**Week 2: Workshop: Issues Practice**

Objectives:

* Participants will narrow from a problem to an issue
* Participants will identify the best practices of an issue statement
* Participants feel a sense of community with the group, particularly with the members that are working on a similar issue

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| Time: | Activity: |
| 7:30- 7:40 | OPENING WELCOME & ORGANIZER CONTINUUM DIAGNOSIS   * **Express appreciation for joining, and that I have looked over the homework that some people have sent and am really excited to dig through some of it**    + *Share agenda, objectives for the day:* Participants will narrow from a problem to an issue; Participants will identify the best practices of an issue statement; Participants feel a sense of community with the group, particularly with the members that are working on a similar issue   + Opening question to get the group talking -- who is your example of someone that works for others selflessly?   + Agenda: opening, organizer continuum, review of content, ground rules for workshop, group protocol, closing   + Show learning journey   + *Share purpose of the workshop model* -- we will have less content more time to push each other * **Share organizer continuum -- issues**    + No engagement: actions, causes, beliefs     - Actions       * Lack of voting in city/state/federal elections       * No reading of news (passive)       * Not talking to people with different ideas     - Beliefs       * “Government doesn’t affect me. I cannot effect government”       * “Politics are corrupt anyway”     - Causes       * Systematically/historically not allowed in politics; disenfranchised. No matter who is in office, status quo doesn’t really change   + Minimal engagement/ awareness     - Actions       * Reading news and alarmed/irritated/aware of what is going on       * Likely siloed with news sources       * Attends some community events     - Beliefs       * Change can come, but not for a long time       * Thinks about issues that are important in some way     - Causes       * Reading material that supports their own world view       * Lack of understanding of how city government is set up and works     - Challenges (none listed, so what do you think challenges are for someone who is “Aware”     - OFA programs that are best suited for this level   + Participation     - Actions       * Member of a community group (ie church, alumni, sorority, sports, clubs -- book, quilt, etc)       * Regularly attends/participates in events, phone banks, online actions, etc       * Know they care       * Intimately aware of how their life is set up     - Beliefs       * Change comes from ordinary people who care       * “If not me, who?”     - Causes       * Believes they are leaders       * Educated       * Understands the ways to raise their own voice   + Leadership     - Actions       * Recruits people to join them       * Lead local chapters for change       * Have a theory about change comes to a community       * Aware of key change levers     - Beliefs       * “I am a key change lever”     - Causes       * Have had some success in getting something passed/changed for a positive impact   + Changing the system     - Actions       * Make laws, policies, decisions that help overall representation in our government       * Deep understanding of theory of change, including reasons why groups are disenfranchised     - Beliefs       * Power sharing is good for a sustainable democracy       * Thinks that government is good     - Causes       * Other people give them authority |
| 7:40 - 7:45 (Goals & Success)  7:45- 7:55 (Review of content) | GOALS, SUCCESS, REVIEW   * Goals & success: from your above diagnosis -- we want all of us to move from leadership to changing the system   + This is why we set this program in place -- we want to dive into how our work on our issues can change the system we are operating in   + Share goals/ measures of success for the program -- what we want out of it -- share goals slides * From that, we need to have a clear understanding of the issue we are working in   + REVIEW OF CONTENT; address homework (what would be helpful to think through and take a step back on)   + Problems vs. Issues   + What makes a good issue? Knowing these answers:   + Understanding the issue (review what makes an issue itself good) <https://ctb.ku.edu/en/table-of-contents/advocacy/advocacy-principles/understand-the-issue/main> * Who is affected by the issue? * What are the consequences of the issue? * What is the economic impact of the issue? * What is the social impact of the issue? * What are the barriers? * What are the resources? * What is the history? |
| 7:55- 8:05 | GROUND RULES FOR WORKSHOP   * Ground rules:   + Develop an ethic of sharing   + It’s okay to question -- asking for why, asking for evidence; receive feedback in kind   + No one is above critique, no one is below dignity * Additions? |
| 8:05- 8:10 (Discuss protocol)  8:10- 8:25: Three groups of three | PROTOCOL; WHOLE GROUP SHARE OUT   * Person A: Sharing context of problem, timeline, issue, and why you deeply care about it   + Person B & C: 3 affirmations, 2 questions, 1 underlying assumption that is being made * Person B: Sharing context of problem, timeline, issue, and why you deeply care about it   + Person A & C: 3 affirmations, 2 questions, 1 underlying assumption that is being made * Person C: Sharing context of problem, timeline, issue, and why you deeply care about it   + Person A & B: 3 affirmations, 2 questions, 1 underlying assumption that is being made |
| 8:25- 8:30 | CLOSING   * Closing question: What did I learn today? What am I leaving commiting to now go, do, or understand? * Review of homework for the week * Send out survey * Next session -- teaser * Express appreciation, thank them for joining; express importance of joining each time |

To do:

Guided worksheet -

* Organizer continuum
* Indicators of success -- Local issue advocacy
* Group norms
* Protocol

Practice on zoom