

The GLSEN **Jump-Start** Guide

PART
4

Understanding
Direct-Action
Organizing

GLSEN[®]

GAY, LESBIAN & STRAIGHT
EDUCATION NETWORK

The GLSEN Jump-Start Guide

PART
4

WELCOME!

Welcome to *The GLSEN Jump-Start Guide*! GLSEN's student organizing team has created this resource to support new and established Gay-Straight Alliances (GSAs) and similar groups that are working to make schools safer and more inclusive for all students. We've been hearing from many organizers that they need concrete ideas for building, shaping and activating their groups, and that's what this guide is all about. It takes you through the process of establishing your student club, identifying your mission and goals, assessing your school's climate, and engaging in projects and activities throughout the year. It also offers resources for further exploration.

This guide consists of eight self-contained sections; all are designed to help you *jump-start*—or bring fresh and creative energy to—your student club. Topics include:

- Building and Activating Your GSA
- Tips and Tools for Organizing an Action Campaign
- Strategies for Training Teachers
- Understanding Direct-Action Organizing
- Examining Power, Privilege and Oppression
- Creating Youth-Adult Partnerships
- Making Your Student Club Trans-Inclusive
- Evaluation, Continuation, Celebration!

Please note that we have chosen to use gender-neutral language in this resource. We recognize that replacing “he” and “she” with the gender-neutral “they” is grammatically questionable, but we hope you will overlook this in support of students who do not use “he” or “she” to identify themselves.

If you would like to receive more information about GLSEN, or to get involved in the safer schools movement, please register online at www.studentorganizing.org! We welcome your feedback on the activities in this guide—and we salute you for the important work you are doing to create safer schools for all regardless of sexual orientation or gender identity/expression.

Understanding Direct-Action Organizing

The GLSEN Jump-Start Guide

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Understanding Direct-Action Organizing

Introduction to Organizing

Oppressed
people have
used a variety of
**organizing
techniques**
to challenge
injustice

Ready... Throughout history, oppressed people have engaged in organizing to challenge injustice. Participants in the civil rights movement and the women’s liberation movement used a form of activism called “Direct-Action Organizing” to bring about far-reaching social change. But how does Direct-Action Organizing work? The activities in this section of *The GLSEN Jump-Start Guide* focus on that question and are designed to help you apply direct-action organizing techniques and strategies to your work as a student club.

Activity 4.1 introduces folks to various ways oppressed peoples have used organizing to better their lives and to improve social conditions. Special thanks to the Center for Third World Organizing for the use of these materials.

Set... **People:** Entire group, working first in smaller groups of 3 to 10 members, and then as a whole

Tools: 3 to 10 copies of each “Movements In History” scenario, found in the Appendix. Each group is assigned a different scenario, and each participant should have a copy of that group’s scenario. Paper and markers for students to make props are optional.

Time: 40–60 minutes

Start by asking everyone to break into between 3 and 5 groups, depending on how many participants there are. Each group should have at least 3 people. So if you have 10 people at your meeting, simply split into 3 groups. If you have 25 people, then form 5 groups.

GO! **Part 1: Group Preparation** (20 minutes)

Once participants are in the groups described above, provide each group enough copies of their scenario so that each person can read along.

Tell the group that they have 20 minutes to plan their scenario before making a five-minute presentation to the rest of the group. Explain that group members can demonstrate their scenario in whatever way they choose. Some may choose to role-play a scene describing what happens; others could write their own script based on events in the scenario. Still others might create character monologues based on their scenarios. Whatever they choose, though, must be relevant to the scenario presented and should educate others on the type of organizing that was involved.



Introduction to Organizing (continued)

Part 2: Group Role-Plays (15–30 minutes)

Each group has five minutes to role-play the scenario they've been given. Participants should be sure to include sufficient background so that those viewing the scenario understand the events that occurred.

Part 3: Discussion and Debriefing (10–15 minutes)

After each group is finished, use the questions on the last page of the handout to debrief as a larger group about participants' experiences during this activity. Some questions you might consider asking in addition to those on the debriefing handout are:

- ⇒ What did your scenario require to make the organizing effective? (Some answers might include constituents, a plan, commitment, and so on). Essentially, what gave the group power?
- ⇒ Could you relate to any of the stories told? Which ones? How?
- ⇒ What was hard for you to do or to understand?
- ⇒ Have you ever taken part in anything similar to the actions you saw?
- ⇒ What techniques and concepts can you take from this exercise into your own organizing efforts?

Organizing Terminology

It's important
to think
about the
**specialized
language** that
**organizers
use** in
their work

Ready... Now that we've had an opportunity to explore how various strategies have been used by organizers within an array of social movements, let's stop to take a look at the terms that will be used throughout this resource. It's important that participants have an understanding of the words and phrases that are used to describe direct-action organizing.

Set... **People:** Entire group, prepared facilitator(s)

Tools: 30+ index cards, pens

Time: 20–30 minutes

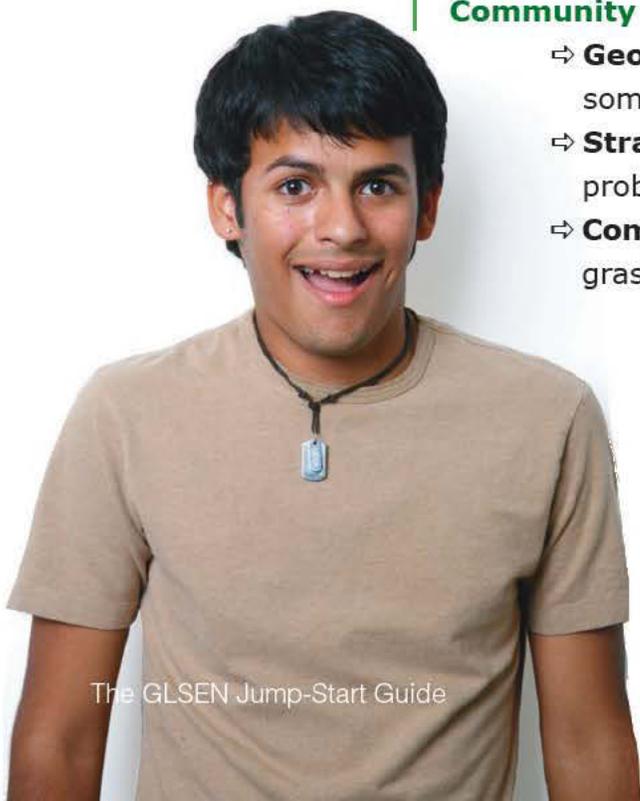
Using the glossary of organizing terminology that appears below, write each term (without its definition) on an individual index card. Next, write each definition (without its term) on its own individual index card. Have these cards prepared before your actual training/workshop for distribution to participants.

Note: If you have fewer people in your group than index cards, you may want to play twice, or simply review those cards that don't get used with the whole group. If you have just a few more people than index cards, consider asking the "extras" to serve as guides who help everyone match terms to definitions. Or if you have many more people, consider pairing people in teams with one term or definition shared between two participants.

Organizing Terminology: A Glossary of Key Terms*

Community Organizing: A form of organizing that is:

- ⇒ **Geographic-specific**—Identifies as its primary constituency some set of residents and/or community institutions
- ⇒ **Strategic**—Utilizes issue campaigns to address specific problems and/or conditions
- ⇒ **Community-based**—Consciously and systematically develops grassroots local leaders, not simply followers
 - ⇒ **Strong and sustainable**—Building ongoing independent organizations
 - ⇒ **Successful community organizing will:**
 - Seek to make concrete, lasting, measurable change;
 - Give people (constituents) a sense of their own power;
 - Alter the relations of power between constituents and decision-makers



Organizing Terminology (continued)

Power: The ability to get what you want

Issue: The problem and the solution to that problem

Decision-maker: The person who can give you what you want, also known as the Target

Issue Campaign: An effort waged to win a victory on a particular issue

Strategy: The plan for how you win campaigns

Tactic: A task that is part of your strategy, specifically targeted toward your decision-maker with the purpose of helping win your goal

Constituency: The group of people you are working with

Message: How you talk about your campaign or issue to your audience

Talking points: Specific phrases of your “message” tailored to specific audiences, such as the media, your constituency or the decision-maker.

***Sources:** Environmental and Economic Justice Project, Midwest Academy’s *Organizing for Social Change* manual

GO!

Part 1: Terminology Introduction (5 minutes)

Before delving into the details of organizing, it’s important to think about the specialized language that organizers use. Pass out one index card to each participant. Some group members will get a term, while others will receive a definition.

Part 2: Terminology Match-Up (10–15 minutes)

Give participants seven minutes to find the card that matches their card—without talking. Group members who have a term should look for the definition that matches; those with a definition should look for the matching term. Once participants find a match, ask them to stand beside the person who holds the card that corresponds to theirs.

Part 3: Terminology Wrap-Up (5–10 minutes)

Have participants stay in pairs and go around the room, with each pair reading its term and definition. If correct, the members of the pair can sit down; however, if the group doesn’t agree that the cards are a match, then the members of this pair need to stand until the rest of the cards are read through and changes can be made or corrections given.

After the cards have been matched, discuss the following questions:

- ⇒ Do you have any questions about these terms or definitions?
- ⇒ Do you agree with the definitions and how they’re being used?
- ⇒ Are you ready to continue? If so, let’s go!

Understanding Power and Majority Strategy

To work effectively as **organizers**, it's important to **examine power itself—** and to think about the power you have

Ready... Now that you have reviewed some of the terminology that you'll be using as you learn effective ways of strategic organizing, it's important to talk about power. **Power—defined as “the ability to get what you want”—is the basis of organizing.** Someone has the power to give you what you want; as you learned in the previous activity, this person is known as the decision-maker. Through organizing, activists and citizens show the decision-maker their power and, in some cases, use their power to resist, challenge or form alliances with the decision-maker. As a result of this process, the relations of power are altered. In order to work effectively as organizers, it's important to step back and examine power itself—and to think about the power that you have.

Set... **People:** Entire group (working as a whole), prepared facilitator(s) and designated note-takers/recorders

Tools: 5–6 sheets of flip-chart paper, markers, tape and one sheet of notebook paper for everyone in the group

Time: 45–60 minutes

At the top of the first piece of flip-chart paper, write “Three Aspects of Empowerment.” Underneath the title, write the following three points:

1. Make students aware of their own power.
2. Alter the relationships of power.
3. Create lasting change.

In the middle of the second piece of flip-chart paper, write the word “Power” and circle it. Tape this piece of flip-chart paper to the wall.

GO! **Part 1: Identifying Power** (15 minutes)

Before you can begin any campaign, it is important to recognize where you get your own power. Hand out one sheet of blank paper to every person participating in the activity, and ask a volunteer to remind the group how “power” is defined by organizers. Then have group members write the word “Power” in the middle of the paper and circle it. Now it's time for the group to turn the word “power” into a web diagram. This means the group draws lines extending from the circle to create a spiderweb effect.

Ask group members to write down all the different sources of their power. To start the group off, give a possible example or two (such as education or money). This part of the activity should take about five minutes.



Power and Majority Strategy (continued)

Now it's time for a large-group brainstorm. Start a diagram on the large piece of flip-chart paper. **Ask each participant to share one of the items they listed that gives them power**, and to explain their choice. While doing this activity, keep in mind that some people may be unaware that age, educational status, race, religion, class and gender may give you power or take power away from you. Also keep in mind that some people have reclaimed power by embracing an identity that has traditionally been oppressed.



Part 2: Aspects of Empowerment (15 minutes)

Now that the group has a basic understanding of power, **it's time to think about the process of becoming empowered**. Using the "Three Aspects of Empowerment" sheet that has already been prepared, go over each of the following points and explanations. Between each, ask participants to think of a victory they've recently accomplished (such as starting a GSA or passing an anti-harassment/discrimination policy at your school) or a victory they'd like to accomplish, and to write for a minute about how each of these steps applies to this situation.

Step 1: Giving people a sense of their own power

The decision to organize around important issues can give members of your group a new sense of determination and purpose. By joining a protest, signing a petition or winning a concrete victory, students gain a new sense of their own ability to make their concerns heard and to lobby for concrete change. They also recognize the power they have in relation to the decision-maker.

Step 2: Altering the relations of power

To alter the relations of power means to create a new source of power that can negotiate with the decision-makers in your situation. The principal will ultimately always have the power to approve certain actions in your school, but you can create a strong force in your community that challenges the principal to make decisions with your interests in mind. To alter the relations of power in this sense means to make your voice known and significant to the ears and in the minds of decision-makers.

power and Majority Strategy (continued)

Step 3: Creating lasting change

Issue campaigns are about making concrete change that can be seen and felt long after the campaign itself has been completed. For example, getting one teacher to be more open-minded may be nice, but the teacher may leave the school or have a change of attitude. Instituting yearly trainings for all teachers, however, will continue to provide faculty members with opportunities to learn and discuss ways of stopping and preventing harassment.



Part 3: Majority Strategy in Focus (15 minutes)

Majority strategy is the idea that to win a campaign in which there are multiple targets (such as school boards, city councils or state houses), the campaign needs 50% plus one of the votes.

For this activity, ask the group to stand and split in two, one side being Group A, the other Group B. Keeping the number of students in Groups A and B even, remove two or three students and form Group C. (If Groups A and B are already even, remove one from

each; if Groups A and B don't have the same number of members, then remove two members from the larger group.) Finally, ask one more student from Group A and Group B to stand by the facilitator, in no group.

Ask these two students to imagine the following scenario and then have them answer the question below: Groups A and B are the members of your school board. All members of Group A have said they will vote in favor of your the anti-harassment policy your student club has proposed. All members of Group B have said they will vote against it. Group C's members have stated they are unsure as to how they will vote.

Question: *On which voters should your campaign focus its energy?*

As you discuss this question as a group, consider these follow-up questions:

- , Who are the most influential decision-makers in this example? Who holds the winning votes? (*Suggested answer: The members of Group C.*)
- , Why try to convince Group C that your issue is important?
- , Why not try to convince members of Group B to change their mind?
- , Why not focus your energy on Group A, since they already agree with you?
- , What organizing strategy can you take away from this example?

one-on-one Outreach

Through personal conversations, you can **recruit new members** and bring **new energy** to your student club

Ready... As organizers working to bring about change in your school or local community, you will undoubtedly find it valuable to reach out to new members. The more members a student club has, the more work it can get done toward its goals. Too often, however, student clubs try to get new members solely by advertising, talking to groups or making announcements. Successful leaders know that outreach is the art of matching tasks that need to be performed in their groups with the personal preferences and motivations of potential members.

It may seem impossible to know what motivates all the students who might become members of your group. But when you consider that every member has the potential to continue being active and eventually become a leader of the organization, it seems more worthwhile to get to know each member. Besides, it's much more fun to get to know the people you're working with.

One or two leaders can't singlehandedly build a one-on-one relationship with every potential member of an organization. But smart leaders will train a group of other leaders to have the kind of one-on-one conversation that focuses on prospective members' strengths and interests. This activity is designed to train a group of people to recruit new members and to involve the new recruits in projects that will energize them.

Set... **People:** Entire group, two prepared facilitators
Tools: Two flip-charts and markers; on one of the charts, draw a simple stick figure
Time: 45 minutes

GO! **Part 1: One-on-One Conversations**
(10 minutes)

There are some important points about how to have an effective one-on-one conversation. Sharing these will help current members of your student club focus on what's important and avoid having the conversations they conduct feel like job interviews. First, you'll need to make the case for why one-on-one outreach is more effective than mass appeals. Then explain the mechanics of conducting this kind of conversation. Here are some pointers:



one-on-one Outreach (continued)

A. The most important item on the agenda is the other person.

When you speak to someone who may join your student club, you want to find out what gets them excited, happy, sad or angry; in short, what motivates them to want to get involved in a club. Try to find out what the new member is going to get from joining. Do they like to be in the spotlight? Are they getting involved to make social connections? Is it their sense of justice? You may need to ask, “Why is that?” several times to get at the motivations behind their comments. The conversation should take place in person, not over the phone. Try to avoid talking about the work that needs to be done. Spend an hour just getting to know the prospective member.

B. Listen attentively and stay focused. As tempting as it is to be thinking of your next question while the person is talking, try to listen for the basic facts about the person that makes them want to get involved. Take notes. But remember, it’s a conversation. Tell them a story once or twice about what makes you tick. Genuine curiosity on your part will elicit a genuine response.



Part 2: Model the Process (15 minutes)

At this point in the activity, have two prepared facilitators model the process of conducting the one-on-one recruitment conversation. This model conversation will be most successful if the facilitators talk about real work they’re doing. Remember to model the repetition of the question “Why is that?” as a tool for pinning down motivations behind actions. After ten minutes, conduct a conversation about what was learned. As participants share insights about the facilitator who was interviewed, the other facilitator can use words or pictures to

record these insights on the flip-chart with the stick figure. Ask participants what was learned during the conversation and if anything more could have been learned if other questions had been asked.

Perhaps the most important part of modeling the process is asking participants to consider opportunities a good leader would discuss with this person. We often assume that because a person excels at math, that person will want to be our treasurer, when in fact that person might join a new club to meet new people. We’ll never know unless we have the conversation!

One-on-One Outreach (continued)

Part 3: Small-Group Practice (10 minutes)

Divide the group into two; each prepared facilitator will work with one small group. In each small group, choose two participants who will agree to have a conversation in front of the small group. One person interviews the other. The facilitator should give some reminders about what has been covered and then give five minutes for the two to have



their conversation while the rest of the group observes. After five minutes, conduct a stick-figure debrief within each small group. You can do this by drawing a stick figure on a sheet of flip-chart paper and asking participants to share what they learned about the person who was being interviewed. Write each participant's comments around the stick figure, creating a model of the interviewee.

Remember to emphasize the importance of the "why" question to get at motivations—and the importance of applying knowledge you take away from the conversation to the task at hand: finding new members who will help make your student club more vibrant and effective in its work.

Consider This...

Every time a student inquires about your group, that person is forming an opinion about whether he or she will join your club, donate time or become a future leader. **Starting the relationship off right by genuinely getting to know the new person will make the new member feel like an important part of the work your club is doing.** If that person leaves his or her first meeting or volunteer assignment feeling energized—and that there was no better way he or she could have spent that time—then your organization has a solid relationship with a new member who is likely to stick around. That's how to reach out to new members: one by one...one on one.

Understanding and Using a Strategy Chart

A strategy chart is an effective **visual aid** to help groups working on **projects** or **campaigns**

Ready... Developing a strategy chart will help your group understand the goals you wish to pursue, the tools and resources available for your projects, and how best to utilize those tools and resources as you work to achieve your goals.

In the most basic terms, a strategy chart is simply a visual aid used to help groups working on projects or campaigns. The chart's format includes the following five categories that groups should address as they develop their strategy:

Winnable Goals—including short-term wins while working towards the bigger picture, intermediate goals and long-term objectives.

Organizational Considerations—including resources your group has for the campaign and any potential problems that you are aware of.

Constituents, Allies and Opponents—understanding who is working to advance your goals, who supports you and who is working against you.

Decision-makers/Target—understanding who has the power to give you what you want (primary), and who has influence over the person(s) with power (secondary).

Tactics—carefully thought-out actions that demonstrate your organized power to the decision-maker/target, utilizing your constituents, allies and organizational considerations to achieve your winnable goals!

Set... **People:** Entire group (working as whole), small-group break-outs and facilitator

Tools: Flip-chart paper, markers, tape, paper and pens

Additional Resource: "Sample Strategy Chart" in Appendix

Time: 60 minutes

Hang one sheet of flip-chart paper in front of the room where everyone can see it, and designate a recorder to take notes on it as you brainstorm solutions in Part 2 of the following activity. Put a second sheet of flip-chart paper on the floor and have the group form a circle around this sheet.



Understanding and Using a **Strategy Chart** (continued)

GO! **Part 1: Setting Goals and Understanding an Issue** (15 minutes)

A. As a large group, arrange your chairs in a circle, with one sheet of paper and several markers at the center of the group.

Draw a schoolhouse in the middle of the paper, and ask group members to come forward randomly and write anywhere on the sheet “problems” that create unsafe environments for LGBT people and their allies in your school (for example, harassment, fighting, teachers not stopping harassment, non-inclusive materials, etc.). Be sure to have several markers and encourage participants to go up and write their thoughts several at a

time to keep the exercise short.

B. After participants have written commonly found problems on this sheet, hang it on the wall next to the second sheet of paper. The facilitator at this time should explain that the group will now review the problems people brainstormed and develop a list of possible solutions. It should be known that some problems may have multiple solutions and some solutions may help solve multiple problems.

As the facilitator reads each problem, ask the large group what solutions could help solve this problem. The recorder should write a list of solutions

developed on the blank sheet hanging on the wall. For each solution that is repeated, place a check mark next to it, to signify that it can help solve additional problems.

C. The facilitator should review the solutions with the group, highlighting those that were found to solve multiple problems.

Issue campaigns are based around creating solutions to problems. Of course, groups can’t work on every issue at once, so next you’ll discuss how to choose the best issue campaign for your group.

Part 2: Choosing an Issue (10 minutes)

A. Review the three sample issues below. (The facilitator may have already written these issues on another sheet of paper.) The facilitator should help participants see how solutions can overlap, and that the following issues are most likely solutions to several of the problems brainstormed in the earlier activity.



Understanding and Using a **Strategy Chart** (continued)

It's important to **stop** and **strategize** about which **action or tactic** would be best to address the issue at hand

Sample Issues:

- 1)** Ensuring that all students, regardless of gender identity or expression, have safe and private restroom access, by having the school build two individual-use, non-gender-specific restrooms.
- 2)** Working to prevent and stop bias harassment in schools by requiring effective harassment prevention trainings for teachers and students.
- 3)** Ensuring that all students are safe from harassment and discrimination in schools by amending the school district policy to include sexual orientation and gender identity/expression.

B. Break into small groups with three to five people in each group. Have each small group designate a recorder. Then discuss: *What points are important to consider when choosing a campaign?* Some answers may be money, time and community energy. Ask participants to expand on these thoughts, and to name as many other considerations as possible.

C. After participants spend several minutes brainstorming considerations in small groups, distribute the handout "Guidelines for Choosing an Issue." Ask group members to see how many points they came up with on their own and which ones they missed. Have each group review those they didn't think of, and briefly discuss their importance and whether group members would agree with that point as a consideration.

Part 3: Creating a Strategy Chart (40 minutes)

A. Before starting this section, ask participants what they would do if they found out that a teacher at your school was fired for being lesbian, gay, bisexual or transgender. How would you respond? Participants will likely reply with various possible tactics to fight this injustice: protests, petitions, rallies, meetings, walkouts and so on. Good or bad, this is how most of us think: "What can we do?"

As part of this process, it's important to stop and strategize about which action or tactic would be best to address the issue at hand. Which tactic would show your power to the person who has the power to give you what you want—that is, the decision-maker? Have you measured your organizational considerations to ensure that you can show your power with your chosen tactic? Will your constituents and allies support the tactic? Will your opponents organize more successfully than you do? Ultimately, what exactly is your goal with this tactic—and can you win it?

Understanding and Using a **Strategy Chart** (continued)

These are the reasons to create Strategy Charts. They help organize and plan what you want to do, what resources you have to get your project done, who's going to help you do it, who's going to give you what you want, and then—finally—how you can use your power and win!

B. Distribute the handout of the Strategy Chart. Show participants that one side is not yet filled in, while the other side has an example of a campaign to require teacher training at Fort Lauderdale High School. Review the sample teacher-training campaign

by explaining each column, its importance and the type of information that goes within. If time permits, ask participants for an additional example that would go within each column.



C. Divide the group in half and provide five pieces of flip-chart paper to each small group, one for each column in the Strategy Chart. Ask both groups to choose one of **GLSEN's strategic goals** to use for this activity (it's suggested that each group choose a different goal). These goals include:

- 1. Convince education leaders and policymakers of the urgent need to address anti-LGBT behavior and bias in our schools.**
- 2. Protect students by advancing comprehensive and effective safe schools law and policies.**
- 3. Empower principals to make their schools safe places to learn.**
- 4. Build the skills of educators to teach respect for all people.**

Participants will have 20 minutes to complete their own Strategy Charts, using the flip-chart paper to organize each column. Group members should use their own situations to complete the chart (for example, list local allies, constituents, organizational considerations and targets). Facilitator(s) should be available to observe, offer feedback and challenge participants during this process.

Understanding and Using a **Strategy Chart** (continued)

D. Once the charts are complete, ask each group to have one or two members report back to the large group to describe the goals and strategic considerations they have developed. The other team should offer feedback and thoughts, additions and/or questions. Finally, the facilitator should provide feedback and suggestions on what the best parts of their chart are and what could be improved.

Consider This...

You've just created a Strategy Chart! Congratulations—you're on your way to launching an awesome issue campaign. While the examples you just used may in fact be the very campaign that your group is eager to work on, it's important to review other possible campaigns and decide as a group which one would be best for your situation. Once completed, **consider meeting with allied organizations to review your Strategy Chart and plans.** Be sure to ask allies for their ideas, suggestions and concerns. Getting others involved from the very beginning is a key element in successful campaigns!

Taking Action!

As you prepare to **launch** your **campaign**, it's important to **understand power** and **build a timeline**

Ready... If you have completed the five preceding activities, you've done quite a bit of work. Congrats! However, there are a few more things you should do before you jump in and start working on the campaign you have begun to plan. Before starting this work, it's important to explore two topics more fully: power and timelines.

The process of building a timeline has been previously covered in Part 2 of *The GLSEN Jump-Start Guide*, so we'll review the importance of this subject and encourage you to use the activities presented in Part 2 of the guide instead of duplicating them here. You can find this resource online at www.glsen.org/jumpstart.

Set... **People:** Entire group and small-group breakouts
Tools: 3–5 sheets of flip-chart paper, Post-it notes (multi-colored notes work best) markers, tape, paper and pens
Additional Resources: Completed Strategy Chart from previous section, "Creating a Timeline" in Part 2 of *The GLSEN Jump-Start Guide*
Time: 60 minutes

GO! **Part 1: Understanding Power** (10–20 minutes)

A. As you prepare to embark on your issue campaign, it's important to understand "power": who has it, what kinds of power they have, and how much. Understanding the various people who play roles in the strategy chart you created will help you see where *your* power lies and where it doesn't. You may realize you don't have enough people on your side and may decide to revisit your strategy chart to make some changes. Or you may find that you're not effectively utilizing the people with the most power who are on your side.

B. Using a blank sheet of flip-chart paper on the wall, **write the word "power" across the middle with a circle around it.** Ask participants to brainstorm all the types of power they know of, including types they may have and types they may not have. Participants will realize all types of power that exist, including money, title/position, job, gender identity, sex, race/ethnicity and many more. Participants often forget to include numbers of people (movements), ability to vote, regional/district majority, etc.



Taking Action! (continued)

Part 2: Building a Timeline

(45 minutes)

This is one of the most crucial steps in organizing your campaign! Without a timeline, you may not be completing tasks effectively or efficiently. Without a timeline, participants may not see a well-planned campaign of which they want to be a part. Using Activity 2.2 of *The GLSEN Jump-Start Guide*, **build your timeline by laying out each of your tactics and any steps necessary to complete those tactics.** You can find the complete *Jump-Start Guide* on GLSEN's website at www.glsen.org/jumpstart, or use the contact information in the front of this resource to ask for it to be mailed to you.

After you have built your timeline, you are ready to launch your campaign! We wish you the best in your efforts to create safer, more respectful and more equitable schools and encourage you to share your experiences by e-mailing us at jumpstart@glsen.org.



Movements in History

Student Organizing – Jump-Start 4 Handout

Scenario

You are part of a theatre team whose task is to perform a skit as an introduction to a history of social movements.

Each skit must show these parts of the story you've been provided:

- 1) What are the problems? (Political Analysis)
 - 2) What did they do to change it?
 - 3) What was won?
-

Instructions

- Using your group's historical event, you have 20 minutes to create and prep for your skits. Be sure to illustrate the story and the questions previously mentioned.
- The skit should be no more than 5 minutes long. The scenes should be played out with lots of expression and body movement. Feel free to use or make props for your skits.
- When we come back together, each group will act out their story. At the end of your whole skit, or at the end of each act, one person should paraphrase the story.

Each group has a different story. The audience needs to know what is happening. Your group needs to deliver the messages. When planning and performing the skit make sure your group is always facing the audience. If you are using signs or posters, make sure the writing is dark and big enough for it to be read by everyone. Options: use multiple scenarios (no more than 3), use props – look around and use things in the room to be creative!

Relax and have fun!

NOTE: Full credit for all information and research within this resource goes to The Center for Third World Organizing, from which this resources was developed and slightly adapted to accompany Jump-Start 4.

The Center for Third World Organizing is a racial-justice organization led by people of color whose mission is to achieve social and economic justice. (www.ctwo.org or 510-533-7583)

MOVEMENTS IN HISTORY – 1940s

A Question of Loyalty in Time of War No-No Boys Stand Up for Justice

“Well, if they want to know, I said ‘no’ and I’m going to stick to ‘no.’ If they want to segregate me they can do it. If they want to take my citizenship away, they can do it. If this country doesn’t want me they can throw me out. What do they know about loyalty? What business do they have asking me questions like that?”

And those were questions #27 and #28 on the “loyalty questionnaire” distributed by the War Relocation Authority (WRA) to everyone 17 years of age or older who lived in any of the 10 “relocation centers.”

- *Question #27: Are you willing to serve in the armed forces of the United States on combat duty, wherever ordered?*
- *Question #28: Will you swear unqualified allegiance to the United States of America and faithfully defend the United States from any and all attack by foreign or domestic forces, and forswear any form of allegiance to the Japanese Emperor or any other foreign government, power, or organization?*

From 1942 to 1946, these “camps” were home to 120,000 people of Japanese descent – two thirds of whom were US citizens, and the rest were permanent residents—during World War II. Government officials decided that a “yes” response to question #28 indicated loyalty and a “no” response, disloyalty. Over 4,000 refused to answer the questions or gave negative or qualified answers. These “No-No Boys” and others who dared question their internment were placed at the Tule Lake Segregation Center in northern California.

At Tule Lake, the Army brought in an entire battalion and prominently displayed tanks to guard the perimeter. Two incidents took place in October 1943 which fueled organizing and opposition in the camp. On October 13, a fire truck overturned, seriously wounding 3 internees. Two days later, a farm truck carrying 29 workers also overturned, seriously injuring five who were pinned under the vehicle; one of the injured soon died. As news of the accident spread in the camp, all 800 workers on Tule Lake’s 2900-acre farm—which grew produce to supply the camp and the military—decided to stop working until the authorities agreed to guarantee the workers’ safety and compensated the injured workers and family of the dead man adequately.

On Nov. 1, 1943, the Temporary Tule Lake Japanese Committee mobilized more than 5,000 men, women and children to surround the administration building for three hours, trapping WRA Director Dillon S. Myer inside until he heard their grievances. Their demands included: increase food allotment from \$.27 to \$.45 per day per person; establish an evacuee governing body; re-hire terminated farm workers with back-pay; and resignation of all staff “who harbor feeling of racial superiority.” The WRA decided to pay “bereavement benefits” to the family of the dead farm worker. On November 14, the Secretary of War declared martial law in Tule Lake—arresting 350 internees, and relocating 1,200 others. This effectively stopped the Tule Lake resistance.

It wasn’t until more than four decades later than an official recognition of wrongdoing came from the US Government. The Redress and Reparations movement, spearheaded by the sons and daughters of internees, was able to pressure the US Congress to pass the Civil Liberties Act of 1988, which offered an official apology, funded education programs about the internment as a deterrent to future violations, and authorized \$20,000 payments to camp survivors. Close to half of those interned have died before and never heard the apology nor received the token reparations.

MOVEMENTS IN HISTORY – 1960-70's

The National Welfare Rights Organization (NWRO)
"Demands a Minimum Standard!"

Should a society be judged by how much wealth one accumulates? Or should a society be judged by how it treats those that have the least?

It is 1965. We have come to a meeting to discuss the problems facing welfare mothers. Most of us are Black women and single mothers. We began by talking about how we felt about the welfare program. As it turns out, we all want the same thing; a decent and healthy living for our families and ourselves. In reality, we are barely surviving on what welfare offers. Our caseworkers monitor how we spend our money, invade our homes, insult us, and make us feel like it is our fault we are poor, and thereby, "undeserving" of any kind of help. Many also believe that welfare allows us to sit at home and live "the good life."

A meeting was called, by an NWRO organizer, who explained that the state welfare program was supposed to provide assistance to families who needed furniture (like stoves and refrigerators), pots and pans, beds, sheets, blankets and clothing for our families. When the NWRO sent individuals to request this assistance, caseworkers replied: "There is no way to apply for this help, because there is no procedure nor application forms."

The NWRO decided to make its own form and have its members apply for assistance in mass. They organized a citywide "minimum standard" day of action demanding furniture and clothing. Many of us joined and worked on the campaign; we held weekly meetings attended by large numbers of recipients, other anti-poverty organizers, and attorneys. We planned simultaneous demonstrations to happen at dozens of district offices and at the central welfare office.

On the day of action, we arrived at our local welfare office with over 100 people, demanded to meet with the office director, presented our applications for assistance, and demanded a response in two weeks. We spoke to the press about our needs and our demands. Two weeks later, we all received our checks! The welfare office announced that it had officially accepted our application form and would make these benefits available to all recipients.

The NWRO organizers developed "campaign kits" to be used and replicated across the country. The main piece was an application, which included a checklist of the items of clothing and household furnishings people were supposed to have according to welfare regulations. Local NWRO chapters organized across the country by replicating our day of action through similar campaigns. Welfare recipients were urged to enroll, fill out the applications, and join together to present their demands to district welfare office directors demanding a response. Countless demonstrations followed and were successful across the country.

Through "a series of minimum standard" campaigns, the NWRO was able to increase funding to welfare recipients. In New York City alone, welfare payments increased from \$1.2 million in 1963 to \$40 million in 1968. At its peak in 1969, the NWRO had an estimated membership of 22,000 families nationwide, mostly Black, with chapters in nearly every state and every major city.

MOVEMENTS IN HISTORY – 1969-70's

The Chicano Moratorium: The Position Against the War

Community activists, Brown Berets, and Mecha members all came together to organize their community to take a stand against the war. Rafael Guzman, a UCLA professor, provided the data and proved the racial injustice of the Vietnam War in his report on the disproportionately high number of Latino dead and wounded in battle. Chicanos bore some of the heaviest burden; they were 25% of the dead but only 6% of the U.S. population. They were nearly one of every four soldiers killed in Vietnam.

Two demonstrations against the war have been organized in L.A. The Brown Berets organized the first demonstration on December 19, 1969 where 2000 young people attended. The second rally was called on the 28th of February and over 5000 young students and people from the community attended. Out of the success of these two demonstrations, the Chicano Moratorium Committee was created.

The organizing was set in motion for what was hoped to be the biggest demonstration on August 29, 1970. The call for action was put out to Latino movement organizations across the Southwest. Munoz recalled, "There was talk of revolution and many of us had become radicalized in our local struggles. From the UFW to La Raza Unida, we were making waves. Some of us thought that the movement could come together around one big issue that has an impact on all of us." The slogan was chosen: "Raza Si. Guerra No."

The organizing took 5 months and finally August 29th arrived. For organizers who had worked hard to convince regular community folks that this was something they could be a part of, the march exceeded all expectations. According to committee organizer Herman Baca, it was a moment to be proud of; "We arrived in Los Angeles on Saturday morning around 7:00am. The first thing I witnessed was something that I had never seen before. Thousands upon thousands of Chicanos from all over the U.S...; some from New Mexico, Texas, Colorado, Arizona and the Midwest, who had all gathered for a political event... even some from Mexico and Puerto Rico marched on that day.

At 10:00am they marched 5 miles down Whittier Blvd toward Laguna Park. The crowd was excited. There were banners from all the groups, ranging from UFW flags, banners of the virgin de Guadalupe and hundreds of crosses with the name of their love ones who have died in Vietnam. It was announced at the rally that 40,000 people were in attendance.

Near the end of the rally the Los Angeles Police responded to a disturbance at a nearby liquor store. Soon enough, columns of riot police had arrived and declared the rally an "illegal assembly." Tear gas filled the air and people fled to the safety of nearby homes. Many were trapped inside the park and were severely beaten. In all, 200 people were arrested, and over sixty were injured, many seriously. Most tragically, three Chicanos died on that day, including the sympathetic journalist Ruben Salazar. Ironically, Salazar (whom the park was renamed for) had been working on two books: one on police brutality, the other on the growing strength of the Chicano movement.

The march was the largest protest organized among people of color against the war. It was also the largest protest gathering of Chicanos until that time, and probably the largest antiwar protest composed of working-class people. It remains a bittersweet legacy to the era.

MOVEMENTS IN HISTORY – 1990s
Asian Immigrant Women’s Advocates (AIWA)
“The Jessica McClintock Boycott”

- *What do you think about when you are shopping for your dress to the prom or to another formal event?*
- *Do you ever think about how or where those dresses get made?*

We are a group of Asian women, primarily Chinese, who live and work in the San Francisco area in California. Most of us have immigrated the US or come from immigrant families. We are seamstresses in shops that make very beautiful and expensive designer dresses, but our working conditions and wages are horrible; most of us earn less than two dollars an hour because we are paid by the piece. Most of us suffer back pains, poor vision and breathing problems and the bosses forbid us to talk or go to the bathroom.

In 1993, our employer filed for bankruptcy without paying us the wages he owed us. Twenty-three of us got together to talk about the problems and decided to approach a local organization, Asian Immigrant Women’s Advocates (AIWA), seeking assistance. AIWA found that our employer, a Chinese subcontractor named Mr. Lee, was making dresses for the fashion-clothing designer Jessica McClintock, who was contracting work to over 150 small shops in the San Francisco & Oakland area. Our employer had shut down because the Jessica McClintock Company shifted its work to shops in Mexico, Guatemala and Hong Kong.

We believed that she, Jessica McClintock, is responsible for the conditions of employment of the workers that are employed by subcontractors she uses to manufacture her dresses! Her quality control staff monitors the entire production process; she provides all the material, which is being sewed. With AIWA, we led a national boycott of all Jessica McClintock products and held regular demonstrations and picket lines in front of her boutique stores, some of which had over 300 people! We organized hundreds of other garment workers into our organization. Young women across the country joined the fight, and soon there were active boycott committees in Los Angeles, Chicago, Minneapolis, Portland, Seattle, Washington DC, Boston, New York, San Jose, and San Francisco.

In 1995, Jessica McClintock agreed to have an independent oversight program, which monitors the workplace working conditions of all subcontractors producing her garments. The company also agreed to provide two toll-free confidential hotlines, so workers could report any workplace violations. Plus, she made a donation to reimburse lost wages of all workers employed by Mr. Lee.

This was a victory for all garment workers. AIWA’s new corporate responsibility agreement made it easier for others to be held accountable. In 1996, designers Fritzi California, Byer California, and Espirit de Corps signed agreements with AIWA. Today, the corporate responsibility agreement protects more than 60% of the garment workers in the Bay Area, California.

Movements in History

Debrief Questions

Debrief

After all groups have performed their skits, either in small-groups or as a large group, brainstorm some of the following discussion questions to debrief what each experienced and witnessed.

Questions

- 1) What happened? (Political Analysis)
 - a. How did things get to be the way they are?
 - b. Who and what is responsible for racism?
Who are our allies?

- 2) What Do We Want? (Shared Vision)
 - a. What kind of world do we want to leave to future generations?
 - b. What is the goal of racial justice work?
 - c. How is racial justice connected with gender, sexuality and class justice?

- 3) How Are We Going To Get It? (Grassroots Action)
 - a. How do we build powerful multiracial organizations?
 - b. How do we battle our control of ideas and resources?
 - c. How do we build cross-cutting alliances?

Midwest Academy Strategy Chart

Safer Schools for all regardless of sexual orientation, gender identity and gender expression

Issue:

Winnable Goals	Organizational Considerations	Constituents, Allies, and Opponents	Decision Maker	Tactics
<p>Long Term:</p> <p>Safer Schools for all regardless of sexual orientation, gender identity, and gender expression</p> <p>Intermediate:</p> <p>Mandatory Teacher Training for all teachers at Ft. Lauderdale High School</p> <p>Short Term:</p> <p>School approval to organize Day of Silence</p> <p>Meeting w/ Superintendent</p> <p>Sign-on from Superintendent</p>	<p>What do you have?</p> <ul style="list-style-type: none"> ▪ 10 GSA members ▪ 2 advisors ▪ GLSEN Chapter ▪ Worked with Latina/o Club on Diversity Week ▪ E-mail group of 25 ▪ 3 parents ▪ Day of Silence ▪ Regional Organizer and website ▪ School newspaper ▪ LGBT friendly ▪ \$200 (campaign) <p>What do you want?</p> <ul style="list-style-type: none"> ▪ Increased awareness ▪ 20 new GSA members ▪ 5 faculty/staff supporters ▪ Relationships with 3 student clubs ▪ 100 Day of Silence ▪ Participants ▪ \$400.00 from this campaign <p>List any internal organizational problems:</p> <ul style="list-style-type: none"> ▪ GSA leaders graduating 	<p>Constituents:</p> <ul style="list-style-type: none"> ▪ LGBT students ▪ LGBT faculty/staff ▪ Student allies of LGBT people ▪ Faculty/staff allies of LGBT people <p>Allies:</p> <ul style="list-style-type: none"> ▪ GLSEN Chapter, PFLAG and other community groups ▪ Student newspaper ▪ Latina/o Club ▪ State legislator(s) ▪ Parents <p>Opponents:</p> <ul style="list-style-type: none"> ▪ Bugs Bunny, School Board Member ▪ Some teachers ▪ Some students ▪ Some parents 	<p>Primary:</p> <ul style="list-style-type: none"> ▪ Principal Lynly Eyles <p>Secondary:</p> <ul style="list-style-type: none"> ▪ Superintendent Frank Mok ▪ Chris Tuttle, Ft. Lauderdale HS ▪ Teacher of the Year ▪ Christopher Ramirez, Santa Cruz High School Principal ▪ Kevin Jennings, President of PTA ▪ Parents ▪ Teachers ▪ Students ▪ Student Clubs 	<ul style="list-style-type: none"> ▪ Letter to the editor ▪ # GSA Meetings with DOS info ▪ E-mail alerts ▪ Table during lunch on 3 days ▪ 4 Weekly Morning announcements ▪ Attend 7 other club meetings ▪ Collect signed "speaking cards" with demand for teacher training ▪ Students wear stickers from GLSEN DOS website ▪ Breaking the Silence event with Youth ▪ Speak Out and over 200 participants ▪ 2 clubs co-sponsor Day of Silence

Sample Strategy Chart: Blank Copy

Winnable Goals	Organizational Considerations	Constituents, Allies, and Opponents	Decision Maker	Tactics
<p>Long-term goal:</p>	<p>What we have:</p>	<p>Constituents</p>	<p>Primary:</p>	
<p>Intermediate goal:</p>	<p>What we can gain:</p>	<p>Where to find them:</p>	<p>Secondary:</p>	
<p>Short-term goal(s):</p>	<p>Problems:</p>	<p>Allies:</p> <p>Opponents:</p>		