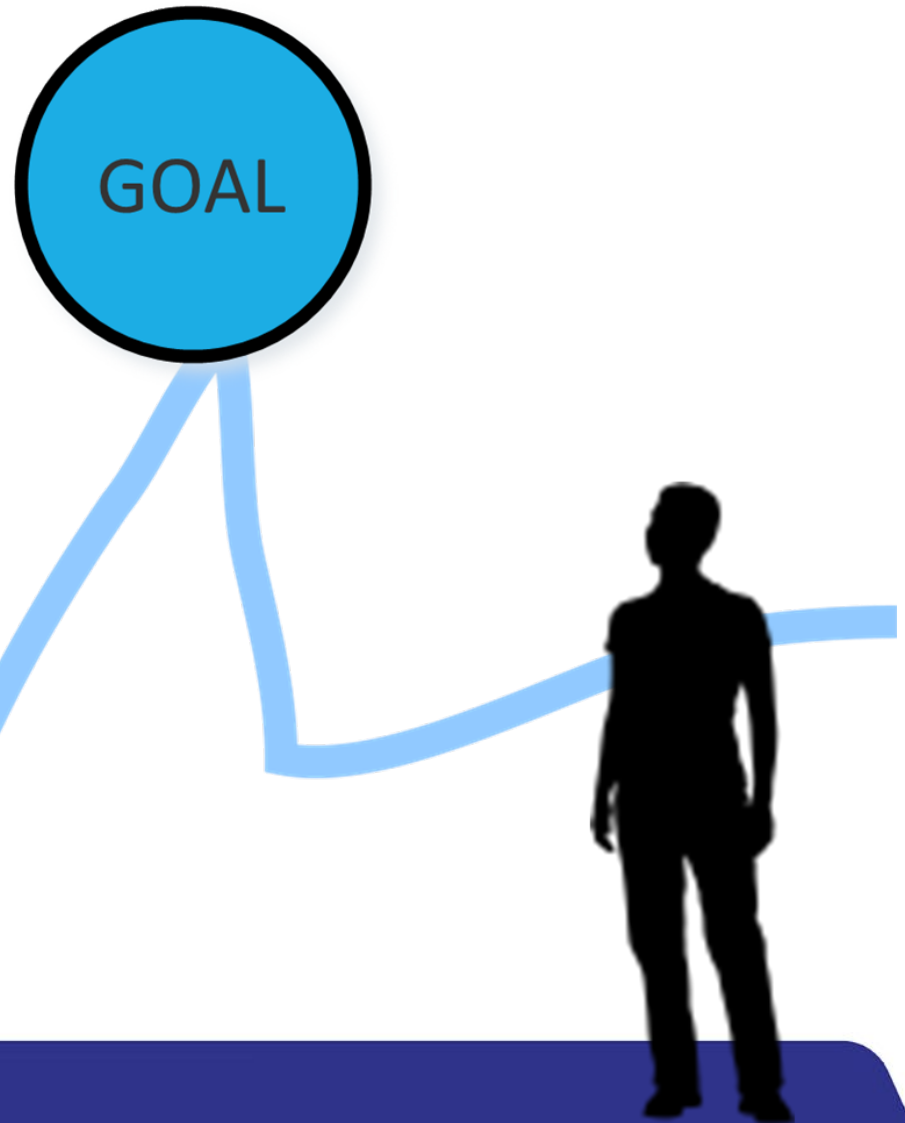
Points on the calendar where you celebrate short term wins or escalate your tactics.

- Naturally occurring deadlines- *Breaks, Board Meetings*
- Artificial deadlines-*target has till day X to act*
- Help us build urgency and crisis

Why do you
think tactics
escalate
gradually?



- Less escalated actions prepare our people for more escalated actions
- Give the target the chance to do the right thing before things escalate
- Use the threat of escalation





Ben

Group Work

TIME: 30 minutes

Build your campaign!

You have 30 minutes to build your campaign and be ready to present out! Make sure that you include at least...

- Issue
- Demand
- Target
- Tactics + Compression points in a campaign mountain!

Extra points if you include some messaging, graphics, hashtags, etc.



Jeny

Campaign Presentations!

Each group will have _____ to present their solution to their scenario.





Ellen

LINGERING QUESTIONS

- Anything you NEED to ask before leaving?
- What feels VERY unsettled or confusing?

