

FIERCE

lgbtq youth of color organizing summit

workshop curriculum

february 2010



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BUILDING THE LEADERSHIP & POWER OF LGBTQ YOUTH OF COLOR

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introduction to the curriculum

This curriculum packet highlights the key curriculum used in FIERCE's LGBTQ Youth of Color Organizing Summit held on February 3, 2010. The curriculum covers basic political education on power, oppression, and youth organizing as well as basic organizing skills in base-building and campaign development. This curriculum was created by a team of FIERCE members and staff and pulls directly from FIERCE's experience in our campaigns and base-building work.

This resource is intended to be used by LGBTQ youth organizations and organizers looking to increase their capacity to do youth organizing. The Funders Collaborative on Youth Organizing has defined youth organizing as an innovative youth development and social justice strategy that trains young people in community organizing and advocacy, and assists them in employing these skills to alter power relations and create meaningful institutional change in their communities (www.fyco.org).

The LGBTQ Youth of Color Organizing Summit and this curriculum are part of FIERCE's efforts to respond to a lack of youth leadership and youth organizing strategy in the LGBTQ movement, as highlighted by *Coming Out, Stepping Up: Organizing to build the power of LGBTQ youth* released in January 2010. The distribution and use of this curriculum document is one way in which we aim to shift the landscape of the LGBTQ movement towards creating real change in the daily lives of young folks and building the leadership and power of LGBTQ youth.

about fierce

Founded in 2000, FIERCE is a membership-based organization building the leadership and power of LGBTQ youth of color in New York City. We develop politically conscious leaders who are invested in improving ourselves and our communities through youth-led campaigns, leadership development programs, and cultural expression through arts and media. FIERCE is dedicated to cultivating the next generation of social justice movement leaders.

curriculum key:

SAY - Facilitator says this out loud to participants

ASK - Facilitator asks this question to group of participants

Facilitator - Do an action (pass out handouts, uncover flip chart, etc)

Points to Emphasize - wrap up activity with these key points

acknowledgements

Curriculum for the LGBTQ Youth of Color Organizing Summit was developed by FIERCE members and staff including Ash Hammond, Lauren Francois, Veronica Tirado, Cheyenne Rosado, Elegost Rosado, John Blasco, Desiree Marshall, and Yasmeen Perez.

intro to power, oppression, and youth organizing

Time: 2.5 Hours

Materials:

intro to oppression team packets (see activity)
fenced out documentary
(available on youtube.com <<http://www.youtube.com/watch?v=BMrohHHdXd4>>)

Handouts:

definition of oppression
power chart
down by the river story
down by the river questions
principles of youth-led organizing

Flip chart paper:

directions for intro to oppression activity
definition of power
definition of oppression, prejudice, & discrimination
characteristics of oppression
power chart
definition of youth organizing
principles of youth organizing

Workshop Objectives:

- To build a shared understanding of power and oppression and how it impacts our communities
- To build a shared understanding of what youth organizing is and how it is different from other organizing strategies

Credits: developed by FIERCE. Parts of the curriculum were adapted from the School of Unity and Liberation, Californians for Justice, and the Southwest Youth Collaborative.

I. INTRODUCTION (5 mins)

Facilitator: Introduce facilitators and role in the organization. Review workshop agenda and goals.

SAY: This section is an introduction to understanding power and oppression and how as LGBT youth we can fight back! For this section we want to add a special ground rule called “Break it Down”. If someone uses a word that you don’t know or doesn’t make sense, just call out “Break it Down”, then we will pause to explain what the word means.

II. INTRO TO OPPRESSION ACTIVITY (30 mins)

SAY: We're going to play a team-building icebreaker game so that everyone can get to know each other better. It's a competitive game where we need to work together to use our resources and create different things in 5 mins. Every group needs to create the same 4 things. Groups will be judged on the creativity and aesthetic appeal of their creations, as well as on the structural integrity i.e. the quality of their creations. Think creatively. You'll have a chance to show off what you make to the large group after the 5 mins and there will be a prize for the winning team.

The things they need to make are: [put this on a flip-chart]

- 1) A Paper Chain with at least 3 links, each link must be a different color
- 2) A paper plane that can actually fly
- 3) A 5 point star that must be cut out and decorated
- 4) Cut out the letter "A" and glue it on a piece of blue paper

Split group into 4 teams: Blue, Red, Purple and Orange. Tell the groups that they should quickly figure out everyone's talents so that they can make strategic decisions about how to allocate their time and tasks.

Explain the rules: This activity is about teamwork. You must work with your team to use your resources creatively. This means NO SHARING or CHEATING from other groups.

Facilitator: Give each team their packet with instructions (see handouts at end of curriculum) on the front and start timing for 5 minutes.

- Blue team: (privileged)
Packet contains: two pairs of scissors, 5 whole sheets of colorful paper, two full glue sticks, 3 working colorful markers, clear tape, stapler with staples
***Facilitators must be encouraging to this team and ignore/not penalize them if they borrow items from other teams.**
- Red team: (less privileged)
Packet contains: one pair of scissors, 3 sheets of colored paper, two full glue sticks, 1 working colorful marker, clear tape, stapler with no staples
*** Facilitators must encourage this team to "use their resources and ignore/not penalize them for asking for help from other teams.**
- Purple team: (even less privileged)
Packet contains: one pair of non-working scissors, 1 piece of colorful paper, two empty glue sticks, 3 non-working colorful markers, 2 pieces of clear tape, stapler with no staples
***Facilitators must actively watch this team and reinforce the rules. If they borrow from others, make them give it back.**
- Orange team: (least privileged)
Packet contains: no scissors, no colorful paper – just white paper, one old glue stick, 3 non-working colorful markers, 1 piece of clear tape, no stapler

***Facilitators must NOT assist this team and severely penalize this team for asking for help from other teams.**

During the activity: Facilitators walk around and assist or ignore the blue/red teams, but chastise and police the purple and orange team.

Facilitator: After the activity each group gets a minute to present on their projects. Facilitators should judge them and determine the winning team (remember to stay in character and act like the blue team was clearly the best!). [at this point you can break character and give candy to everyone!]

Afterwards we ask the whole group (large group discussion):

- 1) What did they find difficult/challenging about this activity?
- 2) Was the game fair? Why or why not? What dynamics did this set up?
- 3) What does this game represent? Do these dynamics exist in the larger society?
- 4) How did it feel to be in the orange/purple teams vs the blue/red teams?
- 5) How did they overcome challenges, how did they work together?

Points to Emphasize:

- The game was not set up fairly. Each group had different resources, and each group was treated differently than each other, even though all the groups were expected to complete the same tasks.
- This exercise was to get us thinking about power and how our communities can work together to fight oppression

III. POWER & OPPRESSION CHART (30 mins)

Large group brainstorm: How do you define POWER?

Facilitator: Take popcorn responses from the group and scribe them on flip charts around the room.

SAY: At FIERCE we use this definition for POWER... (write it up on a flip chart)

POWER: The ability to control circumstances

ASK: In the game we just played, did every group have power? Who had power in that scenario? [answer: the facilitators!]

SAY: The facilitators had the power to make the rules of the game and distribute the materials. The small group of facilitators got to decide who could win and who couldn't and essentially determined the circumstances for a much larger group of people. This is sadly how POWER is also set up in society, some groups have POWER and some groups do not have POWER.

Here is a simplified chart of how power has generally been divided in US Society [have chart up on the wall]

GROUPS WITH SOCIETAL POWER	GROUPS WITHOUT SOCIETAL POWER
Men	Women, Transgender, Gender Non-conforming and Intersex People
White People	People of Color
Upper/Middle Class and Rich People	Poor and Working Class People
Adults	Youth and Elderly People
Heterosexuals	Queer, Lesbian, Gay, Bisexual, Transgender, Two-Spirit and Questioning People
Able-bodied/able-minded People	People with Disabilities
U.S. Born and U.S Citizens	Immigrants and People outside of the U.S.
People who fit beauty standards	People who don't fit beauty standards
Christians	People who aren't Christians (Muslims, Jews, Atheists, etc)
First World Countries & Global North	3rd World Countries, Global South, Indigenous Groups, People living under occupation

Facilitator: Have one person volunteer to read the Groups with Societal Power, and one person volunteer to read the Groups without Societal Power.

ASK: what happens to our communities when society is divided like this? What does this divide look like, what does it feel like?

Facilitator: Popcorn responses and scribe them on flip chart paper around the room.

SAY: The difference in power has led to a lot of violence and distrust between and groups, and the groups with less societal power have suffered especially hard (police brutality, slavery, worse jobs, lower quality of education, etc). They have been OPPRESSED.

OPPRESSION is the domination of one group/s of people for the benefit of another group of people.

Three characteristics of Oppression:

- Oppression is different from prejudice or discrimination.**
- Oppression affects whole groups of people not just individuals.
- Oppression is a system upheld by institutions (media, gov't, education, healthcare, religion, banks, etc), laws/policies, economic systems, and societal beliefs and norms.

Facilitator: If there's confusion about this point, use the following definitions to help clarify:

PREJUDICE – A positive or negative attitude toward a person or group, formed without just grounds or sufficient knowledge. Prejudice is an attitude.

DISCRIMINATION – Unequal treatment of people based on their membership in a group. In contrast to prejudice, discrimination is a behavior.

SAY: Oppression manifests in a lot of different ways – hate, exploitation, violence, fear, pain, etc. All of which help to maintain this power divide. One of the first steps to fighting oppression is being able to name and understand how it impacts us. Let's go back to the power chart and name the terms that describe the oppression/s that relate to each of these groups.

Facilitator: Go through each row of the power chart. Ask the large group to shout out what systems of oppression uphold the power divide between the different groups. Once the correct term has been said, put that term on the chart. Facilitators should be ready to field questions that come up around why certain terms are correct or not and what they mean. Clarify confusion, by asking for someone to give an example for each system. If folks give inaccurate examples guide them to a correct example and ALWAYS explain why. At the end of the activity, the chart on the wall should look like this:

GROUPS WITH SOCIETAL POWER	SYSTEM OF OPPRESSION	GROUPS WITHOUT SOCIETAL POWER
Men	Patriarchy, Binary Genderism & Sexism	Women, Transgender, Gender Non-conforming and Intersex People
White People	Racism	People of Color
Upper/Middle Class and Rich People	Capitalism & Classism	Poor and Working Class People
Adults	Adultism/ Ageism	Youth and Elderly People
Heterosexuals	Heterosexism, Homophobia, Biphobia and Transphobia	Queer, Lesbian, Gay, Bisexual, Transgender, Two-Spirit and Questioning People
Able-bodied/able-minded People	Ableism	People with Disabilities
U.S. Born and U.S Citizens	Xenophobia	Immigrants and People outside of the U.S.
People fit beauty standards	Sizeism/Fatphobia/Looksism	People who don't fit beauty standards
Christians	Religious Oppression, Christian Hegemony, Anti-Semitism, Islamophobia, etc	People who aren't Christians (Muslims, Jews, Atheists, etc)
First World Countries & Global North	Colonialism & Imperialism	3rd World Countries, Global south, Indigenous Groups, People living under occupation

Facilitator: Give the following handouts, 1) Definition of Systems of Oppression, 2) The completed power & oppression chart.

ASK: What does freedom from oppression look like? How would this chart look different if oppression didn't exist? As LGBTQ youth of color, what role can we play in changing society?

Points to Emphasize:

- Oppression is larger than individual attitudes. Oppression is a whole system at play!
- As LGBTQ youth of color, we experience multiple forms of oppression every day - we know that another world is possible and necessary for our survival.
- Systems of oppression are not going to change themselves, we have to take action to transform society and the system at large to liberate ourselves and our communities!

STRETCH BREAK – ENERGIZER (5 mins)

IV. INTRO TO YOUTH ORGANIZING (30 mins)

SAY: There are many ways that people are trying to change systems of oppression. Youth Organizing is just one strategy out of many.

ASK: So what exactly is YOUTH ORGANIZING?

Facilitator: Take a few ideas from the group and then present this definition:

YOUTH ORGANIZING is the process of young people coming together to build their collective power, use that power to win improvements in their communities, and to challenge the power structure.

SAY: To understand how YOUTH ORGANIZING is different from other ways of making change, we are going to read a story together.

READ: Down by the River Story in the large group (ask one volunteer to read each paragraph)

Facilitator: After the story has been read out loud, split the large group into three smaller groups. Each group corresponds to the characters in the story: group one is the villagers who want to provide legal aide and Know Your Rights trainings, group two is the group of villagers who wants to get LGBTQ youth off the street and in school, and group three the group of LGBTQ youth and allies who want to confront Big Mo Ney and the Cops. Split the groups up and give them 10 mins to answer the questions for their group (see attached handout). One person in the group should take notes and be prepared to report back in the large group. Facilitator should walk around and offer help to the groups if needed.

Small group break outs & 10 min discussion:

GROUP 1: VILLAGERS WHO WANT TO PROVIDE LEGAL AID & KYR TRAINING

- What are the problems facing LGBTQ youth of color in this story?
- What is your group's strategy for dealing with these problems?
- Do you think your strategy will be successful in stopping the problems facing LGBTQ youth of color? Why or why not?
- How will this story end if your strategy is used?

GROUP 2: VILLAGERS WHO WANT TO GET LGBTQ YOUTH OFF THE STREETS AND BACK IN SCHOOL

- What are the problems facing LGBTQ youth of color in this story?
- What is your group's strategy for dealing with these problems?
- Do you think your strategy will be successful in stopping the problems facing LGBTQ youth of color? Why or why not?
- How will this story end if your strategy is used?

GROUP 3: LGBTQ YOUTH OF COLOR AND THEIR ALLIES WHO WANT TO CONFRONT BIG MO NEY AND THE COPS

- What are the problems facing LGBTQ youth of color in this story?
- What is your group's strategy for dealing with these problems? How will you make Big Mo Ney and the cops do what you want?

- Do you think your strategy will be successful in stopping the problems facing LGBTQ youth of color? Why or why not?
- How will this story end if your strategy is used?

Facilitator: Facilitate the large group report backs. Ask each group to summarize what they discussed.

ASK: Who's in leadership of the different strategies and what role do the LGBTQ youth of color play? What makes youth led organizing unique amongst other approaches to social change? Which group was most threatening to Big Mo Ney and his plan?

Facilitator: Take responses from the group and scribe them on flip chart paper. Try to draw out the following points...

- LGBTQ youth are not leadership expect for in group 3.
- All the other strategies do not prevent Big Mo Ney from going through with his plans to displace the LGBTQ youth
- The group that wants to confront Big Mo Ney and the cops are addressing the root of the problem while also building power for LGBTQ youth of color.

Points to Emphasize:

- Organizing is about looking at the root of the problem and getting people together to fix them.
- Organizing is also about having the solutions to the problems be led by and for those most affected by the problem, in this case LGBTQ youth of color.
- FIERCE believes that there has to be many ways to approach making change, and that all need to be respected. In the story it was very important that youth had legal support and training, as well as services. However there also has be people to stop the corrupt development plan and the police from targeting LGBTQ youth of color. We believe that other types of making change like providing services or advocacy work must be done in conjunction with organizing to make long-term change in our communities.

V. SHOW FENCED OUT CLIP (15 mins):

SAY: This scenario we read about is based on the true story of what happened to LGBTQ youth of color in NYC.

Facilitator: Screen movie clip.

ASK: What are responses after seeing the film?

SAY: When the piers got fenced off, LGBTQ youth of color came together to fight back. They founded FIERCE as an LGBTQ youth led organizing group to demand that queer youth who went to the pier for safety, community, and to find a home, were not left out of the decision making process. Since then FIERCE has fought back a 10pm curfew, prevented the main street accessing the pier from getting barricaded at night, got port-o-potties, and now programming on their pier like a mini-ball and queer movie nights. Most of all, LGBTQ youth of color are now considered an important stakeholder in the decisions around the development of the pier.

VI. PRINCIPLES OF YOUTH LED ORGANIZING (30 mins)

SAY: We are going to get into small groups to talk about some of the basic principles for YOUTH LED SOCIAL CHANGE ORGANIZING. You will have 20 mins to come up a definition for your principle, explain why it's important to youth organizing, how it can apply to your community or organization, and create a poster to represent your principle.

Facilitator: Break into 5 small groups, give each group instruction slips, poster board, markers, colored paper, magazines, glue sticks, scissors, and other decoration materials.

The Principles and groups are as follows (have this up on a flip chart):

Group 1) Building a strong and large base of youth members

Group 2) Developing youth leadership and political consciousness

Group 3) Exercising power through direct action campaigns

Group 4) Shifting power through challenging racism, sexism, class oppression, heterosexism, and all other forms of oppression

Group 5) Ensuring youth-led decision-making

Facilitator: After all the groups have finished with the tasks, give each group two minutes to present their posters. Wrap up the activity with a quick discussion:

ASK: Why are these some of the key principles for Youth-Led Social Change Organizing?

What happens if we don't operate with these principles?

Are there any other principles we should keep in mind when doing youth organizing?

Facilitator: Give participants a copy of the "Key Principles for Youth-Led Social Change Organizing" handout

VI. CLOSE OUT (10 mins)

Facilitator: Go around and ask folks to say one major learning from the workshop and something that could have been better.

definitions of systems of oppression

Ableism: The institutional and interpersonal oppression of people who have mental, emotional, and physical disabilities. In an ableist system able-bodied individuals have privilege and power.

Adulthoodism: The institutional and interpersonal oppression of younger individuals, based on their age, by care givers and society. In an adultist system the belief is older people are more intelligent and therefore have more power.

Ageism: The institutional and interpersonal discrimination of people based on their age. Ageism is rooted deeply in the societal myth that elderly people and youth are inferior to adults.

Binary Genderism: A dominant social system that assumes that there are only 2 gender and that everyone's gender matches their sex. It requires society to live under the following beliefs:

- 1) Has a Penis = male = man = masculine = attracted to women
- 2) Has Vagina = female = woman = feminine = attracted to men

Biphobia: The interpersonal fear or hatred of bisexual people. Biphobia can exist in gay, lesbian, trans, and straight communities.

Capitalism: The economic system that allows wealthy people to keep getting richer off the backs of poor and working class people.

Classism: The interpersonal prejudice and/or discrimination, against people because of their real or perceived economic status or background.

Colonialism: A system where one nation completely controls the government and resources of another nation to gain power and profit.

Heterosexism: The institutional and interpersonal discrimination or prejudice against queer and trans people based on the assumption that heterosexuality is the normal and natural and that homosexuality is abnormal and wrong. Heterosexism is enforced by the binary gender system.

Homophobia: The interpersonal fear or hatred of gays, lesbians, bisexual or queer-identified people based on the belief that homosexuality is abnormal and wrong.

Imperialism: The current global, economic, political, and social system where first world nations control third world nations to gain power and profit from their labor, markets, and natural resources.

Racism: The systemic oppression of people of color in order to uphold a system of white supremacy and white privilege.

Religious Oppression: The institutional and interpersonal subordination, marginalization and persecution of an individual or group based on their religious or non-religious belief and/or practices. (e.g. court system, swearing on the Christian Bible or Christianity being the superior religion and any other religion is inferior).

Sexism: The institutional discrimination of and violence towards women and transgender people on the basis that men are superior.

Transphobia: The institutional and interpersonal fear, hatred, and discrimination of Transgender people because their gender identity does not match the sex they were assigned at birth. (Transgender is an umbrella term referring to people whose gender identity/ presentation does not match the sex they were assigned at birth and people whose gender identity does not conform to binary gender roles like male and female).

Xenophobia: The institutional and interpersonal fear or hatred of people who immigrate or are new to an area different to where they were born.

down by the river story

Once upon a time, there was a little village in the mountains called Queer Town where all the Transgender, Lesbian, Gay, Bisexual, Two Spirit and Queer youth of color went to feel safe when they got kicked out of their homes and schools. The river running through the town was a favorite hang out spot for LGBTQ youth. One summer, a youth in the village took a walk to the river and saw that their friend was being dragged away by the cops. The next day two more people were arrested by the river. The week after that four more people, then eight, then twenty.

The cops are now patrolling every night by the river and arresting anyone who wants to hang out there. Life becomes dangerous for all the LGBTQ youth of color. Some villagers find out that a man named Big Mo Ney is planning to develop the river front into a mega entertainment complex with movie theaters, a circus, and amusement park rides. They want wealthy straight people to move to Queer Town and buy luxury condos, so they are calling the cops on the queer youth of color hoping to get rid of them so they can take over the land.

The American Civil Liberties Union shows up in town. They set up a legal aid center to help those arrested get out of jail and to provide Know Your Rights trainings.

Another group of villagers – mostly queer adults and some straight adults in the community, decide to protect the youth by opening up a support center with drop in hours for LGBTQ youth to hang out inside, rather than by the river. They employ social workers to help queer youth get back into school.

Then one night the cops raided a queer party and a fight broke out. The cops arrest 10 LGBTQ youth of color and severely beat 5 others.

LGBTQ youth attend the next town meeting in mass, and make a proposal. They are sick of the cops coming through and arresting people and they want to change the situation. They propose that all the villagers - straight, queer adults, and LGBTQ youth of color unite and confront Big Mo Ney and Queer Town Police Department to demand that they stop targeting LGBTQ youth of color to halt the plans for a mega entertainment complex.

Some community members disagree, saying that this will only make matters worse and that everyone should focus their energy on doing know your rights trainings and getting youth in school. If folks put their energy elsewhere, they might not be able to continue preventing other folks from getting arrested.

The town splits into three groups - those who want to provide legal aid for folks in jail, those who want to prevent arrests by getting LGBTQ youth off the streets and in school, and those who want to confront Big Mo Ney and the cops.

power and oppression definitions

power

the ability to control circumstances

oppression

is the domination of one group/s of people for the benefit of another group of people.

Three characteristics of Oppression:

- Oppression is different from prejudice or discrimination.**
- Oppression affects whole groups of people not just individuals.
- Oppression is a system upheld by institutions (media, gov't, education, healthcare, religion, banks, etc), laws/policies, economic systems, and societal beliefs and norms.

prejudice

A positive or negative attitude toward a person or group, formed without just grounds or sufficient knowledge. Prejudice is an *attitude*.

discrimination

Unequal treatment of people based on their membership in a group. In contrast to prejudice, discrimination is a *behavior*.

down by the river questions

GROUP 1: VILLAGERS WHO WANT TO PROVIDE LEGAL AID & KNOW YOUR RIGHTS TRAINING

- What are the problems facing LGBTQ youth of color in this story?
 - What is your group's strategy for dealing with these problems?
 - Do you think your strategy will be successful in stopping the problems facing LGBTQ youth of color? Why or why not?
 - How will this story end if your strategy is used?
-

GROUP 2: VILLAGERS WHO WANT TO GET LGBTQ YOUTH OFF THE STREETS AND BACK IN SCHOOL

- What are the problems facing LGBTQ youth of color in this story?
 - What is your group's strategy for dealing with these problems?
 - Do you think your strategy will be successful in stopping the problems facing LGBTQ youth of color? Why or why not?
 - How will this story end if your strategy is used?
-

GROUP 3: LGBTQ YOUTH OF COLOR AND THEIR ALLIES WHO WANT TO CONFRONT BIG MO NEY AND THE COPS

- What are the problems facing LGBTQ youth of color in this story?
- What is your group's strategy for dealing with these problems? How will you make Big Mo Ney and the cops do what you want?
- Do you think your strategy will be successful in stopping the problems facing LGBTQ youth of color? Why or why not?
- How will this story end if your strategy is used?

key principles for youth-led social change organizing

Build a strong and large base of youth members: In order to build the power of a community and organization, you need to have a lot of members. These members are called your **BASE** and should be made up of the young people who are most affected by the issues the organization is working on and who become members and leaders of the organization. Base building involves outreach, recruitment (bringing in members), retention (keeping members motivated in the organization), youth development and leadership development.

Develop youth leadership and political consciousness: Youth organizing provides a lot of different trainings and opportunities for the youth to be able to develop their leadership. Trainings and workshops can help young people develop their organizing skills, their political analysis, and their critical thinking skills; meaning it would encourage them to take into account things they may not have thought about before. Leadership development builds the youth to take action by organizing their own events, raising funds, speaking publicly, etc. I-on-I meetings happen with leaders to provide an opportunity for feedback, reflection, goal-setting, and support for personal development.

Exercise power through direct action campaigns: Organizations and communities exercise their power through campaigns and action. Youth take a leadership role and identify issues and problems in their communities and in other communities that constantly oppressed them or put them in a spot where they have no say in what goes on. After identifying these issues, youth develop strategies and tactics that pressure those who have power to agree to the demands of the young people facing problems. This can be done in different ways (e.g. rallies, protests, starting community forums, being present for community board meetings and presenting solutions to the community). Direct action challenges the “belief” that young people, especially low-income youth of color, should remain inactive about problems in their community.

Shifting the power structure through challenging systems of oppression: The main focus of youth-led social change organizations are to address and challenge these systems of oppression. Youth organizations that fight racism, sexism, classism, heterosexism, and other forms of oppression pick issues that challenge the ways that young people of color, women, poor people, LGBTQ and other oppressed people are kept down by the current system and society. It also means that youth organizations should challenge oppression among their own members. As we develop solutions we should always make sure that it is never at the expense of another community. Our approach should be to find effective ways to work toward the most liberating solution. Organizations should respect the self-determination of different communities, but recognize that the struggle of fighting oppression goes beyond respecting differences of race, ethnicity, gender, and sexual orientation, but truly being allies to each other in the struggle.

Ensure youth-led decision-making: In order to be a youth-led organization there needs to be a process where the youth leaders and members can make decision at all levels of the organization. Youth-led decision-making is based on the idea of SELF-DETERMINATION: that young people should have the power to determine their future and the future of their own organization and community. Youth-led organizing must be an empowering process that trusts youth to make decisions that are right for them and respects their ideas and contributions as much as adults. This also means that youth should be in leadership roles within the organization including staff, membership, and board.

GROUPS WITH SOCIETAL POWER	SYSTEM OF OPPRESSION	GROUPS WITHOUT SOCIETAL POWER
Men	Patriarchy, Binary Genderism & Sexism	Women, Transgender, Gender Non-conforming and Intersex People
White People	Racism	People of Color
Upper/Middle Class and Rich People	Capitalism & Classism	Poor and Working Class People
Adults	Adulthood/ Ageism	Youth and Elderly People
Heterosexuals	Heterosexism, Homophobia, biphobia, and Transphobia	Queer, Lesbian, Gay, Bisexual, Transgender, Two-Spirit and Questioning People
Ablebodied/able-minded People	Ableism	People with Disabilities
U.S. Born and U.S Citizens	Xenophobia	Immigrants and People outside of the U.S.
People fit beauty standards	Sizeism/Fatphobia/Looksism	People who don't fit beauty standards
Christians	Religious Oppression, Christian Hegemony, Anti-Semitism, Islamophobia, etc	People who aren't Christians (Muslims, Jews, Atheists, etc)
Global North, First World Countries	Colonialism, Imperialism	Global south, Third world countries, Indigenous people, people living under occupation

key principles of youth organizing | small group activity

GROUP 1: BUILD A STRONG AND LARGE BASE OF YOUTH MEMBERS

You have 20 minutes to finish the following tasks:

- Come up with a definition of this principle
- Explain why this principle is important to youth organizing
- How can this principle apply to your community or organizations?
- Create a poster to visually explain your answers

GROUP 2: DEVELOP YOUTH LEADERSHIP & POLITICAL CONSCIOUSNESS

You have 20 minutes to finish the following tasks:

- Come up with a definition of this principle
- Explain why this principle is important to youth organizing
- How can this principle apply to your community or organizations?
- Create a poster to visually explain your answers

GROUP 3: EXERCISE POWER THROUGH DIRECT ACTION CAMPAIGNS

You have 20 minutes to finish the following tasks:

- Come up with a definition of this principle
- Explain why this principle is important to youth organizing
- How can this principle apply to your community or organizations?
- Create a poster to visually explain your answers

GROUP 4: SHIFTING THE POWER STRUCTURE THROUGH CHALLENGING SYSTEMS OF OPPRESSION

You have 20 minutes to finish the following tasks:

- Come up with a definition of this principle
- Explain why this principle is important to youth organizing
- How can this principle apply to your community or organizations?
- Create a poster to visually explain your answers

GROUP 5: ENSURE YOUTH-LED DECISION MAKING

You have 20 minutes to finish the following tasks:

- Come up with a definition of this principle
- Explain why this principle is important to youth organizing
- How can this principle apply to your community or organizations?
- Create a poster to visually explain your answers

building our power: base-building 101

Time: 2 Hours

Materials

blank flip chart
markers

Handouts:

outreach rap blank
outreach rap example

Flip Charts:

Definitions
Objectives of the workshop
Workshop Agenda
Base-building process
Group Agreements
Follow Up

Workshop Objectives:

- To introduce folks to the basic principles of base-building
- To arrive at a common understanding of why we do base-building and why it is important
- To learn, practice, and improve cold-contact outreach skills
- To generate excitement for base-building and ways to be effective in your member recruitment and retention

Credit: developed by FIERCE

I. INTRODUCTION (5 min)

Facilitator: Introduce facilitators.

SAY: In this workshop we are going to learn about base-building, its different elements, why its important, and how to do cold-contact outreach. By the end of our 2 hours together we want to accomplish these objectives.

Facilitator: Review objectives of workshop flip chart paper. Ask folks in the room to volunteer by reading out the objectives one by one.

Facilitator: Review the agenda for the workshop.

SAY: Before we start we just want to make sure to emphasize how important our group agreements are for this space. In particular, we really want to stress that pushing your growing edge is important because we're going to be learning by doing in this workshop and for a lot of us outreach is a new thing that can be intimidating. So lets make sure that we build a culture of mutual support for each other AND that we challenge each other to step up and take risks.

II. BASE-BUILDING: DEFINING IT (15 min)

SAY: So to begin, let me ask you this: Raise your hand if you have done base-building or outreach before with your organization.

Facilitator: Take a moment to acknowledge those in the room who have. Point out that we come with different experiences and that we all have something to learn from each other.

SAY: So even if we haven't done base-building before, we can still get a sense of what it is by using the knowledge in the room.

Facilitator: Uncover base-building brainstorm blank flip chart paper.

SAY: So lets hear some of your ideas. What is base building? This is a brainstorm so throw out whatever comes to mind. There is no right answer here.

Facilitator: Write up responses on flip chart paper. When finished, take a minute to read the brainstorm list out loud. Acknowledge where there are similarities and differences.

SAY: This is a great way to think about base-building - its a process so that means its a little harder to define in one way because there are different pieces that make it up. We're going to throw out a definition that we use at FIERCE. We'll read it together and if you have anything to add we'll put it up here too.

Base-building Definition Flip Chart

Base-Building is recruiting new people into your organization, having it grow in members and raising awareness of the organization. Base-building is not just one step, but a process that involves outreach, follow-up, recruitment and building a relationship with new, existing, and potential members.

SAY: Once a member is recruited leadership development begins. Outreach (raising awareness of organization and building a relationship with a new contact) is one way to build relationships with potential members who might join your organization.

SAY: At FIERCE we like to think about power in two ways. Some people have power because they have a lot of money. We have power through the amount of people we can mobilize. We may not have money but we do have people power.

SAY: Now that we have a working definition of base-building, it's really important to get an understanding of how it works. To do that, we're going to look at the base-building process.

III. BASE-BUILDING PROCESS (5 min)

SAY: In order to understand how base-building works, we're going to take a look at the process of base-building and some key definitions.

Facilitator: Uncover the Base-building process flip chart paper.

SAY: If base-building works by building our people power that means that we need to talk to people who are directly affected by the issues we work on, bring them into the organization, and develop them into leaders in the organization.

The base-building process:

Constituency: The process starts from our constituency - people who are direct affected by the issues you work on; people who may or may not know about your organization (For FIERCE, our constituency is LGBTQ Youth of Color 13 - 24 in New York City.

SAY: : It it really important that you do a constituency map. This is a map that helps you clarify what your constituency is (based on the issues your organization works on), where they are, and how to reach them.

BASE: When we outreach to members of our constituency, we'll get some people who are interested in our organization - this is people from our constituency who know about our work and may come to actions or events because they believe in the issues we work on

MEMBERS: From our base, we get members - people who are committed to be an active part of the organization, who come to events and/or actions regularly and may help make decisions for the organization

MEMBER LEADERS: From our members, we develop member leaders - people who plan and do our campaign and base-building work, who understand the political analysis of our work and develop other leaders in the organization (and who carry out the base-building process).

SAY: This is important to think about because we can easily stop at just having members, or just having a base that comes out to our events. But what we want is to develop the leadership of our members, to engage them in the politics of our organization and in the decisions and planning of the organization (youth-leadership/member-leadership).

We'll be using these terms throughout the workshop so keep them in mind. We'll leave the definitions up around the room as well for you to refer back to.

Points to Emphasize:

- This diagram is not meant to be still. The arrow shows that the point of base-building is to constantly engage more members of your constituency in your organization and to consistently increase their participation and leadership.
- This development should ideally get to the point where your members develop as organizers themselves; that is, they are mainly focused on developing the leadership of other members.

Facilitator: Take any questions or comments.

IV. OUTREACH: DEFINING & UNDERSTANDING IT (20 min)

SAY: What does outreach mean to you and why do you think it is necessary? Where does it fit into the base-building process?

Facilitator: Take responses from the group and write them up on a sheet of flip chart paper.

Go over this definition of outreach and get an agreement on it from the group.

SAY: Outreach is the first step is building relationships with your constituency. We do outreach to find the pulse of our community – what they are concerned with, what changes they want to see, and how the work of the organization can be a way to make those changes. There are different ways of doing outreach: Cold Contact Outreach (i.e. Street Outreach) Flyer Drop Offs, Organizational Outreach (i.e. workshops done at schools or other organizations), Door Knocking, Online Outreach, etc.

There are also different reasons for doing outreach:

Facilitator: Uncover reasons for doing outreach flip chart paper

Reasons for doing outreach:

To mobilize: contacting individuals to persuade them to attend an event or an action

To organize: contacting individuals to persuade them to become involved in the organization or campaign

Coalition Organizing: contacting existing organizations or groups to become involved in a campaign, organization, or to attend an event

Facilitator: Remind folks that definitions are hanging up around the room just in case they need to get refreshed on them (i.e. Constituency)

SAY: Remember, outreach is only one part of the base-building process. Other parts include recruitment and relationship building (1 on 1s), leadership development, coalition and alliance building, etc

ASK: How do folks feel about this definition of outreach. Does it need to be tweaked or do things need to be added on?

Facilitator: Write down any additions or edits to the definition.

SAY: Now that we know what outreach is, we also know that its not the easiest thing to do and it can often be scary.

ASK: What scares folks about doing outreach?

Facilitator: Take responses and write them up on flip chart paper.

SAY: These fears are real but they shouldn't keep us from doing effective outreach. So to work through these a little more let's get into your own experiences with talking to people who you don't know and figure out ways to feel more confident together.

ASK: What makes us talk to strangers? How can we feel more confident about doing this when we go out to outreach to our constituency?

Facilitator: Record responses on a blank flip chart paper.

SAY: Let's keep these examples in mind because ultimately they will help us be better at cold contact outreach. Practicing those ideas that makes us talk to strangers will probably make others feel comfortable talking to us. This is also good to keep in mind because we'll be practicing outreaching to each other today and some of us don't know each other so well.

V. THE RAP (15 min)

SAY: So let's get into outreach. Remember, outreach is the first step in building relationships with your constituency. Before going out to do street outreach, you have to create what is called a RAP.

Pass out Anatomy of a RAP handout.

READ: Anatomy of a RAP

SAY: Now I want to stress that this is simply a blue print for outreach, not a script. You should never have a memorized script for outreach. It is simply a conversation with another person so you want to do it in your own personal style. It has to be genuine. However, you need to do introductions, get interests, agitate, and crunch towards a commitment.

ASK: How you do that might change the outreach rap for each person you outreach to?

Take responses.

SAY: Always remember that outreach is not only about you getting the word out about an upcoming event. It is more about you learning from the other person. You want to know: What are they concerned about? What do they want to change in the community? You should be listening more than you are talking. This is much harder to say than to do, so make sure you check yourself if you're talking too much.

Facilitator: Lead an example of how you would use the rap on outreach.

ASK: What did you notice about how the facilitator used the rap?

Facilitator: Reflect on the example and point out where you could have done better and what your strategy was for using the rap.

SAY: Also, you should note that when you use the rap for outreach you want to talk less and listen more. At FIERCE we use the 60-40 rule - meaning you should talk 40 percent of the time and have the other person talk (while you listen) 60 percent of the time.

VI. ROLE-PLAY (25 min)

SAY: So let's practice this. You have ten minutes to fill out the anatomy of a rap hand-out. Think of an event or an action that your organization has had in the past or one that is coming up.

Facilitator: Remind folks to set goals for their outreach they have to use the rule of multiples: Example: If you want 20 folks to show up at your event or action, you need 40 people to say yes. If you want 40 people to say yes, you'll need to get contact info for 80 folks. To get info for 80 folks, you'll have to talk to about 160. This is just a rule of thumb; not exact science. Also, remember the 60-40 rule.

Walk around the room and support folks developing their rap.

SAY: Now, partner up with someone you don't know. Choose someone to go first by practicing your rap. You have 2 minutes and then I will tell you to switch. After both of you are done, give feedback to each other about what worked and what could have done better.

ASK: How was for you? Is this helpful? Why or why not? Did any fears manifest? How did you overcome them? What techniques can organizers use to build their skills and confidence in doing outreach? What were the challenges? How did you set your goals for outreach?

Facilitator: Mention that some ideas folks might want to implement in their outreach work include: forming outreach teams, pairing up experienced folks with new folks, practice before doing outreach, debrief and give feedback to each other regularly.

Points to Emphasize:

- There are rewards to being prepared with a rap, flyers, materials. Take time to do this before you go out.
- Don't use this as a script and don't take this out on outreach.
- The rap is used to generate your thoughts and ideas - it shouldn't come off as an interview.
- Go in groups to support each other.

VII. FOLLOW UP (15 min)

SAY: After outreach, you have to follow up with your contact. Your first follow-up call is a continuation of the conversation you had on outreach. This is another step in furthering the relationship building with this contact. Make checklist of the things you want to talk about based on your conversation on outreach. What were their interests? What did you talk about? What did you invite them to? The follow-up call is also a chance to ask them if they had any questions about your organization and the work you do.

Also follow up can be through a phone call, meeting, etc. It doesn't have to be a phone call. The main idea is to reconnect with them and bring them into the organization.

Facilitator: Uncover the follow up call flow example

Dial the number

Ask for the person by first name

Once they are on the phone say your name and where you met them on outreach

Begin to go through your checklist

Facilitator: Note that if you get a home phone to be careful about outing the person. Don't mention what you're calling about. Ask for the person by their name and if they are not home, don't leave a message, just call back later.

SAY: Before you hang up, be sure to reconfirm the commitment you got on outreach. This is your time to re-crunch the contact into their commitment, whether it was coming in for a 1:1 or coming to an event.

SAY: Follow up calls are different from phone-banking:

Facilitator: Uncover definition flip chart paper.

Phone-banking: calling members of your organization with the intent of inviting them to an event, workshop, meeting, or action.

SAY: Within 2 or 3 days you should do your fist follow-up call. Remember to make a checklist before calling, and reconfirm the commitment they made on outreach. Also, remember that there is a big difference between phone-banking and follow up calls. Follow-up calls are part of how we develop leadership.

SAY: But remember, base-building doesn't stop there. We don't find leaders, we need to develop them and this means that we need to make sure that our organizations are youth-led and focused on leadership development. One on ones are a great way to follow up with a new member and to plug them into the work of the organization. During a 1:1 meeting, you want to building a connection with that potential member. Learn about who they are, where they come from, what are their interests. Its similar to the rap sheet but idea is to get them to reflect on their development and involvement in the organization and create goals together for their continued leadership.

ASK: Why is it important to do this kind of follow-up work?

Facilitator: Take responses. Mention leadership development and membership retention if not said in the discussion.

SAY: The goal here is to engage members in the org through organizational work (decisions, planning, etc), I on Is, and political education and training.

Facilitator: Point back to the base-building process and note how those leaders then recruit new members and develop leaders too and in doing so they increase their leadership skills.

VIII. WRAP UP (15 min)

SAY: To wrap up this workshop, we want to hear from you so we're going to open up the floor for discussion.

Facilitator: Uncover question on flip chart paper and read it aloud one at a time.

How can I take these skills back to my organization?

What is my organization doing well now in our base-building that we should keep?

What can my organization change about our base-building/outreach that we can make more effective?

Facilitator: Open up the floor for discussion. Invite folks throw out other questions if they have them. The goal here is to process the info and skills we've learned and to figure out ways to take this back to our organizations. Be sure to make sure that each question/statement is addressed. Also, be sure to FIRST check to see who else has responses to questions. The goal is to get folks to support and strategize with each other. The facilitator has a role, but its limited here.

If there are questions/statements etc that are not addressed write them up on the GARDEN flip chart paper to be addressed at another time.

IX. CLOSE OUT (5 min)

Facilitator: Go around and ask folks to say one major learning from the workshop and something that could have been better.

SAY: We really want to thank folks for being here and for pushing your growing edge with each other. Hopefully this was a useful space to be part of and that you can take this back to your organizations. We're going to pass out a packet that has more information on how to build a base-building model and plan that will help you sit down with your org and put all of this information to use.

HOW TO DEVELOP A BASE-BUILDING PLAN

Step 1: Decide how many members you want to recruit in a certain amount of time (i.e. 100 new members in 3 months)

Step 2: Using the Rules of Multiples, work backwards to determine how many youth you have to approach in order to reach your goal.

Step 3: List out all the places you go to do street outreach and organizational outreach at. BE SPECIFIC! Don't just put schools, name what schools we have relationships with vs. ones we do not.

Step 4: Decide how many days per week you want to do street outreach.

Step 5: Decide how many organizational outreach sessions you want to complete given the timeline of your plan.

Step 6: Start to map it out! Develop an outreach schedule, and include where you are going, what time, and what your goal will be (i.e. how many people do you want to reach that day). Set goals for organizational outreach as well. When scheduling you can always ask your contact to be sure to have XX amount of youth there.

Step 7: Include follow-up days! Without follow-up, contacts won't come in. Follow-up IS NOT phone banking.

Step 8: List phone banking days for monthly events. These should happen at least 2 days before the event.

Step 9: Make any revisions to the plan that are needed.

Step 10: Congratulations! You have a plan completed.

It is ok to make a plan for a few months (i.e. 3 months, 6 months), but always keep in mind the goals for the year. If the goal for the year is to bring in 100 new members, your goals for 3 months need to reflect that thinking.

sample base-building plan

Base-building Goals: We want 25 members at the end of 3 months? MONTHLY & OTHER EVENTS TURN-OUT GOALS

WORKING BACKWARDS W/ # WE WANT

25 x 2 = AMOUNT WE NEED HARD YES'S FROM: 50 Event Name _____

50 x 2 = AMOUNT WE INITIAL YES'S FROM: 100 Membership Meetings _____ 15

100 x 2 = AMOUNT WE NEED TO TALK TO: 200 FIERCE Fridays _____ 25

200 x 2 = AMOUNT WE NEED TO APPROACH: 400 Let's Politik _____ 15

10 Wellness Wednesday _____ 10
Tabata Tuesdays _____

AMOUNT OF NEW PEOPLE WE NEED TO APPROACH: 400

REACHING NEW PEOPLE		
Activities	Goal for # of people to reach	How often do we need to do this? When?
Street Outreach @ Pier 45 & Pier 46	We want to reach 30 people	3 times a month / Rotation between Fridays & Saturdays
GSA Workshop at Harvey Milk High School	We want to reach 20 people	2 times in 3 months / Weekday, during 1-3pm
Organizational Workshop @ The Door	We want to reach 15 people	2 times in 3 months / Weekday, during 2-5pm
Organizational Workshop @ Ali Forney Ctr.	We want to reach 15 people	2 times in 3 months / Weekday, during 1-5pm
Organizational Workshop @ LGBT Center	We want to reach 15 people	2 times in 3 months / Weekday, during 3-6pm

FOLLOWING UP WITH NEW CONTACTS			
Follow-up activities	Goal for # of people to reach	How soon after initial contact do we follow-up? When?	What are we trying to plug them into?
Follow up through phone calls	We want to have follow up calls with all new contacts (400) within the 3 month period	Within 48 hours of initial contact we do follow up / do this whenever they said is the best time to call them	You can plug them into any of your groups or monthly events

WHAT ARE SOME OPPORTUNITIES TO PLUG NEW PEOPLE INTO FIERCE BASED ON OUR EVENTS DURING FEBRUARY, MARCH, APRIL?

- *We can plug them into trainings on how to facilitate meetings so that they can facilitate a meeting*
- *We can plug them into one of our committee meetings to become active*
- *We can plug them into an action / or public hearing, to give testimonies*
-
-

base-building plan

Base-building Goals: We want _____ members at the end of _____ months?

WORKING BACKWARDS W/ # WE WANT

_____ x 2 = AMOUNT WE NEED HARD YES'S FROM: _____

_____ x 2 = AMOUNT WE INITIAL YES'S FROM: _____

_____ x 2 = AMOUNT WE NEED TO TALK TO: _____

_____ x 2 = AMOUNT WE NEED TO APPROACH: _____

MONTHLY & OTHER EVENTS

Membership meetings _____

Let's Politik _____

FIERCE Friday _____

TURN-OUT GOALS

AMOUNT OF NEW PEOPLE WE NEED TO APPROACH: _____

REACHING NEW PEOPLE		
Activities	Goal for # of people to reach	How often do we need to do this? When?

exercising power: intro to campaign development

Time length: 2 hours

Materials:

Markers
Scrap paper
Pens
Post-it notes – 3 colors
Campaign Components – word and definition paper

Handouts:

campaign components definitions
, power map analysis,
campaign strategies,
tactics toolkit
campaign strategy chart
parts of a campaign
how to build a movement

Flip chart paper:

agenda
Pig Personality Results
definitions of issue, problem, issue identification
Problem tree
Campaign Component definitions
Develop a Campaign Activity questions
Movement building definition
Parking lot

Workshop Objectives:

- To have a clear understanding of how problems, issues, and root causes relate to each other
- To clarify the different components of a campaign
- To understand how organizational campaigns relate to a larger movement
- For participants to leave with a shared understanding of how to build a campaign in order to meet the needs of their communities.

Credits: developed by FIERCE. Parts of the curriculum were adapted from the School of Unity and Liberation.

I. AGENDA & INTRODUCTION (5 min)

Facilitator: Facilitators introduce themselves.

Give instructions: Each participant says their name and preferred gender pronoun.

Facilitator: Go over the agenda for the day.

SAY: Today we will break down the difference between problems and issues and how to use this information to identify a possible campaign. Then we will go into an activity called the Problem Tree to help us identify the root causes to our individual problems. After that we will take the first steps to developing a campaign.

II. PROBLEM vs ISSUE(10 min)

Facilitator: Have definitions written on butcher. Cover up definitions so that only the terms are visible.

Issue: a solution to a problem

Problem: a social condition or system that negatively impacts the community

Facilitator: Ask 1-2 participants to give definition of issue, problem and issue identification. After, share the written definition with the group. Answer any questions.

SAY: What is the difference between problem and issue? [Wait for answers] Community organizations don't organize around an individual's problem, but instead organizes to advance solutions as a collective towards a systematic cause.

Give an example:

FACILITATOR 1 SAYS: An example of a problem is, I or people I know are constantly being harassed in school for being queer.

FACILITATOR 2 SAYS: The issue to this problem is there is a need for curriculum that challenges homophobia and the school needs a Gay Straight Alliance.

Facilitator: Ask a participant to give an example of a problem or issue. Then ask another participant to give the counter problem or issue.

Answer any questions.

Points to Emphasize:

- A problem is a social condition or system that negatively impacts the community. We all have problems, but what we can do is take on issues pertaining to the problem and create change for communities and ourselves.

III. PROBLEM TREE ACTIVITY (25 min)

SAY: Problems and issues don't just come out of nowhere. So why do they happen? Before we get into the activity, let's define root problem together.

ASK: Does anyone want to throw out what you think root problem is?

Take responses and write them down.

Root problem: the underlying systemic condition that produces problems and issues. Its why problems happen.

Facilitator: Refer back to the systems of oppression reviewed in the previous workshop on power, oppression, and youth organizing.

SAY: This next activity is going to help explain how problems, issues, and root causes are all connected. We are going to divide you into 3 groups. Each group is going to come up with 3 problems, write them on post-its and put them up on the tree as its leaves. You will then be asked to write down the issues to those problems and post them up on the bark. After that, you're going to write down the root causes and post those up on the roots of the tree. This will be our Problem Tree, showing the problems that affect our communities and the root causes of them.

Facilitator: Post the Problem Tree flip chart paper up. Break participants up into small groups (at least 3).

ASK: Come up with 3 problems and to write them down on the post-its.

Facilitator: Share the following 3 problem examples

- There aren't any safe public spaces for LGBTQ youth
- I get harassed at school
- My building doesn't have any heat in the winter

Place post-its on the branches as leaves.

Facilitator: Ask each group to share problem, then post on tree.

ASK: Come up with 3 issues responding to their problems on different post-its.

Facilitator: Share the following 3 issue examples:

- The city needs to invest in creating public space for everyone regardless of access to money
- My school needs a safety policy that protects everyone's identity
- Landlords need to held accountable to ensure the safety of their residents

Place post-its on the bark/trunk of the tree.

Facilitator: Ask each group to share issue, then post on tree.

ASK: What are the root causes of these issues. What is the underlying reason these things happen?

Facilitator: Share the following root cause examples:

- Capitalism & Racism: areas that have public space are privately owned
- Adulthood: youth don't have a say in how the school makes policy around safety
- Capitalism: profits over people and their needs

Write on post-its and place on the root of the tree.

ASK: What is the correlation of the problem tree? How do each of the parts relate to each other?

Take responses.

SAY: Our conflicts have roots in the construction of the society we live in. But as a collective, as organizations, we have within our means to make a change. And campaigns are effective when done in a way that shows people cause, urgency, need, and support. You can use this model to begin a discussion of problems and issues with their organization to help identify campaigns.

Points to Emphasize:

- By knowing the root cause of an issue, we can better challenge people around it. Without knowing the root cause, we can't see how problems are related and intertwined.
- You can solve a problem by itself, but another one will just arise because you didn't challenge the institution.
- We can organize around the police harassment of LGBTQ youth. But without challenging the institution of homophobia, a root cause of that harassment, another problem will arise.

IV. CAMPAIGN COMPONENTS (15 min)

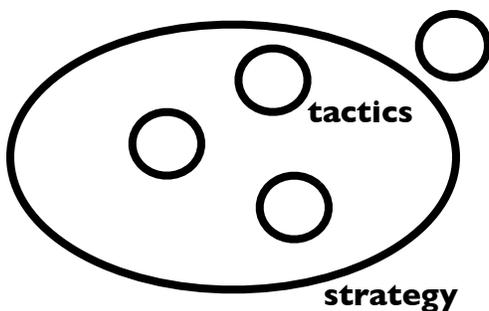
Facilitator: Cut the components of a campaign (target, demand, goal, etc) out. Cut the definitions of these terms out. Pass these out so each participant has either a word or definition.

SAY: Each of you either has a word that deals with campaign development, or a definition. You have 2 minutes to find the word that matches your definition, or definition that matches your word. Once folks have found their match, you will read it out loud. The group will come to a consensus on the definitions.

After the group comes to consensus, reveal the flip chart paper with the definitions written. Keep those posted for the rest of the workshop.

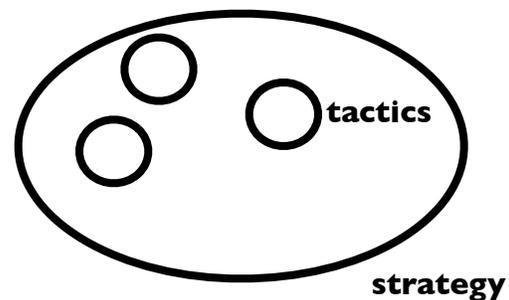
Facilitator: When going over the definition of TARGET it is important to note that your target is one person. For example, instead of targeting everyone on the City Council, you may target just the Speaker of the Council or your district's specific rep.

Facilitator: When going over the definitions for STRATEGY and TACTIC, use a visual to drive home the point.



Avoid tactics that fall outside of your strategy.

example: doing a sit in at the beginning of your campaign before you've made your demands to the target



Your strategy should define your tactics (what you do and when you do it).

example: doing a sit in at a strategic location to bring public notice to how your target has repeatedly failed to implement demands he/she has agreed to

SAY: Your strategy is your overall plan; a tactic is a tool that supports the plan. A tactic is PART of a strategy. A tactic DOES NOT work without a strategy. If we only think tactically, without being connected to an overall plan, you won't accomplish anything. You can't just have petitions signed without that tactic being connected to an overall strategy with clear goals and demands. Otherwise, what's your follow-up once you get those petitions signed?

V. DEVELOP A CAMPAIGN ACTIVITY (35 min)

Facilitator: Break the group of people up into smaller group. Have everybody count off 1, 2, 3, so that we have 3 even groups. Have them go to their numbered group and make sure they all have flip chart paper and markers/pens.

Give each group one issue from the Problem Tree Activity.

Use the examples the facilitator came up with if others are not available.

Give instructions: Each group will have 20 minutes to answer the questions written on the flip chart paper:

- What is your goal?
- What are your demands?
- Who is your target?
- What is your strategy?
- How long will it take to win this campaign?
- What will your tactics be? (petitions, rallies etc)
- Why you want people involved? How will you get people involved from the community?
- What are your immediate next steps?

Facilitator: During the 20 minutes, walk around to the groups and ask if they need any help and give them warning when the time is almost out. When time runs out have the three groups come back into one large group. Each group will have 3 minutes to report back, stating the issue they were given and their answers. Other participants can ask questions of each group after too.

Ask: Debrief questions

1. How did that process feel for folks?
2. Referring to the morning session, how did the strategies used incorporate the principles of youth organizing?
3. How were these strategies different those used by advocacy or legal groups?

Points to Emphasize:

- The purpose of this activity is to recognize the different steps and components to building a campaign.
- You can't just say my organization will work on this, and not have goals, demands, a strategy, and know who your target is.
- A good campaign has a clear timeline, clear target, clear goals, and clear demands.

SAY: We just completed a basic draft of how to compose a campaign. You can take this back to your communities to help figure out a campaign that your organization can take on. Now we are going talk about how all of the campaigns that we can work on as separate organizations can build with each other to impact greater change for the broader social justice movement.

VI. BUILDING A MOVEMENT (15 min)

Ask: What comes to your minds when you hear the phrase movement building?

Facilitator: Write down their responses on flip chart paper.

Share the definition that FIERCE uses, written on flip chart paper:

“Movement building is the process of various communities working across similarities and differences to achieve our common vision for social justice. Therefore, FIERCE engages in movement-building activities through participating in local and national alliances, networks, and coalitions that advance multi-issue progressive social change agendas which bring together many different communities.”

Facilitator: Rephrase the definition. Get consensus from group with the definition.

ASK:

1. Why is movement building important? Why should we care about what’s happening in Dallas if we are from New York? Vice versa? Other parts of the country?
2. What ways can we all build with each other? How do we keep it going consistently from this day forth?
3. What challenges might we face in movement building?
4. How do we get other people involved who aren’t in this room?

Facilitator: Wrap up any next steps/ideas that came from the discussion.

SAY:

- Movement building is important if we really want to impact change in our society.
- Building with other organizations, leaders, and communities should be a process that challenges our politics, our strategies and our comfort zones.
- We cannot continue to preach to the choir if we want to create a huge mass dedicated to social change.

VII. CLOSE OUT (5 min)

Facilitator: Go around and ask folks to say one major learning from the workshop and something that could have been better.

SAY: Thank you everyone for participating in this workshop. Hopefully you leave today with an understanding of how to build the campaign that is right for your organization and the communities you work with. There's a lot that we didn't cover, which is why we have a great packet for you with information about campaign strategies, tactics, how to do a power map analysis, and other goodies.

campaign terms : matching game

- | | | |
|--------------------|-------|--|
| 1. Target | _____ | A. An intensive sustained organizing fight that uses collective power of organizations (including people) to strike at a target until it meets our demands |
| 2. Strategy | _____ | B. Tools used to achieve a campaign |
| 3. Tactic | _____ | C. The person who has the power to give you what you want in an organizing fight |
| 4. Campaign | _____ | D. A plan to accomplish the goals of a campaign |
| 5. Demand | _____ | E. A concrete change or win you want while engaged in or at the end of an organizing fight |

STAGES OF A CAMPAIGN

- 1. Identify problems & issues in the community**
- 2. Focus on one issue and research it**
- 3. Get a bigger picture (analyze institutions and power structures – aka power analysis/ mapping)**
- 4. Develop a campaign strategy**
- 5. Run your campaign**
- 6. Evaluate**

CHARACTERISTICS OF A GOOD CAMPAIGN

- ★ Clear timeline**
- ★ Clear target**
- ★ Clear goals**
- ★ Clear demands**

campaign strategy chart

problem & issue	goals	demands	organizational resources	the players	tactics
<p>What problems is your constituency facing?</p> <ul style="list-style-type: none"> - what is the root cause? - how could it change? <p>What is your organization's criteria for choosing issues?</p> <p>issue ID criteria...</p> <ol style="list-style-type: none"> 1. Result in concrete changes 2. Give people sense of their own power 3. Alter relations of power 4. Be Winnable 5. Be Worthwhile 6. Be Widely Felt 7. Be Deeply Felt 8. Be Easy to Understand 9. Have a Clear Target 10. Have a Clear Timeframe 11. Be Non-Divisive 12. Build Leadership 13. Set your organization up for the next campaign 14. Can be used to Raise Money 15. Push revolutionary politics 16. Build the Left, build allies 17. Have an anti-oppression, anti-imperialist framing <p>Through your action research/issue ID phase, what is the issue the campaign is focusing on?</p>	<p>List the long-term goals of the campaign.</p> <p>List the intermediate goals of the campaign. (what constitutes a victory?)</p> <p>List the short-term goals of the campaign. (What short-term or partial victories can you win as steps toward long-term goal?)</p>	<p>What do you want your target to do?</p> <p>What is your organization's criteria for choosing demands?</p> <p>What are your campaign demands?</p> <p>How will the campaign... <ul style="list-style-type: none"> ♦ win concrete changes in people's lives? ♦ altar the balance of power? Does the campaign demands push Left? - call for increased accountability structures - create community run processes - call for community control of resources</p>	<ol style="list-style-type: none"> 1. List the resources your organization brings to the campaign (include money, staff, leaders, facilities, legitimacy, etc.) 2. What is your budget for this campaign? 3. List the ways your organization can be strengthened by this campaign. <ul style="list-style-type: none"> - leadership development - membership recruitment - expand constituencies - raise money - gain allies - staff development 4. List internal problems that might jeopardize the campaign. 	<ol style="list-style-type: none"> 1. Who are the people most impacted by this issue? (folks/constituency) 2. Who else would care enough about the issue to be down to help? (friends/allies) 3. Who is the major decision-maker/ who has the power to give you what you want? (man/ primary target) <ul style="list-style-type: none"> - person vs. institution 4. What power do your folks & friends have over the target? 5. Who has power or influence over your targets? (secondary target) 6. What power do your folks & friends have over your secondary target? 7. Who are your opponents? <ul style="list-style-type: none"> - what will your victory cost them? - what will they spend/do to stop you? - how can you neutralize them? 	<p>For each tactic, list tactics that would demonstrate collective power against the primary target.</p> <p>Tactics should...</p> <ul style="list-style-type: none"> - understandable, within the experience of your constituency - demonstrate collective power - uses the media - flexible and creative - directed at a specific target <p>Tactics include....</p> <ul style="list-style-type: none"> ♦ press conferences/ media events ♦ public hearings ♦ community forum ♦ accountability session ♦ direct action ♦ lawsuit

A good tactic should...

- be understandable to the target
- be within the **experiences** of your constituency
- be a part of a **broader strategy** and campaign timeline using **escalation**
- be **creative** and flexible
- demonstrate collective power
- directed at a specific **target**
- use the media



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|--|---|
| ↙ letter writing | ↙ press conference |
| ↙ postcard campaign | ↙ banner drop |
| ↙ street theater | ↙ meeting with your target |
| ↙ fake newspapers | ↙ lobby for a bill |
| ↙ propaganda drop | ↙ town hall meeting |
| ↙ direct action (sit ins, pickets, boycotts) | ↙ release a report or study |
| ↙ opinion editorial in the newspaper | ↙ call ins |
| ↙ _____ | ↙ alliance building with other organizations (shared event or action) |
| ↙ _____ | ↙ _____ |
| ↙ _____ | ↙ _____ |

curriculum resources

californians for justice
www.caljustice.org

funders collaborative on youth organizing
www.fcyo.org

school of unity and liberation
www.schooloflibertyandliberation.org

southwest youth collaborative
www.swyc.org