

MODULE 2

Shared Social Justice Language and NEA's Vision, Mission and Values

SUMMARY

These interactive exercises offers participants the opportunity to develop a common understanding of social justice terminology. In addition, participants will re-familiarize themselves with the values of NEA and think critically about how those values are being pursued and sustained by member activity, organizational development, and partnership efforts.

Goals:

- To connect shared social justice language to the specific mission and values of NEA.
- To make sure that participants are using social justice words with the same meaning.
- To get participants to see the usefulness of shared language.

Materials:

- Social Justice Terms Glossary (Appendix A)
- Social Justice Dominoes (Appendix B)
- 2006 NEA Rep Assembly document (Appendix C)
- NEA Values Dominoes (Appendix D)

NEA Unionism Curriculum 2018

Curriculum to “*promote the attitudes, values, and goals of unionism, solidarity, justice, fairness, and the search for the common good.*”

Provided to the National Education Association by

Sarah Laslett & Bob Bussel

University of Oregon

Labor Education & Research Center

Latashia Harris,

tashiaharrisMA@gmail.com

The Western States Center

AGENDA

EXERCISE	FORMAT	TIME
Introductions	Go-Around or Individual Conversations	5 minutes
Social Justice Language	Small Groups and Large Group	25 minutes
NEA Vision, Mission & Values	Small Groups and Large Group	25 minutes
Debrief and Close	Large Group	5 minutes
TOTAL TIME: 60 minutes		

GROUP

INTRODUCTIONS (5 minutes)

NOTE: Do introductions as a go-round if you are working with a group small enough to accomplish this in 5 mins (suggested max of 10 people). If you are working with a group larger than this, have people turn to one or two people around them that they don't know and introduce themselves.

Ask participants to give their names, their preferred pronouns (see the facilitator's guide for guidance on preferred pronouns), anything else about their identities they wish to share, and why they are at this training.

SHARED SOCIAL JUSTICE LANGUAGE DOMINOES EXERCISE (25 minutes total)

UNIT INTRODUCTION (2 minutes)

SAY: "The language of social justice work today is full of specialized vocabulary. Some words are familiar and have common definitions, but those definitions may have changed. Some words are not familiar (**Note:** give an example).

These kinds of language differences are often generational in nature. (**Note:** Give an example based on your own generational position).

New and specialized vocabulary has historically evolved in response to social and political struggles, particularly concerning race and gender identities.

Let's start with the agreement that we don't always mean the same thing when we use a term. Sometimes the implications or context of language usage can be offensive, and that offense has real impact, even when there is no negative intent. For us to engage successfully in social justice work together, it's important that we're all on the same page when using

words that describe people's identities, and/or social, political, cultural, and economic positions.

We're going to start with a simple dominos exercise to connect up words to their definitions. After that, we're going to move on to NEA's mission and values to see how what we've learned about shared language can help us understand people's experience of their union."

NOTES:

- Trainers should take some time in advance to make sure they understand the definitions and ask for help as needed to be prepared to discuss definitions with the group.
- Everyone may not agree with the definitions provided. Explain that these definitions are there to ensure that we mean the same thing when we use those terms. Definitions can be changed, as long as the group agrees, but this can eat up a lot of time so try to avoid wrangles over wording.
- Feel free to add terms that you think are particularly relevant to your audience.

SAY: "We're now going to pass out sets of terms-and-definitions dominos. These definitions have been created by the communities they describe. So, while everyone may not agree with the definitions, for purposes of this class we ask that you accept the definitions as they are, in recognition of the experiences and people they describe.

First, find a partner. Each pair will get a set of dominos." (**Note:** if a group is too large, you can have smaller groups work together.)

"Look at the dominos. Does the term of one side match the definition on the other? (**Pause** – the answer should clearly be "no.") That's right. Each domino has on it a term, and a definition, but not of that term. Your task is to match up terms with their correct definitions. When you finish the entire set should be connected. You will have about 10 minutes to complete the exercise."

TEAM WORK (10 minutes – you can stop the groups sooner if most have finished.)

GO-ROUND TO CHECK ANSWERS (3 minutes)

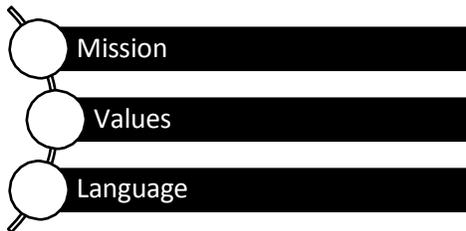
- Circling around the room from team to team, have each team read out one term and the definition they connected it to. This will reveal if some teams connected terms and definitions differently.

DEBRIEF DISCUSSION QUESTIONS (8 minutes)

- What terms surprised you and why?
- If you weren't able to connect all the terms with definitions, which ones gave you difficulty?

- Did you and your partner disagree on any of them? What were those conversations like?
- Are any of these terms, or the process of matching up terms and definitions, useful to you in your work as educators, or as unionists?
- Does this help you reflect on words that you use or would like to use that might be misinterpreted? Why do you think this happens? How do you or would you, in that moment, correct the misinterpretation or change your language?

PASS OUT THE SOCIAL JUSTICE TERMS GLOSSARY (Appendix A). Give participants a few minutes to review them with their partner/group. (2 minutes)



NEA VISION, MISSION, AND VALUES LANGUAGE EXERCISE (25 minutes total)

UNIT INTRODUCTION (2 minutes)

SAY: “Now we’re going to move on to a second activity that builds on the first one. You now get to create your own set of dominos, but based on the “core value” terms from the 2006 statement adopted by the NEA Representative Assembly.”

NOTES:

- Write these 6 terms on a flip chart: Equal Opportunity, A Just Society, Democracy, Professionalism, Partnership, Collective Action.
- If you want to add to this list of terms with other ones that you think will enhance the exercise, or provide enough terms to make the group work high quality with the number of people you have in the room, feel free.

SAY: “First, let’s start by defining values. What do you think of when I say the word?”

NOTE: people sometimes confuse values with practices. For example, someone might say that collective bargaining is a union value, but it’s not. It’s a practice. The values that underpin the

practice are a commitment to the greatest good for the greatest number, respect for experience as reflected in seniority rights, the importance of the voice of the educational practitioner in shared governance, etc.

SAY: “In small groups, you are going to create definitions for one of these values terms as it relates to the mission of the NEA, and write them into on the left-hand side of this large domino (hold up an example). But, like the dominos you just worked with, the definition you create will not be for the term on the right-hand side of the domino. After you have all done your definition work, as a group we will assemble this set of dominos together up on the wall.”

NOTE: Start by putting people in working groups. These can be the same pairs or groups that worked on the previous dominos exercise, or you can form new groups. If you want one group per term, and are only using the six provided, have people count off by sixes.

Once people are in their groups, give each a large-sized domino that has a term on the right-hand side and a blank space for a definition on the left. Then, assign each group the term they are going to create a definition for by pointing to the terms on the flip chart sheet as you assign them. **Make sure people understand that a different team is working on the definition of the term already printed on their domino.** They are not defining that term. They are defining the term you assign to them from the flip chart sheet.

TEAM WORK (8 minutes)

- Give the groups up to 10 minutes to create a definition for their term and to write it, as large as possible, on to the blank side of their domino.

LARGE GROUP ASSEMBLY WORK (8 minutes)

SAY: “Now you’re going to assemble your dominos and see what each group thought the definition of their term was. We’ll start with having one group come and tape their domino on to the wall. (Allow for a volunteer.) Now, look at the definition on this domino. Who thinks they have the term that matches it?”

Note: Keep doing this until all of the dominos have been put up on the wall, connecting definitions with terms. The dominos should all link up with one another. Expect that discussion about definitions will begin after each domino is posted. If you have time and think these are productive, encourage them. If not, ask people to please wait until all the dominos are posted, then ask for comments.

DEBRIEF AND CLOSE (7 minutes)

Note: The debrief can often run over time. Make sure you have a time keeper. This person can signal that a speaker needs to wrap it up through visual or auditory signal, or

by holding up signs.

HAND OUT the 2006 NEA Rep Assembly document (Appendix C).

- Ask people to take a moment and look at the differences between the definitions they created on the dominos, and the definitions on the hand out.
- Facilitate discussion about where significant differences or similarities exist.

SAY: “These terms are important. They represent the basic values of our union. Assuming we all mean the same thing when we use them can lead to mis-understanding, just like in the first domino exercise. So, as leaders or activists in your union, what do you take away from this exercise and the expectation that values language will mean different things to different people? What challenges does that present for our organization? What will you need to do differently than you do now to use this language as a tool to talk to your fellow educators and build our union?”

Best Practices and Recommendations for Facilitating Challenging Trainings

Facilitating training sessions on social justice topics, and especially those concerning diversity, equity, and inclusion, can be mentally and emotionally taxing for the facilitator and the participants.

Facilitating requires more than time in the classroom. Thoughtful and thorough preparation is essential, as is de-brief and decompression afterwards. Being unprepared will put you and your learning objectives at risk. Having some strategies at hand for when people are emotionally “triggered” is strongly advised. These and other best practices can ensure that you arrive in the educational space, and orchestrate the development of the educational community, in the best possible way.

Through intentional practice, you will find methods for holistic preparation and decompression that work best for you and feel healthy. Following the recommendations below can help you to grow as a facilitator who can sustain the learning space for the duration of the training, and do these kinds of trainings throughout your career. This list of best practices can serve as a checklist when you initially begin your facilitator journey.

Before the Training

- **Know your audience.** Anticipate and research the historical and current practices and news about the group you will be working with. You may want to send out a pre-training survey to the group. This will help you assess the level of understanding and salient questions about the training topic.
- **Prepare thoroughly** including learning objectives, a timed-out teaching plan, interactive exercises, accessible materials, etc.
- **Don't train alone** if you can avoid it. This is especially true for less experienced facilitators. We all learn from unexpected road blocks, but make sure you have support from a co-facilitator who can share the weight of the training. Design your division of labor to give each other breaks.
- **Build facilitation teams in light of the topic(s).** Particularly if you are training on racial justice, make sure the facilitation team includes people of color. Similarly, if you are training around gender justice issues, having a male and female facilitator working together is a good way to go. This can also be true for generational differences.
- **Pay attention to language justice.** If you are expecting to train in a multi-lingual environment, make sure that you have the needed interpreters and equipment.
- **Consider triggering.** Make sure that you spend some time preparing yourself mentally and emotionally for managing not only curriculum implementation, but also the thoughts and feelings of your participants.
- **Study models** for methods of communication and conflict resolution. Use the ones that work best for your training and communication style. Get input from others about how they manage conflict in trainings. Disagreement is not a bad thing, but should be managed so that the time spent on it is productive for everyone sharing the experience.
- **Create a routine** that helps you feel good going in to and coming out of the training.

During the Training

- **Establish ground rules** (or group agreements) at the beginning. Ideally, these would be generated by the group itself but have a list of the things that are important to you in mind as well. Make sure people understand that this is a serious endeavor and that part of your role as facilitator is to call out infringements of the behavioral norms and expectations the group has established. Their purpose is to ensure that the space remains as safe as possible. That doesn't mean everyone will feel comfortable all of the time.
- **Be prepared to adjust the timing** in your teaching plan. You will know by "reading the room" when it is appropriate to spend more time on particular aspects of the training, but check in with the group for their consent to stay on the topic or to move on. You

have the option of coming back to a topic at the conclusion of your training, either in wrap-up, one-on-one follow-ups, or collectively if participants want to stay longer and if the space is available.

- **Keep the learning objectives in mind!** Interesting and unexpected divergences can have value, but don't let your plan get totally de-railed.
- **Manage triggering as it occurs.** Triggering may show up as anger or withdrawal, dominating the dialogue or being silenced, tears or defensive body language. If you believe someone is being triggered, don't ignore it. Use classroom conflict techniques to manage interactions. Sometimes taking a break and speaking to someone privately is appropriate. Make sure everyone understands that the impact of particular information or discussion isn't the same for everyone. Members of traditionally marginalized groups may have strong (and legitimate) reactions that should not be ignored. They also should not dominate the learning process for the entire group. This can be a tricky balance to achieve.
- **Provide evaluation opportunity** for participants.

After the Training

- **Do self-reflection** on your own personal evaluation, and de-brief with your co-facilitator as soon as possible after the class. Compare your self-evaluation to the feedback from participants' evaluations. The opinions of your participants are important, but so is your own critical self-evaluation. Experiences of triggering, or the reactions of others to triggering can also show up in evaluations.
- **Become a part of collectives** for trainers, educators, or facilitators on diversity, equity, and inclusions so that you have a place to process with peers who do what you do. This is useful for learning tips, best practices, other forms of curriculum, and group dynamics.

APPENDIX A

SOCIAL JUSTICE TERM GLOSSARY

1. **Movement Building:** The process of humanizing marginalized groups by using collective power to address and propose solutions to root causes of social problems through structural shifts in ways that promote socially just values across issues, campaigns, and sectors. [1]
2. **Equality:** Access or provision of equal opportunities, where individuals are seemingly protected from being discriminated against. [2][3]
3. **Equity:** The condition that would be achieved if one's marginalized identity no longer predicted how one fares through proactive reinforcement of policies, practices, attitudes and actions that produce equitable power, access, opportunities, treatment, impacts and outcomes for all. [4] [5]
4. **Access:** The extent to which an institution, organization, practice, policy, public space, or facility is readily approachable and usable by marginalized populations. [6]

5. **Cultural Humility:** A lifelong process of self-reflection, self-critique and commitment to understanding and respecting marginalized points of view by engaging with others humbly, authentically and from a place of learning, when a part of one's own dominant identity makes it difficult to understand universal impacts. [2][7]
6. **Microaggression:** Everyday insults, indignities and demeaning messages sent to historically marginalized groups by members of a socially dominant group who are aware or unaware of the hidden messages being sent. [8]
7. **Racism:** Individual, cultural, institutional and systemic ways disproportionate and disadvantaging consequences are created for groups historically or currently defined as non-white (African, Asian, Hispanic, Native American, etc.) due to the systemic advantage of groups historically or currently defined as white. [9]
8. **Colonization:** The dispossession and subjugation of a people through invasion of land, body, and/or knowledge base in ways that perpetuate institutional inequality and inequity. [10]
9. **Patriarchy:** An economic, political, cultural and social system of domination of women, non-binary, non-heterosexual, or transgender people in ways that privileges non-transgender men and is informed by white supremacy and capitalism. This continues the interlocking of systemic oppression. [11][12]
10. **Intersectionality:** An approach largely advanced by women of color, arguing that classifications such as gender, race, class, and others cannot be examined in isolation from one another; they interact and intersect in individuals' lives, in society, in social systems. [13][14]
11. **Diversity:** The presence of different races, ethnicities, genders, and sexualities, national origins, religions, disabilities, sexual orientations, socioeconomic statuses, education levels, marital statuses, languages, and physical appearances. [15][9]
12. **Inclusion:** Authentically developing inherent policies, cultures, and practices that integrate traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power. [16]
13. **Heterosexism:** The presumption that everyone is, and should be, heterosexual and identify with the gender they were assigned at birth. This comes with social and systemic persecution of those who do not identify as heterosexual or with the gender binary of being male or female. [12]
14. **Racialized Xenophobia:** The fear and hatred of people who are perceived to be a racially marginalized person whose national origin differs from the place they are present within.

15. **White Supremacy:** A historically based, institutionally perpetuated system of exploitation and oppression of continents, nations and peoples of color by white peoples and nations of the European continent; for the purpose of maintaining and defending a system of wealth, power and privilege. [18]
16. **Community Organizing:** The process by which individuals in a given community come together to promote a common interest or cause. [20]
17. **Racism:** A social phenomenon and psychological state where prejudice is accompanied by the power to systemically enact it. [19]
18. **Oppression:** Results from the use of institutional power and privilege where one person or group benefits at the expense of another. Oppression is the use of power and the effects of domination. [19]

SOURCES

[1] Roots: Building the Power of Communities of Color to Challenge Structural Racism. Akonadi Foundation, 2010. (Definition from the Movement Strategy Center.)

[2] Center for Social Policy

[3] Manza, J., & Sauder, M. (2009). Inequality and society: social science perspectives on social stratification. New York, NY: Norton.

[4] Center for Assessment and Policy Development

[5] Catalytic Change: Lessons Learned from the Racial Justice Grantmaking Assessment Report, Philanthropic Initiative for Racial Equity and Applied Research Center, 2009.

[6] University of central Florida Social Justice Terminology

[7] Schaefer, R. T. (2008). Encyclopedia of race, ethnicity, and society. Los Angeles: SAGE

Publications. [8] North Seattle University: Diversity and Social Justice Terminology

[9] Racial Equity Tools Glossary

[10] Colonization and Racism. Film by Emma LaRocque,

PhD [11] Catalyst Project

[12] Act 4 Social Justice

[13] WPC Glossary from 14th Annual White Privilege Conference Handbook, White Privilege Conference, 2013.

[14] Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford law review*, 1241-1299.

[15] University of Washington, Tacoma: Diversity and Social Justice

Glossary [16] OpenSource Leadership Strategies, Some Working

Definitions

[17] Suffolk University, Center for Student Diversity and Inclusion

[18] Challenging White Supremacy Workshop, Sharon Martinas. Fourth Revision. 1995.

[19] University of Massachusetts, Office of Multicultural Affairs: Diversity and Social Justice, A Glossary of Working Definitions

[20] Bolder Advocacy: Terminology

Other resources that contributed to the sources above were informed by the National Conference for Community and Justice, Oregon State University, Arizona State University – Intergroup Relations Center, and The National Center for Transgender Equality.

APPENDIX B

DOMINOES

(print copies and cut out sets)

Movement Building

Access or provision of equal opportunities, where individuals are seemingly protected from being discriminated against. on of equal opportunities, where individuals are seemingly protected from being discriminated against.

Equality

The condition that would be achieved if one's marginalized identity no longer predicted how one fares through proactive reinforcement of policies, practices, attitudes and actions that produce equitable power, access, opportunities, treatment, impacts and outcomes for all.

Equity

The extent to which an institution, organization, practice, policy, public space, or facility is readily approachable and usable by marginalized populations.

Access

A lifelong process of self-reflection, self-critique and commitment to understanding and respecting marginalized points of view by engaging with others humbly, authentically and from a place of learning, when a part of one's own dominant identity makes it difficult to understand universal impacts.

Cultural Humility

Everyday insults, indignities and demeaning messages sent to historically marginalized groups by members of a socially dominant group who are aware or unaware of the hidden messages being sent

Microaggression

Individual, cultural, institutional and systemic ways disproportionate and disadvantaging consequences are created for groups historically or currently defined as non-white (African, Asian, Hispanic, Native American, etc.) due to the systemic advantage of groups historically or currently defined as white.

Racism

The dispossession and subjugation of a people through invasion of land, body, and/or knowledge base in ways that perpetuate institutional inequality and inequity.

Colonization

An economic, political, cultural and social system of domination of women, non-binary, non-heterosexual, or transgender people in ways that privileges non-transgender men and is informed by white supremacy and capitalism. This continues the interlocking of systemic oppression.

Patriarchy

An approach largely advanced by women of color, arguing that classifications such as gender, race, class, and others cannot be examined in isolation from one another; they interact and intersect in individuals' lives, in society, in social systems.

Intersectionality

The presence of different races, ethnicities, genders, and sexualities, national origins, religions, disabilities, sexual orientations, socioeconomic statuses, education levels, marital statuses, languages, and physical appearances.

Diversity

Authentically developing inherent policies, cultures, and practices that integrate traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.

Inclusion

The presumption that everyone is, and should be, heterosexual and identify with the gender they were assigned at birth. This comes with social and systemic persecution of those who do not identify as heterosexual or with the gender binary of being male or female.

Heterosexism

The fear and hatred of people who are perceived to be a racially marginalized person whose national origin differs from the place they are present within.

Racialized Xenophobia

A historically based, institutionally perpetuated system of exploitation and oppression of continents, nations and peoples of color by white peoples and nations of the European continent; for the purpose of maintaining and defending a system of wealth, power and privilege.

**White
Supremacy**

The process by which individuals in a given community come together to promote a common interest or cause.

**Community
Organizing**

A social phenomenon and psychological state where prejudice is accompanied by the power to systemically enact it.

Racism

Results from the use of institutional power and privilege where one person or group benefits at the expense of another. Oppression is the use of power and the effects of domination.

APPENDIX C

2006 NEA Rep Assembly document

NEA's Vision, Mission, and Values

Adopted at the 2006 NEA Representative Assembly

The National Education Association

We, the members of the National Education Association of the United States, are the voice of education professionals. Our work is fundamental to the nation, and we accept the profound trust placed in us.

Our Vision

Our vision is a great public school for every student.

Our Mission

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.

Our Core Values

These principles guide our work and define our mission:

Equal Opportunity. We believe public education is the gateway to opportunity. All students have the human and civil right to a quality public education that develops their potential, independence, and character.

A Just Society. We believe public education is vital to building respect for the worth, dignity, and equality of every individual in our diverse society.

Democracy. We believe public education is the cornerstone of our republic. Public education provides individuals with the skills to be involved, informed, and engaged in our representative democracy.

Professionalism. We believe that the expertise and judgment of education professionals are critical to student success. We maintain the highest professional standards, and we expect the status, compensation, and respect due all professionals.

Partnership. We believe partnerships with parents, families, communities, and other stakeholders are essential to quality public education and student success.

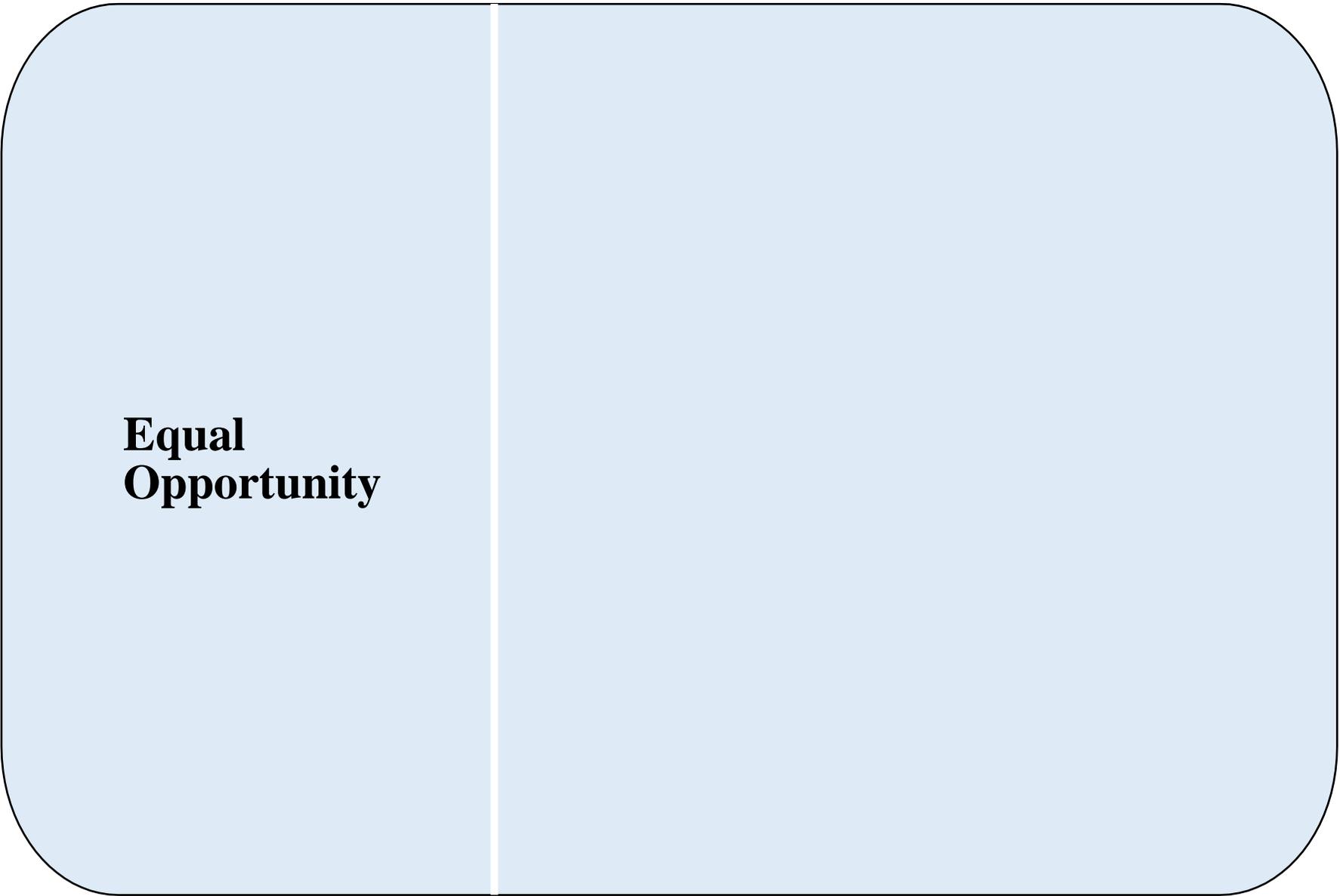
Collective Action. We believe individuals are strengthened when they work together for the

common good. As education professionals, we improve both our professional status and the quality of public education when we unite and advocate collectively.

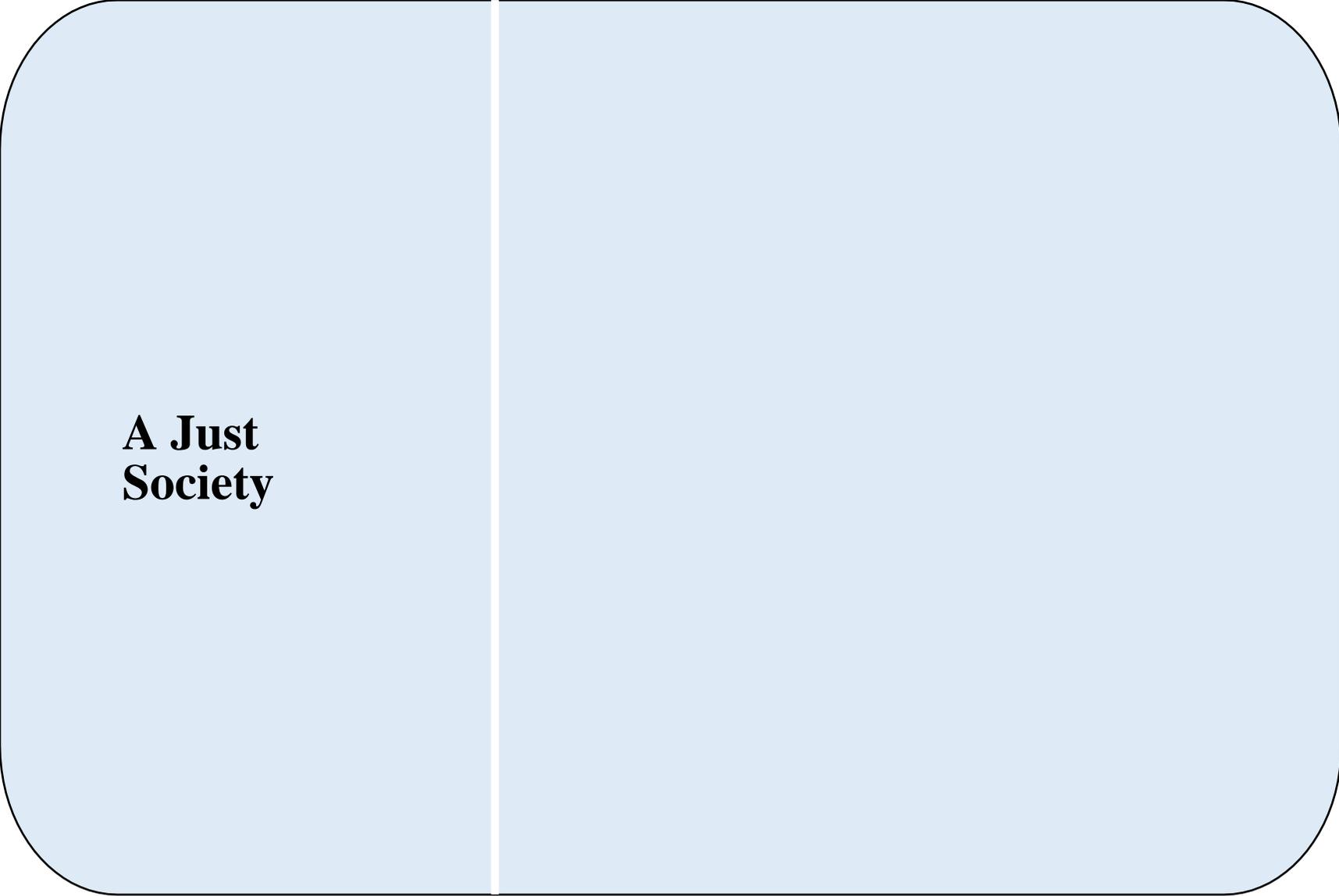
NEA also believes every student in America, regardless of family income or place of residence, deserves a quality education. In pursuing its mission, NEA has determined that we will focus the energy and resources of our 3.2 million members on improving the quality of teaching, increasing student achievement and making schools safer, better places to learn.

APPENDIX D

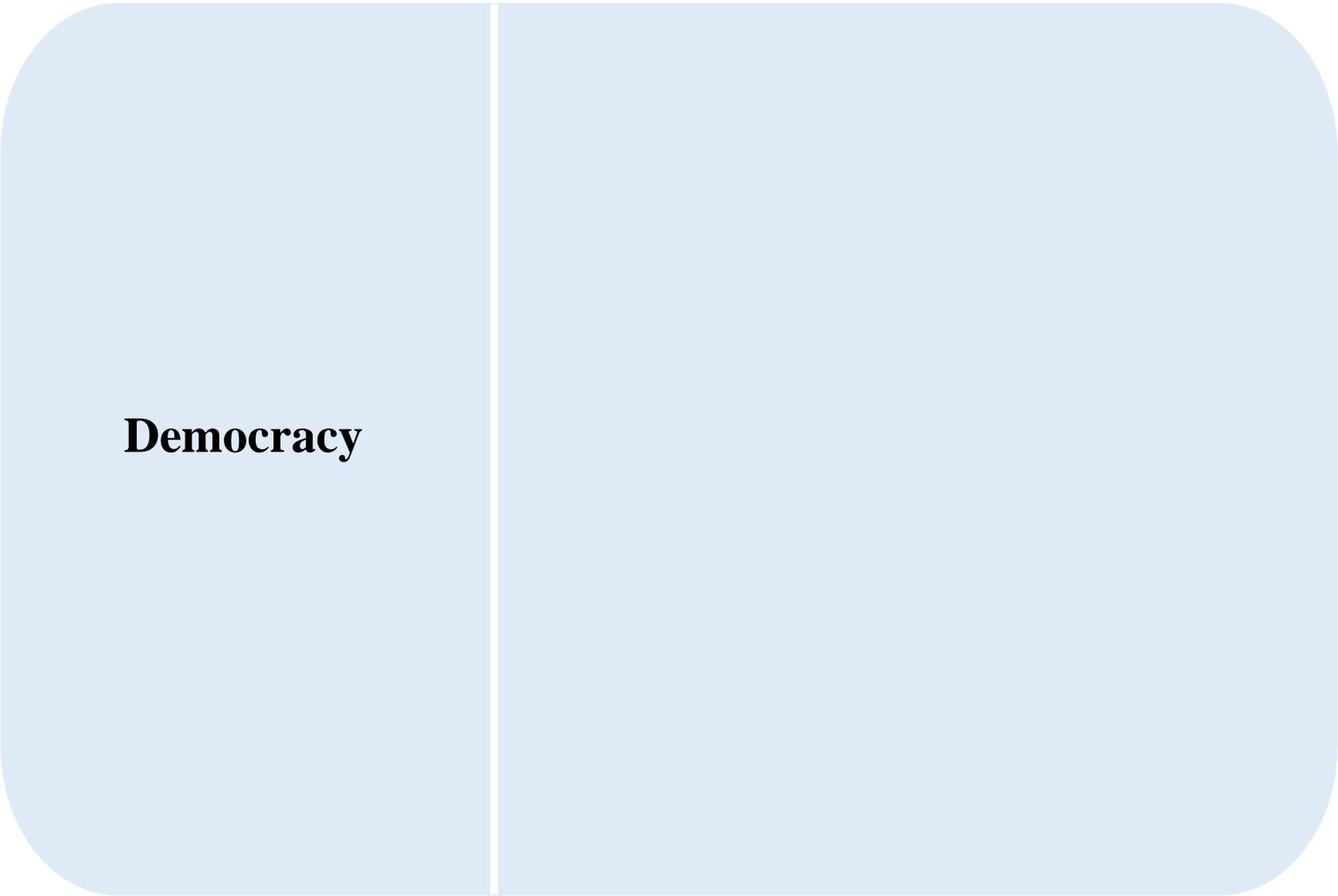
NEA VALUES DOMINOES (begins next page)



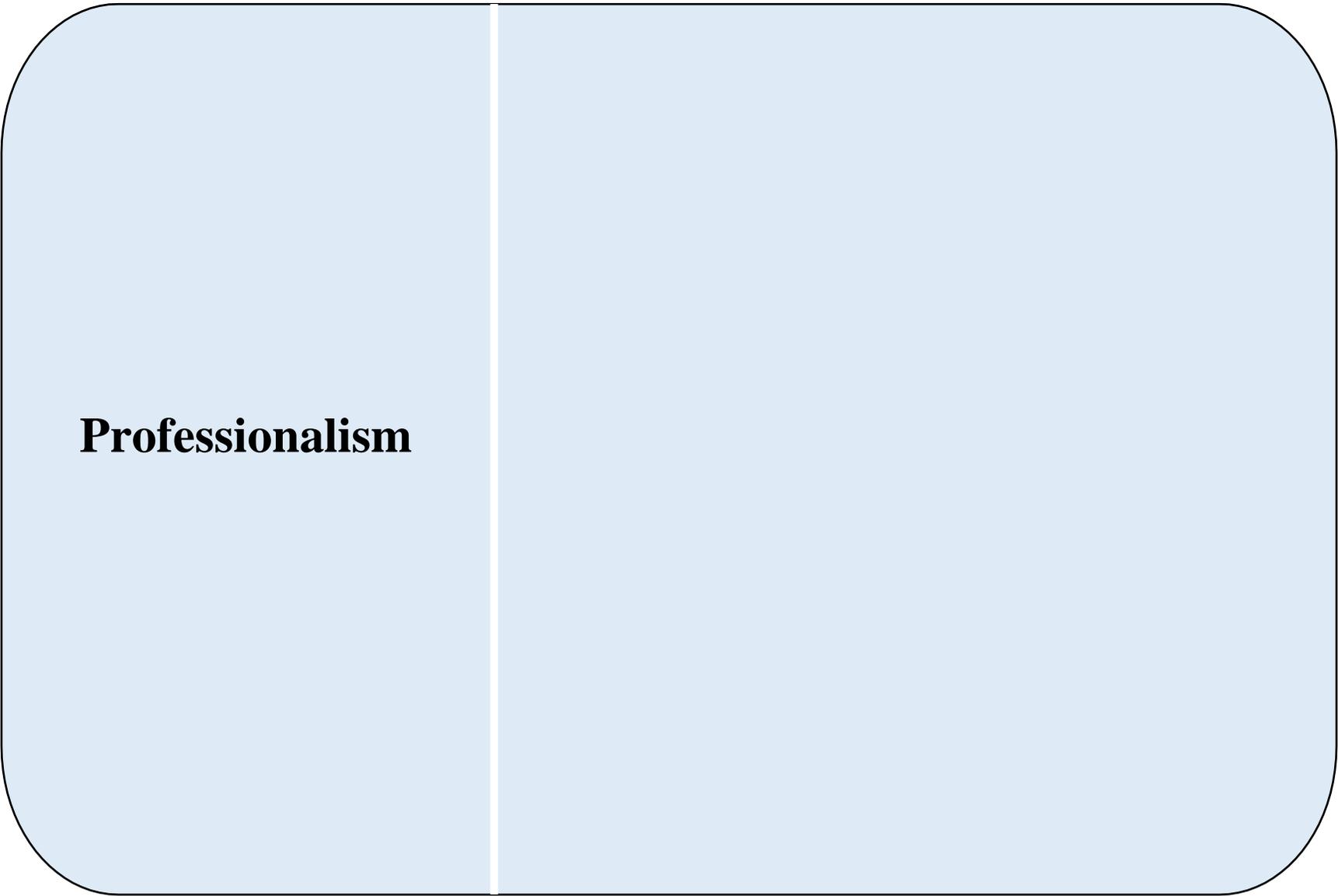
Equal Opportunity



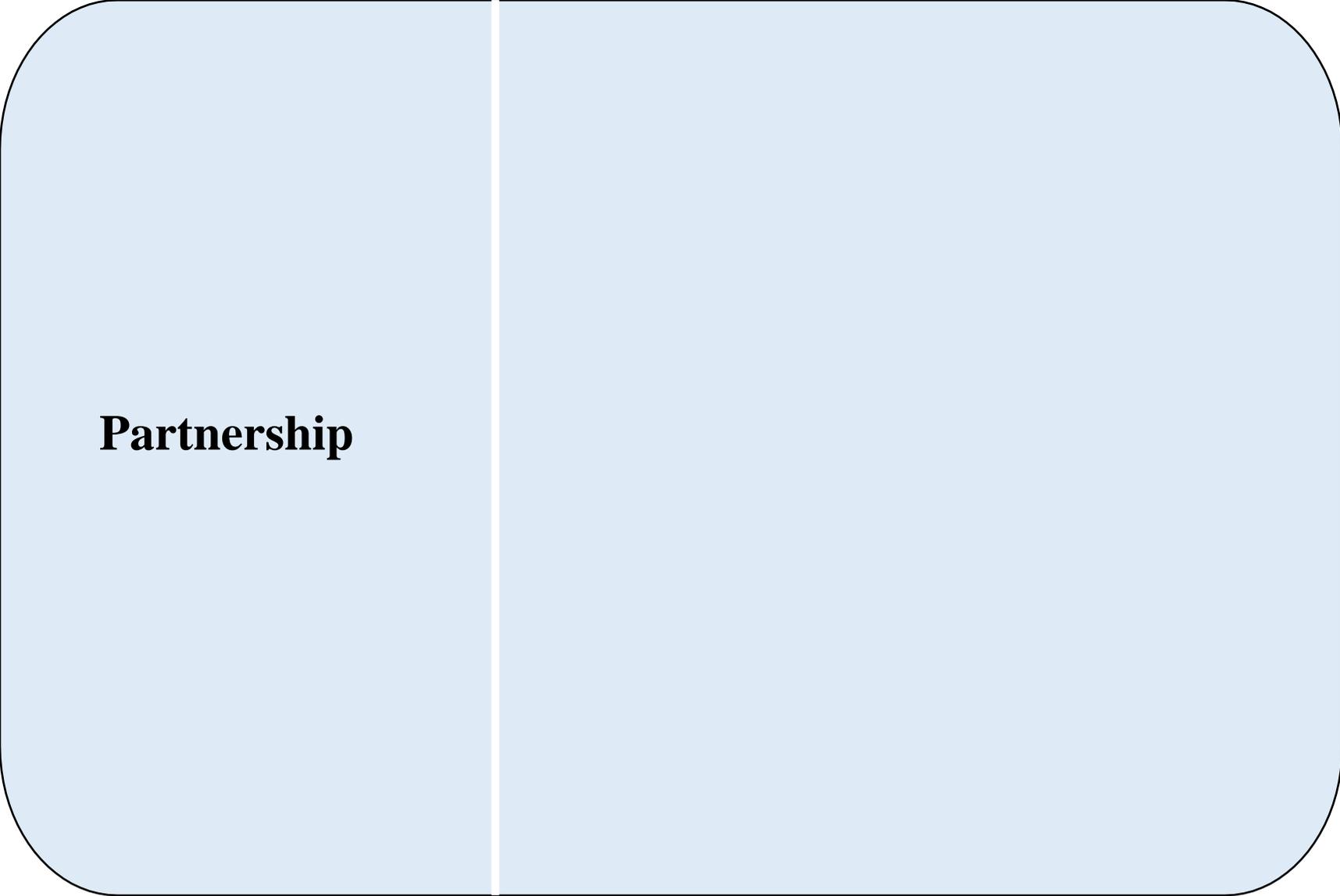
**A Just
Society**



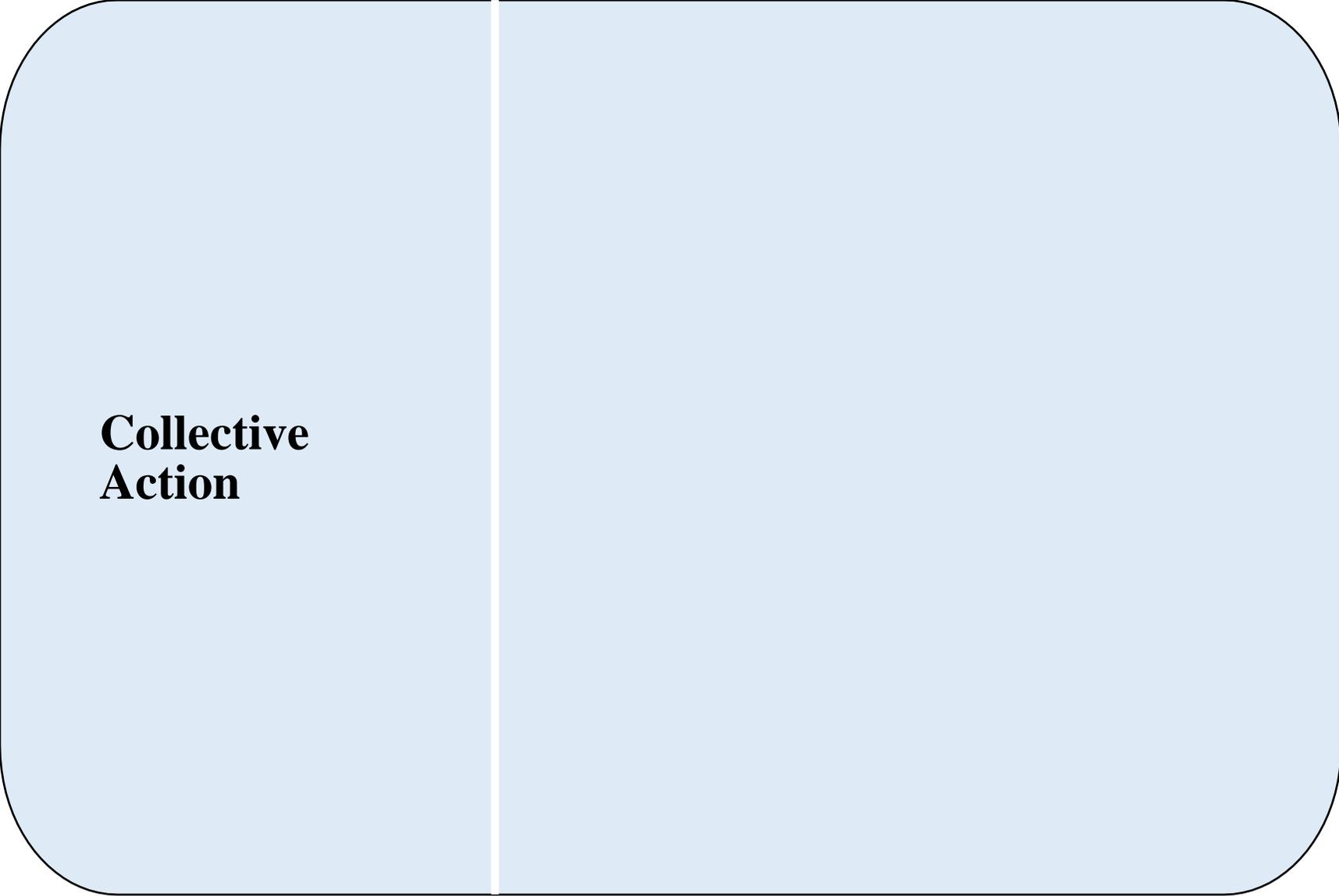
Democracy



Professionalism



Partnership



**Collective
Action**