

Facilitator Agenda Foundations for Winning Campaign: Day #3

General Materials Needed:		Room Set-up:		
1 Set of Handouts per Person	Chart Paper	Round Tables 1 lavalier, 3 handheld microphones Projector, Screen and Speakers Carousel stations and reporting stations around the perimeter 40 people		
Name Tags or Name Tents	Markers			
Sign-in Sheet	Post its			
Room signs, sign in signs	Highlighters – 3 colors			
1 Full Carton of Chart Paper	Chart Markers – non-permanent Pens and Pencils			
Key Outcomes for the Day				
Time	Essential Questions	Resources	Instructions, Activity and Debrief (Facilitators)	Outcomes
	What question(s) should this learning section answer?	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	As a result of this section of learning, what will participants know or be able to do?
8:30-9 	Reminders about travel, vouchers, etc. Bring your luggage		15 Minutes – Logistics Review of Agreements Feedback on Feedback Review Flights and Options for Getting to Airport Do not call Ellen if you get cancelled or delayed- call FCMS 15 min Sharing Time as Organizers (Organizers Lunch will be boxes	
9am-9:30 Renita 	What can I do to design a solid campaign?		30 Minutes - Campaign Clinic You are discussing your campaign now in order to prepare an overview of your campaign – we are asking you to consider the following. > Does the campaign have all 5 parts (pg 42-46)? > Issues and Values, Demands, Target, and Escalation	

			• that distributes leadership: No campaign succeeds without a strong core team that is enabled to lead and struggle to find the answers. • There is a leader, but that leader facilitates and connects others, once the group works out what they need to do, helps the team work through who will take on what tasks, and then follows up and checks in on others. • Does your leadership team have the reach to connect with 1:10 – 1:20 people? If it is a state leadership team, do they have a team back home to support their work and reach 1:10 people. • Who are my people (specific and fixed- ALL EDUCATORS is not real, who has a vested interest and you are trying to engage, who does your leadership team represent)? Now you are going to work on your back home project. Focus first on your back home leadership team. - Using the snow flake model as your outline- who is your leadership team? - For state staff, draw out your state wide leadership team and their reach and constituency. - Add their names, worksites, what role they play and who they represent and the number of people they are responsible for. If you do not have a leadership team, write out the roles and groups you need to find to build a diverse, respected leadership team. - What is their reach into the constituency/group you are organizing? - Who are they organizing? (Training Team draw Charts that model both ideas. Page 103 is a model (looking at the leadership rich model) - Participants should focus on drawing their leadership team and writing their organizing statement. From page (XXXX) (30 minutes) Work on their back home project and chart their leadership team.	
10:15-10:30			REVIEW – Tactics and Campaign Mountain (15 minutes)	

Zac.   			Once your foundation and team is solid/set, work through the rest of campaign mountain on page 5. Open to page 5 and look this over. (For more written instructions: Look at page 48-49. (They are the same) Turn and talk at your table and answer the question: Which part of the mountain is your biggest challenge? Hardest to get buy in, hardest to achieve, most anticipated push back... what is it? Lecture: Conceptualizing a campaign plan should include these elements. • What is the change they need? How did you discover this issue? (Issues and Values) <i>The trainees should have answered the question WHO above. So now what do their people need?</i> • What is your theory of change? (Demand, Target, Resources) page 44-45 has the questions to create your statement/theory of change. • What are the tactics you will use to achieve your strategic goal? (Tactics) • What is your plan? When are the peaks and how are you deploying your tactics over time to build your power? (Escalations) Final Check for Understanding: (5 minutes) - Check with the participants for understanding and any questions before we break and they begin to design their campaign. - Ask: Are there any other clarifying questions you have about the campaign structure? - <i>Recognize if they have a ton of questions, to have those on the side. The last 5 minutes are for review.</i>	
10:30-10:45 	BREAK			
10:45am-Noon			Begin to draw up your campaign mountain! Have Example Chart up and Ready to Reveal.	

Keightley 			Using page 5 as your model: Draw out your campaign. (5 minutes trainer review) - Leadership team should be finished first. - Start from the Peak, which is where your win should occur. - Then add in tactics (note the amount of people and risk that each action should take using the material from page 16 of the handbook). - For Each Tactic- draw a chart that shows the number of people and courage it takes from the members to achieve this graphic. - What is your kick off? - Timeline? 40 minutes of work time (participant own time, team floats.) Participants should have 3 charts by the end of the worktime. 1- Leadership Team Chart 2- Escalating Tactic Power Dial 3- Campaign Mountain Chart	
Noon- 12:30pm Jeny 			Gallery Walk Feedback Explain Next Steps (5 minutes) Post up your leadership team, escalating tactic power dial and the campaign plan charts around the room. (5 minutes) Participants will walk around the room and leave feedback via post it notes. (25 minutes) (Participants requested music to be played and it seemed to make the gallery walk vibe better) Your Feedback should be the following: - Focus on using questions and not offering advice. - Coaching questions for the participant or affirmations. After 25 minutes, participants will review their feedback. (10 minutes) Share a piece of feedback that you found helpful to move your thinking. (15 minutes) Remind participants to take pictures unless they are taking this home and just to be safe.	
12:30pm- 1pm 	Ellen		Closing out our time. Reflect on our time together. At your table, stand and share the following.... - Take a moment to share your first step that you will take when you are home. (The VERY first step). - They will step into the circle to share.	
1pm	Box Lunch			

2pm	Leave		Buh bye	
	BREAK			
	ADJOURN			