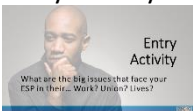


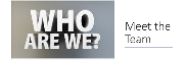
Facilitator Agenda: Day # 1 Organizing ESP

General Materials Needed:		Room Set-up:
1 Set of Handouts per Person	Chart Paper	Round Tables
Name Tags or Name Tents	Post its	Projector, Screen and Speakers
Room signs, sign-in signs	Chart Markers – Mr. Sketch	Carousel stations and reporting stations around the perimeter
Painters Tape	Pens and Pencils	50 people
Charts needed for today: • Parking lot • Blank paper to make -Venn Diagram • Institutional problem – two blank charts per group		

Key Outcomes for the Day

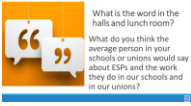
LINK TO WHOLE FOLDER OF RESOURCES https://neahq-my.sharepoint.com/:f:/g/personal/eholmes_nea_org/EqBeGgLRG_NJsSYdz9aU7FcBRV0ht7TkTMONHLVptq5hdQ?e=5sAoL7

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?
Entry activity 				
8:30 -9:00 	How will we work together to support learning?	Make the Following Charts Community Agreements Parking Lot	30 Mins TOTAL Getting Started (Ellen) 4 Mins NEA Welcome Native Land Recognition	Participants will know how we are going to work, the basic schedule, and the

        BEN		Agenda Put out Name Tents Handout Package	The National Education Association is committed to honoring the spaces that we occupy to advance the work. We begin by acknowledging that through a history of colonization and brutality, we currently reside on and are connecting from 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. Why are we here? - We are here to build stronger ESP leaders. - NEA is committed to building effective sites where members can lead and growth their associations. 5 Mins Facilitator Introductions - Team intros include: Name, Work Location, years in the work, and your required pronoun 5 Mins Group Introduction Whip - Have a quick model from one of the trainers. Three Day Agenda Review - See charts on walls for review. - Note the two breaks, lunch, and adult network 4:30-5pm each day and then 1pm on Thursday. 3 Mins Group Logistics 5 Mins – Group Agreements Pg. 2-3	logistics relevant to the training.
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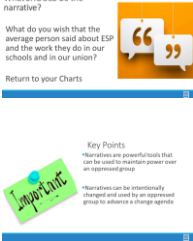
			3 minutes- Revisit Pre-work Reading, History of ESPs, select and share sections of the timeline. Facilitators may choose to break up and share parts of the timeline. Don't share the Issues of Importance as this will be addressed in the section. (add a slide for History of ESPs)	
9:00 – 9:10		Chart paper for venn diagram	5 Minutes - 8:50 -Ben On the center of the table are a number of Post it notes and a Venn Diagram Mat. Working with your table, write ideas/characteristics/issues that you think are unique to Certified Employees and ESP Employees and ones that are the same.	
9:00 - 9:30 Ginny and Daria	What are the challenges that ESP face in our affiliate system? Their work? Their lives?	Lots of Post it Notes and a large wall A few Larger sized post-it notes	30 Mins -Understanding Challenges of our Members (Ginny/Daria) This is an activity that you might find useful to do with members who are getting reading to identify priorities for bargaining or a campaign Affinity wall activity – each participant is going to brainstorm as many challenges/issues as possible that their ESP members have -- work, life, union, etc. – in the true sense of brainstorming, anything that you are aware is a challenge . Put one challenge per post-it. (this is about a 10 minute activity) Step 2 – this part is a little bit like engineered chaos – now the group will apply these post-it's to a wall. They put them up – and as they are now on the wall, begin to move them into clusters that are similar – as the clusters begin to form, a few people will begin to NAME the clusters – ex. “Fair Pair” (this can take up to 10 minutes – encourage people at the front to move back and those at the back to move up – keep churning and engaging. Debrief (10 minutes) – What are the major clusters? What does this mean for our work with ESP? What surprises you?	Participants will have identified and described issues that ESP members face.

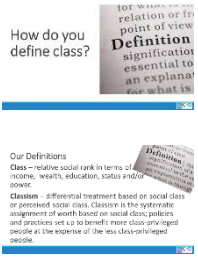
			Key Ideas -- these members have issues, and it is through our relationship with these members that we build member led campaigns to address these issues.	
9:30 – 10:00 Naomi Our Experiences Leading ESP  Picturing Our Experience Step 1: Develop a table story - Each table will share a story. Step 2: Develop a table story - Each table will share a story. Step 3: Develop a table story - Each table will share a story. Step 4: Develop a table story - Each table will share a story. Step 5: Develop a table story - Each table will share a story. Debrief What did you notice that was similar in the table stories? What most surprised you as you heard the stories?	What are your experiences in leading ESP units?	Picture cards	30 Minutes – What are your experiences leading ESP units (Naomi) 6 Minutes Beginning activity – Step 1 - At tables, give each group a random selection of picture cards. Each person picks two- Don't tell them why they are picking. Go around and scoop up the extra before you do the next step. Once they have picked their two, tell them to use these to describe (in under 2 minutes) what their personal experiences are like in working with ESP Units. [stay on title slide] 6 Minutes Table Share- Each person shares their story around the table. Once these 10 minutes are up, tell them that as a team, they are to use ALL their cards to create one unified story that can be shared. Get ONE team member prepped to tell that story. 6 Minutes Whole Table Story- Using all the cards, the table comes up with a story about what their collective experiences are like working with ESPs. (the total story must be less than 2 minutes and ONE person needs to know it very well) At the end of this 10 minutes, tell them that all but the one team member who knows the story well are going to visit each of the other tables – leave the docent behind at the signal and move to the next table. 6 Minutes Visiting the Others Step 3 – leave One person from each table behind as the “docent” who will share the table’s story. (10 Mins) Each group rotates through each table. Facilitator signals every three minutes getting the group to move in a way that is as easy and effective as possible 6 Minutes Quick Debrief What did you notice that was similar around the room?	Participants build community and build a common understanding of experiences.

			What surprised you most as you went around the room? Why do you think these conditions exist?	
10:00 -10:15 	BREAK			
10:15 – 11:45 Seleste and Katrina Byrne		NOTE: What will be put in this spot next year? Also – How do we use this data in the future in this and other trainings? Work the data in the organizing conversations?	90 Minutes – ESP Poll Data Presentation and Discussion (Katrina/Seleste) 5 Minutes Introduction and Expectations for Listening and Questions Use a piece of paper to write all your questions for the section that Katrina is presenting. At the end of each section, turn in as a table and rank the most important to least important questions you want asked. As we take questions, listen carefully so that you don't re ask a question that was already presented. Don't share your personal experiences, ask clarifying questions about the data 10 Minutes First Question Round 5 Minutes Each Second and Third Question Rounds 5 Minutes Final Discussion of 5 How does this impact your trainings? What will you bring back?	Participants understand the new findings from the ESP study
11:45 -12:00 Ellen and Hedy An Institutional Problem 	What are some of the reasons for the injustices that our ESP members face each day?	NOTE: This can be combined with the next activity for a total of 50 minutes for both Chart Paper	15 Minutes (65 Minutes Total Split over Lunch)– An Institutional Problem (Ellen/Hedy) 2 Minutes Introduction: Behind the issues we have described above, there may be a number of institutionalized narratives that are supporting these challenges – both for ourselves and for our members - we are going to examine one – classism. There are others – racism, genderism, ageism, and other oppressive systems and these are addressed in ARJ 1 and 2 extensively. For our work together thinking about ESP we are going to explore classism with the clear understanding that in all ways this is coded language in our society for institutionalized racism.	Participants will recognize components of classism and begin to reflect on what they see in their own practice and the systems that they support.

 What is their view? What do you think the average ESP has to say about themselves and their work?		Dominant Narrative Handouts with ESP Scenarios https://neahq-my.sharepoint.com/:w:/g/personal/eholmes_nea_org/EfFCtYJ_oz5FqgPVXgAzTg_oBU8zr77ixDvw7q86CZX6_Ow?e=d2B084	13 Minutes Charting What We have Heard: Participants will work to create a chart. The chart is divided into a top and a bottom. At the top, of the chart record all the things that the average NON ESP worker in a school or a union would have to say about the ESP and their work in schools. At the bottom – what do you think ESP say about themselves and their work?	
12:00 to 1:00  Lunch	LUNCH			
1:00 – 1:50 Hedy and Ellen  Gallery Walk Do you notice any patterns? What is something that caused you pain to read? Is there something that gave you hope? Why does the story matter? A dominant narrative is an explanation or story that is told in service of the dominant social group's interests and ideologies. It achieves dominance through repetition, the apparent authority of the speaker, and the silencing of alternative accounts. Because dominant narratives are so normalized through their repetition and authority, they have the illusion of being objective and apolitical, when in fact they are neither.	What are some of the reasons for the injustices that our ESP members face each day?	Dominant Narrative Handouts with ESP Scenarios https://neahq-my.sharepoint.com/:w:/g/personal/eholmes_nea_org/EfFCtYJ_oz5FqgPVXgAzTg_oBU8zr77ixDvw7q86CZX6_Ow?e=d2B084	50 Minutes An Institutional Problem Continued from before lunch (Ellen/Hedy) 5 Minutes to finish charting 5 Minutes What are some themes? Share out the posters - Either do a gallery walk looking for similarities and outliers, OR do a share out from each chart. Ask them to return to their seats and ask folks to do a little report out – Do you notice any patterns? What is something that caused you pain to read it? Was there something that caused you to have hope? 5 Minutes – Why does this matter? <i>A dominant narrative</i> is an explanation or story that is told in service of the dominant social group's interests and ideologies. It achieves dominance through repetition, the apparent authority of the speaker, and the silencing of alternative accounts.	Participants will understand what a dominant narrative is and apply a four step method for changing narratives.

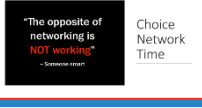
Narratives 1) trigger imagination and make connection 2) are expressions of or a counter to cultures 3) are resources for empowerment or oppression Did the narratives on your charts do any of these? Shifting the Narrative Unmask Name the dominant narrative when you see it at work. Point out the values, just say on the nose or knock it on its head, or the way the rest of people, we have or perhaps values and beliefs. "The way you are talking about the more context empowerment counts the you think he/she are really going and we're only looking for the numbers" Elevate Name the values and beliefs, from our narrative that you want to see lived in the world. Connect it to places where your audience may see that happening already. "I'm ready like it when people come in and express their opposition—especially when they acknowledge they don't know and are at a place we're not used to respect" Contrast Shifting the Narrative Unmask Use what we might see different if your values/conditions were the most important in the world. Be specific about how we have the choice to support situations through a different value system. Move to a rethinking of the situation. "I want we have to decide if we want to support participation and are the more thoughtful way or not or not at all or not at all and are not in relevance of this" Draw On Your Own Journey Shifting the Narrative Key on your own journey While it's important to generalize this, it's also important to do it in a way that more closely resembles it. Contrast your own narrative with the dominant one. First their overview in the conversation. "I'm not understanding your reaction, there are times when I realize that the best way to be with others is to not be with them at all (that's what I mean) — to give something — but I realize now I can only have reality if I can" Key Points to Remember... • Sustain your efforts and connect with others Shifting a dominant narrative does not happen quickly—it takes sustained effort, over time, with many people working at it. • Demonstrate your worldview, don't just write and talk about it Our actions say as much or more about our values and beliefs as our words. Shifting the Narrative - DON'Ts • Focus on challenging facts or interpretations of information. • Attack people for their worldview. • Name the dominant narrative as "wrong." • Try to convert or convince people. Try the Shift! Get into Triads. You will be assigned a scenario 1 through 4. Try the shift using the steps we discussed. Use your handouts for support. Report out—What really worked?		Suggestion – use one of the scenarios as an example when we walk through the 4 ways to shift the narrative.	Because dominant narratives are so normalized through their repetition and authority, they have the illusion of being objective and apolitical, when in fact they are neither. Narratives are used to 1) trigger imagination and make connection 2) are expressions of or a counter to cultures 3) are resources for empowerment or oppression Did the narratives on your charts do any of these? 10 Minutes So let's explore how do we change and use narratives 4-5 There is good research that says the more you "argue with" someone, the less they are willing to hear a new idea – or new frame. You are going to learn a simple process and practice it around a small set of scenarios. Share the slides that outline a four-step process for shifting narratives Unmask Elevate Contrast Draw On Your Own Journey Key points Don'ts (Make sure that they know these are in their handouts)	
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What SHOULD be the narrative? What do you wish that the average person said about ESP and the work they do in our schools and in our union? Return to your Charts  Key Points - Narratives are powerful tools that can be used to maintain power over an oppressed group - Narratives can be intentionally changed and used by an oppressed group to advance a change agenda			10 Mins Narrative Scenario Groups P. 6-11 - assign triads to the scenarios. First 2 minutes, get familiar with the assigned scenario. Second 5 minutes - One person takes the stance of the “not our framing of the issue” the other two people take the stance of trying to reframe using the process outlined in the handouts. Final 53minutes – what worked and what did not 5 Mins Debrief – What did you notice? What was tough? What worked well? 10 Minutes Return to our Narrative Charts - What is the narrative you want to be promoted about your union? Teams now return to their Dominant Narrative charts AND COVER those with a blank chart paper – they will come up a with a list of bulleted statements that they want the PUBLIC to know about their union. Debrief – Share out the new narrative – what is common, what are outliers? Tip: Shift from Negative to Positive Show the Key points slide: - Narratives are powerful tools that can be used to maintain power over an oppressed group - Narratives can be intentionally changed and used by an oppressed group to advance a change agenda	
1:50 – 2:15 Ben and Naomi While you watch... Notice what's missing Notice what's new learning...for you Think about questions you want to ask 		Video about Classism https://neahq-my.sharepoint.com/:v:/g/personal/eholmes_nea_org/EWbuiiIL7GtPh3uxnfmANrMB0GVtarWejZlpJcPxltPb_g?e=uSE3gE Defining Classism	25 Minutes this section (75 Minutes Total) - Defining Class, Questioning Systems, Reflections on Practices (Ben/Naomi) 5 Minutes – Introduction and Definition Pg 12-13: Welcome back everyone. Think of the affinity wall you did this morning and the challenges that your members have – and think about some of the narratives we discussed. We are going to take a look at how our organizations’ and our own relationship to class privilege may be part of the problem. We are going to do that by taking a look at a short video. 10 Minutes -While you watch – Notice what’s missing, Notice what’s new learning...for you, think about questions you want to ask. (4 minutes for video	Participants will clarify what classism is and make the connections to systemic oppression.

 How do you define class? Definition: relative social rank in terms of income, wealth, education, status and/or power. Classism: differential treatment based on social class or perceived social class. Classism is the systematic assignment of worth based on social class; policies and practices set up to benefit more class-privileged people at the expense of the less class-privileged people.		Classism	and 10 minutes to discuss questions (Participants will likely notice that there is a lack of race as part of the analysis, that there are two white people speaking in coded language about classism instead of racism) Key point <u>10 Minutes</u> -At your tables, come up with a definition of class as you see it. (Take some definitions from around the room) Share our definition slide – Class – relative social rank in terms of income, wealth, education, status and/or power. Classism – differential treatment based on social class or perceived social class. Classism is the systematic assignment of worth based on social class; policies and practices set up to benefit more class-privileged people at the expense of the less class-privileged people. Ask - what do you see here that is missing from yours? What would you like to add?	
2:15- 2:30 	BREAK			
2:30 – 3:10 Ben and Naomi Anti-Classist Consciousness Count off by 7's Each team will be assigned one of the 7 "Shifts" Anti-Classist Consciousness Read your "shift" and identify how the conditions described show up in your work with ESPs and our organization's relationship with ESPs. Be ready with a 2 minute or less report out What SHOULD be word on the street? What do you wish that the average person said about organizing and working with ESP? Return to your Charts		Cross Class Capacity https://neahq-my.sharepoint.com/:b:/g/personal/eholmes_nea_org/EWZPL46iL9RMq0iGhojmFyEBxCWFFPVrrw79dT9KLFMImw?e=XOcqpi	40 Minutes - Defining Class, Questioning Systems, Reflections on Practices Continued (Ben/Naomi) <u>40 Minutes</u> – Recognizing Classism in Our Organizations and Practices pg. 23-24 <u>2 minutes to intro and get into groups</u> - We are going to be creating teams by counting off by 7's. Each team will work with 1 of the 7 Shifts of Consciousness in the Anti-Classist Activist. Each Table will read their "shift" and identify how the conditions described show up in our work with ESPs and our organization's relationship with ESPs. Be ready for each table to report out and have a discussion about the reflections you make. Shifts handout - https://neahq-my.sharepoint.com/:b:/g/personal/eholmes_nea_org/EfDoolTZFJJBPymjhCv_IxwBZd_VWdcO8zs647sOSJ9hdA?e=O6heXy	Participants will clarify what classism is and make the connections to systemic oppression.

Questions to Discuss What is most important for higher-paid individuals to understand about lower-paid individuals? What are the consequences for not discussing and understanding classism? 			<u>10 Minutes to work in Groups</u> with 7 shifts handout <u>15 Minutes to report out</u> (2 minutes per team) <u>10 Minutes for final debrief-</u> What is your most important take away from this session? How will you fold this learning into your work with ESPs? What are the consequences for not discussing and understanding classism? What are the consequences of not including an intersectional perspective? Share the Key points Slide at the end of the Debrief - Classism is code for institutional racism - Classism is a complex set of intersectional privileges and oppressions - Advancing justice for our ESP will require both intentional and strategic action to dismantle these systems	
3:10 – 4:10 Daria and Ginny Issue Identification   Problem vs. Issue Problem is something that is focused on the current state and near or major. Issue is a problem statement that indicates what a solution to the current state might be. It allows others to see their own interests in the issue.		Root Cause Analysis Process?? There is a Problem to Issue to Issue Assessment handout in the ESP Organizing Toolkit Teams will use chart paper to record their work of at least one Problem to Issue and then Issue Analysis Suggestion:	60 minutes TOTAL (Daria and Ginny) 5 Minutes Team Formation and Root Cause of the Theme Return to the Themes of Issues identified at the start of the day during the affinity wall– which one of these would you most like to work on a plan to address in your own work? Form teams around this and do an analysis of this issue -- what are all the possible root causes – and what might it look like to win on this? You are going to want to form teams around issues that you would like to work on back home. Teams no larger than 5. You will be working with this team to develop a campaign plan that you will share and could use in some way back home. 15 Minutes -5 Why root analysis – 5 Minutes to teach the concept of 5 Why 9 Minutes to practice at tables applying the 5 Why Analysis Why does this them exist – getting to the root of it... what is the problem? 1 Minute Report Out - what is something you learned? 30 Minutes - Problem to Issue and Issue Assessment	Participants will use a root cause analysis process to identify issues. They will apply an issue analysis to determine what makes a better organizing issue.

The BIG Problem and the Issues Group Issue Whip - It is widely felt. - It is deeply felt. - It is winnable. - It builds the union and builds leaders. - It has a connection to students and the public. Example – Problem to Issue to Win PROBLEM: Students are not represented on the Board. Issue: Student participation needs to increase so they have a voice in the school. Solution: Elect a student representative to the Board. Issue: Students who do not participate in school activities are not accepted as members of the community. Solution: Encourage all students to participate in school activities. Issue: The school does not have enough resources to provide for all students. Solution: Find ways to raise money for the school through fundraising events. Issue: The school does not have enough staff to provide for all students. Solution: Find ways to recruit more staff through recruitment drives. Assessing an Issue - It is widely felt. - It is deeply felt. - It is winnable. - It builds the union and builds leaders. - It has a connection to students and the public. Group work Key Points We don't choose the issue, the people who want the change choose the issue. Campaign Plan	First Explain the Why. Model. Then the Problem/Issue/Issue Analysis first. THEN create teams What are possible problems/issues that ESP members want relief from What would it take to win those <u>2 Min- PROBLEM vs. ISSUE Content P.29-30</u> - Campaigns start with issues members care about. - An issue is a slice of a workplace problem. - Often, a problem can have different issues depending on the perspective of the people we are working with. - It is key to get enough input on what the issues are that make up the problem <u>so that YOU don't drive the solution.</u> - A staff driven solution may not meet the needs and commitment of the people you are working with. <u>2 Min- How to select an issue Content (chart for work is in the ESP Toolkit) P.43</u> - Since there may be many issues confronting workers on the job, we have to also think about what makes a good issue to organize around. - CRITERIA: - It is widely felt. - It is deeply felt. - It is winnable. - It builds the union and builds leaders. - It has a connection to students and the public. <u>1 Min- SET-UP activity</u> Working with your team, begin to identify which of the brainstormed workplace problems – issues- meet these criteria. When you have winnowed your list to the one that you think meets most of the criteria you are ready to begin planning. <u>25 Mins – GROUP WORK</u> Groups work on identifying an issue to build a plan around. 10 Minutes Report Out and Issue Whip 1 Minute Key Point We don't choose the issue the people who want the change choose the issue.	
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4:10-4:30	How are we doing so far?		20 Minutes - Ending it Right - (Ellen) Questions, Connections, Reflections Housekeeping announcements Plus/Delta at the Door FOR TOMORROW – WHAT IS A PROBLEM THAT YOU ARE EXPERIENCING AROUND DEVELOPING ESP ORGANIZING	Participants will be able to bring a little closure to their learning and provide feedback on the day.
4:30 – 5:00	What is the expertise among my colleagues?		Choice Networking Activities	Participants will make useful connections with staff from other affiliates.
5:00	Adjourn			