

Entry Activities

1

Make sure you have completed your Leadership Style Survey

2

Find a picture on your phone that provides some insight into who you are.



UniServ Foundations Academy



Honoring This Space

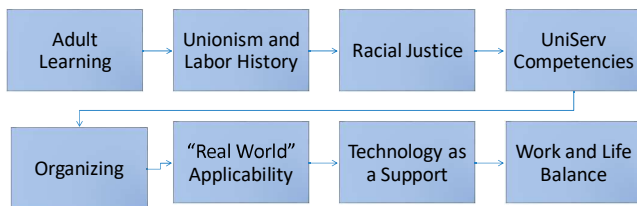
We begin by acknowledging that through a history of colonization and brutality, we are currently on the traditional lands stewarded by generations of the Ohlone, Muwekma, and Ramytush, people.

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?

UniServ Academy Learning Spirals



NEA's Vision p. 4

"Our vision is a great public school for every student. Our mission is to advocate for education professionals and to unite our members and the nation to fulfill the promise of public education to prepare every student to succeed in a diverse and interdependent world."

UniServ Core Competencies p.7-10



NEA's Strategic Plan p. 6

Strategic Objective 6 – Enhance Organizational Capacity

\$149,981,687 each year

"Administer the UniServ Fund and leverage the program to advance organizing and member engagement, including through shared staffing assistance to affiliates."



Key Point



UniServ are THE connection from the mission, values and strategic plan to the members.



Introductions

Name

Pronouns

Location

Title

Years in this Work



Why pronouns?

You can't just assume by looking.

Asking and correctly using someone's required pronoun is the easiest way to show your respect for their gender identity.

Wrong pronoun use can make a person feel disrespected, invalidated, dismissed, alienated, or dysphoric (or often, all of the above.)

It is a privilege to not have to worry about which pronoun someone is going to use for you.



Five Day Agenda Overview

Days 1 and 2 -- 8:30 to 5:00 PM

- Morning and Afternoon 15 Minute Break
- Lunch 12:00 – 1:00
- 4:30 to 5:00 Adult Choice Networking

Day 3-- 8:30 to 7:00 PM

- Morning and Afternoon 15 Minute Break
- Lunch 12:00 – 1:00
- 4:30 to 5:00 Adult Choice Networking
- 5:30 – Leader Reception

Day 4 School Visits and Field Reporting

- TBA (Data Reporting by 9:00 PM)

Day 5 -- 8:30 to 2:00

- Morning 15 Minute Break
- Lunch 1:00
- 1:00 to 2:00 Adult Choice Networking



Agenda Review - Today

8:30 – 10:15 -- Getting Started and Building Our Community
10:15-10:30 -- Break
10:30 -12:00 -- Who am I in this work? How do I see others?
12:00 -1:00 -- Lunch
1:00 – 2:00 -- Developing Racial Literacy
2:00 – 2:15 -- Break
2:15 - 4:15 -- Personal Narrative in Your Work
4:15 – 4:30 -- Wrap Up and Reflect
4:30 – 5:00 -- Adult Choice Networking



Logistics to Remember

Parking Lot	Bathroom Location	Materials
Food	Room Temp	Karla Resource
	Questions?	



Community Agreements p. 2-3

Using Self-Awareness and Self-Knowledge

Listening for Understanding

Being Gracious

Staying Engaged

Being Open and Suspend Judgment

Saying "I"- tell your truth

Seeking Discomfort

Reaching Empathy

Expecting Non-Resolution and Non-Closure

*Adapted from "Embracing equity and inclusion", Annie E. Casey Foundation

Jeny

Core Values p.14

Core values are the fundamental beliefs of a person. These guiding principles dictate behavior and can help people understand the difference between right and wrong – These can often be expressed using one or two words.



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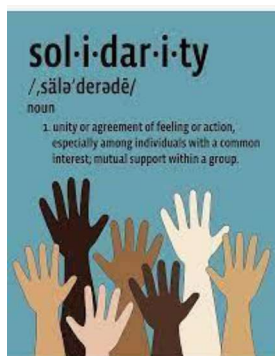
Sharing Values for Solidarity

Name _____

State or local _____

Core Value – One or two words that describes a fundamental belief held by you

15 Seconds Each



Core Values

Core Values are critical for building solidarity in our work.



Core Values as a Work Life Balancer p. 14

Reflecting on work and your life -

- What are the core values that drive my work and life?
- How am I living and working with integrity towards these values?
- What can I do to improve that integrity?



Key Point

Our work can be balanced by reflecting on our values.

Values are at the core of relationships, community and solidarity.



Pictures are worth a 1000 words...



Halimah



Jeny

Grat



Ellen



Matt



Barb



Linda

Hedy



Jessica

Pictures are worth a 1000 words...

- Open your phone and a picture that has something to say about who you are and your core value.
- You will be repeating the following at least 3 rounds:
 - For each round you and ONE partner THAT YOU DON'T ALREADY KNOW 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 something important to know about you and your core value



Pictures are Worth 1000 Words

How did you feel when you were presenting or listening ?

What are some common themes that you see across the introductions?



Key Point

Sharing our stories and listening to others is the key way that we recruit and retain members AND engage them in values based union activity.

Unboxing
One
Another

**WHAT HAPPENS WHEN WE
'UNBOX' EACH OTHER...**

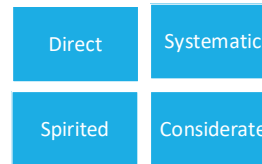


BREAK

Did you Complete the
Leadership Style Survey ?

Barb

Leadership Styles



Step 1: Go to the chart where your dominant style is posted

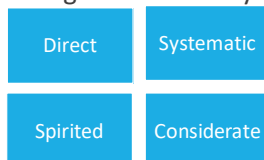
Step 2: Colleagues create a T-Chart with one side listing what makes this style an asset in the work of a UniServ Director, and on the other side the challenges this style creates for a UniServ Director.



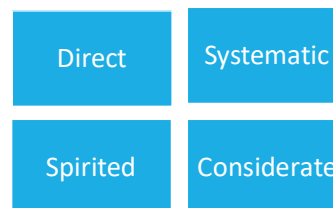
Leadership Styles

What makes this work style a great asset as a UD?

What sorts of challenges does this style create as a UD?



Leadership Styles Report Out



Report out from the Styles

Which style is most challenging for your group to work with?



Key Points

Leadership is a foundational skill for UniServ Directors

How we communicate, how people perceive us and how we listen are all factors in being effective UniServ Directors

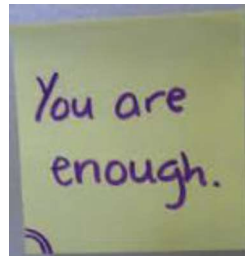
Halimah



Who am I?

For **three full minutes** write down identity characteristics about yourself.

- ❖ one per post-it
- ❖ Identity examples p.47



Identity Debrief

How did this make you feel?

Did you include race as a characteristic?

What we did just now is what often happens when we limit people based on our own biases – our biases are the ways that our brain has been primed to “view” the world. These are implicit - although without careful reflection and intention they can quickly become explicit – and that is when harm is done.

Identity

The **definition** of **identity** is who you are, the way you think about yourself, the way you are viewed by the world and the characteristics that **define** you. An example of **identity** is a person's gender.

Defining Intersectionality

Intersectionality is a framework first defined by Kimberle Crenshaw for understanding a person, group of people, or social problem as affected by a number of discriminations and disadvantages. Intersectionality takes into account people's overlapping identities and how those identities inform their relationship to power and oppression.



Key Points



Individuals experience the world differently based on their overlapping identities

We must recognize these identities as a way to step beyond our assumptions that our experience is common

Each person has their own truth

Barb

How do I see the people I work with?

How do I see the people I work with ?

What is this?
How do you know?
How do you feel about this
chair, why?



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How do I see the people I work with ?

What is this?
How do you know?
How do you feel about this chair,
why?



Identification is Explicit



How you feel is implicit



Implicit Bias

Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.

These biases can cause us to pre-judge something before we get to experience it.

Bad News About Implicit Bias

- It often does not align with our declared beliefs – ex. “I don’t see color...”
- It predicts behavior- who you sit with, who you vacation with
- Is pervasive



Key Points

Our biases are not readily visible to us, but they may be in our actions.

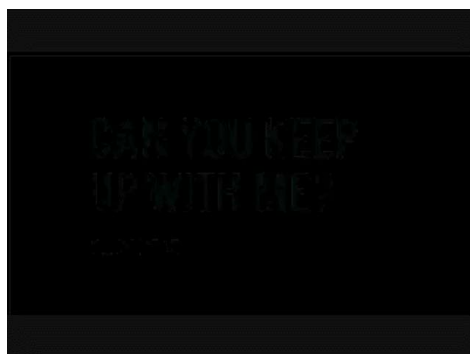
It is our responsibility to explore our own implicit biases.

Most of us more easily engage members who are like a familiar chair. Defaulting to what is familiar perpetuates the status quo and limits opportunity for engagement.

Halimah



Awareness Test



Good News About Implicit Bias

- Awareness is the first step to counteracting implicit bias
- Forming strong significant relationships with people who are different from us can rewire our decision-making pathways
- Being mindful as we make decisions – what am I basing this assumption and decision on ?
- Our brains are malleable, just like society and we can intentionally unlearn implicit associations– gradually through various debiasing techniques.

Key Points



Implicit Bias is not bad – it just is – we all have it.

Acting on implicit bias without being mindful and reflective IS when we hurt others.

We can work to separate our actions from our implicit biases.



Harvard Implicit Association Test



Implicit Association Test Discussion

What was your experience with the test?

Why do you think we include this as part of the UniServ Academy?

What surprises you?



Key Points

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Lunch



Linda



Why is it always about Race?

When do you think you first realized there was something called race?

Turn and talk to at least one person at your table about this memory.



The Construction of Race



Video Debrief

What was new for you?

What do you think you heard that was important to our work?

How would you answer – why is it always about race?

Why is it always about Race?



What is Racism?

Racial Bias or Prejudice + Power = Racism

You can use this formula to plug in and understand other systems of oppression.

Gender bias + Power = Sexism or Transphobia

POWER IS THE KEY INGREDIENT



Why is it always about Race?

- Race is historical social construct used to justify oppression, entitlement, and gaps in wealth, education, health and just about everything else.
- Racism requires access to power.
- Because so much of our work is about seeking justice – we need to make sure we are “race literate” - we're able to recognize, respond, and redress racism in our work because racism is inherent in almost every power and decision-making institution and structure in this country.



Return to Our Core Values

**Equity
Inclusion
Solidarity**

**Love
Honesty
Respect**

The opposite of these values

**inequity, exclusion, division,
dehumanization, and hate**

form the basis for racism, sexism, and other forms of oppression.



NEA Core Value

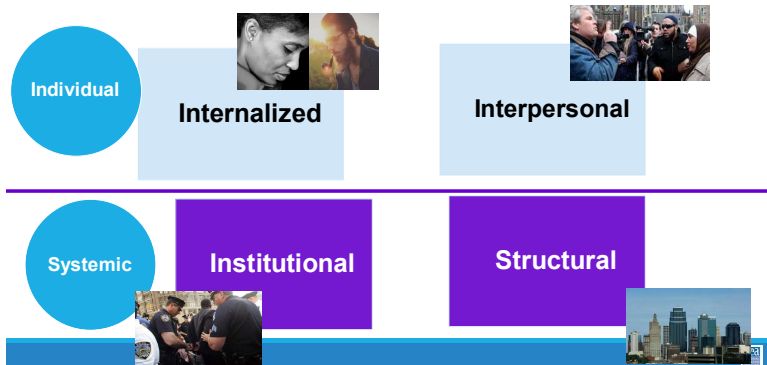
Racial Justice is the *systematic* fair treatment of people of all races that results in equitable opportunities and *outcomes* for everyone.



Hedy



Expressions of Oppression - p. 21

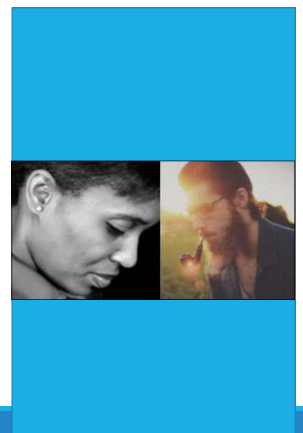


Internalized Racism

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

What are some examples?

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



Source: Race Forward 2018

Interpersonal Racism

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

What are some examples?

Examples: **public expressions of prejudice, hate, bias and bigotry between individuals.**



Source: Race Forward 2018

Institutional Racism

Institutional racism occurs **within institutions**. It involves discriminatory treatment, unfair policies and practices, and inequitable opportunities and impacts, based on race.

What are some examples?

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



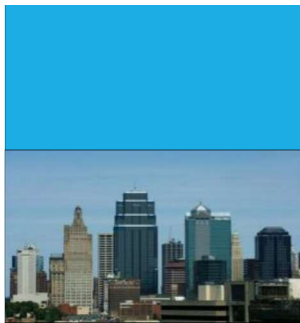
Source: Race Forward 2018

Structural Racism

Structural racism is racial bias **across institutions and society**. It's the cumulative and compounded effects of an array of factors that systematically privilege white people and disadvantage people of color.

What are some examples?

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



Source: Race Forward 2018

Key Points



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

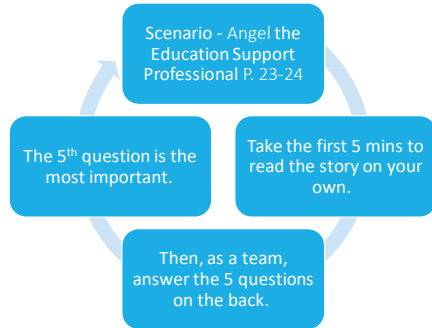
While we believe that the individual is responsible for exploring personal bias ...

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

Recognizing and Responding to Oppression – Angel's Story P. 23-24

Handout Resources: Expression of Racism, Gender Unicorn, Everyday Racism in Union Work, Analyzing Different Expressions of Everyday Racism

p. 21-22

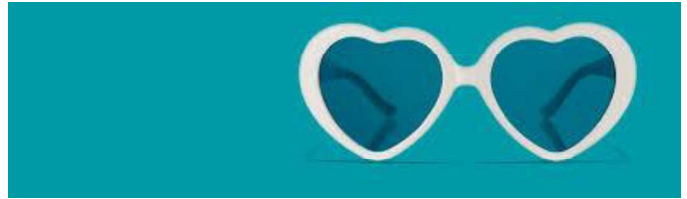


What is your role in addressing racism?

What did you see with your “racial lens” ?

What other forms of bias did you notice?

What could you do to interrupt an expression of racism or other bias?



Key Points

Each of us has the responsibility to work on our biases and looking for ways these biases may cause us to act in racist ways.

If we only ever stay at the personal level, which is where most work up to this point has focused, we never move to making changes in the systemic levels.



BREAK

Matt



What is a narrative?

A collection of related stories and content that are shared and shaped over time to represent a central idea or belief.

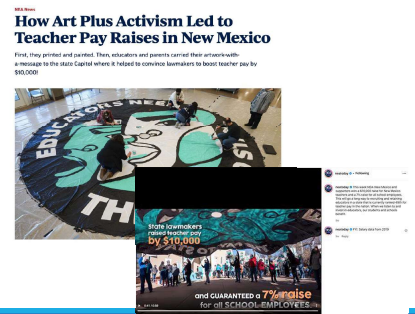
Power of Narrative

Narratives influence thought and decision-making

Our narratives show what's possible through collective action

Our narratives are aspirational

Our narratives reinforce our value proposition



Narratives are powerful

“Narratives are messy, nonlinear, emotional, and contradictory....They facilitate interpretation of the past, understanding of the present, and a vision for the future.

Narratives are powerful. They can swing juries and elections. They can fill prisons. But they can also fill the streets.”

—Toward New Gravity by Jee Kim, Liz Hynes & Nima Shirazi

NEA's Big 3 Narratives

Organizing – Together our voice is stronger to...

- New member recruitment
- Member Retention

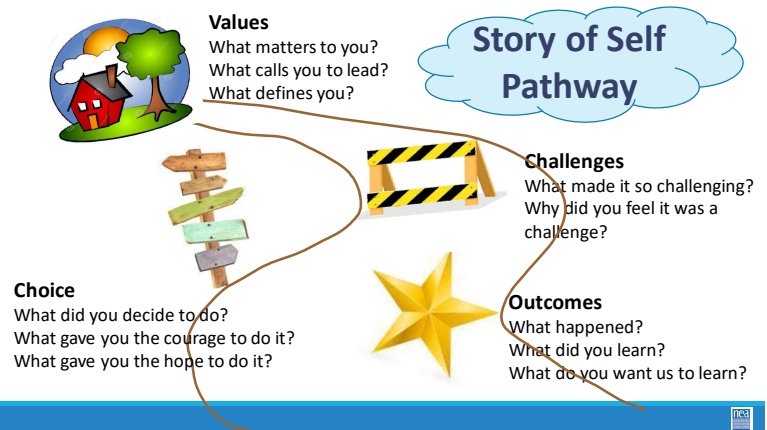
Elections - Elections matter for students

- State by State Campaigns
- National Activist Recruitment

Students & Educator Returning to School – Create Safe Just & Equitable Schools

- Shortages of Educators
- Mentoring and supporting Each Educator
- Readiness to be back – mentally, physically, school safety

Grat



Listen...
use p. 30

and for
coaching
use p. 34

Creating Shared Story

Story of Self: Why Am I Here?

Debrief

Whose story does the woman tell the first time?
Whose story does she tell after the coaching?
What are the kinds of coaching questions that she is asked?

Story of Self p. 31-32

- Creating a Personal Narrative – YOUR Story
- Succinct, powerful statement that engages others
- It sets, defines and aligns values, beliefs, goals and actions into a narrative.

How are we going to do it?

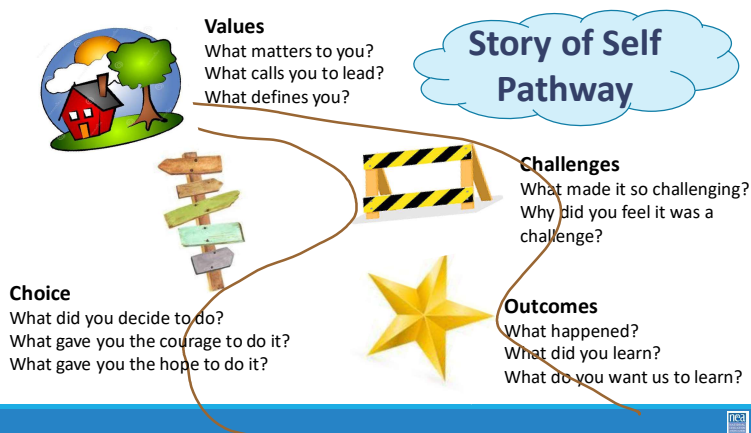
Step 1 - Find p.31-32 and take 5 min to review it

Step 2 - On your own, draft your story of self.

10 minutes only

Step 3 - Find p.34 and as a team take 5 minutes to review the coaching tips.

Step 4 - Groups of 3



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Sharing and Coaching (p.34)

Groups of 3 - one storyteller, one observer, one listener/coach

Each person tells their story – 3 mins

Storyteller receives coaching from the listener – 3 mins

Listener/Coach receives feedback on their coaching from the observer – 3 mins

Complete this process 3 times

The observer would be the timer

Story of Self Rock Stars...

p. 35



- ☐ **Values**
- ☐ **Challenge**
- ☐ **Choice**
- ☐ **Outcome**

Key Points

Our story is how we present a “relatable” self that allows someone else to want to join in a public relationship with you.

Organizers create a compelling "why" for asking people to join and act

It is how the people who have a shared purpose and shared values communicate about the work they want to do and encourage others to join in – stories together are a narrative.

Coaching is not giving advice...it's asking good guiding questions.

BOTH take practice.



Ellen



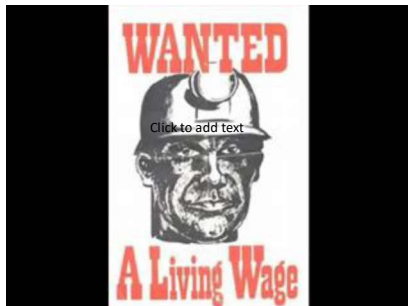
Evaluation Time
Evening Email



Choice Time



Which side are you on...



<https://www.youtube.com/watch?v=5W007W0g>

