

Advancing LGBTQ+ Justice Agenda: Day # 1

General Materials Needed:		Room Set-up:
1 Set of Handouts per Person	Chart Paper	Round Tables
Name Tags or Name Tents	Markers	Projector, Screen and Speakers
Sign-in Sheet	Post its	Carousel stations and reporting stations around the perimeter
Highlighters – 3 colors	Index Cards	50 people
Chart Markers – non-permanent		
Pens and Pencils		

Key Outcomes for the Day

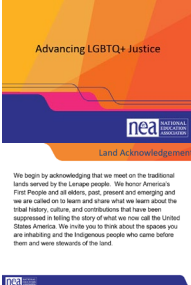
Understanding of identity and how it informs a person's relationship to privilege and power

Explore unconscious biases around LGBTQ+ and how these can change

Explore the history of the construction of oppression for LGBTQ+ community and times justice has prevailed

Understand aspects of gender as a continuum

Develop a foundational understanding of key terminology

Time	Essential Questions	Resources	Instructions, Activity and Debrief (Facilitators)	Outcomes
	What question(s) should this learning section answer?	Charts, handouts, articles, materials, slide	What are you saying, what are they doing, what questions will you use to guide learning and make clear the important points Include an estimate for how long each section of the learning will take	As a result of this section of learning, what will participants know or be able to do?
ENTRY ACTIVITY 			GRAT NEEDS THE INSTRUCTIONS FOR THE SLIDE AND HERE	
8:30-9:15 Ellen 	Who am I? Who are we together?	Chart of "Lingering Questions/Continuing Conversations" that stays up that participants can write stuff on	30 Minutes Getting Started <u>15 Minutes minutes</u> General Welcome Land Acknowledgment - We begin by acknowledging that we meet on the traditional lands served by the XXXXXXXX people. We honor America's First People and all elders, past, present and emerging and we are called on to learn and share what we learn about the tribal history, culture, and contributions that have been suppressed in telling the story of what we now call the United States America. We invite you	Participants will understand how the entire program flows. They will review the day 1 agenda. They will create a core values chart.

Our Time Together

Block 1 & 2: 9:30 am - 1:00 pm
 10:00-10:30 AM - PM Break
 Lunch 12:00 - 1:00pm
 4:30 - 5:00pm "Adult Choice Networking"

Day 2: 9:30 am - 2:00 pm
 10:00-10:30 AM - PM Break
 Lunch 12:00pm
 1:00 - 2:00pm "Adult Choice Networking"

Today's Agenda

8:30 - 10:00 - Getting Started and Building Our Community
 10:15-10:30 - Break
 10:30-12:00 - Who am I in the work
 12:00-1:00 - Lunch
 1:00-2:30 - LGBTQ History & Terminology
 2:30 - 2:45 - Break
 2:45-4:15 - Gender Identity
 4:15-4:30 - Wrap Up and Reflect
 4:30-5:00 - Adult Choice Networking

Logistics to Remember

Parking lot
 Bathroom
 Materials
 Food
 Room Temperature
 Jasmine as Resource
 Questions

But what if I want to say more

Time at the End and
 Start of the Day.
 So ...make note of what
 You want to ask or
 continue

Introductions- Training Team

Introduction Whip-Who are you?

- Name
- Preferred Pronoun
- State/ Local
- Your title
- 15 Seconds Each

Why we are here!

- LGBTQ youth are more than four times as likely to attempt suicide than their peers
- A majority of LGBTQ+ people say that they or an LGBTQ+ friend or family member have been threatened or sexually harassed (57 percent), been sexually harassed (55 percent), or experienced violence (51 percent) because of their sexuality or gender identity. [2]

The Words of Our Members

"Know that even if you do not personally know of any LGBTQ+ staff person in your district, they are there. Be an ally even if you do not know them. Speak up when you hear, see, or perceive bias and/or discrimination. Advocate for inclusive policies for both students and staff."

NEA Vision, Actions, Resources

Safe, Just, and Equitable Schools
 Adopted by the 2022 NEA Representative Assembly
 NBI 32
 Training on Trans Gender Advocacy Issues for Affiliate Staff
 NEA Online Toolkit - LGBTQ Resources

to think about the spaces you are inhabiting and the Indigenous people who came before them and were stewards of the land.

Overview of Agenda – 3 Day view and Today View

Logistics

Strike Info

Room Cleaning and Tip info

Intro of Facilitators

Quick Intro – 15 Seconds Each

Name, Pronouns, Title (we are not all called UniServ Directors)

WE were at 9 am here

15 Minutes Why We are Here

Why are we here – the system of oppression's outcomes on the the LGBTQ+ community are something that justice seeking people can not tolerate.

In the words of our members – show slide

NEA Mission, Actions and Resources Slides

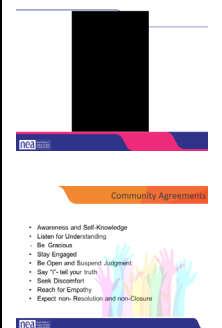
TIK TOK VIDEO SLIDE

15 Minutes Community Agreement Review **Activity was cut short**

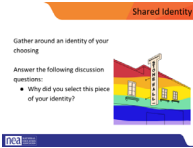
Group Review

Begin with a proposed list of community agreements, each table needs to describe what they think each agreement means and propose any additional norms not covered by the proposed agreements:

1. Using Self-Awareness and Self-Knowledge

 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			- Listening for Understanding - Being Gracious - Staying Engaged - Being Open and Suspend Judgment - Saying "I" - tell your truth - Seeking Discomfort - Reaching Empathy - Expecting Non-Resolution and Non-Closure Looking in eye/neuro divergent what stays in the room- learning can go, but ID of folks should remain private Refer them to the Community Agreements in their handouts and that they received as part of their Pre Attendance documents - Prompt table groups to review the agreements - They will have 10 minutes to scan the agreements looking for items that they don't understand. - They should also be tracking what they think is missing. <u>Debrief</u> - Share what you mean by the agreements - Check to see if tables were on track or need clarity for EACH of the Agreements. Before moving to the next one- ask the group to show thumbs - Thumbs up is I totally agree - Thumbs sideways is I can live with it and I am fine to move on - Thumbs down – I simply cannot move on AND I have questions or something different to propose. - A thumbs down comes with the responsibility of working until your thumb can at least be sideways. (what follows are facilitator notes to help you debrief the ways of thinking that shaped each of the proposed agreements 1-4)	
9:15-9:30 Grat			15 Minutes -ICE BREAKER – took 13 minutes	

 Grat Ice Breaker 1. Find a partner that is not from your state 2. Be prepared to share a fun fact about your state or city with the group 			Group introductions Using the Map, people will introduce their partner with name, their state, and something interesting about their state. Example: state bird!	
9:30—9:45 Barb  Name Core Values pg 11 Core values are the fundamental beliefs of a person. These guiding principles dictate behavior and can help people understand the difference between right and wrong – These can often be expressed using one or two words. We are taking a moment to consider our core values because they can provide a basis for solidarity in the midst of struggles.  Core Values Sharing Values for Solidarity • Name • Core Value – One or two words that describe a belief held by you • One sentence about what you are doing • 15 seconds each Solidarity sol / i / dar / i / ty Now • Solidarity is agreement of feeling, action, or interests among individuals who combine interests, mutual support, mutual respect, and action. • Core Values are critical for building solidarity in our work. 		CORE VALUES CHART Core Values Handout pg 11 Charting Folks – Linda and Grat	15 Minutes – Core Values Introduction- Pg 11 took 8 minutes <u>Core Value Quick whip intro</u> Review what a core value is (Core values are the fundamental beliefs of a person. These guiding principles dictate behavior and can help people understand the difference between right and wrong – one or two words) These can often be expressed as one or two words, WE are taking a moment to consider our core values because they can provide a basis for solidarity in the midst of struggles. Have participants go to the handout, and take five minutes to list a number of their core values in the one or two word format. Next ask participants to introduce themselves: • By saying their name and a core value – ○ One word or two that describes a fundamental belief held by you – start the chart with yours (ex. Solidarity) - you and your partners will chart the core values only as they are shared – Use two charts and two recorders so that it can move quickly. (15 seconds per person INCLUDE THE PRESENTERS) A copy of this can be found on your handouts. <u>Key Ideas for Debrief</u> Shared Core Values are critical for building solidarity in our work. IDEALLY -Unions advance the welfare of all workers. They are based on the idea of justice, progress, and betterment of self and	Participants will reflect on their own core values and how those are related to union and justice seeking values that build solidarity.

			of society. They embody the universal ideal of human rights and the need to aspire to become more complete human beings. By becoming an active participant in the labor movement, members become part of something larger than themselves.	
9:45 -10:15 Ben  Ben   		Unboxing video Signs that we need Low Risk Labels musician, traveler, foodie, planner, nature lover, indoor person pet owner/Animal Lover	20 Minutes - Shared Identity Activity took 13 minutes Post the following identities around the room: (we are only using day one labels today) - Low risk (day 1) - musician, traveler, foodie, planner, nature lover, indoor person pet owner/Animal Lover - Medium risk (day 2) – parent, only child, has siblings, struggles with technology, tech is easy, life-long learner - High risk (day 3) – religious, spiritual, agnostic, immigrant, LGBTQ+, first in the family, nontraditional family We are going to explore our identities. Identities are personal and only we know what they are. Lets watch this video that shows what happens when we unbox each other. Show the video what happens when we unbox each other video as an introduction to what we are going to do Participants will get up and gather around an identity of their choosing. Everyone needs to make a choice that makes sense for them (2 min instructions), then they will answer the following discussion questions (8 min): - Why did you select this piece of your identity? - What are some challenges you face with this identity? Share out/debrief (5 min) - What was something you learned about someone else - What was easy/hard about this activity? - Which of these identities are internal vs external?	Participants will deepen their understanding of identity and how this informs their relationship with privileges and oppression.

			If additional time, consider having folks go to another poster, share if there were multiple possibilities, why they chose that one, or the one most unlike you and discuss. Possible Key Ideas for these on each day Identity is a socially and historically constructed concept. We learn about our own identity and the identity of others through interactions with family, peers, organizations, institutions, media and other connections we make in our everyday life. Key facets of identity—like gender, social class, age, sexual orientation, race and ethnicity, religion, age and disability—play significant roles in determining how we understand and experience the world, as well as shaping the types of opportunities and challenges we face. Social and cultural identity is inextricably linked to issues of power, value systems, and ideology. Discrete identities bind us	
10:15 - 10:30	BREAK			

 			and the pass-it-ons, from perk up and pipe down. I'm from He restoreth my soul with a cottonball lamb and ten verses I can say myself. I'm from Artemus and Billie's Branch, fried corn and strong coffee. from the finger my grandfather lost to the auger the eye my father shut to keep his sight. Under my bed was a dress box spilling old pictures, a sift of lost faces to drift beneath my dreams. I am from those moments— snapped before I budded— leaf-fall from the family tree Directions Participant will have 15 minutes to work on their poems individually, 10 minutes to share in small groups and then 3 will volunteer or be selected to share with the whole group. Key Ideas • We are all individuals with unique sets of experiences and yet... • There are many points of common ground	
11:00-11:30 Michelle	What are my perceptions of others? Have they changed over time?	First impressions handout www.TheSafeZoneProject.com Pg 15	First Impressions of LGBTQ+ activity- from Safe zone (30 minutes) Provide directions for the activity and assure participants that this activity primarily reflective and they won't be asked to share anything they don't want to. For example, "We are going to start with a reflective activity called First Impressions. We're going to give you a few minutes to think on and write some answers to the list of questions	Participants will reflect upon their first impressions with LGBTQ people and identity.

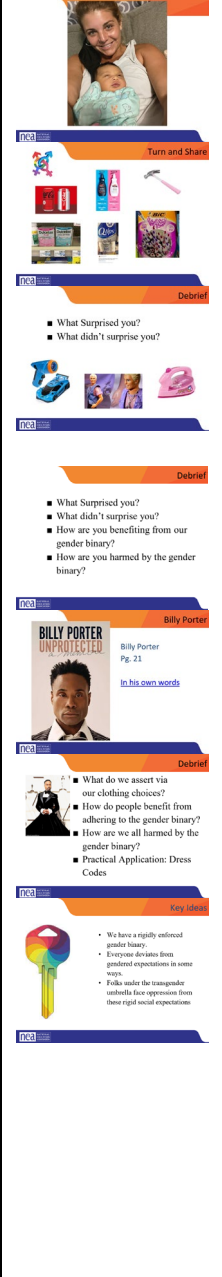
 Michelle and Barb First Impressions Activity  Debrief-First Impressions Activity • What was it like to do that activity? • Does anyone have something that came up for them while they were answering the questions that they would like to share? Does anyone have an experience that was significantly different that they'd be interested in sharing? • What about question 5, would anyone share how their understanding of these issues have changed over time?			on this sheet. These questions are for your reflection, we aren't going to collect your sheets or require you to share anything with the group that you don't want to. If there is any question you're struggling with skip it and come back at the end of the activity. We'll give you a few minutes here to answer the questions and then bring it back to the big group." HANDOUT QUESTIONS: (10-15 minutes) Answer the following questions to the best of your ability: 1. When's the first time you can remember learning that some people are lesbian, gay, bisexual, or queer? 2. Where did most of the influence of your initial impressions/understanding of lesbian, gay, bisexual, and queer people come from? (e.g., family, friends, television, books, news, church) 3. When's the first time you can remember learning that some people are transgender? 4. Where did most of the influence of your initial impressions/understanding of transgender people come from? (e.g., family, friends, television, books, news, church) 5. How have your impressions/understanding of LGBTQ (lesbian, gay, bisexual, transgender, and queer/questioning) people changed or evolved throughout your life? Debrief (10- 15 minutes) What was it like to do that activity? Does anyone have something that came up for them while they were answering the questions that they would like to share? Does anyone have an experience that was significantly different that they'd be interested in sharing? What about question 5, would anyone share how their understanding of these issues have changed over time? Key Ideas	Participants will reflect on how their understanding of LGBTQ people and identity has changed over their lifetime. Participants will have an opportunity to hear how diverse the group's experience with LGBTQ people and identity are.
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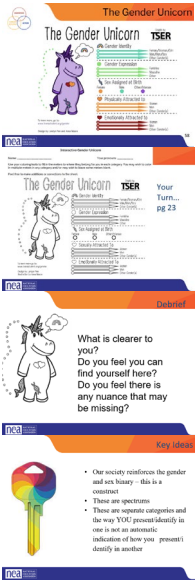
 • Our perceptions, beliefs, and biases are shaped passively, intentionally and reside in our unconscious. • These can be reshaped			• Our perceptions, beliefs, and biases are shaped passively, intentionally and reside in our unconscious. • These can be reshaped	
11:30-12:00 Grat and Ellen  Grat and Ellen Movement and Change  Timeline Activity Look and read your Arc of LGBTQ Oppression and Justice Over Time card.  Movement and Change 	What is the history of LGBTQ? What do I need to know about the history?	LGBTQ-History-Cards.pdf (glsen.org) LGBTQ-History-Timeline-References.pdf (glsen.org) LGBTQ-History-Timeline-Lesson.pdf (glsen.org) Resources for history and timelines: LGBTQ Rights Timeline in American History » Teaching LGBTQ History	30 Minutes total -The Arc of LGBTQ+ Oppression and Justice over time (30 minutes) 5 minutes - Opening Activity- Switch shoes! Ask each participant to switch their left and right shoes (left shoe on the right foot, right shoe on the left foot). Say it's part of the training, and then move on. DO NOT mention their shoes further. (The objective is that participants will experience a familiar but uncomfortable sensation that their shoes are on the opposite foot. This will help them experience, in a non-threatening way, the uncomfortable, awkward feelings or fear that transgender or gender non-conforming people may experience while they are in public.) 10 minutes of prep and participant movement - You are going to build a timeline circle. The earliest date and latest date will be standing side by side – and the rest of you will be place yourself in chronological order around the circle. (Facilitator note – it would be easiest for the facilitator to have the 1620 card and use that to model how to present, it also gives a point for participants to join the circle. On your tables you will find a some random cards. Select one and work to get in chronological order on the circle. Once we do that I will give you a new direction. (15 minutes) of report out. Each person is going to share the event on their card along with their name and the state that they are from. We are going to have a good discussion of this following lunch – and while you go to lunch be thinking about the following: Why are we incorporating history into this training? Why do you think we asked you to switch shoes?	Participants will understand the systemic development of oppressions against the LGBTQ+ community and the points where those oppressions are challenged or dismantled.

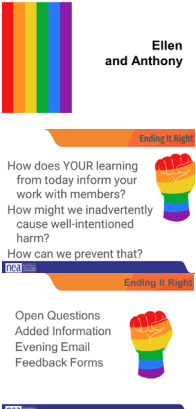
			You can switch back your shoes!	
12:00 to 1:00 	LUNCH			
1:00-1:30 Grat and Elen  Ellen and Grat   Ben	What understanding do I need to know from learning history?		30 Minutes - Timeline and Shoe Switch Debrief Timeline Debrief: What were new events that you learned about? Why do you think this was new to you? What other communities of people in the United States have had their history erased? What impact do you think this has on people who hold these identities? What impact do you think this has on people who don't hold these identities? What did it feel like to switch your shoes? What was your experience with switching them? Why do you think we asked you to do this activity? (The objective is that participants will experience a familiar but uncomfortable sensation that their shoes are on the opposite foot. This will help them experience, in a non-threatening way, the uncomfortable, awkward feelings or fear that transgender or gender non-conforming people may experience while they are in public.) KEY IDEAS: Oppressed people's stories are deliberately kept out of the telling of the story of what we now as the United States of America. Shoe debrief (15 minutes) Ask participants to focus on their feet. How has it felt to have their shoes on the wrong feet during today's session? What connections can	Participants will explore what it feels like to be awkward, uncomfortable and unsafe.

 Ben Shoe Debrief - How did it feel to have your shoes on the wrong feet? - What connections can we make between the uncomfortable, awkward feelings of having your shoes on the wrong feet to other transgender or gender non-conforming people may experience while in public? Key Ideas - What we know call the United States of America is still an uncomfortable, awkward, and sometimes unsafe place to be a member of the LGBTQ+ community.			they make between the uncomfortable, awkward feelings of having their shoes on the wrong feet to what transgender or gender non-conforming people may experience while in public? it's important to note that trans visibility does not equal the advancement of transgender rights, or progress for transgender people. The goal is liberation. Our hope is that with what we've learned today, that you too will be an advocate for trans educators across all our schools and districts. Key Ideas What we know call the United States of America is still an uncomfortable, awkward, and sometimes unsafe place to be a member of the LGBTQIA community.	
1:30-2:30 Jeny  Jeny Turn and Talk What makes a word a slur? LGBTQ+ Terminology Terminology Scavenger Hunt Using the Word Bank Only Go to the wall of definitions Write the word you think that matches the definition on a post it and stick it near the definition sign. 	What vocabulary do I need to know? How does language change over time? How does this affect me and my work?	Terminology Handout Scavenger Hunt Activity LGBTQ+ Terminology pg 16-20	Terminology Scavenger Hunt Activity (30 minutes) What makes a word a slur? (took 10 minutes) Individuals get to ID what makes it a slur If privileged folks use it to injure others. Targeted group gets to identify slurs not privileged folks (generally). GLSEN gay straight alliance is now gender sexuality alliances Goal is to review the entire list of vocab terms. Definitions are posted around the room without terms. Individuals will walk around and place a post it with the term the think matches the definition Return to their table. Have participants read definitions and reveal answers/ break up this section into smaller parts. Too long and dry, try the matching we originally proposed? Walk around and reveal the correct terms. Celebrate the people who were correct and the learning that happened when we weren't. Scavenger hunt debrief LGBTQ+ Terminology Debrief (30 minutes)	

 LGBTQ+ Terminology Word Bank AGENDER GENDER DYSPHORIA NON-BINARY GENDER EXPRESSION ANTI-BIAS ANTI RACIST LESBIAN GENDER IDENTITY QUEER CISGENDER GENDER NON-CONFORMING LGBTQ+ PANSEXUAL TWO-SPRIT GAY SEXUAL ORIENTATION ALLY TRANSGENDER TRANSGENDER CROWN Language Changes - Terminology around race and ethnicity changes every 10 years - Terminology around gender, identity, and sexual orientation changes every 2 years Terminology Debrief Let's Ask the Room Debrief What surprised you? What is your biggest opportunity for growth? Who has a helpful "hint"? What else may you need? Key Ideas - Terminology matters in making sure that people feel seen and included in spaces. - The lived experience of someone is more important than what you think you know. - These terms change rapidly. - We can never assume we have mastered these concepts. - We need to continue to be humble and learn!			Ask the Room Debrief (Table talk 5 mins/Whole Room) 1. Which of these surprised you? Which of these terms do you find difficult or confusing to use correctly/implement? Where do you have the most opportunity for growth? What else do you need? (Do others share this same struggle? What hints/tricks do we have for working through that?) Language in the LGBTQ+ communities changes very quickly. Language in ethnic communities changes about every ten years while language in the LGBTQ+ communities changes about <u>every two years</u>. Key Ideas: Terminology matters in making sure that people feel seen and included in spaces. The lived experience of someone is more important than what you think you know. These terms change rapidly. We can never assume we have mastered these concepts. We need to continue to be humble and learn!	
2:30-2:45	BREAK			
2:45-3:15 Sara  Sara Transgender Terminology 			Introduction of Transgender Umbrella (30 minutes) participants brought up sex versus gender here - Trans men and trans women are men or women- don't need the trans as a choice!- or reason to be asking for it- as if tracking it for demographic purposes - Transgender/Trans: This is an umbrella term for people whose gender identity and/or expression is different from cultural expectations based on the sex they were assigned at birth. Being transgender does not imply any specific sexual orientation. Both binary and non-binary	

 Turn and Share Debrief ■ What Surprised you? ■ What didn't surprise you? Debrief ■ What Surprised you? ■ What didn't surprise you? ■ How are you benefiting from our gender binary? ■ How are you harmed by the gender binary? Billy Porter Billy Porter Pg. 21 In his own words Debrief ■ What do we assert via our clothing choices? ■ How do people benefit from adhering to the gender binary? ■ How are we all harmed by the gender binary? ■ Practical Application: Dress Codes Key message • We have a rigidly enforced gender binary. • Everyone deviates from gendered expectations in some ways. • Folks under the transgender umbrella face oppression from these rigid social expectations.		Billy Porter “Unprotected” excerpt (prework) pg 21	genders and gender expressions fall under the umbrella. ○ Often, we hear transphobic comments when the appearance of Black and Brown bodies are compared to white/Eurocentric views of femininity. For example, internet conspiracy theories have long criticized the natural muscular frame of tennis superstar Serena Williams, and even former First Lady Michelle Obama. Obviously, these comparisons are harmful, and are just one example of how hate, prejudice and fear show up. Activity: Move into new groups Turn and share gendered items (drinks, clothing, appearance) How embedded is binary in society?- ideas: Magazine, advertising, stores ○ Debrief ■ What Surprised you? What didn't surprise you? How are you benefiting from our gender binary? How are you harmed by the gender binary? ■ Key takeaway- We have a rigidly enforced gender binary. Everyone deviates from gendered expectations in some ways. Folks under the transgender umbrella face oppression from these rigid social expectations Billy Porter Play audio clip (10 minutes needed for this) ENDS ON THE WORD ASSERT THAT ALIGNS WITH THE PROLOGUE READING Group conversation- 5 minutes What do we assert via our own clothing choices? ■ How are we all benefiting from our gender binary? ■ How are we all harmed by the gender binary? ■ Practical Application: Dress Codes	
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			Key points: We have a rigidly enforced gender binary. Everyone deviates from gendered expectations in some ways. Folks under the transgender umbrella face oppression from these rigid social expectations Return to original seats Over by 3 minutes	
3:15-3:45 Barb  Barb 		Gender Unicorn Handout Gender Unicorn - (transstudent.org) Pg. 22	• Gender Unicorn Activity (30 minutes) pages 22-23 The Gender Unicorn is a popular way to help explain gender that was developed by Trans Student Educational Resources. You may be familiar with the “Genderbread Person,” but we choose not to use it. It was created by a Black trans woman, but someone else popularized it, and continues to get credit, pay and notoriety for it. As you see, the Gender Unicorn highlights gender identity, expression, sex assigned at birth, and physical and emotional attraction. Children most often learn that there are two groups—boys and girls—and that they fit into one or the other based on how their bodies are made. They are then socialized to accept specific gender norms and stereotypes, which are ways of behaving, based on this gender assigned at birth. (May want to offer examples from previous exercises to make connection as “behavior.”) There’s increasing understanding that gender is more than a binary division. The spectrum of gender identity is becoming more widely accepted and gender expression is more expansive. (Note that in each category — other than “assigned at birth,” the category imposed by someone other than the self—the gender unicorn has a “ball” that can slide like a sliding scale.) However, there are challenges to looking at gender beyond male and female and not just the challenges we all personally face as we grow in our understanding of ourselves and others. Across states, many laws	Participants will engage with five aspects of gender – assignment at birth, identity, expression, physical attraction, and emotional attraction.

		Pg. 23	and policies are being passed that affirm or harm individuals outside of the gender binary. Gender Unicorn Activity- Go through the colorless unicorn and describe how to color it in Participants fill out their Unicorn then ask the following questions- 1. Share your takeaways about gender identity, gender expression, and physical and emotional attraction. What is clearer to you? Do you feel you can find yourself here? Do you feel there is any nuance that may be missing? Link to the Gender Unicorn document: https://transstudent.org/gender/	
3:45- 4:30 Ellen  Ellen and Anthony Ending it Right How does YOUR learning from today inform your work with members? How might we inadvertently cause well-intentioned harm? How can we prevent that? Open Questions Added Information Evening Email Feedback Forms			Closing/Wrap up How does YOUR learning from today inform your work with members? How might we inadvertently cause well-intentioned harm? How can we prevent that? Open Questions Added Information Evening Email Feedback Forms Any Logistics for Next Day Vouchers and Travel	
4:30 – 5:00			Choice Networking Time	
ADJOURN				

