

NEA ESP YRO Conference Agenda: Day #1 (of 1)

General Materials and Room Set-up:

Round Tables for Participants and one Rectangle for Facilitators
 Projector, Screen, Speakers, Microphones – NO PODIUM – only central projection table with laptop connection there
 Carousel stations and reporting stations around the perimeter
 50 attendees
 Material Boxes with participant “toys” on each table

CHARTS NEEDED:

- Identity Stations (premade signs, no chart): Race, gender/presentation, Age, Class, Sexual Orientation, Nation or language of origins, Work category, Ethnic group, Religion, Physical/ mental ability

Overall Outcomes: Participants will learn core definitions of allyship and where they fall in the spectrum of allyship. Participants will also be able to identify level of oppression and the resources needed to address the oppression they or their members face.

Key Outcomes for the Day:

Participants will learn about allyship and their role in being an ally to others.
 Participants will develop an understanding of power by also learning about oppression and privilege.
 Participants will learn about a framework of understanding oppression so that they can better identify actions to take in seeking justice.

Time and Topic

2:45-2:55, Ellen
 2:55-3:30 Monet, Ellen
 3:30-3:45 Break
 3:45-5:00: Systems of Oppression, Hedy & Katie

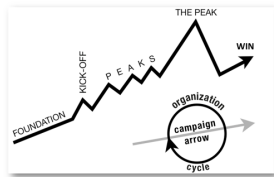
2:45-5pm			Questions and Learning Goals
 Centering Race, Class and Gender in Your Campaigns	2:45-2:55	Hello – Ellen Holmes She, her, hers.	Participants will understand how growth and strength are connected to campaigns.

Our Agenda:

Explore	Explore Identity, Intersectionality, and Allyship and where that can be used in your plan
Use	Use a framework for analyzing problems and resources in order to apply that analysis to the issues and goals (demands) in your plans
Apply	Apply our learning to scenarios and crafting demands in order to turn your goals into demands of your targets.

start
with why

Structure of a Campaign



Growth – Base Building

Nationally, across all membership categories, we have to recruit 250,000 new members a year just to maintain current levels of union density. (Necessary)

BUT

Maintenance does not build.
(Not Sufficient)



Strength – Organizing and Realizing Change

Increased membership and density isn't just about numbers, it's about the power to make systemic change through working together.

BUT it not only about the wins -

In order to **control** the changes we win, we have to continually push to a super majority member density. (Over 75%)



Review our outcome – Need your ESP BOR Campaign Worksheet in your hand.

So why am I here? I am from a community that grew up in the belief that the people closest to the problem are the experts in that problem and must lead towards the solution to that problem.

Funny thing, that is a core belief of organizers who help implement campaigns. At all points of our best campaigns – members and their community partners lead – affiliate staff coach and enable those folks to achieve the changes that they are willing to demand. In your worksheet you have listed goals- which are critical – I encourage you think about how “Goals, shift when you begin to think of them as DEMANDS of TARGETS . A demand is simply what you want and that demand is made to the person who currently has the power in the system to grant or prevent your demand.

Think about Campaigns in terms of two metrics – Growth and Strength.

Growth, membership recruitment is important. It is necessary but not sufficient.

We also have to think about strength – strength is the ability to win – BUT getting episodic wins are also not enough – you have to continue to grow enough that you control the win you have.

Participants will understand how intentionally asking race and equity questions at every point of a campaign helps to center race, class, and gender in campaigns.



An organizing leader asks:

Centering Race, Class, and Gender in requires intention.

At each point ask:

Who is most directly impacted?

Who has been left out?

How can they be directly engaged?

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

You want to build the power of your local?

Apply and learn more about THE CAMPAIGN LAB



nea NATIONAL EDUCATION ASSOCIATION

In Partnership with the Alliance to Reclaim Our Schools (AROS) <http://reclaimourschools.org/> and the Mohrreid Academy <http://mohrreidacademy.com/>

Disclaimer

The content we are going to explore may bring up strong feelings. Throughout our time together, we will explore examples of racism, sexism, heterosexism, and sexism.

These experiences, ideas, and assumptions are often negative, problematic, and false. Yet, over time, they have become as pervasive and invisible as the air we breathe. We need to examine them so that we can understand, challenge, and ultimately eliminate them.

*Adapted from ARL



There are 4 questions that all organizers ask

You have to intentionally consider it. (read the questions on the slide that are a Race and Equity Tool)Why do we need to include Race, Class, and Gender –if you want to move from episodic wins and the power to control the wins you get – you need to intentionally increase and diversify your base, your issue messaging, and your leadership teams.

Disclaimer- read the slide.

 People in Campaigns – Identity and Allyship Monet When do you remember the first time you were or felt different? Your Identities Activity Class Age Race Gender Identity Physical/Mental Ability Religion Nationality Let's Move – Notice the stations around the room correlated to the different identities listed here. Which identity of yours do you think about the most? Move to that station, discuss your reasons why, and report out. Your Identities Activity Class Age Race Gender Identity Physical/Mental Ability Religion Nationality Let's Talk Which identity of yours do you think about least? Move to that station and discuss: -Why don't you have to think about it as much? -What could that mean in terms of your identity? -How can you leverage that power/privilege for marginalized people in your scope of influence?	2:55-3:00 Stations posted around room include: • Class • Age • Race • Gender Identity • Physical/Mental Ability • Religion • Nationality • Mental ability	7 min- Ice Breaker We're going to start off by doing an icebreaker and giving you a chance to hopefully meet some new people. In front of you should be a post it note with a number on it. When I say go please move to the table with the corresponding number. Okay, now that you're in your groups, I want you to take 5 minutes to share your answer to this questions. "When do you remember the first time you were or felt different?" Remember you only have 5 min so that gives about 30 seconds per person. And begin. 5 min- debrief Debrief- Does anyone want to share their story? (Elicit 3 shareouts) Now when we start to talk about diversity, many peoples minds default to racial diversity. And while we are certainly going to talk about race, there are a variety of ways to be different, and you all just heard first hand from your table talks. 1 Min – Identity Introduction We are going to take a minute to look intentionally at our identities and help figure out where we are, so we know how to identify who's missing. This list is not exhaustive but will serve as a foundation for you all as you move forward in creating your Bill of Rights. 9 min- Your Identities Activity • This list represented 7 groups, each representing one facet or category of our social identity. Short social identity explanation. ◦ Facilitator note: Explain any confusing identities- ◦ <u>Gender Identity</u>: For this one, we are referring to whether you are cisgender (identify with the gender you were assigned at birth) and transgender (does not identify with the gender they were assigned at birth) • Notice the stations around the room correlated to the identities in the shield. Which identity of yours do you think about the most? Move to that station, discuss your reasons why, and report out on	Definition of Ally, Participants will understand that there is a spectrum of allyship. (introductory) Participants will understand that intersectionality informs allyship.
---	---	--	---

ALLY

A member of the "dominant" or "majority" group that:

- Questions or rejects dominant ideology
- Works against oppression through support of and is an advocate with or for the oppressed population



ALLY

A member of the "dominant" or "majority" group that



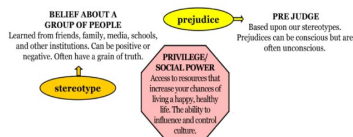
ALLY

A member of the "dominant" or "majority" group that:

- Questions or rejects dominant ideology



Cycle of Oppression



common themes. (Everyone chooses. It is a sign of privilege to sit out.)

- Can I get 3 people to share out?

[Facilitator] Define the term: Privilege: A special right, advantage, or immunity granted or available only to a particular person or group.

- Which identity of yours do you think about the least? Move to that station, and discuss why you don't have to think about it as much, and what that could mean in terms of your identity? How can you leverage that privilege/power for marginalized people in your scope of influence?
- Can I get 3 people to share out?

Optional Question- Which identity gives you power to be able to engage in this work.

13 min- Allyship definition

As you all embark on this work of crafting your ESP Bill of Rights, we want to implore you to be an ally to those who are not in the room and make sure they are reflected in your document, as well as recognizing where you have power in your identity to help advocate for change.

So what is an ally?

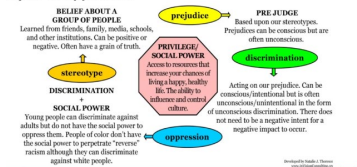
You all can see the definition on the screen but the key pieces were going to highlight are: "a member of the **dominant or majority group**, who questions or rejects the **dominant ideology** and works against **oppression** through support of and as an advocate with or for the oppressed population.

ALLY

A member of the "dominant" or "majority" group that:

- Works against oppression through support of and is an advocate with or for the oppressed population

Cycle of Oppression



Activity- Table Talk 2 min

I want you to turn into your tables and discuss for 2 minutes what you think the dominant and majority group is.

Great job. Many people have crossovers in their identities, which a few may be very privileged and exist solely in the dominant group, many of us cross the spectrum. Having some identities that are in the dominant social structure and some that aren't.

Next part, An ally is someone who questions or rejects the dominant ideology. Where does this ideology come from?

What you're looking at is called the cycle of oppression, and where it starts is in beliefs given to us, typically very young. From our parents, community, tv shows, media etc. These can be both good and bad ideas about particular groups. As we move through the world that negative stereotype that was planted creates prejudices/biases, conscious or unconscious. A great example of this is imagine you booked on Southwest, when you got on the plane there are only middle seats left. How do you decide where to sit? What stereotypes that you have learned do you apply to when choosing that seat? As a woman do you sit between two men? Are any of you sitting between the two moms with lap infants? We prejudice based on these social identities on how we move through the world.

Lastly, an ally is a member of that dominant group that works as an advocate for the oppressed population. How does a group go from having stereotypes to being oppressed?

Let's finish working through the wheel. Next we arrive at discrimination, acting on those biases we have formed. An

An ally is someone from a privileged group advocating for someone in an oppressed group.

There are intentionally built systems that privilege some and oppress others.

We each have an identity that allows us to be privileged, and each has been oppressed due to an identity.

We have the ability to use our agency to act and unify to create and use power.

We need to constantly look for who's missing.

Key
Points



example of this is the research done with job applications with different names. When looking at employer interest between identical applicants, one with an ethnic name and one European or “white” name, the European name will get twice as many interview requests.

Activity 2 min table talk- Before we finish the wheel, turn into your table and give them your definition of oppression.

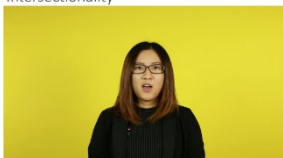
Finally we arrive at oppression, oppression is systemic. It's historical, and it's existed for a long time. Oppression is social power + discrimination. Social norms and attitudes that are threaded through our societal structures. Examples: What kind of hair is considered professional? What color are band aids and ballet shoes? Which some companies have tried to diversify, the effect of the dominant culture is still ever present.

And then as new generations are born, the cycle restarts.

I want you all to hold onto these points as both because you are working on a document that should be representative of all ESP's, and because now you know you have to ability to advocate for people who can't always advocate for themselves. There are support staff members who can't afford to be in this room. Can't take the time off work, can't find childcare, can't miss a shift at a second job. How will you ensure they are reflected in what you create?

Key Points

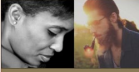
- An ally is someone from a privileged group advocating for someone in an oppressed group.
- There are intentionally built systems that privilege some and oppress others
- We each have an identity that allow us to be privileged and we each have been oppressed due to an identity

		• We need to constantly look for who’s missing. • We have the ability to use our agency to act and unify to create and use power You all have 15 minutes, please be back on time.				
Break  Break 10 minutes	3:20-3:30					
Intersectionality  Intersectionality  Intersectionality is a framework for understanding a person, group of people, or social problem as affected by a number of discriminations and disadvantages. It takes into account people's overlapping identities and experiences in order to understand the complexity of prejudices they face. Levels of Expressions of Oppressions <table><tr><td> Internalized Oppression lies within individuals. These are our private beliefs and biases about others, influenced by our culture, that reside <i>inside our minds</i>. </td><td> Institutional Oppression occurs <i>within institutions</i> and systems of power. It is the norms, policies and practices that are structured into political, social and economic institutions that have the net effect of imposing oppressive conditions, denying rights, opportunity, and equality to identifiable groups. </td></tr><tr><td> Interpersonal Oppression occurs <i>between individuals</i>. Once we bring our private beliefs into our interactions with others, we are now in the interpersonal realm. </td><td> Structural Oppression is bias <i>across institutions and society</i>. It's the cumulative and compounded effects of an array of factors that systematically privilege some and disadvantage others. </td></tr></table>	Internalized Oppression lies within individuals. These are our private beliefs and biases about others, influenced by our culture, that reside <i>inside our minds</i>.	Institutional Oppression occurs <i>within institutions</i> and systems of power. It is the norms, policies and practices that are structured into political, social and economic institutions that have the net effect of imposing oppressive conditions, denying rights, opportunity, and equality to identifiable groups.	Interpersonal Oppression occurs <i>between individuals</i>. Once we bring our private beliefs into our interactions with others, we are now in the interpersonal realm.	Structural Oppression is bias <i>across institutions and society</i>. It's the cumulative and compounded effects of an array of factors that systematically privilege some and disadvantage others.	Systems of Oppression Scenarios Page. 63 Bill of Rights Scenario Systems of Oppression – Analyzing, identifying and diagnosing solutions (75 Min) 5 Minutes- Allyship and Cycle of Oppression (Monet/Ellen?) 15 Min – Introduction (Katie): Framework for planning and think through the amount of resource you have to make change. EX: If you only have enough money to host one training, then you will only make changes at the individual level. If you want to impact systemic change, that endure, you need to organize your people and money to make systemic change. Going back to our differences and identities: Intersectionality is a framework for understanding a person, group of people, or social problem as affected by a number of discriminations and disadvantages. It takes into account people's overlapping identities and experiences in order to understand the complexity of prejudices they face. This is important to keep in mind as we approach our work in supporting individuals experiencing oppression. (If time- use Video on intersectionality)	How do power and oppression inform each other? How much power do you need to address the expression of oppression your people are wanting to change? Participants will apply the framework of expressions of oppression to scenarios. They will identify a change they want at the individual and systemic levels. They will analyze how much power they would need to achieve the change they want.
Internalized Oppression lies within individuals. These are our private beliefs and biases about others, influenced by our culture, that reside <i>inside our minds</i>.	Institutional Oppression occurs <i>within institutions</i> and systems of power. It is the norms, policies and practices that are structured into political, social and economic institutions that have the net effect of imposing oppressive conditions, denying rights, opportunity, and equality to identifiable groups.					
Interpersonal Oppression occurs <i>between individuals</i>. Once we bring our private beliefs into our interactions with others, we are now in the interpersonal realm.	Structural Oppression is bias <i>across institutions and society</i>. It's the cumulative and compounded effects of an array of factors that systematically privilege some and disadvantage others.					

Internalized Oppression

Internalized expressions of oppression lies within individuals. These are private beliefs about race that reside *inside our minds*.

Examples: prejudice, xenophobia, internalized oppression and privilege, and biases (conscious and unconscious) about race influenced by the dominant culture.



Interpersonal Oppression

Interpersonal expressions of oppression occurs *between individuals*. Once we bring our private beliefs about race into our interactions with others, we are now in the interpersonal realm.

Examples: public expressions of prejudice, hate, bias and bigotry between individuals.
Source: Race Forward 2022



Institutional Oppression

Institutional expressions of oppression occurs *within institutions*. It involves discriminatory treatment, unfair policies and practices, and inequitable opportunities and impacts, based on race, class, gender.

Examples: A school system that concentrates people of color in the most overcrowded, under-funded schools with the least experienced teachers

Source: Race Forward 2022



Structural Oppression

Structural expression of oppression is bias *across institutions and society*. It's the cumulative and compounded effects of an array of factors that systematically privilege some people and disadvantage others.

Examples: The "racial wealth divide" (where whites have many times the wealth of people of color) results from generations of discrimination and racial inequality.

Source: Race Forward 2022



Key Points

1. There are no hard and fast lines between the levels – and changing one can affect another.

While we believe that the individual is responsible for exploring personal bias ...

2. The way to effect change is by addressing institutionalized and structural oppression – this is where injustice lives.



Now, let's define The Quadrants of Expressions of Oppression. We use this framework because it allows us to think about the scope of the solution to a particular problem.

- Internalized oppression lies within individuals. These are our private beliefs and biases about others, influenced by our culture.
- Interpersonal Oppression occurs between individuals. Once we bring our private beliefs about differences into our interactions with others, we are now in the interpersonal realm.
- Institutional Oppression occurs within institutions and systems of power. It is the norms, policies and practices that are structured into political, societal and economic institutions that have the net effect of imposing oppressive conditions and denying rights, opportunity, and equality to identifiable groups based upon differences.
- Structural Racism is bias across institutions and society. It's the cumulative and compounded effects of an array of factors that systematically privilege white people and disadvantage people of color.

Remember we work to analyze these levels not simply for identifying the "level of injustice" but to help diagnose what we would do to improve the condition and to assess the amount of resource we would need to pull off the change we want. For instance, a number of you are aware that the right wingers are systematically attacking school districts by passing regulations that restrict the recognition of student gender identity. This is a system level oppression. What would it take (how much people/resource power) to undo or prevent this regulation. Another example, from the individual side, staff in one of your school use gender, race, and class micro-aggressions pretty routinely in their conversations. A number of local leaders want people to be more aware of their biases and language use. A solution to get started might be an unconscious bias awareness training.

Hedy



Expressions of Oppression Exercise

1. We are going count off by 10's
2. There are 10 Scenarios
3. Identify which level of expression of oppression your scenario is.
4. Your team will be responsible for providing a two-sentence summary of the scenario, identifying the level of expression of racism – and providing "why" you came to this conclusion (total of 3 minutes).

Report and Debrief

3 Minute Report Outs

Please share...

- Two sentence summary
- What level did your group determine your scenario was at?
- Why did your group choose this level?

Oppression in Medicine Scenario #1



Transgender and gender non-conforming people face rampant discrimination in health care settings, are regularly denied needed care, and experience a range of health risks because they are transgender or gender non-conforming, according to a report of more than 6,000 transgender and gender non-conforming people. The National Transgender Discrimination Survey, Report on Health and Health Care was released nationally today by the National Gay and Lesbian Task Force and the National Center for Transgender Equality.

Key findings include:

- Nearly 1 in 3 (30 percent) reported being refused care outright because they were transgender or gender non-conforming.
- Survey participants reported very high levels of postponing medical care when care is required due to discrimination and disrespect (38 percent).
- Harassment: 38 percent of respondents were subjected to harassment in medical settings.

Financial Services Scenario #2

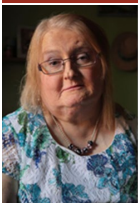


Members of the LGBTQ+ community are still struggling in some instances, to access financial services that would help them manage their money.

Some 30% of LGBTQ+ adults have experienced discrimination or exclusion in the financial services sector, either from individuals or organizations, a survey from the National Endowment for the Arts (NEA) found. The survey, which was part of the NEA's 2017 survey of arts and culture workers in the LGBTQ+ community took place from May 6 to May 17.

All those who responded said they had to be persistent. Financial services, many noted that age and orientation were the real reasons they had difficulty receiving it. In addition, transgender respondents face the most discrimination, the survey found.

Workplace Gender Change Scenario #3



Workplace gender change is a complex process that involves many factors, including legal, medical, and social. It is a process that is often misunderstood and can be challenging for those who are transgender or gender non-conforming. This scenario explores the challenges of workplace gender change and the importance of creating a supportive and inclusive environment for all employees.

Activity: (Hedy)

Now we are going to practice identifying these levels of oppression in real-life scenarios.

You are going to be assigned to a group that will be given a scenario. Your group is going to discuss possible solutions to the expression of oppression that you find in the scenario.

Move participants into scenario teams (break them up and put into new groups) – count off by 10's - there are 10 scenarios

20 Min - group work (all walking through the room to check on tables).

Now that you are at your chart, your team will have 30 minutes to develop a chart that identifies the LEVEL OF EXPRESSION OF OPPRESSION that are present in the scenario. YOU will identify the level of oppression of racism

(Hedy and Katie) 30 Min - Share Out – Each group will have 3 minutes to share the expressions they identified, their proposed solutions, and their analysis of how much power would be needed. Some optional debrief questions instead of just a share out

1 minute share summary of situation.

2 minutes to tell us what level it is and why?

Debrief:

- What did you struggle with?
- What was clear to you?

Scenario #4: Biracial Boy Pushed Off Tape

Teenagers in New Hampshire taunted an 8-year-old biracial boy with racial slurs and then pushed him off a picnic table with a rope around his neck, injuring him, the boy's family said. The child was treated at a hospital for cuts to his neck following the near-fatal Aug. 28 in Claremont, the boy's grandmother, Lorne Slatery, told the Valley News of West Lebanon, N.H. He has since been released and has returned to school in Claremont.

... An expert on abuse who spoke to the boy at the hospital said he swung from his neck three times before being able to remove the rope, Slatery said. None of the teens came to his aid, she said.



What is the expression of racism?

The School to Prison Pipeline: Scenario #5

A significant number of Chicago students are pushed into the path of juvenile and adult prisons as a result of harsh disciplinary policies and high stakes testing. By harsh disciplinary policies, we mean excessive security procedures and police involvement as well as the overuse of suspensions and expulsion for minor infractions. These policies feed the "School to Prison Pipeline", sometimes also called the "Schoolhouse to Jailhouse Track".

Research suggests that students of color, in particular African American students, are disproportionately impacted by these punitive policies. These are tolerance policies involve the police in minor incidents and often lead to arrests, juvenile detention referrals, and even criminal charges and incarceration.



What is the expression of racism?

Scenario #6: Doorway to a Better Life

A state government agency decides that low-income housing must be built, which will mean more affordable housing, better schools, and more important infrastructure, the agency said. The agency will also build a new, more modern and comfortable office space. In fact, it is built to be more modern and comfortable than the existing office space. The agency will also build a new, more modern and comfortable office space. In fact, it is built to be more modern and comfortable than the existing office space.

When the housing is built, the school district, already under-funded, has new residents too poor to contribute to the district. The state government agency is limited in its ability to provide transportation to connect largely white, well-to-do suburban commuters to their downtown jobs.

The public housing residents are left isolated, in under-funded schools, with no transportation to the centers. When construction of people of color housing opportunities for a good education, quality housing, living wage jobs, services and support systems.

In the town, no new individual stands in front of the doorway to a better life and says, "We Blacked, we're Black Americans (African American)." Race, however, is the exception in the town. A series of actions which lead to decisions about where to place the walls.



What is the expression of racism?

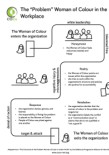
Scenario #3: The Doll Case

In the 1940s, psychologists Kenneth and Mamie Clark designed and conducted a series of experiments known colloquially as "the doll tests" to study the psychological effects of segregation on African-American children.

Dr. Clark used four dolls, identical except for color, to test children's racial perceptions. Their subjects, children between the ages of three to seven, were asked to identify both the race of the dolls and which color doll they prefer. Most of the children preferred the white doll and assigned positive characteristics to it. The Clarks concluded that "prejudice, discrimination, and segregation" created a feeling of inferiority among African-American children and damaged their self-esteem.



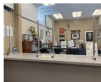
What is the expression of racism?



Scenario #8: The 'problem' Women of Color in the Workplace

Scenario #9: Office Professionals Back to Work During a Pandemic

In October 2020, the office professionals in the workplace were asked to return to work. The district has offered a high level of personal protective equipment (PPE) to gloves, face shields, and masks, but the district can only get up to 1000 masks in the first office and encourage staff to wear a mask. There is no change in the workplace system where they are professionals who are able to move their work stations from where they prior to the pandemic.



The building office professionals are required to handle their day to day tasks (payroll, handling of loan entries, student attendance, purchasing, etc.) as well as the additional responsibilities, which include all the building's staff who are working remotely. They are not given all the additional support for the expenses that the building staff member when they have professional work that is not their job. The district is not able to offer a pay differential to the office professionals, but sending in person to office additional cost for the building and the office professionals to the district office are not working.

Scenario #10: Custodial Schedules

In recent years the Middle School District has hired a number of teachers that are on 9-5. When they return to the classroom, they are not given the same level of support as the teachers who are on 9-5. They are not given the same level of support as the teachers who are on 9-5. They are not given the same level of support as the teachers who are on 9-5.



Dr. Hernandez is the facilities manager for the Middle School District. She is responsible for managing the facilities in the district, which includes hiring and managing of the custodial and maintenance staff. Some of the district's facilities are in the district, some are in the district, and some are in the district. Dr. Hernandez is responsible for managing the facilities in the district, which includes hiring and managing of the custodial and maintenance staff.

The group is affiliated with the teacher's union. The union negotiates four negotiated agreements, one being the agreement that covers the custodial and maintenance workers. This agreement outlines pay benefits, work, and other working conditions and is not a union. The new employees were not provided with a copy of the district's contract with the union. The union has not been provided with a copy of the new employees hired in the district, nor have they asked. The union board is made up mostly of teachers or paraprofessionals.

Dr. Hernandez is the building and maintenance manager, but schedules one full-time custodian during the day at each building and schedules multiple part-time evening custodians. The day custodian tend to be people that have worked for the district a very long time and are from the community. The evening custodians tend to be the Hispanic and Latinx members of the district. The day custodian tend to be people that have worked for the district a very long time and are from the community. The evening custodians tend to be the Hispanic and Latinx members of the district.

Debriefing the Levels of Expressions of Oppression

What did you struggle with?

What was clear to you?



Key Points

There are no hard and fast lines between the levels.

Each level is supported by the other levels.

Changing one can affect another.



POWER

The ability to create, control, and prevent change.



ORGANIZED PEOPLE + ORGANIZED MONEY

Mobilization = Power

Campaigning *maximizes the motivation* of the audience, *not their knowledge*. Try using education to campaign, and you will end up circling and exploring your issue but not changing it.

All campaigns have some 'educational' effect but it is **education by doing, through experience**, *not through being given information*. Moreover, information is not power until it leads to mobilization.

Membership grows because of participation in active, visible issue campaigns *not because of education and communication efforts*.



Let's talk a bit about power and your campaigns and as it relates to the levels of expressions of oppression

Power is = the ability to create, control, or prevent change. Power is organized people and organized resources.

We need organized people and organized resources to make changes happen. We need to mobilize our power.

Strong campaigns maximize the motivation of our people, not their knowledge. If you try to use education only to campaign, you will end up spinning and circling around your issue and will do nothing to change it.

All campaigns have some component of education; however, it is education by **DOING**, through experience, not through being given information. Moreover, education is *not power* unless it leads to mobilization.

Membership grows because of participation in active, visible issue campaigns not because of education and communications efforts. We know that solutions should always begin with members, but we are going to practice the use of the framework for analyzing our solutions and the power needed to achieve them.

Campaigns Build Power and Unions Well-structured, issue campaigns result in more people, more leaders, and more resources over time. This provides more and more power to create, control, or prevent change.  Centering race, class, and gender justice in our campaigns increases the people engaged, the leaders involved, and the resources we have to win the demands we want. Key Points • Power is built through organizing people and resources. • The amount of power you have determines the scope of change you can achieve. • For lasting change, you have to dismantle the systems of oppression.  Now you try... What is a demand you could make related to your campaign that takes on race, class, or gender. Let us know how we did!!  Closing	Campaigns build power and unions • Well structure, issue campaigns, result is mor people, more leaders, and more resources over time. • This provides more and more power to create, control, and prevent change. Centering race, class, and gender justice in our campaigns increases the people engaged, the leaders involved, and the resources we have to win the demands we want. Key Points: • Power is built through organizing- People and Resources • The amount of power you have determines the amount of change you can achieve	
	Ending it by handing Lisa and Saul	