

Facilitator Agenda Day 1 –Teachers Unions and Social Justice

General Materials Needed:		Room Set-up:
1 Set of Handouts per Person	Materials Box for each table with:	Round Tables
Name Tents with the Norms	Markers (Mr. Sketch variety)	Projector, Screen and Speakers
Sign-in Sheet	Post its – 3x3” and 4X5” sizes	Carousel stations and reporting stations around the perimeter
Agendas on the table (1 per)	Index Cards	50 people
Room signs, sign in signs	Highlighters – 4 colors	
One ream of white photocopy paper	Pens and Pencils	
Chart Paper (4 to 5 full w Sticky Strip)	Participant “toys”	

Key Outcomes for the Event:

Participants will understand what social justice unionism is.

Participants will be able to recognize core elements of a union that builds power through a social justice framework.

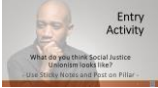
Participants will be able to build a plan aligned with a social justice strategy towards social justice demands.

Day 1 Themes and Big Ideas –

How did we get here? (History activity, community builder)

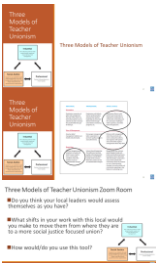
Who leads? (Some thought or discussion activity – maybe a push pull with quotes, and the discussion questions focuses on the role of staff (World as it is) Exploring three assessments – Three Frames of Unionism, Race and Equity, What if my union...

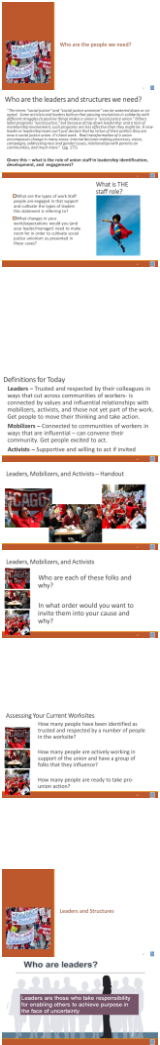
Role of Leaders in Change – McAlevee Leaders, Mobilizers, and Activists

Time	Essential Questions	Resources	Instructions, Activity and Debrief (Facilitators)	Outcomes
	What question(s) should this learning section answer?	Charts, handouts, articles, materials, slide RED is for Facilitator BLUE is for Participant	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?
7:00 -8:30	Breakfast, Facilitator Prep			
Entry Activity 	What do you think of as Social Justice Unionism?			
8:30 – 9:15	How will we work together	Norms Parking Lot	45 Mins TOTAL Getting Started	Participants will know how we are going to

(Not doing in Memphis) Ellen     The Basics Name Tents Handouts Logistics  One Revolution Around the Room Name Required Pronoun Native Land	to support learning?	Agendas on the Table Name Tents Handout Package	15 Minutes – Welcome, Norms, Agendas, Name Tents, Handouts, Logistics POTENTIAL NORMS CHANGE #3 TO “STORIES STAY IN THE ROOM, LESSONS LEAVE” 15 Minutes – Introductions Team Introductions One Revolution Around the Room – Each person state their name, where they are from, required pronouns, Native Land	work, the basic schedule, and the logistics relevant to the training. Participants will begin to build a community around the content we are discussing.
9:30—10:15 1:00-1:35 Naomi & Jessica  		Social Justice Unionism https://neahq-my.sharepoint.com/:w:/g/personal/ehol	45 Minutes - Imagine If Your Union... 30 Minutes – Imagine if Your Union Community Building Activity Using the info on page 21, build a set of –posters, signs, cards – with the 13 Imagine if statements. Have folks gather in groups of 3 or 4 with one statement. They introduce themselves and discuss their reaction to the What if statement their group is considering. There could be time to do two rounds of this. Include a debrief – “Please read your ‘Imagine if’ statement and tell us, what is something that someone said that stuck with you?” 15 Minutes – Let’s Define Social Justice Show the Definitions	Participants recognize member perceptions and priorities are the primary indicator of readiness for organizing, and practice assessing readiness

 How Near and How Far?  Key Points 		mes.nea.org/ES3hKEhA-N1JrIjEnF6TouABC06A19tvrfMbjXVPRURqeg?e=NDfEzT	(facilitators hang chart papers with 7 continuums each with near and far on the end – label each of the seven with one of the 7 components of social justice. Have each participant first determine where they think their local(s) are at their tables, then transfer those decisions to the big wall charts. The results will be a plot of the room and where they feel their locals are on each component) Determine where your union is on each of the 7 Component found on Page 74, and the article in the handouts from Rethinking Schools Debrief Conversation Starter: “Thinking of your one local and the Seven Components of SJU, which component would you consider the most “ripe” for movement? The most entrenched?” Key Points It matters what your locals think more than you. Not every local is ready for social justice work in this moment. The successful social justice campaigns outlined in this text were not staff driven.	
10:15-10:30 	BREAK			
10:30–11:15 1:35-2:15 Shelly & Matt  7 Components of Social Justice Unionism 	Why is there a need for Social Justice Unionism?	Handout Two Tensions https://neahq-my.sharepoint.com/:w:/g/personal/eholmes_nea_org/EYwJH9skKCdNthAMIPB7QAQBKOUQjQOkc-BTTNLoPi8s1w?e=YdKLZJ	45 Mins TOTAL – Why do we need Social Justice? Let’s begin where all good work begins, with exploring why – Why do we need Social Justice? Read aloud and post on PPT and provide in handouts, The two paragraphs on Page 42 of “Visions of Justice that begin with, “ Two tensions have been...” AND the paragraph on page 51 that begins with, “ Teacher Unions have at times challenged the ...” as an agitator. People are assigned either the Howard Zinn and Bill Fletcher Articles and are asked to use what they learn to respond to the two tensions and theory of change posed in the agitation materials. Tensions, “Is it self-interest over broader political/social concerns?” and the theory of change is, “ In order to	Participants understand historical basis for current struggle, responsibility to move members to own identity as workers and break down martyrdom mindsets.

			protect both material and self-interest and the joy of their work, public school educators must, in the long run, protect the public interest. “ How would Howard or Bill answer this based on their interviews? Be ready to present and discuss your answers as a whole group.	
2:15-2:30	BREAK			
11:15—12:00 2:30-3:05 Sara & Albert  	What kind of Union do you work with?	Video for Facilitators https://www.turnweb.org/videos/patrick-dolan-organizing-through-the-three-frames-of-unionism-industrial-professional-and-social-justice/ Three Frames Handout https://neahq-my.sharepoint.com/:b:/g/personal/eholmes_nea_org/EQ6iFL9oLUZlo8DOjTm1VwBWIFrO003EMAf uOnh3Oz5Ew?e=YuWzm5	45 Mins TOTAL – Three Frames of Unionism Using the chart on page 103 – update our handout - Think of a local you work with. Think about how the leadership of that local would read this chart. You are going to circle the descriptor in each row (component) that best fits what you believe the leadership of that union would circle. With your group discuss the following: In which of the models do most of your circles show up? How does this align with the local’s stated vision and mission? For example – if their vision is “ The Union is the Community Leader in advancing Equity” and most of their circled descriptors are in the Industrial model column – there appears to be some misalignment. What does that mean for your work with them? How do/would you use this tool with your leadership teams/colleagues ? Report out Key Points - This is not a linear process. - Context matters. - This is framework to help organize thinking and work.	Participants will understand some of the differences in the three models of unionism and will explore how to apply this tool to their work.
12:00—1:00 	LUNCH			

1:00-2:15 Start Day 2 8:55-9:10 Linda & Matt 	Who leads the work?	Leader Mobilizer Activist Handout https://neahq-my.sharepoint.com/:w:/g/personal/eholmes_nea_org/ES3iv9Ae1FpDrmdHVFzo3lsBYrGAPdirVn0sixGBtB5omQ?e=VVMOn5 Ella Baker on Leadership https://neahq-my.sharepoint.com/:b:/g/personal/eholmes_nea_org/EUTslpIFmDxDqdvwcvcoF9QB0hB4JvaU9-taP4Ny_rvcfQ?e=PSwdIG What is Leadership Ganz Resource	75 Mins TOTAL– Who are the leaders we need? 15 Minutes – Intro to Leadership 10-minute – Count by 5's Page 175 – Using the paragraph “The Terms Social justice and social justice unionism can be watered down...” Discuss - What is the role union staff in leadership identification, development and engagement? A reminder about “trusted and respected” 40 Minutes - Leader, Mobilizer, Activist activity 30 Minutes Show the definitions for Leaders, Mobilizers, and Activists Divide into teams of 4 to 5. Give them the scenarios. They are to determine WHO are activists, mobilizers, and leaders based solely on the scenario. AND they are to determine who they would speak with first and why. They will spend about 15 minutes in discussion around the following questions: Who is a leader, a mobilizer, and an activist? How do you know? In what order would you want to invite them into your cause and why? There is a correct answer – the person who moves the most people to act is the leader. The LAST person you invite is that person. It is a high stakes ask. 10 mins – second part of the scenario activity 30 Minutes – Leaders and Structures 30 minutes to read and 10 minutes to report out Facilitator discusses the first four slides: Leaders are those who.... Organizing is... Leadership in organizing is... Structures are...	Participants will be able to identify the differences between a leader, mobilizer, and an activist. Participants will review the three most prevalent forms of leadership we see. Participants will understand the design of effective structures for building power.
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2:30-3:15 Start Day 2 9:10-9:55 Shelly & Linda 	What are the ways members think about my role?	Advocacy Mobilizing Organizing Frameworks	45 Minutes – How do members view me? Using the content from pages 248-251 in the book we are going to do a three corners activity. Let's define Advocacy, Mobilizing and Organizing - take about 15 minutes in your groups discuss what these words mean, and where you see your practices as a staff person. NOW that you have read and discussed we are going to do some movement. Select the compass point that best answers where you are for each of the following questions - 1. What role do your leaders see you in currently? Why? 2. What role does your manager expect you to be in most often? Why? 3. What would your role look like if you were working with a SJ local? Why? Debrief What does it all mean? Discuss the tensions that exist and discuss your why. How do you deal with these tensions? Key Points	Participants will reflect on the ways in which their members view their work and discuss ways that they can work to make changes.
9:55-10:10	BREAK			
3:15-4:15 10:10-11:10 Sara & Naomi 	How do staff work with caucus and insurgent leaders?	Case Studies	60 Minutes Total – What is required in a social justice campaign? Use excerpts from Bob's article on page 100 – the five efforts of Social Justice Unionism to frame up the activity - or some other assessment – maybe the "Levels of Organizing" that was used in Advanced Organizing There are 8 mini cases. There are eight mini-case studies from page 113-169, and page 189, and 226. They all present "wins" that various locals were able to achieve. Form eight teams. In your team look for the evidence of the following: What are the key issues that that this story "wins"?	Participants will identify issues, tactics, and narratives that have led to social justice wins in union affiliates. Participants will identify the "invisible" staff roles in the member facing stories presented in this

 Ending It Right •Choice Networking •Housekeeping •Plus and Delta at the Door			FOR TOMORROW –	provide feedback on the day.
5:00	ADJOURN			