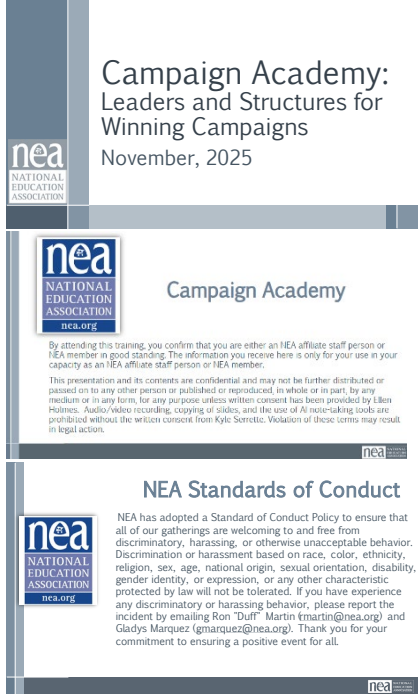


Facilitator Agenda: Day 1 Leaders and Structures for Winning Campaigns

General Materials Needed:		Room Set-up: 50 people max	
Online Course Link:			
1 Set of Handouts per Person	Materials Box for each table with:	No podium, table with projector big enough for laptop	
Name Tents with the Norms	Markers (Mr. Sketch variety)	Long Rectangle table at back for facilitators	
Room signs, Stick on Name Tags	Post its – 3x3” and 4X5” sizes	Round Tables for participants	
Chart Paper (4 to 5 full w Sticky Strip)	One ream of white photocopy paper	Projector, Screen, mics, and Speakers	
Carousel stations and reporting stations			
Pre Academy Assignments:			
Need to bring lists			
Have a description of their campaign ready			
Completed the course work			
Key Outcomes for Day 1			
Participants will understand a high level overview of the purpose of the Campaign Lab			
Participants will understand that Leads, Coaches, and Campaign Coaches all have different roles in the Campaign Lab			
Participants will learn key concepts of power building through the development of Leaders and Structures			
Participants will use their stated campaign description to move into a number of possible networking groups			
Participants will use lists of members and partners to begin mapping possible leaders			
Participants will use an assessment tool to help understand the internal structure of their local			
Participants will identify the internal and external parts of their campaign			
Overview of Content, Time, and Facilitator Assignment			
8:30 – 9:00 Intros, Agenda, Agreements, Logistics	Ellen	1:00 – 1:30 People Mapping	Dr. Taraja
9:00 –9:15 Hopes and Dreams	Melissa	1:30 – 1:50 Power	Pete
9:15 –9:30 Role Clarity	Melissa	1:50 – 3:05 Self-Assessment (Includes Break)	Beth and Hedy
9:30 –10:15 Campaign Lab and Network Building	Amanda	@ 2:30pm)	Amanda
10:15-10:30 Break		3:05-4:05 Internal and External Campaigns	Ellen
10:30-11:15 Centering Equity	Beth / Vanessa	4:05-4:30 Ending it Right	
11:15 – 11:40 Leaders and Structures	Hedy	4:30-5:00 Choice Networking	
11:40-12:00 People Mapping	Dr. Taraja	5:00 Adjourn	
12:00-1:00 Lunch			

Time Slides Facilitator	Resources	Instructions, Activity and Debrief (Facilitator Script)	Essential Questions and Outcomes
	Charts, handouts, articles, materials, slide	What are you saying, what are they doing, what questions will you use to guide learning and make clear the important points Include an estimate for how long each section of the learning will take	What question(s) will this learning answer? What will participants know or be able to do?
7:00-8:30 Team prep, practice, room set up, sound check, etc.			
Entry Activity			
8:30-9:00 Ellen		30 Mins TOTAL Getting Started – This section needs 45 mins	
 Campaign Academy: Leaders and Structures for Winning Campaigns November, 2025 NEA Standards of Conduct NEA has adopted a Standard of Conduct Policy to ensure that all of our gatherings are welcoming to and free from discriminatory, harassing, or otherwise unacceptable behavior. Discrimination or harassment based on race, color, ethnicity, religion, sex, age, national origin, sexual orientation, disability, gender identity, or expression, or any other characteristic protected by law will not be tolerated. If you have experience any discriminatory or harassing behavior, please report the incident by emailing Ron "Duff" Martin (rmartin@nea.org) and Gladys Marquez (gmarquez@nea.org). Thank you for your commitment to ensuring a positive event for all.	Norms Online Pre Attendance Agenda on Slides Name Tents Handout Package online	2 Minutes Welcome – basic intro and reading of the confirmation of membership 2 Minutes Land Acknowledgement We begin by acknowledging that through a history of colonization and brutality, we are currently on the traditional lands stewarded by generations of the Indigenous people(BE SPECIFIC TO AREA). We honor these indigenous people, all elders, past, present, and emerging. We are called to learn and share these learnings about this tribal history, culture, and contributions that have been suppressed in the telling of the story of what we now call the United States of America 5 Minutes Outcomes and Agenda Overview Begin the understanding that the first two nights are about HOW we will achieve the Change that the Campaign Lab represents. We are coaching people into their agency to make decisions about their campaigns – we are not advising or consulting. More about that.	Participants will know how we are going to work, the basic schedule, and the logistics relevant to the training.

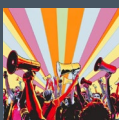
Honoring This Space

We begin by acknowledging that through a history of colonization and brutality, we are currently on the traditional lands stewarded by generations of indigenous people.

We honor these indigenous people, all elders, past, present, and emerging. We are called to learn and share these learnings about this tribal history, culture, and contributions that have been suppressed in the telling of the story of what we now call the United States of America.

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KEY OUTCOMES



1.2.3

Participants will:

- Understand a high-level overview of the purpose of the Campaign Lab
- Understand that Leads, Coaches, and Campaign Coaches have different roles in the Campaign Lab
- Learn key concepts of power building through the development of Leaders and Structures
- Use their stated campaign description to move into a number of possible networking groups
- Use lists of members and partners to begin mapping possible leaders
- Use an assessment tool to help understand the internal structure of their local
- Identify the internal and external parts of their campaign

OVERALL AGENDA



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Friday (Coaches, Mentor Coaches)

- 5:30-6:00 Meeting

Saturday (Coaches, Mentor Coaches)

- 7:30-8:30 Breakfast
- 8:30-Noon Meeting
- 12:00-1:00 Lunch
- 1:00-4:30 Meeting
- 4:30-5:00 Networking and Adjourn

Sunday (Everyone)

- 7:30-8:30 Breakfast
- 8:30-Noon Meeting
- 12:00-1:00 Lunch
- 1:00-4:30 Meeting
- 4:30-5:00 Networking and Adjourn

Monday (Everyone)

- 7:30-8:30 Breakfast
- 8:30-1:00 Meeting
- 1:00 Adjourn, Lunch on your own

Documents you Will Need Today

- › Make sure you can access the Course
- › Make sure you have downloaded all files.
- › Pre Academy Assignments and the Participant Handout Module
- › Community Agreements
- › Make sure you can access the data about members you were asked to bring
- › Be able to access your personal self-assessment.



Campaign Academy: Coaching and Leading Winning Campaigns

Participant Handouts

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Review Agenda reminder about meals, Karla for Logistics, etc.

5 Minutes – Shout out from your team and around the room -

Very quick and simple name, pronouns, and work location

5 Minutes – Community Agreements

Take 5 minutes and Review the agreements from your pre attendance – at your tables discuss how you answered the final three questions. Return as a whole group and ask what needs to be added, changed, highlighted, etc. Then take a thumbs up, side, or down – looking for near consensus – the goal, all up or sideways thumbs. Up, Completely agree as is

LOGISTICS TO REMEMBER Questions to Ask Bathroom Materials PEPs Portal Food Room Temperature Shout Out from Your Team and Around the Room Name Pronouns Work Location Community Agreements Using Self-Awareness and Self-Knowledge Listening for Understanding Being Gracious Staying Engaged Being Open and Suspend Judgment Saying "I"- tell your truth Lean into Discomfort Reaching Empathy Expecting Non-Resolution and Non-Closure * Adapted from "Forming groups with intention" - James A. Gassner, Presentation Why are you here? Picturing Our Purpose › Open a picture that represents why you choose to be part of Campaign Lab. › Three 3 Minute Rounds › Triads – People you don't typically talk to or are new to you. › Share your name, your picture, and your purpose.		Sideways, Can commit, not perfect, but I am confident we can revisit if this is not working Down, I am not yet ready to commit and this is what I need more discussion about.... 10 Min - Cell Phone Artifact Mixer We will be repeating at least up to 3 rounds of the following: • Open a picture that represents your purpose for being part of the Campaign Lab • For each round you and your partner will have three minutes TOTAL – 90 seconds each- to share ○ Your name ○ Where you are from ○ WHY you selected this picture as a representation of why you are part of the campaign lab. • Find a partner and begin – make sure it is someone new to you • Share and repeat 10 Min - Debrief • How did you feel when you were presenting or listening ? • What are some common themes that you heard across the introductions? • Did you notice any patterns?	
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Discussion › How did you feel when you were presenting or listening? › What are some common themes that you heard across the introductions? › Did you notice any Patterns  		1 Min - Key Point • Our commitments in work and life are best when we understand why we do them. • Sharing your "why" with others allows them to connect with your values, understand your passion, and build deeper relationships 5 Min - Final Debrief • How did you feel when you were presenting or listening? • What are some common themes that you see across the introductions? 5 Min - What we will learn about Winning Campaigns 1.	
9:00 – 9:15	Melissa	15 Minutes – Dreams and Challenges	
 Dreams and Challenges  If you had all the power you could dream of, what is the biggest win your team could hope for?  Who is the villain preventing you from achieving this win?	Chart Paper	Charting in Small Groups (Charting in teams) 5 Minutes - You just did this in your cell phone mixer groups – now let's have you go to charts and divide those charts in half Select one of the questions below to ask the room: • What does a loving school community look like? • If you had all the power you could dream of, what is the biggest win you and your team could hope for? 5 Minutes - Now on the other side of the chart out Who is the villain preventing you from achieving this win? (Name a person)	Participants will explore a shared analysis of what their challenges are in achieving the public schools they want.

Why?



- › **Why** is this happening? What is the root cause?
- › **Who** is benefiting from what's happening?
- › **What** is their vision for our public schools and higher education?

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6 Core Concepts We will Propose Here Designing Winning Campaigns



1. Pick a Fight NOT Plan a win
2. Begin with Equity NOT Add Equity
3. Structure NOT Self-Selecting
4. Leaders NOT Activists
5. Majorities NOT Minorities
6. Organizing NOT Mobilizing/Activism

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Now as a whole group – 5 minutes Discussion

Why is this happening? (Tables discussion)

- › **Who** is benefiting from what's happening?

What is the villain's vision for our public schools and higher education?

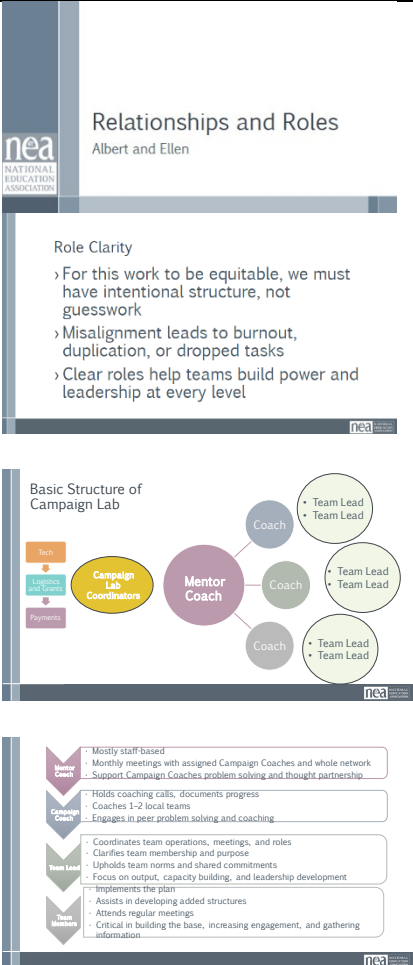
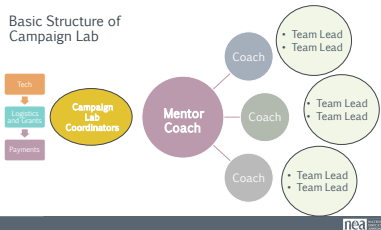
Short report out about the above

Key Points

Begin by saying -Business as usual will keep us in the current status
Disrupting the current status will require a change in how we do business.

6 Core Concepts we will Propose Here Designing Winning Campaign

1. Pick a Fight Not Plan a Win (We get caught up in long terms wins, people join a fight – need a visible fight that has a vision)
2. Begin with Equity NOT Add Equity (When equity is added at the end, you have still designed a program for the people who have the most access to power. Centering equity means designing your work around those with the least access to power and privilege from the start.)
3. Structure NOT Self-Selecting (Clubs risk nothing so, when people join programs they are doing it for themselves not necessarily building solidarity. When we have structure people have goals that lead toward a win)
4. Leaders Vs. Activists (Activists just show up – leaders own the union)

		5. Majorities NOT Minorities (Focus on those that have yet to engage, we already have a majority of those that know about us – we need to shift to our focus to the majority) 6. Organizing Vs. Mobilizing/Activism (Short term and episodic actions don't build the power we need. Long term strategic ongoing organizing is how we build the resources, structures and leaders we need to win.)	
9:15-9:30	Melissa	15 Minutes – Defining the Roles	
 Relationships and Roles Albert and Ellen Role Clarity › For this work to be equitable, we must have intentional structure, not guesswork › Misalignment leads to burnout, duplication, or dropped tasks › Clear roles help teams build power and leadership at every level Basic Structure of Campaign Lab  Roles: Mentor Coach - Mostly staff-based - Monthly meetings with assigned Campaign Coaches and whole network - Support Campaign Coaches problem solving and thought partnership Campaign Coach - Holds coaching calls, documents progress - Coaches 1-2 local teams - Engages in peer problem solving and coaching Team Lead - Coordinates team operations, meetings, and roles - Clarifies team membership and purpose - Upholds team norms and shared commitments - Focus on output, capacity building, and leadership development Team Members - Implements the plan - Assists in developing added structures - Attends regular meetings - Critical in building the base, increasing engagement, and gathering information	One pager on roles	To achieve the big dreams that you have discussed, we know that we need structures that allow us to develop leadership without reinforcing hierarchy or burnout. We need to keep those structures continuously connected and networked and that is what is different about the campaign lab. These structures rely on 4 four core roles. And we want to make sure we are very clear about those roles. Role clarity is not bureaucracy; it's liberation in action. Relationships and roles as it relate to the campaign lab – reference slide 20. Intentionally created structure to give support to teams – team leads get support by mentor coaches, entire structure is supported by coordinators (NEA) that provide tech, logistics, grants etc. Camp coach - member stipend Staff coach – no stipend All four roles are interdependent. The Campaign Lab is designed like a network, no one role is more important than the others. They all enable shared leadership and campaign effectiveness. Mentor Coaches help build coaches' capacity. Think of them like scaffolding. They are mostly staff and experienced	Participants will clearly delineate the difference between Mentor Coaches, Campaign Coaches, and Team Leads.

Reflection at Tables ›Within your teams, what are 1–2 actions you can take to clarify your roles? Key Points  ›Role clarity enables power-building and sustainability ›Each role supports equity through intentionality and reflection ›You don't have to do everything, just your piece, well		organizers, not the boss, not evaluators, but strategic thought partners • Campaign Coaches are the frontline support for local organizing teams. They do a lot, but they're not alone. They're part of a larger structure that includes Mentor Coaches and other peer supports. They are our primary sensor – and researcher about the labs • Team Leads anchor the day-to-day work of the team. They aren't doing all the work; they're ensuring others can. They model distributed leadership and build team cohesion. • Team Members Implement the Plan and Primary contact with Rank and File. Assists in developing added structures Attends regular meetings, Critical in building the base, increasing engagement, and gathering information In the next section you are going to be doing some work within and across your role groups. Reflection : Within your teams what are 1–2 actions you can take to clarify your role? Key Points: • Role clarity enables power-building and sustainability • Each role supports equity through intentionality and reflection You don't have to do everything, just your piece, well	
9:30 -10:15	Amanda	45 Minutes – Campaign Lab Network Building	



Network Building

What makes Campaign Lab Unique?

Focus is on connecting:

- › Campaigns
- › Organizers
- › Leaders



Core Belief:

- › Those in the struggle have the best answers to solving the struggle.

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Raise Your Hand When You Hear Your Role



- › Mentor Coaches = Support for Coaches
- › Campaign Coaches = Support for Local Teams
- › Team Leads = Support and Coordinate the Team
- › Team Members = Implement the Plan and Primary contact with Rank and File

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Small Group Networking Activity

- 3 Rounds of 10 Minutes Each
- Grouped by Role
- Grouped by Type of Campaign
- Grouped by NEA Region

Final 10 Minutes
Your Choice



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5 min- What makes Campaign Lab unique is the focus is on connecting campaigns, organizers (both staff and member), and leaders from across the country. We believe all the answers y'all are seeking about how to build strong campaigns can be found right here in this room.

Everyone in Campaign Lab has a role. Raise your hand when I read off your role.

- Campaign Leads
- Campaign Team Members
- Campaign Coaches
- Mentor Coaches

Regardless of your role, we want you all to know each other, so that you can expand your network of folks you can reach out to when you are organizing.

In the next activity, we are going to group you in multiple ways so you can learn more about what each other is working on, and so you can find people with experience and expertise you'd like to hear more about. Once you find your group, you will share out in the following way:

We will do 3 rounds of 10 minutes each. Then at the end you will have 10 minutes to connect with whoever you please. So don't worry if the person you really wanted to hear more from didn't get to share in your group.

For EACH ROUND YOU WILL DO THE FOLLOWING

- Name, Job title, Local, state.
- ONE SENTENCE that describes something you want to share, like a recent campaign victory or some part of campaigning in which you have expertise, OR who you would like to connect with, as in "I'm looking to connect with folks who have

Participants will understand the roles in Campaign Lab and identify others they would like to connect with.

Small Group Networking Activity 10 Minutes Per Round

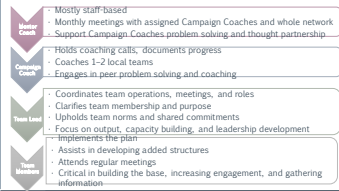


All Share

- › Name, job title, local, state
- › One Sentence about either your campaign, your own expertise, or an expertise you are looking for
- › Group decides the focus of the conversation for the remainder of the time.

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Round 1 – Mix by Role



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Small Group Networking Activity 10 Minutes Per Round



All Share

- › Name, job title, local, state
- › One Sentence about either your campaign, your own expertise, or an expertise you are looking for
- › Group decides the focus of the conversation for the remainder of the time.

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Round 2 – Campaign Lab Coordinator Choice

1. GA Retired, NEA-AK, York
2. Lawrence (KS), Classified Staff Union (MA), NC Aspiring Ed
3. Riverside, Celina
4. Olathe, Des Moines, United EA Shelby CO

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Small Group Networking Activity 10 Minutes Per Round



All Share

- › Name, job title, local, state
- › One Sentence about either your campaign, your own expertise, or an expertise you are looking for
- › Group decides the focus of the conversation for the remainder of the time.

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experience with winning school board races in rural, conservative places.”

- After everyone has shared, decide as a group how you would like to focus your conversation for the rest of the time. You can either choose to hear more about one person’s campaign or expertise, or to focus on one question of practice. If you can’t decide, you can also break into smaller groups to discuss more.

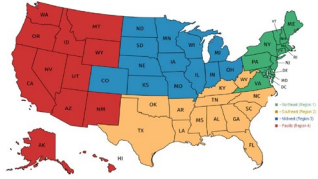
Direct them into their groups by role. Each group has 10 mins to talk within their groups.

40 in- (10 mins per group)

1. Mixer by role: Team Leads, Team Members, Campaign Coaches, Mentor Coaches

2. Mixer by Coordinator (see if you can figure out the connection)
 - a. GA Retired, NEA-AK, York
 - b. Lawrence (KS), Classified Staff Union (MA), NC Aspiring Ed
 - c. Riverside, Celina
 - d. Olathe, Des Moines, United EA Shelby CO

Mix by NEA Region



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Small Group Networking Activity 10 Minutes Per Round

All Share



- > Name, job title, local, state
- > One Sentence about either your campaign, your own expertise, or an expertise you are looking for
- > Group decides the focus of the conversation for the remainder of the time.

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Small Group Networking Activity 10 Minutes Per Round

All Share



- > Name, job title, local, state
- > One Sentence about either your campaign, your own expertise, or an expertise you are looking for
- > Group decides the focus of the conversation for the remainder of the time.

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Reflection

- > What have you learned?
- > What are you still wanting?



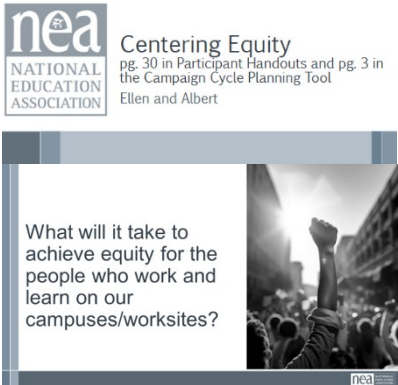
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3. Mixer by region- Northeast, Southeast, Midwest, Southwest, Northeast

4. Mixer by choice

Reflection

- > What have you learned?
- > What are you still wanting?

Key Points  › What have you learned? › What are you still wanting? 		Key Points The goal of the Campaign Lab is to be an intentional network to support organizing nationwide.	
10:15-10:30 BREAK			
10:30- 11:15	Beth /Vanessa	45 Mins TOTAL Centering Equity (Not just an add on)	
 What will it take to achieve equity for the people who work and learn on our campuses/worksites?  	Pre Attendance 1 Ella Baker Leadership.pdf 1.01 Centering Equity in your Campaigns.docx Handouts 2 CRSJ Centering Race.pdf	<i>Sitting in their campaign teams</i> Participant Handouts pg. 5 2-minute Turn and Talk - What will it take to achieve equity in the “Big Dreams” you have for your campaigns, your schools, and your communities? MAKE THE FOCUS ON LEADERS AND STRUCTURES Maybe go to the challenges and dreams that were listed in the previous section 3 minutes – Union Work that Builds Power For all of those things, to make meaningful lasting STRUCTURAL change we need power. Power is defined as that ability to create, control, and prevent change. That typically means organized people and organized money or resources – your work is a resource. What type of union builds power? Programs, such as professional learning, staff led advocacy, social focused events, even policy advocacy do little to build power. These ARE types of structures, but they are not the	Participants will review the conditions for centering equity in their campaigns and process that supports them in that work. Team Leads and Coaches will assess what next steps might be to move locals and plans along a continuum.

What type of union builds power?

- | | |
|-----------------------------|---------------------------------|
| › Programs | › Campaigns |
| › Build Presence | › Public Action and Demands |
| › Episodic | › Strategic and Ongoing |
| › Member Recruitment | › Continues to Add |
| › Committee/Program Leaders | –Base – Mobilizers - Leaders |
| › Low Risk | –Allies – Partners - Coalitions |
| › Often Staff Led | Requires Risk |
| › Power in Policy | Supported by Staff |
| | Leaders Build and Use Power |

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Al Sharpton



"There are those in the Democratic Party who have driven the party further and further to the right in the name of a winning strategy," Sharpton said. "And it seems that it is their presumption that the only way to be electable is that progressive forces and people of color must voluntarily turn into invisible people."

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structures that build the leadership we need to win what we need in these times.

Why is that?

Well all of these programs are self-selected with little risk to join or leave them. I want to improve my classroom management, so I come to the Union led training on that. I might even lead one – but I have done little to build power with others. Also in a program, I am choosing to solve a “me” Problem and it does not require any other collective commitment.

Campaigns and the structures required to implement them intentionally put people at the center of solving the problems they are experiencing. They name the issue, they decide the solution, they decide who they follow, and they determine what they are willing to risk. When we center people in a campaign – staff move to a coaching role. When people are at the center they use their agency and decide how to act, who they will act with, and what they are willing to risk to win. This is when members and leaders feel powerful in their union.

To begin a campaign you have to ask what the people want to solve, ask what they are willing to risk to solve that, and form demands that they think will provided the solution to their problem.

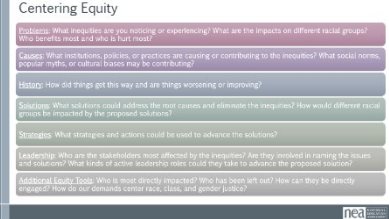
3 minutes – What about Race, Class, and Gender Justice?

What about Race, Class, and Gender Justice?

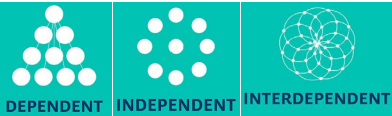
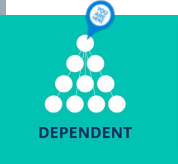
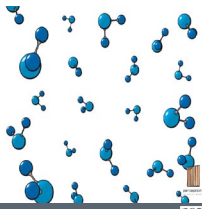
- › Many of us value justice and equity, so we must apply a **Race, Class, and Gender Justice lens** to our work
- › This lens involves both **personal** and **institutional** commitment to advancing equity
- › It means **proactively eliminating systemic barriers** and setting clear, **measurable equity goals**
- › Use it to **develop equity-focused programs** and **anticipate harm** across race, class, and gender lines
- › It's more than avoiding discrimination, it's about **creating** systems that **sustain equity**

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- Potential quotes to frame this conversation: In 2001 when Reverend Al Sharpton was considering running for president in 2004 he said the following:
 - a. "...to seriously look at a strategy that would lead toward making sure the unheard and the unnoticed are both heard and paid attention to."
 - b. "There are those in the Democratic Party who have driven the party further and further to the right in the name of a winning strategy," Sharpton said. "And it seems that it is their presumption that the only way to be electable is that progressive forces and people of color must voluntarily turn into invisible people."
 - c. Often, we invite people to engage with your campaign that show up in the ways that you are typically in agreement with. This perpetuates the "invisible people" Sharpton references. Imagine your campaign if every person impacted was truly invited to be engaged and involved.
- We often say we value justice and that equity is central to our work. But values alone aren't enough. To live them out, we have to use a Race, Class, and Gender Justice lens, something that helps us systematically examine and transform our actions and structures.
- This isn't a box to check; it's a deep commitment. It means we, as individuals and institutions, take responsibility to advance equity through intentional strategies, not just good intentions."
- Equity work isn't vague. We need to identify and remove barriers, but also define clear goals, objectives, and outcomes. Otherwise, we won't know if we're actually making progress.

 Centering Equity Problems: What inequities are you noticing or experiencing? What are the impacts on different racial groups? Who benefits most and who is hurt most? Causes: What institutions, policies, or practices are causing or contributing to the inequities? What social norms, popular myths, or cultural biases may be contributing? History: How did things get this way and are things worsening or improving? Solutions: What solutions could address the root causes and eliminate the inequities? How would different racial groups be impacted by the proposed solutions? Strategies: What strategies and actions could be used to advance the solutions? Leadership: Who are the stakeholders most affected by the inequities? Are they involved in naming the issues and solutions? What kinds of roles/leadership roles could they take to advance the proposed solutions? Additional Equity Tools: Who is most directly impacted? Who has been left out? How can they be directly engaged? How do our demands center race, class, and gender justice? nea		• We must design programs with mechanisms for success. And we should be using guiding questions to predict and prevent harm across marginalized groups. These tools help us avoid unintended consequences. • Equity isn't just about what we eliminate; it's also about what we build. Race, class, and gender justice means putting systems in place that deliberately create and protect fairness, inclusion, and opportunity for all. 22 Minutes TOTAL – Group Practice – Applying a race, class, and gender lens to your campaign - 2 minutes intro On page 3 of the Campaign Planning Workbook, you will see a Centering Equity tool. To engage in a systems analysis of race, class, and gender issues and develop solutions or to assess if the campaign centers equity. These questions focus on reflection and building bigger, bolder movements together. • Problems: What inequities are you noticing or experiencing? What are the impacts on different racial groups? Who benefits most and who is hurt most? • Causes: What institutions, policies, or practices are causing or contributing to the inequities? What social norms, popular myths, or cultural biases may be contributing? • History: How did things get this way and are things worsening or improving? • Solutions: What solutions could address the root causes and eliminate the inequities? How would different racial groups be impacted by the proposed solutions? • Strategies: What strategies and actions could be used to advance the solutions? • Leadership: Who are the stakeholders most affected by the inequities? Are they involved in naming the issues and solutions? What	
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Debrief ›What did you learn about using this analysis tool? ›What did your group struggle with? ›How do you think you could use this in your own work? Key Points › Intentional campaigns, not programs, build power. › Centering race, class, and gender justice in our campaigns increases the number of people engaged, the number of leaders involved, and the <u>amount</u> of resources we <u>have</u> to win the change we want. › Power is only built through people with a shared vision, making public commitments to act, to risk their collective resources, for the meaningful change they want		kinds of active leadership roles could they take to advance the proposed solution? • Additional Equity Tools: Who is most directly impacted? Who has been left out? How can they be directly engaged? How do our demands center race, class, and gender justice? Group Work – Applying Your Learning – (20 minutes) As a campaign team take a moment reflecting on these questions and what answers surface as it relates to your campaigns. 10 Minutes – Debrief Resources and Key Points What did you learn about using this analysis tool? What did your group struggle with? How do you think you could use this in your own work? 5 minute - Key Points- • Intentional campaigns, not programs, build power. • Centering race, class, and gender justice in our campaigns increases the number of people engaged, the number of leaders involved, and the amount of resources we have to win the change we want. • Power is only built through people with a shared vision, making public commitments to act, to risk their collective resources, for the meaningful change they want.	
11:15-11:40	Hedy	25 Minutes – Defining Structures and Leaders This could be 20 mins if the group is not real talkative	
 Defining Leaders and Structures		5 Min –	What makes for effective leadership structures? Participants will identify leadership structures in their locals.

Who are leaders?  nea Structures Groups of people doing stuff.  nea 3 Types of Leadership Structures  nea  If you are the only leader...  nea If we are all leaders...   nea	Videos 60 Pin Bowling (water molecule gif, no link necessary)	Begin by asking – who are leaders? (Take no more than three responses) So, if we remember the first part of our Organizing definition: Organizers identify, recruit and develop leadership – I want to give you three structures to consider. As we move through these structures keep track of where the power is and what your job would look like in each of these structures. In the next slide, you will see three illustrations of leadership structures. The lines represent relationship, resources, communication, and connectivity. The circles represent people with accountability, responsibility, and knowledge. Pay attention to WHERE the connections flow and fail, and where it is critical. 5 Min - Let's take a look at the first model – the “I am the leader” model. - In this slide- There are sixty pins in this structure. If there is one leader, one kingpin, where is the weight? - Where is the power? - Is this a powerful or sustainable model? - Who benefits from the resources? - What happens if the kingpin is knocked out? 3 Min - Let's take a look at another model – this is the “we are all leaders” model. - In this model – where is the weight? - Where is the power? - Is this a powerful or sustainable model	
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If we are all leaders...  INDEPENDENT Where is the power? Is this a powerful or sustainable model? Who benefits from the resources? What happens to the resources?  INDEPENDENT  INTERDEPENDENT  BUT IF YOU TAKE THAT In this model – where is the weight? Where is the power? Is this a powerful or sustainable model – Who benefits from the resources?  INTERDEPENDENT How are they different from the dependent model? What are the qualities of a diamond that we get from this structure?  INTERDEPENDENT	Cat whack-a-mole gif, weakness of the structure Diamond structure video	- Who benefits from the resources? - It wastes resources 3 Min - Let's take a look at our last model – this is the “Interdependent Leadership” model. - In this model – where is the weight? - Where is the power? - Is this a powerful or sustainable model – Who benefits from the resources? - Let's look at a short video to help you remember this model – What do you notice about the bonds? - How are they different from the dependent model? - What are the qualities of a diamond that we get from this structure? - One of the strongest known materials - Cuts through almost anything - Diamonds form under pressure which is how most campaigns begin and grow as well	
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Interdependent Structures

› **Allow** for the distribution of power and responsibility and prioritizes leadership development. Because we think about organizing as a leadership practice that enables people to turn the resources, they have into the power to make the change they want... structures are typically "groups of people" organized around a common purpose or value. Teams, committees, networks, boards, coalitions ... etc.



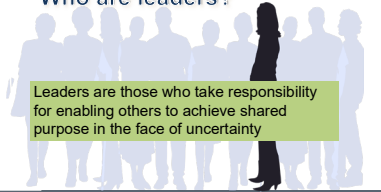
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Table Talk

- › How close to or far away is your local from interdependent leadership?
- › How does your work shift across these leadership models?

nea

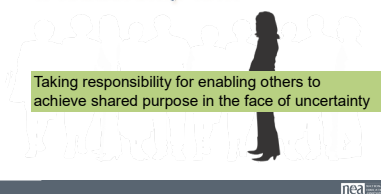
Who are leaders?



Leaders are those who take responsibility for enabling others to achieve shared purpose in the face of uncertainty

nea

If leadership is...



Taking responsibility for enabling others to achieve shared purpose in the face of uncertainty

nea

Table Talk - 3mins

- How close to or how far away are your organizations from interdependent Leadership?
- How does your work shift across these leadership models?

This model is messy and time consuming but is the best way to build and sustain power. If you find that you are struggling to get people to step up and engage, you may want to pause to look at your structure(s).

Then leaders... Have followers who trust and respect them.  Leaders... ›Are TRUSTED and RESPECTED ›Have followers Key Points  › Campaigns allow for the identification of leaders who can share power, responsibility and authority. › Well planned campaigns intentionally build structures that distribute power, responsibility, and authority.		3 Min • Who are Leaders- we could take lots of time to arrive at a common definition of what a leader is – I am asking you to consider the following: • Leaders are those who take responsibility for enabling others to achieve purpose in the face of uncertainty. Leadership is a practice and not a position, and facilitating leadership is a skill. Key Points: • Our primary job is to identify leaders who can share power, responsibility, and authority • We support members and leaders by helping them identify structures that distribute power, responsibility and authority • We are not the leaders – we are a resource/coach	
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11:40-12:00	Dr. Taraja	20 Minutes – Worksite Mapping: People in the Campaign	
 Worksite Mapping: People in the Campaign Why Worksite Mapping Matters  Visualizing Workplace Structure Worksite mapping helps leaders see who works where and when, revealing workplace structure and communication flow. Identifying Influence and Opportunities Mapping uncovers key areas of influence and potential organizing opportunities within the workforce. Strategic Resource Allocation Worksite mapping enables targeted outreach and efficient resource use, enhancing organizing effectiveness. Turning Goals into Action Mapping transforms abstract goals into clear, actionable plans by depicting workplace dynamics visually. Organizers Ask How do we know who our people are? How do we know where our people are? How do we know who they are connected to? Building Leader Capacity Through Mapping  Mapping as Leadership Tool Mapping transforms workplace views, helping leaders identify influencers and relationship strengths clearly. Strategic Clarity and Mobilization Mapping provides clarity on workplace layout, enabling leaders to strategize and mobilize effectively. Identifying Key Leaders Mapping helps spot natural leaders and activists to play pivotal roles in campaigns. Fostering Engagement and Confidence Engaging in mapping encourages ownership, enhancing leader confidence and commitment.		20 minutes of content and intro Definition of mapping for leaders, making a plan for identifying leaders. Worksite mapping is a foundational tool in any organizing campaign. It allows us to visualize the workplace—who works where, when, and with whom. This helps us understand the natural structure and flow of communication. By mapping, we can identify key areas of influence, uncover organizing opportunities, and ensure we’re not missing any pockets of potential support. It’s about being strategic and intentional with our outreach. We can answer these strategic questions that organizers ask How do we know who our people are? How do we know where our people are? How do we know who they are connected to? Mapping isn’t just about geography—it’s about leadership development. When leaders engage in mapping, they begin to see the workplace through an organizing lens. They learn who the influencers are, where relationships are strong, and where they need to build. This process helps leaders take ownership of their worksites and builds their confidence and capacity to lead organizing efforts. Once we have a map, we can use it to guide our strategy. We can see where we have strong support and where we need to focus our efforts. It helps us plan actions, meetings, and visibility events with precision. We can also track progress—who’s been contacted, who’s	Participants will understand that you need an intentional plan to map and track who your people are and where to find them.

Who are we mapping? › Leaders– Trusted and respected by their colleagues in ways that cut across communities of workers- are connected by values and influential relationships with mobilizers, activists, and those not yet part of the work. Get people to move their thinking and take action. › Mobilizers– Are already convinced members, who are already willing to take action. They are connected to the other already convinced. › Activists– Supportive and willing to act if invited but not able to move others. Roles of People Within Your Campaign Leaders bring their followers. Mobilizers bring their loyalty to leaders and their reputation with colleagues. Activists bring their potential. Not yet engaged – What is your plan? Things to Consider When Assessing Your Worksites 1. How many people have been identified as trusted and respected by a number of people in the worksite/local? (Leaders connect mobilizers into structures) 2. How many people are actively working in support of the union and have a group of folks that they influence? (Mobilizers get activists to show up and act) 3. How many people are ready to take pro-union action? (Activists see their relationship with the union as a participatory one) Key Points Mapping is an analysis tool for members to use. Helps organizers think about their people differently. Use your local tools, such as NEA 360, to gather data.		These following questions are essential for evaluating the readiness and structure of your current worksites. They help identify the presence and strength of leaders, mobilizers, and activists—each playing a distinct role in the campaign. Understanding these dynamics allows for better planning, targeted outreach, and more effective organizing strategies. Things to Consider When Assessing Your Current Worksites: 1. How many people have been identified as trusted and respected by a number of people in the worksite/ local? (Leaders connect mobilizers into structures) 2. How many people are actively working in support of the union and have a group of folks that they influence? (Mobilizers get activists to show up and act) 3. How many people are ready to take pro-union action? (Activists see their relationship with the union as a participatory one) Key points • Mapping is an analysis tool for members to use. • Helps organizers think about their people differently. • Use your local tools, such as NEA 360, to gather data.	
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12:00 –1:00 LUNCH

1:00 – 1:30	Dr. Taraja	30 Minutes – Leaders: Where do you find them?- Team Work Time	
Things to Consider When Assessing Your Worksites 1. How many people have been identified as trusted and respected by a number of people in the worksite/local? (Leaders connect mobilizers into structures) 2. How many people are actively working in support of the union and have a group of folks that they influence? (Mobilizers get activists to show up and act) 3. How many people are ready to take pro-union action? (Activists see their relationship with the union as a participatory one) Page 23 Base Building Plan  Group Work How do you Map your organization to find your leaders? › What tools, resources, supports do you need? What do you have access to at this moment? › Name, Role, Location, Work Schedule, Etc › What roles do you need them to play in a particular campaign? › A list of what you do not yet have Key Ideas Title does not indicate a leader. Leadership characteristics (think True Colors do not make natural leaders. Our primary job is to identify leaders who can build shared power, responsibility, and authority. We grow our campaign's resources for action by intentionally and continually increasing the base of people. Leaders are our greatest resource.	Bring their Lists Maybe we also use the Base Building Plan here 2.4 Base Building Plan.pdf	30 Minutes Team Work time Reiterate- How do you Map your organization to find your leaders? What tools, resources, supports do you need? What do you have access to at this moment? - Name, Role, Location, Work Schedule, Etc - What roles do you need them to play in a particular campaign? - A list of what you don't yet have 5 minutes Report out Key Points Title does not indicate a leader. • Leadership characteristics (think True Colors do not make natural leaders. • Our primary job is to identify leaders who can build shared power, responsibility, and authority. • We grow our campaign's resources for action by intentionally and continually increasing the base of people. • Our people are our greatest resource	Participants will do a deeper dive into defining leaders and use their lists to identify leaders.
1:30–1:50	Amanda	20 Minutes - Building Power	

 Building Power Campaign Lab is a Structure to Build Power  It is an intentionally created and networked leadership structure focused on building and using power within and across issue campaigns. Organizing is about building power. DEFINING POWER Power is the ability to control, create, and prevent change. Power is organized people and organized resources (money). Power is not static, it is either waning or growing.  		2 Minutes Intro and Review – Remember we said that power is built through campaigns and not programs. Why? (ask for responses) Main point if not mentioned: Campaigns get people involved in changing their own conditions by challenging power through collective action. The Campaign Lab is an intentionally created and networked leadership structure focused on building and using power within and across issue campaigns. 5 Minutes Content - Organizing is about Building Power. We say the word, we know we need it, let's get intentional then about what we mean in the Campaign Lab. Definition of power – Power is the ability to create, control, and prevent change. – Power is made up of organized people and organized resources (which is why we need organized structures) – Power is not static, it is either growing or waning. Understanding Power	Participants will understand that the only way that we build power is actually through the theory of organizing.
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UNDERSTANDING POWER Power is neutral Our values affect the way we use power  nea TRUTHS ABOUT BUILDING POWER • Power has to be consistently built or it is waning • Not everyone wants us to have power and actively work to take our power away • Public actions through shared vision, shared purpose, shared resources, shared risk, and unity is how we build power • The bigger the win you want- the more power you need • Building power requires leadership  nea Key Points  ❑ Intentional campaigns, not programs, build power. ❑ The power to win is only built through people with a shared vision, making public commitments to act, to risk their collective resources, for the big meaningful changes they want. ❑ The kind of power we need depends a distributed and interdependent leadership structure. nea		Power is neutral. Power is simply the ability to make change. Society has biased our beliefs and feelings about who should have and how they should use power – but ultimately power is neutral – we bring all our feels and biases to that. Our values affect the way we use power. If we are in relationship with people with a certain set of values we would find it easier to risk our resources and personal agency to advance an agenda based on our shared values. Power of the people is always grounded in our values and relationships. Truths About Building Power • Power has to be consistently built or it is waning • Not everyone wants us to have power and will actively work to take our power away • Public actions through shared vision, shared purpose, shared resources, shared risk, and unity is how we build power • The bigger the win – the more power you need • Building power requires leadership 7 Minutes – Return to Your Charts (Dreams and Villains) What kind of power will you need to Achieve the Dreams you want? Think in terms of structures and leaders 3 Minutes – What is something that you think the room needs to hear about your group’s discussion? 3 Minutes - Key Points ❑ Intentional campaigns, not programs, build power.	
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		❑ The power to win is only built through people with a shared vision, making public commitments to act, to risk their collective resources, for the big meaningful changes they want. ❑ The kind of power we need depends on a distributed and interdependent leadership structure.	
1:50 – 3:05	Beth / Hedy	75 Minutes – Self Assessment (include break)	
 The slide features the NEA logo and the title 'Self-Assessment'. It includes a section titled 'Strength and Growth' with a photo of a crowd and two bullet points: 'Strength is the ability to use power to win.' and 'Growth is a focus on building the base of members, leaders, structures, and partners.' Below this is a circular diagram of the 'Self Assessment Cycle' with four quadrants: Assess, Prioritize, Plan, and Review. Each quadrant has associated questions or actions listed around it.	Self-Assessment of Local Strength and Growth Framework	5 Minutes – We are going to do some assessment of how your local is operating currently. You want to win the dreams you identified at the top of today. You will be using page 6 of the Participant Handouts That is going to require a certain amount of power – we call that strength, the ability to win. Using that strength and achieving wins in ways that are visible helps us with another factor in building power – and that is growth – the focus on membership, leaders, structure, and partners. A local union should perform a self-assessment of its effectiveness to improve its performance, increase member engagement, and adapt to changing conditions in order to better protect and advance workers' rights. This proactive evaluation can identify strengths and weaknesses, highlight areas for growth, and ensure the union remains relevant and powerful. There are four steps to the iterative self assessment cycle. 1. Assess your current status 2. Prioritize what you can take on and make some decisions about what can wait for later 3. Plan what actions you can do that will grow your local and build strength. Thinking strategically about how to do both at	Participants will be able to assess where they are using the indicators in the framework and make plans for where they want to go. Participants will use a couple of different frameworks to assess where they believe they currently are in terms of leadership and structure and their ability to build and use power. They will then look at their campaigns in terms of internal needs and external actions. They will develop plans that support both

Tool Tour

Five broad categories with rows of descriptors
Rate each row then record a total for each category
Low Score is strength High Score is growth focus

Organizing and Engaged Membership			
Engagement	1	2	3
Structures	Member education and training Member participation in decision making Member participation in campaign planning and execution Member participation in grievance resolution	Member participation in decision making Member participation in campaign planning and execution Member participation in grievance resolution	Member participation in decision making Member participation in campaign planning and execution Member participation in grievance resolution
Growth	Member participation in decision making Member participation in campaign planning and execution Member participation in grievance resolution	Member participation in decision making Member participation in campaign planning and execution Member participation in grievance resolution	Member participation in decision making Member participation in campaign planning and execution Member participation in grievance resolution
Leadership Development	Member participation in decision making Member participation in campaign planning and execution Member participation in grievance resolution	Member participation in decision making Member participation in campaign planning and execution Member participation in grievance resolution	Member participation in decision making Member participation in campaign planning and execution Member participation in grievance resolution

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Report Out and Discuss

What did you notice?

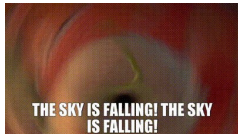
Are these “internal” issues?

How can external campaigns help address your internal issues?



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If there was a crisis, how prepared is your local?



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Five Questions for Consideration- page 11

1. Has your local set goals for membership growth and participation? If yes, what are they?
2. What do you think are your organization's main strengths that will allow you to build a strong union and effective campaign?
3. Overall, which of the areas above do you think are the largest challenges for your local?
4. In the areas that you've identified as your biggest challenges, what are the main barriers your local faces?
5. Which of the above areas do you think should be the top three priorities for your local to address?

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the same time is the best practice – set outcomes and timelines

4. Review regularly how you are progressing toward your outcomes and make new ones

Emphasize: One of the steps we tend to fail/skip/ignore in this cycle is the assessment. Especially when we win. We get very excited about victory and success, and we do not take the time to talk about why. What structures were in place that made this happen, and how do we sustain them into the future so we can build upon our success.

In the Campaign Lab, we are using the Self Assessment of Local Strength and Growth Framework. This is a compilation from a number of “effectiveness tools” and input from folks like you.

Here is how you use it. First it is simply a planning tool. There are five broad categories

1. Organizing and Engaged Membership
2. Bargaining and Worksite Advocacy
3. Communications
4. Member Education
5. Infrastructure

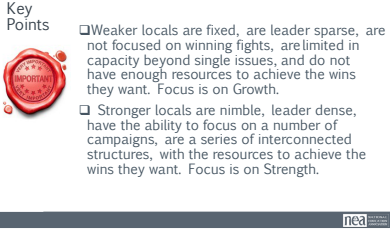
Each Category is separated into key components and then into descriptors. You select the descriptor in each row that BEST describes you local – nothing is going to be a 100% match.

You will total your ratings for each category. Low score indicates a strength and a high score indicates an area for growth.

45 Minutes Group Work (include break time self monitored)
Within this time – take a 15min break

10 Minutes Report Out

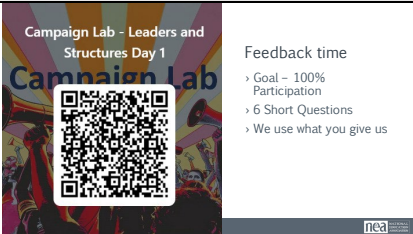
- What did you notice?
- Are these “internal” issues?

 Key Points □ Weaker locals are fixed, are leader sparse, are not focused on winning fights, are limited in capacity beyond single issues, and do not have enough resources to achieve the wins they want. Focus is on Growth. □ Stronger locals are nimble, leader dense, have the ability to focus on a number of campaigns, are a series of interconnected structures, with the resources to achieve the wins they want. Focus is on Strength.		• How could “external” campaigns help address your internal issues? Rhetorical question to put in the room: If there was a crisis, how prepared is your local? 15 min – Think about that as you consider these 5 questions: 1. Has your local set goals for membership growth and participation? If yes, what are they? 2. What do you think are your organization’s main strengths that will allow you to build a strong union and effective campaign? 3. Overall, which of the areas above do you think are the largest challenges for your local? 4. In the areas that you’ve identified as your biggest challenges, what are the main barriers your local faces? 5. Which of the above areas do you think should be the top three priorities for your local to address? Return to the cycle slide – remind people that even though they may feel as though they have a long way to go and are a bit deflated after completing the assessment, there is a way out. Be intentional in your work, use the process outlined in the cycle. Key Points □ Weaker locals are fixed, are leader sparse, are not focused on winning fights, are limited in capacity beyond single issues, and do not have enough resources to achieve the wins they want. Focus is on Growth. □ Stronger locals are nimble, leader dense, have the ability to focus on a number of campaigns, are a series of interconnected structures, with the resources to achieve the wins they want. Focus is on Strength.	
BUILD IN YOUR OWN BREAK IN THE SECTION ABOVE			
3:05-4:05	Amanda	Internal vs External Campaigns	

 Internal or External What is the difference between and internal and external campaign?  Internal Campaign - Growth Goal: To increase member engagement, leadership development, structural capacity, and activist participation. Focus: Member-to-member communication, empowering members to address issues together, and breaking down the perception of the union as a distant service provider. Activities: Training existing members to become leaders and activists, conducting member education, and building strong committees to ensure member involvement in union activities.  External Campaigns - Strength  Goal: To win specific demands for members and partners. Focus: Active participation of rank and file members and partners, building towards broader and bigger coalitions Activities: Issue identification, escalating and public actions, strategic pressuring	Internal and External Campaign Summary Guide.docx	10 Minutes Introduction - We have identified big dreams, defined campaigns, leaders, structures, and power. Now we are going to look at how we start building power, by which we mean increasing our membership and winning stuff, through internal and external campaign cycles. But more specifically, we mean increasing our membership SO THAT we can win more. And winning more SO THAT we keep attracting new members. That is what is meant by “campaign cycles”. Whole room discussion - What is the difference between and internal or external campaign? Take a few responses then share the definitions: External campaigns have a clearly defined goal that can be granted by an external target. For example, union members can build public pressure to force school board members to vote on a policy they want changed. Internal campaigns have clearly defined goals that improve the capacity of union members to win their fights. When union members organize to increase their membership density and ensure reps are trained and active at every worksite, they are engaged in an internal campaign. These kinds of campaigns are connected, and ideally one flows into the other. Union members increase and organize their membership so that they can win external campaigns. When workers are engaged in an external campaign, their visibility makes more workers get active and want to join their union. Internal and external campaigns are really just two halves of a campaign cycle. A strategic campaign plan is one that is long enough to incorporate both halves in repeated cycles that grow and escalate in tandem towards achieving a common vision. This is what we mean by “multi-issue”.	Participants will understand that issue campaigns build the power of the union and that it also requires capacity – one builds the other builds the other. Participants will complete an assessment of their local to determine if they should focus on an internal, external, or strategic (both) campaign. Key Points: Internal campaigns build the power to win external campaigns. External campaigns engage your constituents and bring in potential members and community support. Internal and external organizing feed each other and are how locals build power. Strategic campaigns combine multiple cycles of internal and external organizing to win on multiple issues towards long term strategic goals, such as achieving
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Internal or External?  			your vision for public schools.
How do we actually get eggs in your basket? Email blast, or? Survey blast, or? Social Media, or? Hustle, or? Stuff a mailbox, or? That is why 1:10  		So how do you put it all together? And what do you do when things go sideways? Let's practice. You will use your answers from the assessment you just completed for this activity. 40 minutes- Group activity. Each team gets a piece of chart paper to record their answers. 1. At the top of your chart paper, write one metric that would indicate you are achieving the goal for your campaign. Even if you are not sure on the goal yet, you can still name some outcomes you would expect from a successful campaign. For example a gain in membership, and an increase in members actively participating in actions or events. Whatever it is, you need a number and a date by which you want to achieve that number.	
Guided Group activity 1. Write one metric that would indicate you are achieving the goal for your campaign.  		1. Given your current rep structure, how many worksites or groups of members do you think would be able to get more than 50% of their coworkers to take a small action such as signing an online petition or wearing a sticker?	
Guided Group activity 2. Given your current rep structure, how many worksites do you think would be able to get more than 50% of their workers to take a small action such as signing an online petition or wearing a sticker? If yes, you are ready for an external campaign.  		Do a quick around the room report out of numbers. Ask- show of hands- how many of you have the numbers you need to get majority worker participation already? Those that are raising their hands now are truly ready for an external campaign.	
Guided Group activity 3. For the rest of us, how do we get there? Where do you even start? Make a list of worksites or groups (for example by job category or department) that starts with your most committed and ends with your "best worst"- groups or worksites at least have some sign of being active.  		2. For the rest of us, how do we get there? Where do you even start? Make a list of worksites or groups (for example by job category or department) that starts with your most committed and ends with your "best worst"- groups or worksites at least have some sign of	

Guided Group activity 4. Take some time to brainstorm how you might build those teams; refer to page 15 to help you with ideas. Put your ideas on your chart paper, and add questions you need to answer to put your plan in place. nea Has your answer to this changed? If there was a crisis, how prepared is your local? nea Key Points › Internal campaigns build the power to win external campaigns. › External campaigns engage your constituents and bring in potential members and community support. › Internal and external organizing feed each other and are how locals build power. › Strategic campaigns combine multiple cycles of internal and external organizing to win on multiple issues towards long term strategic goals, such as achieving your vision for public schools. nea		being active. At least they have a rep even if that rep isn't always reliable. • Organizers will often tell you that a ratio of 1:10 is realistic for reps. In other words, one rep can organize 10 people. So how many more people do you need to support your reps to organize the worksites or groups you just listed? Do a quick around the room report out of numbers. So now you have your internal campaign! 4. Take some time to brainstorm how you might build those teams. Refer to the handout pg 15 - Internal and External Campaign Summary Guide.docx to help you with ideas. Put your ideas on your chart paper, and add questions you need to answer to put your plan in place. You have 10 minutes to write down your ideas. Also- Bonus Hint! What if you replaced your email blasts with member-to-member communication chains? Put your ideas on your chart paper, and add questions you need to answer to put your plan in place. You have 10 minutes to write down your ideas. 3. Ask teams to share their ideas. 4. Now, how often do things go according to plan? Rarely! What happens if you have a crisis? Now that you have worked through these questions, has your answer changed regarding prepared your local is currently to meet a crisis? Key Points- 5 minutes At the end of the day, union members win what they build the power to win. Building capacity through membership recruitment and engagement alongside building strong community support is far more	
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		likely to win on issues than being morally and factually right in your views. If all it took was being right to win, we would live in a very different world! Your opposition will always have more money and lawyers, better PR, and stronger connections to elected officials than you have, so while helpful, those things will only get you so far. What you have is a majority of the people. That's why your job is fundamentally to unite as many people as you can around a common cause. And that's why you need internal campaigns to fuel your external campaigns. • Internal campaigns build the power to win external campaigns. • External campaigns engage your constituents and bring in potential members and community support. • Internal and external organizing feed each other and are how locals build power. • Strategic campaigns combine multiple cycles of internal and external organizing to win on multiple issues towards long term strategic goals, such as achieving your vision for public schools.	
4:05-4:30	Ellen?	25 Minutes - Ending It Right	
 Campaign Lab - Leaders and Structures Day 1 Feedback time > Goal - 100% Participation > 6 Short Questions > We use what you give us nea	Daily Feedback Form send out Make handout for journal	Things to consider - Take 10 minutes of your own time Write / journal intentional questions about today. Move them into role-alike groups: • What is one big idea that you know you are going to go home and do in the next 30 days.? • Who do you wish you had invited to attend this meeting with you? Questions, Connections, Reflections Housekeeping announcements Plus/Delta at the Door	Participants will be able to bring a little closure to their learning and provide feedback on the day.

What is becoming clearer? What remains murky? Housekeeping	Closing the Day 		FOR TOMORROW –	
4:30-5:00		Adult Choice Networking		
		This is a time for participants to meet and discuss any issues they are thinking about with other members of the group. This is not led by facilitators and highly encourage to occur in any other space besides the conference room.	Participants will make useful connections with staff from other affiliates.	
5:00 - ADJOURN				