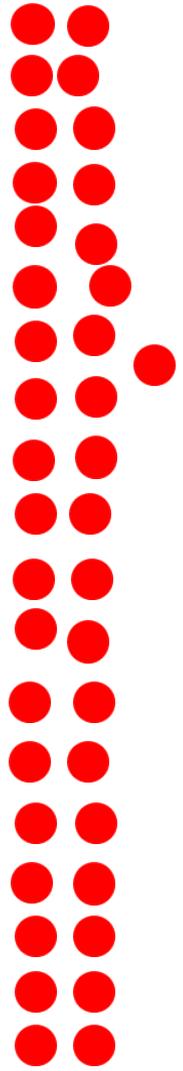


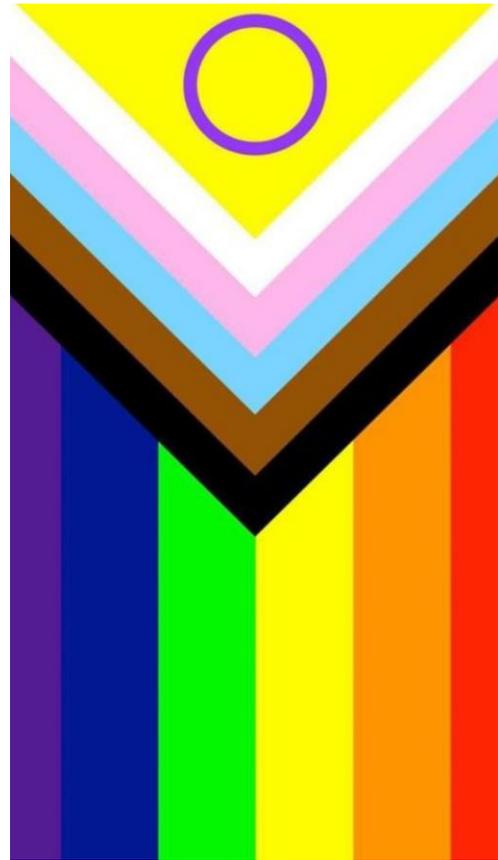
# Entry Activity-Mapping

Place a dot on the map showing where you are from



# Advancing LGBTQ+ Justice

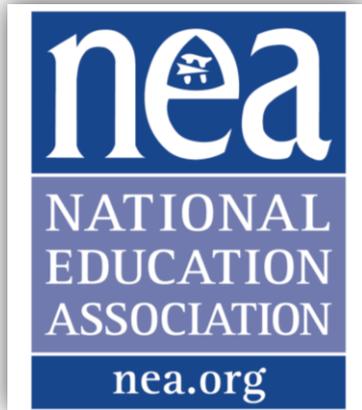




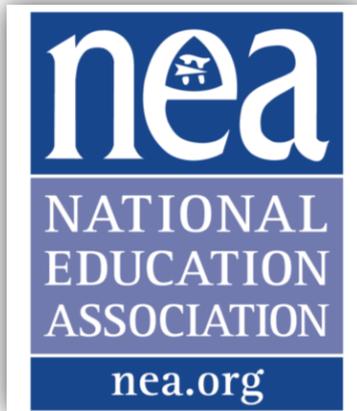
**Ellen**

# NEA Standards of Conduct

NEA has adopted a Standard of Conduct Policy to ensure that all of our gatherings are welcoming to and free from discriminatory, harassing, or otherwise unacceptable behavior. Discrimination or harassment based on race, color, ethnicity, religion, sex, age, national origin, sexual orientation, disability, gender identity, or expression, or any other characteristic protected by law will not be tolerated. If you experience any discriminatory or harassing behavior, please report the incident to NEA EC Members: Gladys Marquez ([gmarquez@nea.org](mailto:gmarquez@nea.org)) and Ronald "Duff" Martin ([rmartin@nea.org](mailto:rmartin@nea.org)). Thank you for your commitment to ensuring a positive event for all.



# NEA MEMBERS AND SUPPORTERS



By attending this training, you confirm that you are a NEA affiliate staff member. The information you receive here is only for your use in your capacity as an NEA affiliate staff member.

This presentation and its contents are confidential and may not be further distributed or passed on to any other person or published or reproduced, in whole or in part, by any medium or in any form, for any purpose. Audio/video recording, copying of slides, and the use of AI note-taking tools are prohibited without the written consent from Ellen Holmes. Violation of these terms may result in legal action.

# Land Acknowledgement

We begin by acknowledging that we meet on the traditional lands served by the Lenape 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 to think about the spaces you are inhabiting and the Indigenous people who came before them and were stewards of the land.

- Wear name badges at ALL times in training room
- No Cell Phones in training room
- Do not talk to anyone asking about the training
- Do not share materials or trainers' personal information

# Our Time Together

**Days 1 & 2:** 8:30 am- 5:00 pm

- 15 Minute AM + PM Break
- Lunch 12:00 – 1:00pm
- 4:30 - 5:00 pm “Adult Choice Networking”

**Day 3:** 8:30 am -2:00 pm

- 15 Minute AM + PM Break
- Lunch 1:00 pm
- 1:00 - 2:00 pm “Adult Choice Networking”



# Today's Agenda

**8:30 – 10:15** -- 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

Karla as Resource

Questions

Room Cleaning



# Introductions- Training Team



**Natasha Eckart**  
She/They  
*Vermont*



**Ellen Holmes**  
She/Hers  
*NEA*



**Sara Fitouri**  
She/Her  
*Colorado*



**Keira McNett**  
She/Her  
*Washington, D.C.*



**Alex Lucini**  
He/Him  
*Rhode Island*



**Zac Johnson**  
He/Him  
*Colorado*



**Salina Serricchio-Joiner**  
She/Her  
*California*



**Rachel Tollett**  
She/Her  
*Illinois*



**Anthony Brisson**  
He/Him  
*Washington, D.C.*

# Community Agreements pg 2 (Pre-Attendance)

- 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



# Acknowledgements

Adapted from Transatlantic Notes

The content we are going to explore may bring up strong feelings. Throughout our time together, we will explore examples of racism, ableism, heterosexism, and sexism. By exploring these together, we can begin the process of unlearning our own internal oppression.

The purpose of unlearning isn't about forgetting what we know or about being wrong; it's a conscious act which requires critically examining the ideas and assumptions that influence our expectations, behaviors and beliefs about ourselves and other people. By doing this, we can challenge the cultural and structural norms that perpetuate racism and oppression.

Unlearning is something we can all be committed to because we all have a part to play in dismantling everything that helps maintain racism within society.



**Anthony**

# Why we are here!

- 47% of LGBTQ young people seriously considered attempting suicide in the past year. [1]
- A majority of LGBTQ+ people say that they or an LGBTQ+ friend or family member have been threatened or non-sexually harassed (57 percent), been sexually harassed (51 percent), or experienced violence (51 percent) because of their sexuality or gender identity. [2]
- NEA RA Support and Part of NEA Mission and Vision (in "Additional Resources" on POPS)

[1] The Trevor Project, [Project SPARK Interim Report: A Longitudinal Study of Risk and Protective Factors in LGBTQ+ Youth Mental Health](#).

[2] National Public Radio, the Robert Wood Johnson Foundation, & The Harvard T.H. Chan School of Public Health. (2017, November). Discrimination in America: Experiences and views of LGBTQ Americans. Retrieved June 24, 2020 from <https://www.rwjf.org/en/library/research/2017/10/discrimination-in-america--experiences-and-views.html>

## Inversion of the Legal Landscape

From strong federal protections as a backstop to anti-LGBTQ state laws



To attacks by the federal government

→ Look to state laws, local policies, individual enforcement of rights

## Safe, Just, and Equitable Schools

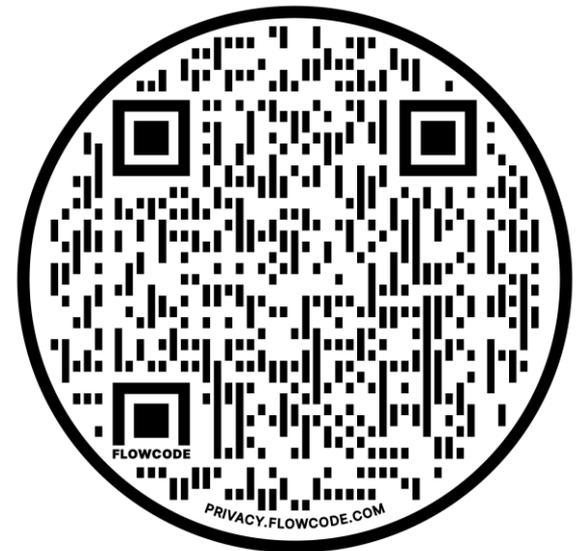
*Resolution adopted by the 2022 NEA Representative Assembly*

### 2021 NBI 32

*Training on Transgender Advocacy Issues for Affiliate Staff*

## NEA LGBTQ+ Caucus Resources

DEFENDING  
EDUCATION



[www.nea-lgbtqc.org/imhere.html](http://www.nea-lgbtqc.org/imhere.html)

# 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.”**



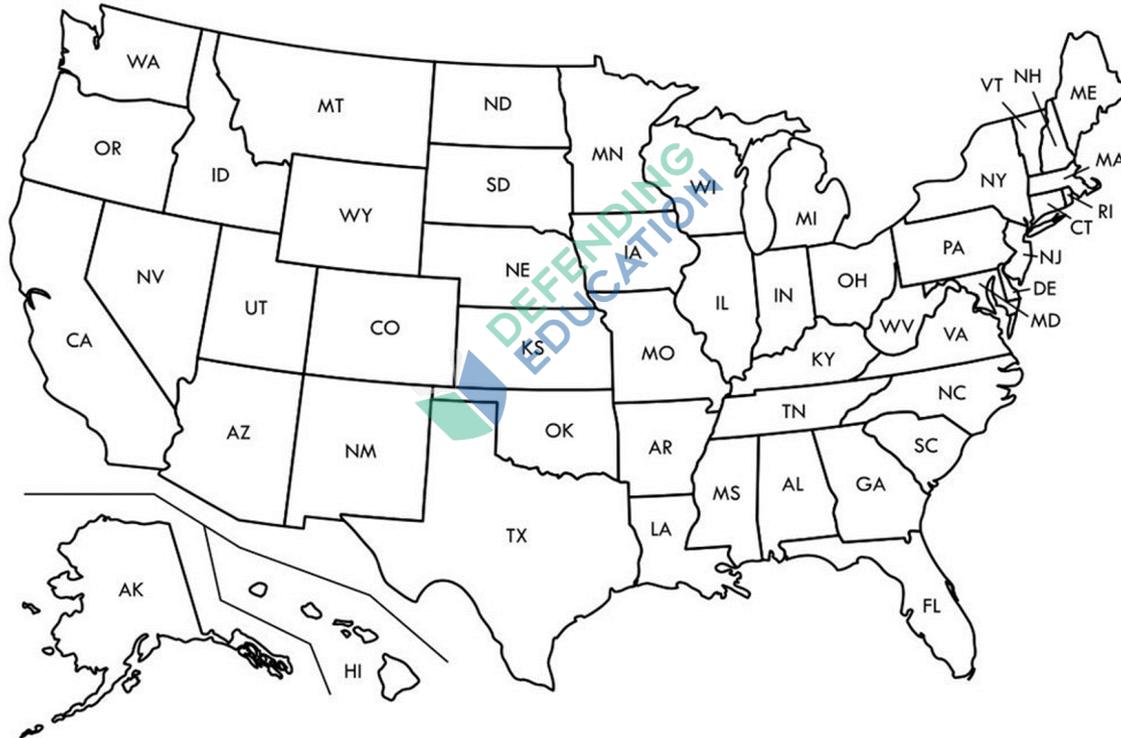
DEFENDING  
EDUCATION



**Natasha**

# 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



*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

1. Name
2. Core Value – One or two words that describes a fundamental belief held by you

**\*\*15 Seconds Each\*\***

*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 are expressed using one or two words.*

DEFENDING  
EDUCATION

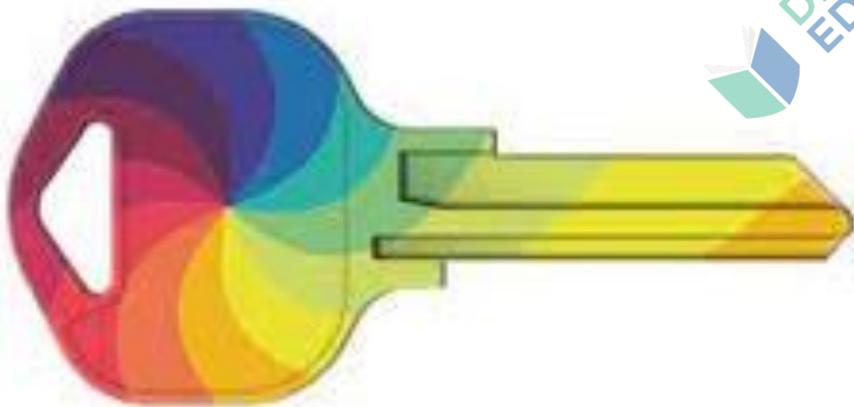
## Solidarity

sol / i / dar / i / ty

Noun

1. Unity or agreement of feeling or action especially among individuals with a common interest, mutual support; mutual support within a group.

- Shared Core Values are critical for building solidarity in our work.



DEFENDING  
EDUCATION



**Sara**

# WHAT HAPPENS WHEN WE 'UNBOX' EACH OTHER...



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 you face with this identity?



## 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?
- What is similar about each of these identities?



Discreet identities bind us



We all have pre-conceptions that might not match an actual identity of another

We don't get to assign a person's identity for them

**Please go to [Kahoot.it](https://kahoot.it) and enter code:**

**Additional codes are on chart paper to the side of  
this screen.**



**Salina**



# Centering Race, Class, and Gender



# TEAMWORK

**Make a list of LBGTQ+ problems workers face in our schools.**

**What will it take to achieve equity for the people who work and learn in our schools?**



# How does a union build and transform their power?

## • **Programs (club culture)**

- Build Presence
- Episodic
- Member Recruitment
- Committee/Program Leaders
- Low Risk
- Often Staff Led
- Power in Policy

## • **Campaigns (fighting unions)**

- Public Action and Demands
- Strategic and Ongoing
- Continues to Add
  - Base – Mobilizers – Leaders
  - Allies – Partners – Coalitions
- Requires Risk
- Supported by Staff
- Leaders Build and Use Power



# Centering Race, Class, and Gender Justice

Bargaining for the Common Good – RJE Guide p. 40

- Race, class, and gender justice is the systematic fair treatment of people resulting in equitable opportunities and outcomes for all.
- It is not just the absence of discrimination and inequities, but also the presence of **deliberate systems and supports to achieve and sustain race, class, and gender equity through proactive and preventative measures.**

# Race, Class, Gender Equity Tools

Links on p.40 of Bargaining for the Common Good - RJE Guide

## What they do:

- Proactively seek to both eliminate systemic barriers and advance equity
- Identify clear goals, objectives and measurable outcomes
- Develop mechanisms for successful implementation



## What they are:

- *A set of questions used to anticipate, assess, and prevent potential adverse consequences of proposed actions on different race, class, or gender groups.*

# Key Points about Equity Tool Success

- Buy in from the organization and its leaders
- Routine and ongoing use of the RET
- Data- driven assessment
- A commitment to making changes
- Tenacity – A commitment to overcoming obstacles to making changes



WE HAVE TO DECIDE TO DO THINGS DIFFERENTLY AND  
STICK WITH IT

For each of the answers in step 1, ask these 4 questions.

For each problem ask these questions:

Who is most directly impacted?

Who has been left out?

How can they be directly engaged?

How do our demands advance race, class, or gender justice?

# Key Points



- Intentional campaigns, not programs build power.
- Centering race, class, and gender justice in our campaigns increases the people engaged, the number of leaders involved, and the amount of resources we have to win the change we want.
- Power is only built through people with a shared vision, making public commitments to act, to risk their collective resources, for the meaningful change they want.
- If your campaign is not designed from the beginning to include those with the least amount of power, the least amount of privilege, the least amount of resources – there is no way to retool a campaign to include them.



**Alex**

# LGBTQ+ Terminology Review



# Kahoot!



Game PIN

Enter

Turn and Talk (5 minutes):

1. What terms did you mark as unclear or confusing?
2. What terms were new to you?
3. Were there any definitions that differed from your prior understanding?



Report out-Large Group :

What terms still have unresolved questions?



- Terminology around race and ethnicity changes every 10 years.
- Terminology around gender, identity, and sexual orientation changes every 2 years.



- Words you might hear on the tour...be prepared.
- Oppressed communities are not monoliths. Ask don't assume.

## Let's Ask the Room Debrief

What surprised you?

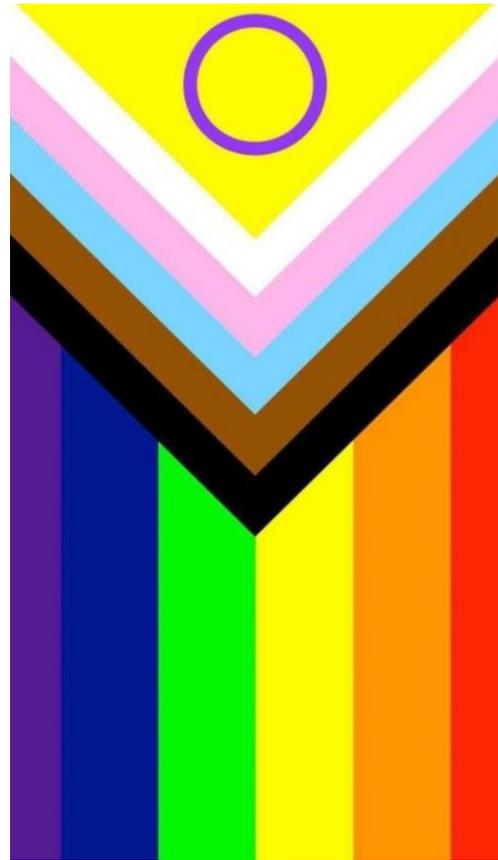
What is your biggest opportunity for growth?

Who has a helpful “hint”?

What else may you need?



- 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!



**Natasha**

# First Impressions Activity

On Your Own First...



# Reflect on Your Own – Create a Word Doc

## p 4 Participant Handouts

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- 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?



- Our perceptions, beliefs, and biases are shaped passively, intentionally and reside in our unconscious.
- These can be reshaped.

## 1 hour for Lunch!



*Over lunch, learn more about ACT UP! Add the documentary “United In Anger” to your cue! (available on Prime and Youtube!)*

[www.justwatch.com/us/movie/united-in-anger-a-history-of-act-up](http://www.justwatch.com/us/movie/united-in-anger-a-history-of-act-up)



**Zach**

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?



## 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?
- How do your reactions to today's prompts compare to yesterday?





Discreet identities bind us

We all have pre-conceptions that might not match an actual identity of another

We don't get to assign a person's identity for them



**Rachel**

# Timeline Activity

Look and read your Arc of LGBTQ+ Oppression and Justice Over Time Card.



- 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?



- Oppressed people's stories are deliberately kept out of the telling of the story of what we know as the United States of America.
- What we now call the United States of America is still an uncomfortable, awkward, and sometimes unsafe place to be a member of the LGBTQ+ community.

# 15 Minute Break!

## Break time!

In the pre-attendance work, there were a lot of terms we never learned in sex ed! Check out this website of best practices for talking with kids about sex. (You might learn something new, too!)

<https://sexpositivefamilies.com/10-best-sex-ed-resources-for-families/>



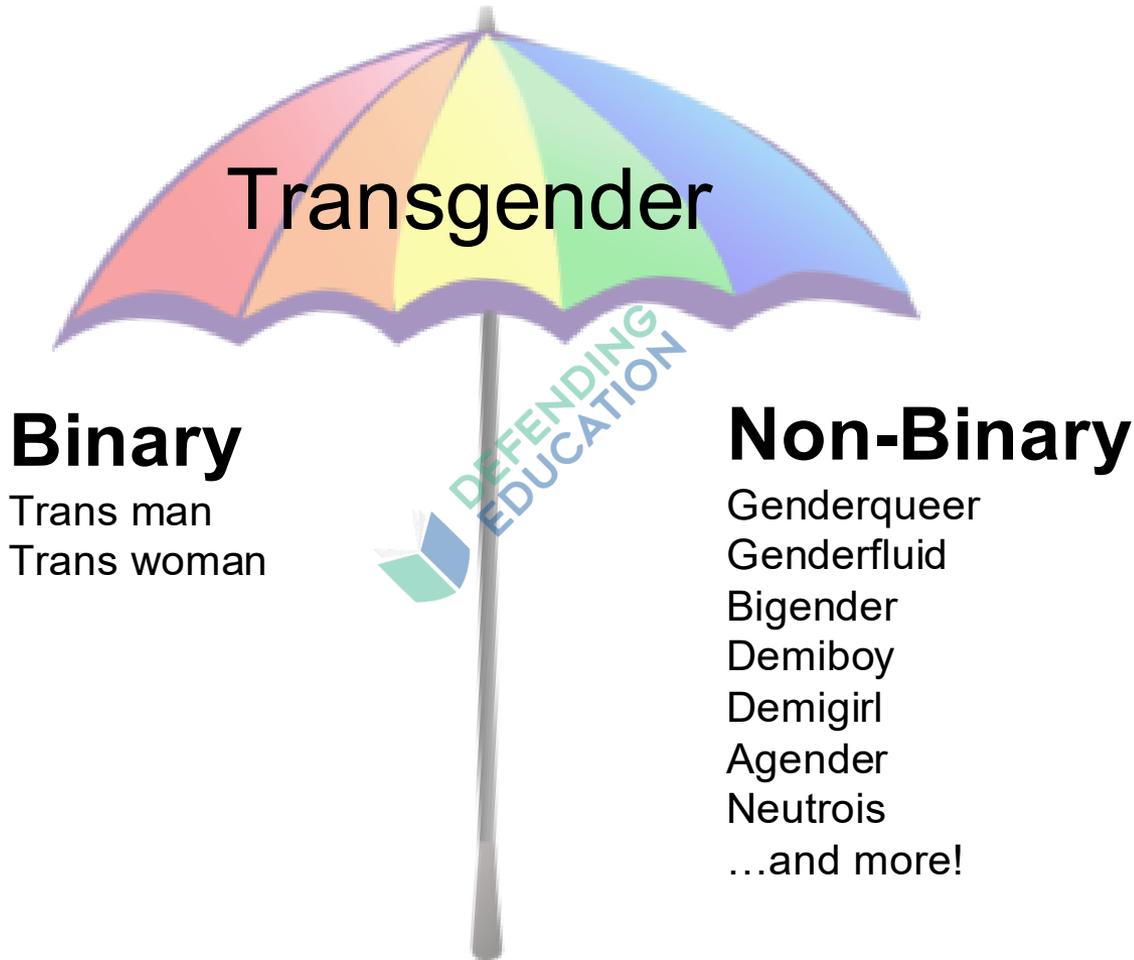


**Sara**

# Movement and Change



# Transgender Terminology



# Binary & Non-binary

Gender Identities

BINARY

MAN      WOMAN

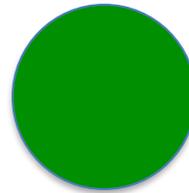
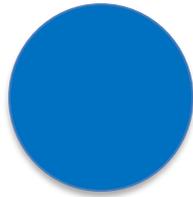
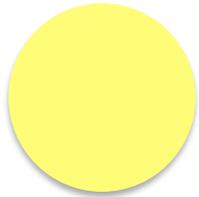
NON-BINARY

A person who does not identify exclusively as a woman or man. They may be both, somewhere in between, or outside the categories of woman and man.



## NON-BINARY

*"It's not that I don't fit into being a man or woman.  
I don't see a difference."*

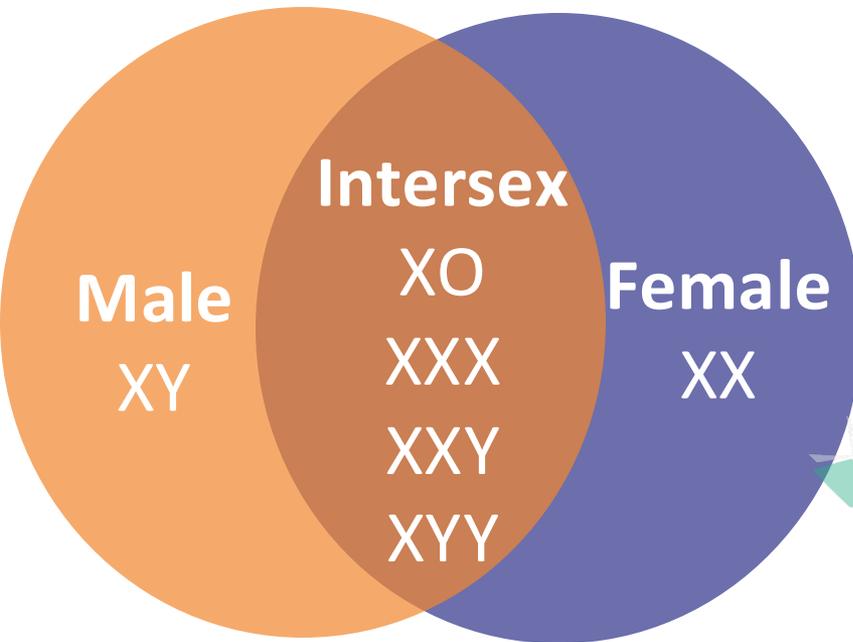




- Gender identities are constructed as binary, however, people's identities are much more fluid.
- People who identify as non-binary express their gender identity in many ways
- People's gender identity and sexual orientation can shift at different times.

"But science says..."





**Intersex** is a general term used for a variety of people born with a reproductive or sexual anatomy that doesn't fit the typical definitions of female or male.

# Trans identities

**Trans woman**  
**Trans girl**

Someone assigned a male sex at birth who knows themselves to be a woman (or girl).

**Trans man**  
**Trans boy**

Someone assigned a female sex at birth who knows themselves to be as a man (or boy).

**Trans-feminine**  
**Trans-masculine**

Descriptive terms that transgender people use to explain where their gender expression lies.

# Other Gender Identities



**Gender Fluid**

**Genderqueer**

**Agender**

# TERMINOLOGY TO AVOID:

<i>Don't use...</i>	<i>Because...</i>	<i>Use...</i>
a Transgendered	Trans is not a noun! Trans is an adjective that helps describe someone's gender identity.	"Person who is Transgender" or the identity the person chooses for themselves!
Homosexual/ Homosexuality (unless someone chooses it for themselves)	This term comes across clinical and dog whistle-y	The identity someone chooses! LGBTQ+ as an umbrella.
"Sexual preference", "homosexual lifestyle"	These words have been co-opted as dog whistles to suggest gayness is a choice.	"Sexual Orientation"
"Sex Change", "Pre-op/Post-op"	These are antiquated and centralize surgeries and anatomy as a determining factor in gender identity.	"Transition" or "gender confirmation surgery"
"Biologically male/female"	It is rarely relevant what sex someone was assigned at birth and this suggests that trans women/men are not "real" women/men	IF NECESSARY... Assigned Female/Male at Birth (AFAB/AMAB)
"Hermaphrodite"	This is a super stigmatized word!	Intersex

Best Practice: People first thinking—ask the individual what they would like to be called!



- There is a long history of language being weaponized to harm members of the LGBTQ+ community.
- We must be intentional with our language and how we show up.
- Again, a lot of this language is constantly changing, it is our responsibility to adjust and learn.

# Turn and Share



DEFENDING  
EDUCATION



- Gender binary on national scale
- Gender binary within school house/district



- Gender binary in context of contract language and policy



- What surprised you?
- What didn't surprise you?
- How are you benefiting from our gender binary?
- How are you harmed by gender binary?

# 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 what transgender or gender non-conforming people may experience while in public?



- We have a rigidly enforced gender binary that we experience in our day to day lives.
- Everyone deviates from gendered expectations in some ways.
- Folks under the transgender umbrella face oppression from these rigid social expectations.



# Zac and Sara

- Topics related to sexual orientation and gender come up in society more often than we may realize.
- Stereotypes about gender and sexual orientation often inform policies, practices, and traditions.
- Reflect on the customs and norms within your learning community and answer the following questions in table groups.

# Contract and Policy Language (pp. 5-7)

- Count off by 5
- Once grouped, review your language (15 min)
  - Identify who is left out by the language presented
  - Rewrite the language to be more inclusive
  - Identify what barriers may exist to making the changes.



If you finish—look at another issue of your choice

Select a person to provide a 3 min report

Model language:

## Additional Participant Resources >

- "Bargaining to Protect LGBTQ Rights"
- "LGBTQ+ in Education" (Colorado)
- Sample Transition Support Plan



- Using language that is inclusive in our contracts and policies is one small way of moving towards LGBTQ+ equity
- When we know better we do better
- Barriers may include our members—we need to be willing to introduce the conversation



**Alex**

## Gender Identity

How you feel. Female, male, both, or neither.

## Gender Expression

The ways you show your gender identity.

## Gender Role

A social role based on a person's sex.

# Explaining Gender Identity



Range of Gender Identities

# Gender Expression



A transgender woman in an office.



A transmasculine person in a winter coat.



A gender-fluid woman on a city sidewalk.

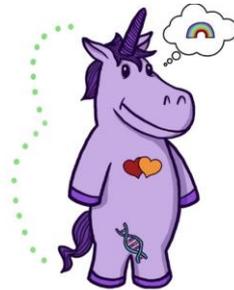
*Photos courtesy of the Gender Spectrum Collection.*

# Non-binary Voices



**Tilda Swinton**  
*Academy Award  
Winning Actress*

“I don't know if I could ever really say that I was a girl—I was kind of a boy for a long time. I don't know, who knows? It changes.”



**Steven Tyler**  
*Lead singer of  
Aerosmith*

“I've been misquoted as saying I'm more female than male. Let me set the record straight—it's more half and half.”



**Salina**

# What Does It Mean To Transition?

DEFENDING  
EDUCATION

# Individuals May Go Through Various Transitions



Social Transition



Legal Transition



Physical Transition

**Social transition** is when a transgender person makes others aware of their gender identity.



Theo Germaine, actor in  
Netflix's *The Politician*  
They/Them and He/His

# LEGAL TRANSITION

**Legal transition** is when a transgender person legally changes their existing documentation to match their gender identity.

These can be done by court order or state law.



# PHYSICAL TRANSITION

**Physical transition** is when a transgender person undergoes medical treatments so that their sex characteristics better match their gender identity. **Before puberty, there are no medical interventions. Ever.**



Janet Mock (She/Her), Writer,  
Director & Transgender Activist

# So, what about Drag?



Transgender refers to a personal gender identity and an authentic, lasting sense of self. In contrast, “drag” is a temporary and deliberate performance of gender.

- When someone calls you and tells you they are transitioning, do not question them about what they are doing.
- Ask how you can support them and find out the answers to their questions.
- Put the person in the driver seat; do not be the driver.
- NEVER try to talk someone out of transitioning or question their decisions around their identity.



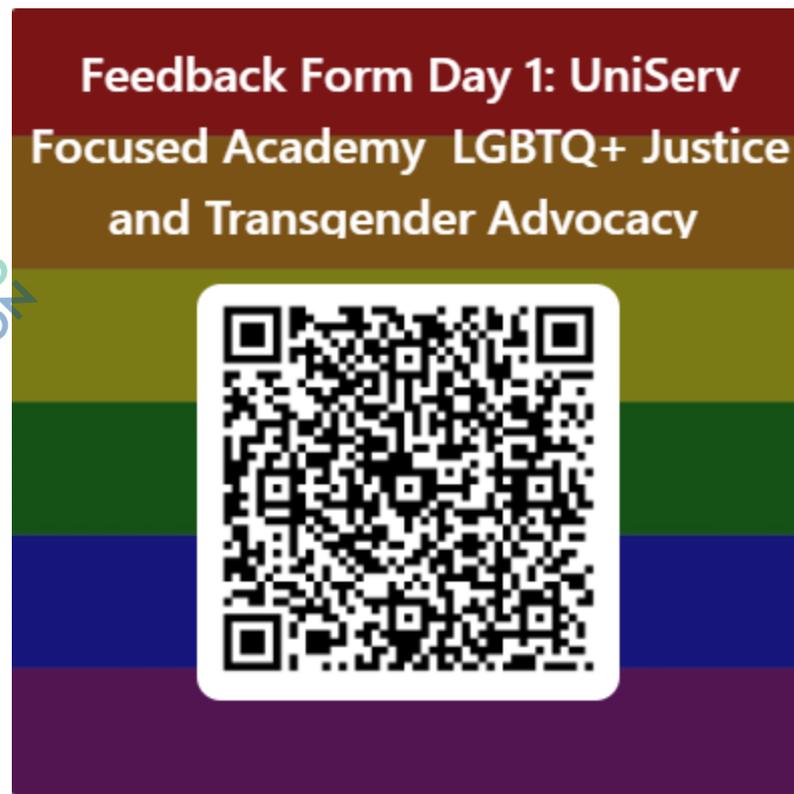


**Ellen**

- How does YOUR learning from today inform your work with members?
- How might we inadvertently cause well-intentioned harm?
- How can we prevent that?



Feedback Form Day  
1: UniServ Focused  
Academy LGBTQ+  
Justice and  
Transgender  
Advocacy – Fill out  
form





<https://www.nea.org/resource-library/campaign-lab>

# Apply to be a Campaign Lab Coach



Campaign  
Coach

- Possess an organizing and leadership mindset
- Attends campaign coach training
- Coaches 1–2 local teams
- Holds coaching calls, with team 2 times a month
- Engages in peer problem solving and coaching
- Works with a mentor coach

<https://forms.office.com/r/7yMBd7FLwM>

“The opposite of  
networking is  
**NOT working**”

– Someone smart