



# JUSTICE IN THE FOOD CHAIN



## Trainers Manual

March 2019



# JUSTICE IN THE FOOD CHAIN

## Introduction

The Food Chain Workers Alliance is a coalition of worker-based organizations whose members plant, harvest, process, pack, transport, prepare, serve, and sell food, organizing to improve wages and working conditions for all workers along the food chain. The Alliance works together to build a more sustainable food system that respects workers' rights, based on the principles of social, environmental and racial justice, in which everyone has access to healthy and affordable food. Currently, FCWA has 31 members representing roughly 340,000 food workers in the US and Canada.

The Justice in the Food Chain training series was developed for food workers to:

- Gain a deeper understanding about the interconnectedness of health, environment, agriculture, and labor in the food system and;
- Build skills to develop and win strategic campaigns in their local communities.

We have developed this trainers manual so FCWA members and allies can take sections of the training back to their home communities, co-workers and co-members.

## How to use this guide

A typical Justice in the Food Chain training runs through a series of modules over 1-3 days. The modules in this guide be used as a stand-alone trainings, or as a series of workshops.

We have included all handouts you will need to run the trainings. Check out the facilitation module for some tips on best practices in facilitation!

Feel free to adapt the modules as it makes sense for your own organization, or get in touch with Sonia Singh at [sonia@foodchainworkers.org](mailto:sonia@foodchainworkers.org) if you would like support tailoring the materials for your own context. Please reach out to us if you are interested in upcoming FCWA regional trainings, or working on your own leadership development program with food workers.





## JUSTICE IN THE FOOD CHAIN

# Understanding the Food Chain's Connections 1

**Time:** 30 minutes

**Goal:** The goal of this module is to draw out various ways folks in different parts of the food chain are connected to each other and to explore how our work is valued.

**Materials needed:**

- Flip chart paper
- Markers
- Masking tape

## 1.1 Visualizing the Food Chain (10 min)

*Transcribe a timeline and ask folks what the different sectors of the food chain are. Use prompts to get the group to list out all the sectors of the food chain: production, processing, transportation/distribution, retail, and food service.*

*For example:*

- When we think about where our food begins, where do we start?
- Then where does it go from there?
- Where do we as the consumer tend to buy our food?
- If we are a student at a school, where else might we get our food?

*production    processing    transportation/distribution    retail    service (food service)*

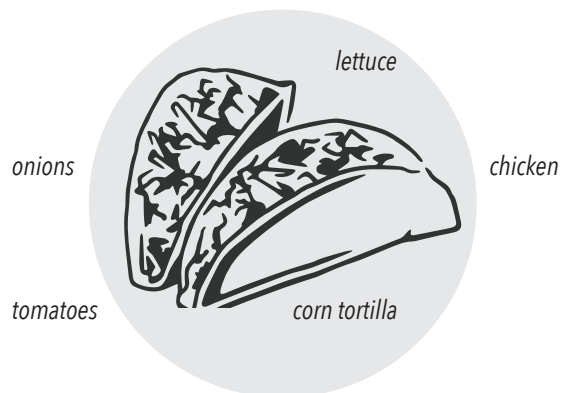
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This section is about looking at who are the workers behind getting food to our plates.

*Ask people to shout out a favorite food and pick one.*

What ingredients go into this food item?

*Ask the group to list out ingredients on flip-chart.*



Who are the workers that make it possible to get those ingredients to your plate?

Write down the workers in each food chain sector on the timeline. In each sector break down what tasks they are doing:

<i>production</i>	<i>processing</i>	<i>transportation/distribution</i>	<i>retail</i>	<i>service (food service)</i>
<i>farmworkers (tractor drivers, pickers, planters)</i>	<i>wash, cut, package/box up, clean up</i>	<i>drivers that transport the food + warehouse workers drive forklifts, package boxes for shipment, load up trucks</i>	<i>cashiers, janitors, food preppers, cooks, receivers</i>	<i>waitresses/waiters, hosts, bussers, cooks, preppers, dishwashers cafeteria workers including cooks, sometimes cashiers</i>

In the discussion, try to draw from the experiences of food workers in the room.

Some possible prompt questions:

- What does this look like at your job?
- What are the different jobs needed to grow and harvest the tomatoes?
- How does the chicken get processed, packaged, transported etc?
- If we think about warehouse workers, what tasks might they be doing?
- What workers do we see at the grocery store? In the restaurant?

## KEY POINT:

There are many jobs and skilled tasks that are required in each sector of the food chain. As food workers, we have in-depth knowledge of these processes.

## 1.2 Discussion (20 min)

Now that we see all of the workers who make up the food chain. Let's talk about some of the commonalities and differences.

Who are these workers? What do they have in common?

- People of Color, women, immigrants
- Removed from the decision-making processes of how the business runs
- Considered disposable, invisible, under-appreciated
- Many are frontline workers (non-managerial), which usually means low-wages
- Working long hours, dangerous working conditions
- No job security, can be fired easily, and it is difficult to advance
- Face discrimination and harassment
- Hard to spend time with family

What are some of the differences?

Does everyone get paid by the hour?

- Tipped wage for restaurant workers
- Piece rate for farmworkers + warehouse workers
- No overtime pay for farmworkers (Fair Labor Standards Act - FLSA)

Are all workers defined as employees?

- Temp workers: can be fired at any time
- Contractors: not independent, not negotiating their contracts, work dictated by employer

How might immigration status differ among workers?

- Temporarily Protected Workers + DACA workers
- Undocumented
- Seasonal and guestworkers

What do you think explains some of the differences in how food workers get paid and how their employee status gets defined? Or access to immigration status?

- These are all different tools that disempower workers

Do consumers “see” workers in the food chain and all the skills that go into getting our food to our plates? How and how not?

Does the visibility of different workers matter? How or how not?

- These abuses often fly under the public’s radar as well as in the food movement. In order to address these abuses, we have to make them visible
- Alliance member campaigns are one way of claiming importance of our food workers and publicizing what actually goes on in the workplace.
- The FCWA report No Piece of the Pie is another way the Alliance is shedding light on the challenges food workers face.

*If you are doing this module as a stand-alone session, you could invite participants to share one way they are exposing and organizing to end worker abuses in their own work.*

## KEY POINT:

We are connected as food workers as part of the food chain. Our work is critical to getting food onto people’s plates, but is often invisible and under-valued.









## JUSTICE IN THE FOOD CHAIN

# Understanding the Food Chain's Connections 2

**Time:** 90 minutes

**Goal:** The goal of this module is to identify patterns and root causes of problems in the food system and to introduce HEAL as a framework that can help us imagine the interconnecting parts of the food system.

**Materials needed:**

- Flip chart paper
- Markers
- Masking tape
- Large sticky notes
- Prepared tree diagram
- Labels for branches
- Cut out arrows
- Cut out of leaves (several per person) OPTIONAL

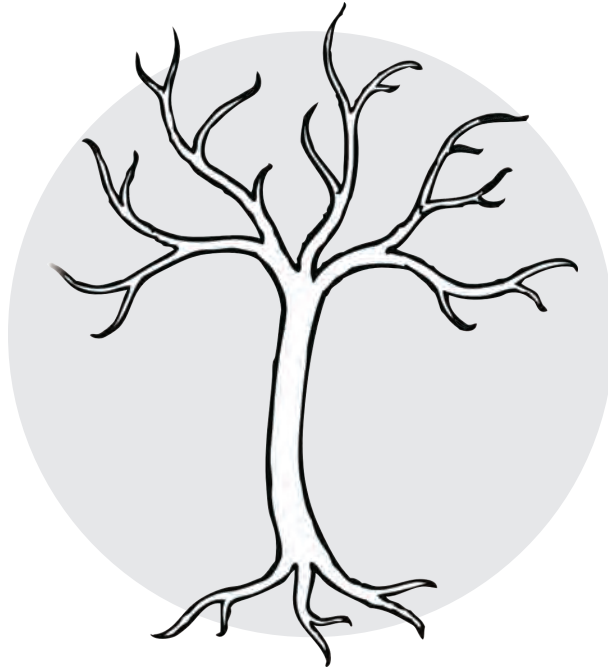
**Additional Resource:**

- [What Feeds the Leaves](#)

## 1.1 Mapping Issues in the Food System (30 mins)

*Draw a diagram of a tree with four branches, a trunk, and roots and put it up on the wall in advance. Have ready cut out pieces of paper in the shape of leaves or post-it notes to hand out.*

*You will be using the tree diagram to map out the problems in the food system (the leaves), the systems and the practices that feed the problems (the branches and trunk), and the roots of the problem (the roots).*



*If you have documented worker rights issues in the food system through Part 1 of this exercise, you can have those issues already written on leaves.*

We talked about how our work in the fields, food processing etc. is part of a food system. Let's start with our own experiences--what's not working in our part of the food system? What are the issues we face every day on the job, or the members we work with face?

- Food workers earn low wages;
- Food workers are exposed to dangerous working conditions;
- Farmworkers don't have the right to organize

*[Or alternatively ask participants to review the issues identified in previous exercise and write any down that are missing]*

*Ask participants to write the problems on leaves (or post-it notes, depending on what you are using). Place the leaves in one section of the tree.*

We've been talking about labor, but now let's go broader: What other problems do we see in the food system connected to our health, environment, and agriculture?

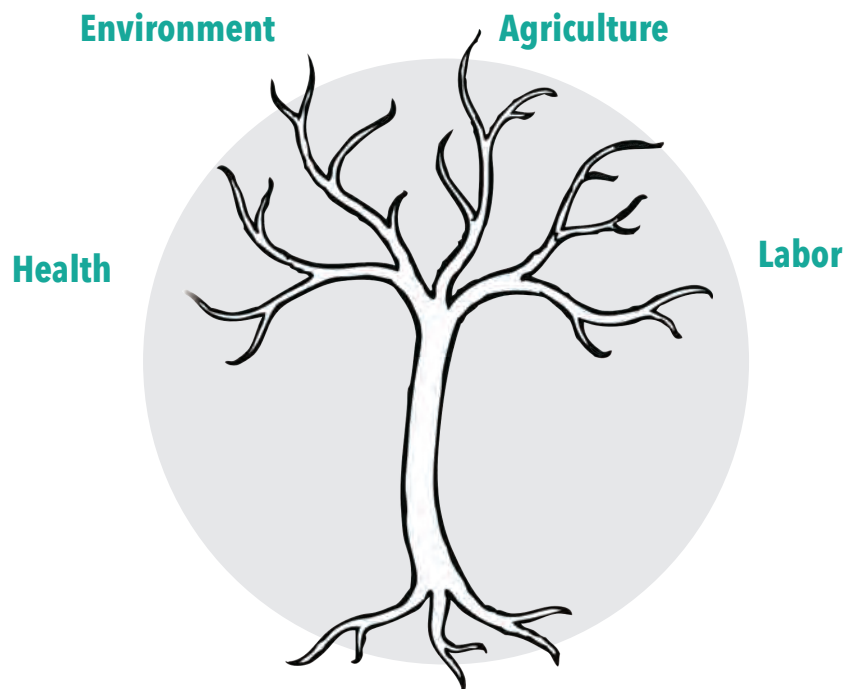
*Popcorn a few answers for each theme as a large group. If participants refer to labor issues, add any new issues to the labor section and ask questions like "who else is affected by pesticide use?" to widen the lens.*

Break people up into 3 groups: **Health, Environment, and Agriculture.**

*Ask each group to think about problems in the food system or answer the question "What's not working with our food system?" in relation to their issue area. Ask each group to write a problem on each leaf or post-it note.*

*Write Health, Environment, Agriculture, and Labor on each of the four branches of the tree.*

As the participants present their problems, facilitators will place the leaves on the tree diagram, grouping them by themes of health, environment, agriculture, and labor around each of the 4 branches.



*Depending on how much variation there is in people's answers, facilitators may need to brainstorm additional problems with the whole group, write them on leaves, and add them to the tree.*

*Examples of problems could include:*

## **Health**

- Pesticides that can make farmworkers and consumers sick;
- Healthy food not available in our communities, especially for communities of color
- Higher rates of diet-related chronic disease in low-income and communities of color
- Contaminated food

## **Environment**

- Overuse of water;
- Wasting resources (polluting the environment) transporting food around the globe
- Run-off and dumping from CAFOs

## **Agriculture**

- Small farmers are pushed off their land
- Mistreatment of animals; animals are confined in small spaces and overuse of antibiotics

*Through the discussion, introduce HEAL as a framework that can help us imagine the interconnecting parts of the food system.*

- Why did we break down these issues this way?
- What happens when we look at the issues in the food system across all of these areas?

## 1.2 Mapping the Root Causes (45 min)

Now that we have mapped out some of the issues in the food system, let's talk about what's "feeding the leaves." It could be a policy or a broader system or practice that is creating these problems.

*You may need to ask some prompting questions such as:*

- Why do so many communities not have access to grocery stores and healthy food? What policies shape our access to food?
- If pesticides are really toxic, why are they still so widely used?
- Why is it that wages are so low for food workers? For example, who is lobbying for the tipped minimum wage to stay at \$2.13 per hour?

*See the handout [What Feeds the Leaves](#) for some examples of how to use prompting questions to get at the systems, policies, and practices feeding the problems and the root causes of the issues the group has identified.*

*Write up ideas on post-it notes and stick them on the branches and trunk of the tree. Depending on time and the dynamics of the group, this could also first take place as a small group discussion within pairs.*

*Examples of systems, policies and practices could be:*

- Powerful food industry lobby groups;
- Industrial farming methods;
- Farm subsidies to agribusiness;
- Exclusion of farmworkers from labor laws;
- Lack of enforcement of labor laws;
- Vulnerability of undocumented workers;
- Internalized oppression (believing you don't deserve more);
- Right to Work (for Less) Laws;
- No unions in many workplaces;
- Free trade agreements eliminating tariffs;
- Restaurant associations that lobby for low wages;

We have documented some powerful systems and practices contributing to problems in the food system, but we want to keep going and look at the root causes. What do you see as the roots of the issues we are mapping on the tree?

*Write up the answers on sticky notes and post them to the roots of the tree. Depending on time and the group dynamics, this could also begin as discussions as pairs.*

*Some examples of roots could be:*

- Economic system that benefits the 1%;
- Immigration policies;
- Free trade deals pushing workers off the land in their home country;
- Wars and other military interventions spurring immigration to US;
- Deindustrialization;
- Suburbanization;
- Racialization of low wage work;
- Food red-lining;
- White supremacy
- History of colonization;
- History of slavery and the plantation system in the US;
- Co-optation of the knowledge of growing our own food
- Racism
- Capitalism (profit motivation, corporate domination)

*[If running short on time, the following section could be cut]*

*Ask participants how they have been involved in efforts to tackle these problems, systems that contribute to such problems. and even the root causes.*

*Hand out cut-out arrows.*

*Have participants write down a campaign or organizing effort of which they've been a part and place it on the appropriate section of the tree (ie. fight to address low wages, immigration reform, improve healthy food access, etc?)*

*End with some reflection questions:*

- What happens when we see all the problems of the food system and their roots on one diagram?
- Is there anything new you learned or that surprised you through this exercise?

*Some possible responses could be:*

- We can see how these inequities connect across these sectors
- It is inspiring to see how our brothers and sisters are organizing to address these injustices.
- We need to connect our fights so that we are transforming our food system from the roots up

### **1.3 HEAL Food Alliance: A Movement-building Resource (15 min)**

So how do we build a movement that can transform our food system across all of these interconnected areas?

The HEAL Food Alliance was created to help bring together groups from the various sectors of movements for food and farm justice to build our collective power toward transformative change.

HEAL's mission is to build our collective power to create food and farm systems that are healthy for our families, accessible and affordable for all communities, and fair to the hard-working people who grow, distribute, prepare, and serve our food — while protecting the air, water, and land we all depend on.

HEAL has created a 10-point platform as a roadmap for action that spans across all 4 priority buckets: Health, Environment, Agriculture, and Labor. The platform is a tool to support local organizing and policy advocacy work.

*If members have attended a HEAL summit or event, ask them to share their experiences. If participants want to learn more, offer to connect them through the FCWA staff.*

#### **KEY POINT:**

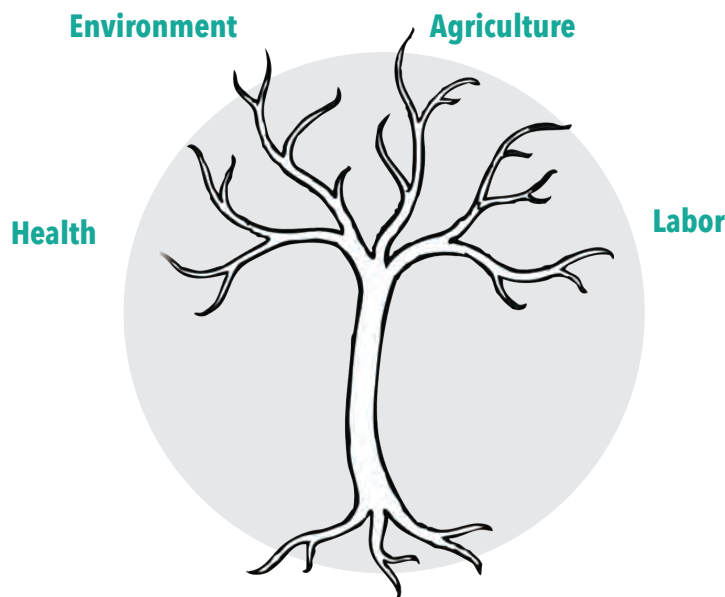
When we look at the root causes of the problems we experience as food workers and the issues we see in the food system and in our communities, we can see the interconnections between health, environment, agriculture, and labor. We can use HEAL's platform and resources to build a food movement that has the power to transform the food system for us all.





# What Feeds the Leaves?

Here are some examples of prompting questions to get at the systems, policies, and practices feeding the problems and the root causes of the issues in the food system.



## HEALTH

### Healthy food is not available in our communities

What feeds the leaves?

- Which communities are most likely to not have access to grocery stores and healthy food? Communities of color in inner cities and people living in rural areas often live in areas where the closest grocery store is more than a mile away.
- Where do supermarkets tend to operate? Often in the suburbs and/or in more affluent communities. Why is this?
- Government policy has shaped how we access food. Discriminatory housing policies have historically shaped where white communities and communities of color live and promoted segregation in many cities, as well as economic disparity. As a result, businesses left inner city areas and moved to the suburbs to more affluent white communities, where it was easier to consolidate into large supermarkets. When grocery stores are operating in lower-income communities, the selection looks quite different than what is available in more affluent neighborhoods.
- What do we need to be able to buy healthy food? Jobs and opportunities shape our access to food. Healthy food - whether organic, or locally produced - often costs more, and low wages for food workers mean that healthy options are often out of reach.

What are the roots?

- Policies and institutions that hold up structural racism and white supremacy
- An economic system, capitalism, that drives inequality and where working class people can't afford healthy food on the wages they earn.

## ENVIRONMENT

### Pesticides that make workers sick and pollute the environment

What feeds the leaves?

- If pesticides are really toxic, why are they still so widely used?
- Industrialized agriculture means that farming is happening on a large scale and often is producing just one crop.
- That means growers need to cover much more ground than on a family farm
- It's big business to sell pesticides and growers become reliant on expensive chemicals to produce their crops.

What are the roots?

- Why don't the agricultural supply companies at the top care about the heavy impact for workers? Is it their kids getting sprayed?
- Our economic system values profit over the health of workers and communities.
- Black and brown communities often face the worst hazards due to their likelihood of being located next to industrial polluters (i.e. environmental racism)

## AGRICULTURE

### Small farmers pushed off their land

What feeds the leaves?

- Why are small farmers pushed off their land?
- It's harder and harder for small farms to compete against big agribusiness, from production to distribution. Who is disproportionately affected?
- Black farmers, as well as farmers of color, have experienced systemic discrimination from the USDA, making it harder to access loans, or they can only access loans with very high interest rates. They've also been systematically pushed out of markets and off their land. Today, black farmers average \$10,000 in sales annually.
- The federal government is giving out billions of dollars to support agriculture, but where is this money going?
- US agriculture policy subsidizes big commodity crops like corn, wheat, soy, sugar, cotton, and tobacco that benefits big agri-business and not small farmers producing healthy food.

- Large, profitable farms receive over 70 percent of subsidy payments, which encourages further consolidation of farms into large-scale agribusiness

What are the roots?

- What are the historical legacies shaping who can access land today?
- Native Americans were dispossessed from their traditional territory in massive numbers by intentional government policy through colonization.
- African Americans were forced into slavery. Even though after the Civil War black farmers were able to own land, government “reconstruction” policies forced them into sharecropping.

## LABOR

### Food workers earn low wages

What feeds the leaves?

- Why do food workers earn such low wages?
- Many earn minimum wage, which is not a living wage. At the same time, wage theft is widespread for food workers.
- Who wants to keep minimum wage low? Who benefits from a lack of enforcement of labor laws?
- Employers and the powerful lobby organizations that represent them, like the National Restaurant Association, spend billions of dollars lobbying politicians.
- Many farmworkers don’t have the right to earn overtime or to organize.

What are the roots?

- Why are farmworkers excluded from so many protections?
- New Deal legislation in the 1930s introduced a host of important labor regulations and protections, including the right to organize unions. However, jobs that were dominated by Black workers such as agricultural and domestic work were intentionally left out of the laws.
- Why are politicians listening to businesses and not workers?
- Our economic system benefits the 1%. Politicians are not accountable to workers, unless we can organize and show our collective power.

### Additional Resources:

*HEAL Food Platform*

*Human Rights from Field to Fork: Improving Labor Conditions for Food Workers by Organizing Across Boundaries*

*Applied Research Center: The Color of Food*

*Building the Case for Racial Equity in the Food System*





## JUSTICE IN THE FOOD CHAIN

# Power Analysis

**Time:** 45 minutes

**Goal:** The goal of this module is to learn and/or deepen understanding of how power is developed and systematically maintained and how to organize people to uproot power.

**Materials needed:**

- Soccer ball (or other soft ball)
- Goals (chairs or other furniture that can be used to create goals)
- Whistle (not necessary, but helpful)

## 1.1 Power Soccer (25 min)

*Tell participants we are going to play a game of power soccer and go over the rules:*

The rules of power soccer are the same as regular soccer. With 2 exceptions:

- The teams playing are not equal in size. One team (Large Team) should be at least twice the size of the other team (Small Team).
- The Small Team gets to make and change the rules at any point during the game, and their goal size is smaller than that of the Large Team by 2 to 1.

*As the facilitator, you will play the role of referee. Before the game begins, prep the Small Team with regards to their power and special abilities. The Small Team has the power to:*

- Stop the game at any point by yelling out “timeout”
- Change the rules in their favor at any point in the game.

*The referee should give the Small Team ideas about the kinds of rules they can make. For instance, the Small Team can make a rule that allows them to use their hands to make scoring easier; they can make the Large Team play while hopping on one foot; they can eliminate specific people from the Large Team from the game.*

*Explain the rules to both teams, blow the whistle, and throw the ball in the middle of the “field”.*

*The game will proceed as long as the Small Team doesn’t call a timeout. The referee should call the game once the Small Team is unquestionably ahead of the Large Team.*

## 1.2 Debrief (20 min)

*Debrief with participants using questions to prompt discussion:*

*Some suggested questions:*

- Who had power in this game?
- Why did the Small Team win the game?
- Could the Large Team have won the game? If so, how?
- What was the role of the referee?
- Can anyone think of how this exercise applies to the food system?
- How does it apply to our broader society?
- Based on our discussion, who has power and where does their power come from?
- How do we build our power?

### **KEY POINT:**

Power is the ability to make decisions and act on them. The two sources of power are organized money and organized people.

We know our power starts with internal organization, our unity, and our willingness to fight, as well as our ability to recruit allies and build a powerful movement around our issues. We are building power that is based on “organized people.”







## JUSTICE IN THE FOOD CHAIN

# Building an Escalating Campaign

**Time:** 2.5 hours

**Goal:** The goal of this module is to introduce participants to the concept of a power analysis and to provide them with tools to build their own escalating campaigns.

**Materials needed:**

- Post-it notes
- A thermometer image drawn on flip-chart paper
- A campaign mountain drawn on flip-chart paper

**Handouts:**

- [Strategy Chart](#)
- [Escalating Tactics](#)
- [Campaign Mountain](#)

\* This module uses materials adapted from the *Secrets of a Successful Organizer Trainer's Guide* by Labor Notes, [labornotes.org/secret](http://labornotes.org/secret), and the Midwest Academy.

## 1.1 Strategy Chart (30 min)

This module is about building an escalating campaign. First of all, what is a campaign?

*Flip chart responses.*

A campaign is a plan with a beginning, middle, and end, working towards a specific demand that we want to win. A campaign has a target, someone who can give us what we want. It usually involves a series of escalating actions (or tactics), which means that we progressively turn up the heat.

*Ask participants:*

Why would we want to build a campaign plan? Who here has planned an action that either had no clear target or had no follow-up?

Probably all of us!

Who has used a strategy chart as part of a campaign or done a power analysis before?

*If there are a few hands, ask one or two to share an example.*

A power analysis is a useful way to develop strategy, plan a campaign, and choose tactics. By using power analysis, we can:

- Clarify our campaign goals and spell out any organizational considerations we need to consider as we build our campaign.
- Identify the entity that has the ability to give us what we want, i.e. our “target” (e.g. employer, city council, school board, university administration, port authority, governing body for public sports arena, etc.).
- Identify and assess the institutions and individuals who can influence or have an impact on our target (e.g. churches, unions, chambers of commerce, non-profits, media outlets, politicians, informal power brokers, or influential residents) -- these are called secondary targets
- Identify the tactics that are more or less likely to move our target and our secondary targets.
- Think about how to increase pressure on our target over time by escalating the intensity of our tactics.

Share the *Strategy Chart* handout

## Strategy Chart

Goals	Organizational Considerations	Constituents, Allies, Opponents	Targets	Tactics

Review the various elements of the Strategy Chart as a group. As you go through each section, refer back to examples that may have come back in the training already. For example, ask participants to identify what was the goal or demand of a campaign they shared, or who was the primary target.

### Goals:

- What do we want to win? What are our **DEMANDS**?
- What are our long-term, intermediate, and short-term goals?
- How are our goals helping us to build food worker power?

### Organizational Considerations:

- What do you have? What resources does your organization bring to the campaign (for example, money, staff, meeting space)?
- How do you want this campaign to strengthen your organization? For example:
  - Build leaders, allies, partners, members
  - Build experience
  - Leverage more resources (including \$)
- What internal considerations might need to be addressed? For example, do you need to build a bigger base or more allies to be successful in the campaign?

## Constituents, Allies, Opponents

### Members and Allies

- Who cares about the issue you are fighting for?
- What do they gain if you win?
- What are the risks for them getting involved?
- How can your allies move the target? Others?

### Opponents

- Who does not want you to win your demand?
- How might they organize against you?
- How much power do they have?
- What messages might they use against us?

## Targets

- A target is always a PERSON.
- **Primary targets:** the person who can give you what you want
- **Secondary targets:** people who can push your targets and have power over them

## Tactics

- Action steps to pressure your targets
- Tactics should be flexible, creative, nimble (might have to change during the campaign)

*Ask participants to list some examples of tactics. For example: media events, actions, strikes, public hearings, marches.*

## 1.2 Turn Up The Heat (20 Minutes)

We know that one isolated action may not be enough, so we want to plan our tactics so that they progressively turn up the heat.

Let's work through an example as a group and talk more about how to build an escalating campaign.

### Identify Demand and Target (5 min)

First we need to know what we want and who can give it to us.

*Ask the group to agree on an issue or problem in their workplace or community to use as an example, drawing from previous exercises. For example, line speed is too fast at the chicken processing plant.*

Now that we have our issue, what is our demand? What exactly do we want done to solve this issue?

*If the demand is vague, push the group to get as specific as possible.*

Now who can give us what we want? Who has the power to say yes to this demand?

*Again, push for specificity. Give our target a name.*

### Small-Group Activity 5 min

Now it's time to talk about tactics. These are the actions we will take to start putting pressure on our target.

*Break participants into pairs or small groups. Using the issue and target you agreed to, have groups brainstorm a list of actions we can take to get our target's attention on our issue. Write down two or three of your action ideas on Post-It notes.*

### Thermometer exercise 10 min

*Bring the group back together.*

Often to get the result we want, we need to “turn up the heat.” To think about how to do that, we’re going to create an action thermometer.

*Unveil your Thermometer flip-chart. Ask a representative from each pair or small group to place their actions on the thermometer, ranking them from “cold” to “hot.”*



*Pull out a few sample actions to discuss as a group. For each sample action, ask participants:*

Tell us about this action and why you placed it where you did.

*Ask the group:*

Do you agree? Does anyone think this action should be “hotter” or “colder”? Why?

*Use the exercise to discuss: “What does it mean to turn up the heat, and why do we do it?”*

- Where would you start?
- What will you do next, if one action doesn’t win the results you want?
- What makes one action “hotter” than another action?
- Why escalate gradually?

## 1.3 Build Your Own Strategy Chart (40 min)

*Breakout participants into small groups (if there are participants from multiple organizations, divide the groups by organization).*

*Have each group complete a Strategy Chart for a current campaign they are working on or a potential campaign they want to develop.*

*Be sure to circulate to make sure groups are not getting stuck on one part of the chart.*

## 1.4 Break (15 min)

## 1.5 Campaign Reviews (50 min)

*Participants return to larger group and report back on their respective campaign charts. Encourage the group to provide feedback and reactions. Discuss any missing parts.*

## 1.6 Campaign Mountain (10 min)

### Overview

5 min

*Put up the Campaign Mountain flip-chart.*

When you think of your whole campaign, think of it as climbing a mountain where each action is higher than the last one. The top of the mountain is our strongest action, the peak of our strength—for instance, a strike.

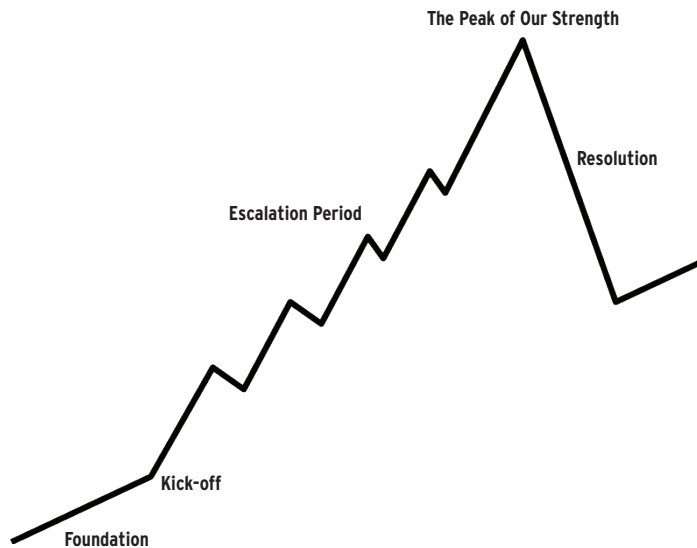
This is a tool we can use to map out a series of actions to win a specific workplace demand or even a series of mini-campaigns that work together toward a larger objective, like passing a Good Food Purchasing Policy.

The Campaign Mountain gives us a way to imagine what it will take for our target to give in to our demand. We can then work backwards from what we imagine the peak of our strength will need to be and plan out what we need to do and in what order.



## CAMPAIGN MOUNTAIN

Phases of a Campaign



The Campaign Mountain has five parts:

1. The **foundation** is where we have one-on-one conversations, identify issues, and leaders. It is also where we plan out the campaign, identify targets, allies, and make a timeline for tactics.
2. The **kickoff** is the public launch of the campaign. It can start with a low-level action.
3. The **escalation period** is where we turn up the heat by taking actions that gradually get more intense.
4. The **peak of our strength** is the most intense action we are building towards— our most powerful weapon.
5. The **resolution** is when we win what we want or strike a deal.

### Applying the Campaign Mountain 5 min

*Ask participants to go back to their strategy chart.*

Where do some of the tactics you shared fit into the campaign mountain?

*Pull out a few tactics to test with the group. Reinforce:*

In a workplace campaign, organizing conversations and mapping your workplace are the key steps you need in the foundation phase to be able to escalate and take collective action. Similarly, coalition-building is critical in a community-based campaign.

What happens when we try to take shortcuts without laying the foundation? For example, suppose you call for a sticker day without having done the groundwork—and no one wears the stickers. How does this look to the boss? Or call for a rally without having built relationships with allies and no supporters show up?

*Emphasize:*

Our target doesn't know how far we will go, and we want to keep them guessing.

After every action, it's important to regroup and assess how it went. This helps us to plan our next steps.

## **KEY POINT:**

A strategy chart helps us build an effective campaign plan. It's a roadmap for how to lay our foundation with co-workers and allies, identify our target, and turn up the heat with escalating tactics.





## JUSTICE IN THE FOOD CHAIN

# Workplace Organizing

**Time:** 1 hour, 30 minutes

**Goal:** The goal of this module is to explore how we get our co-workers involved in taking action to address problems on the job, and to use an organizing conversation to find out what they care about.

**Materials needed:**

- Flip chart paper
- Markers
- Masking tape

**Handouts:**

- [How the Boss Keeps Us Disorganized](#)

## 1.1 Introduction / pair share (15 min)

In this workshop we're going to share strategies and ideas for how to connect with our co-workers on the job and get them involved in taking action to address problems.

As food workers, we know there are often violations of our rights on the job. What are some examples?

*Popcorn a few examples, or review examples that have previously come up in discussion.*

We could do a whole workshop talking about our legal rights around overtime, or discrimination. But we actually want to talk about something equally important -- how do we motivate our co-workers to take action when something isn't right.

First of all, why do we want to take action collectively, instead of by ourselves?

*Flip chart answers. Responses could include:*

- We are stronger when we act together, it's harder for a boss to ignore a group, versus just one person
- We have less chance of retaliation when we act as a group (in the US legally we may even have stronger protection if we can show we are engaged in "concerted activity")
- Making an individual legal complaint takes a long time, and might just change things for one person, not the whole workplace. It's often invisible, and other workers might not even know that we are taking action.
- Acting together builds solidarity and confidence to take on bigger fights.

*Ask participants to find a partner and then share:*

Have you ever taken action with co-workers on the job to address a problem? What happened?

## 1.2 How the Boss Keeps Us Disorganized (20 min)

So we know as food workers that there are many issues in our workplaces, but why is it that our co-workers are often reluctant to take action? Popcorn a few answers from room.

In the four corners of the room you will see four reasons our co-workers might not want to get involved: fear, hopelessness, confusion, and division.

Which of these four is most effective at keeping people from taking action in your workplace? Let's vote with our feet. Everyone please get up and go stand in one of the four corners. Pick the one that has the biggest impact where you work (or with food workers you are organizing with).

*Direct everyone to spend a minute talking to someone else about why they picked their corner, then have the other person tell them the same.*

*Ask a few people in each corner to explain to the whole group why they chose that corner and how they have overcome that obstacle.*

*Ask people to return to seats and debrief as large group. Go over handout How the Boss Keeps Us Disorganized and go over organizer's role.*

The boss relies on...	The organizer...	Co-workers find...
... <b>fear</b> of conflict and retaliation.	...taps into <b>righteous anger</b> about workplace injustices.	...the <b>courage</b> and determination to act.
... <b>hopelessness</b> , the feeling that things can't change and we have no power.	...helps develop a <b>plan to win</b> , and shares examples of victories elsewhere.	... <b>hope</b> that change is possible and worth fighting for.
... <b>division</b> , pitting workers against each other.	...identifies <b>common ground</b> and builds relationships.	... <b>unity</b> to act together.
... <b>confusion</b> , passing around messages that will alarm or distract us.	... <b>interprets</b> and shares information, fitting it into a bigger picture.	... <b>clarity</b> to see through the boss's plan.

- We know that there are lots of issues that you and your co-workers care about. But there are legitimate reasons why your co-workers might not be ready to take action.
- A lot of these reasons are actually linked back to tactics coming from the boss. While we are trying to organize our co-workers, the boss is trying to keep us disorganized.
- So for example, who benefits from division between workers? What are ways that the boss actively promotes divisions in our workplace, or confusion, fear etc?
- In this moment in the US, bosses are getting lots of extra help from the current administration sowing fear of workplace audits and raids.
- It's our job as organizers to identify the obstacles that are keeping our co-workers from taking action, so we can help them to move beyond them and take action together.
- Getting our co-workers to tap into righteous anger to find courage and having examples of how collective action has worked before are important tools.
- The most powerful motivator is seeing how working together to win a change can actually work and push the boss to do something they don't want to do. That's organizing!

### 1.3 How to have an Organizing Conversation (55 min)

So how do we identify what issues people care about and what obstacles are holding them back? We have to talk to them!

Who has tried talking to their co-workers about what they see as issues on the job? How do you get people to open up?

*Popcorn a few answers and summarize key points.*

We have to build trust and know how to be a good listener!

#### How to be a good listener 5 min

Has anyone heard of the 80/20 rule for conversations? Anyone know what that is?

We should be listening 80 percent of the time and talking 20 percent of the time. One of the most important parts of an organizing conversation is active listening.

So what are some good rules for active listening?

**Points to hit—don'ts:**

- Don't assume you know the answers to questions. Let people tell you what they think is important. It might not be what you think.
- Don't ask questions that are really statements: "Don't you think what we need to do is go on strike?"
- Don't go fishing—running through a laundry list of questions or issues that makes you sound like a salesperson: "So do you want higher wages, more breaks, more health and safety equipment?"

**Points to hit—do's:**

- Do listen more than you talk (80/20)
- Do slow down. Don't rush through the conversation to get to the "ask."
- Do show you are listening by acknowledging what the other person says. Ask follow-up questions.
- Do use eye contact to show that you are listening and engaged.

**AHUY      20 min**

An organizing conversation has specific goals: to identify the issues this person cares about, connect them to a plan of action, and get this person to commit to participating. The organizer follows a structure we call a "rap."

We want our co-workers to realize:

- They care about a problem.
- There is a decision-maker who has the power to fix this problem.
- The decision-maker won't fix it until someone pushes them to.
- If your co-worker really wants this problem to be fixed, they have to join you and other co-workers in taking action.

*Direct participants to the AHUY worksheet and review it.*

AHUY is an acronym we use to remember the steps in the organizing conversation.



**Ask/Agitate/Anger:** Ask questions, identify issues, and tap into (and encourage) righteous anger.

**Hope:** Share your plan to win or examples of success.

**Urgency:** Now is the time to act.

**You:** Can we count on you?

Having an organizing conversation is a skill. It gets easier the more we practice it!

Remember the 80/20 rule?—we should spend the majority of our time listening. So where in this rap are we going to spend the majority of our time?

*As a group work through some examples of what you would say in each section.*

## **Role play practice 20 min**

*Ask everyone to pair up to practice the organizing conversation. Explain that one person will play the organizer and the other will be the worker. After 10 minutes, you will let them know it's time to switch roles and repeat the exercise.*

*Give the organizers a prompt, for example, that they are trying to get this worker to sign a petition, come to a meeting, or wear a button about a certain issue. If possible, draw your prompt from a story already shared or discussed in the workshop.*

*After 10 minutes remind the pairs to switch.*

## **Debrief the Roleplay 10 minutes**

*Bring everyone back together as a large group.*

- What was most challenging about the conversation?
- Do you think you got a sense of what the other person's issues and concerns were? How did you do this?
- What were some of the things you said that were effective in educating and agitating around the issue? What else could you have said?

- How did you specifically ask for the person's commitment to participate? Did you get a firm commitment?
- How could we use these tools in a community setting? For example getting someone to sign on to a petition? Would anything be different?
- How could you apply this in your own workplace?

## KEY POINT:

Organizers have conversations with co-workers to identify the issues they care about and tap into their anger at injustice, to overcome the obstacles that the boss relies on to disorganize us.

We identify the issues that enough people care about and that they're willing to take the risk of collective action over. Food workers have the power to change our conditions on the job by organizing collectively. But we have to start with organizing conversations!





## JUSTICE IN THE FOOD CHAIN

# Facilitation Skills

**Time:** 1 hour, 15 minutes

**Goal:** The goal of this module is to share tips and tools for effective workshop facilitation and give participants some hands-on experience facilitating a module of the Justice in the Food Chain training.

**Materials needed:**

- Flip chart paper
- Markers
- Masking tape
- Slips of paper with challenging personalities written on them (if using)

**Handouts:**

- [Spiral Model](#)
- [Facilitator's notes for Understanding the the Food Chain's Connections](#)

**Additional Resource:**

- [Facilitation Tools for Meetings and Workshops](#)

## 1.1 Introduction / What makes a good learning experience? (10 min)

In this workshop we're going to talk about building facilitation skills so that we can share what we learn together here with our co-workers and fellow members back home.

To start we want to think about what helps us learn.

Find a partner and think about and share a good experience you had learning something new. It could be a workshop, a favorite class in school, a training you had at work. What made it a good experience? Who has used a strategy chart as part of a campaign or done a power analysis before?

*After a few minutes, ask people to share a few responses and flipchart responses (for example: interactive, fun, inspiring, got to share own experiences)*

*Ask the group:*

Now think about about the opposite. What was an example of a learning experience that was not good or was frustrating. What made it not good?

*Flip chart responses (for example: teacher spoke at participants, no examples)*

So right here in this room, we already know a lot about how to make a good learning experience.

Sum-up:

Good learning examples are:

- Based on people's lived experiences
- Adapted to audience and the workers and partners we working with
- Builds towards action and creating change

## 1.2 The facilitator's role (15 min)

Who here has been a facilitator in a meeting or workshop?

*Ask for a show of hands.*

Even if you haven't facilitated, think back to your experience being a participant.

What do you think is the facilitator's role in a meeting or workshop?

*Brainstorm and flip chart responses (for example: make sure everyone is participating, be mindful of the languages spoken in the room and how people feel comfortable participating, think about different learning and communication styles, keep track of time, introduce goals and circle back to goals throughout workshop, lead brainstorms and flip chart responses, ask questions to clarify, help pull out patterns from what participants share, introduce new ideas, summarize action ideas and next steps, monitor energy of the room)*

What shouldn't a facilitator be doing? (for example: dominating and talking too much, ignoring conflict when it comes up, letting one participant do all the talking)

What are some tools and resources a facilitator can use to encourage active participation and keep a workshop flowing?

*Brainstorm a list and add these tools to it if they don't come up. Talk briefly about how each can be used.*

- Ground rules
- Agenda with times
- Ice-breakers
- Keeping a speakers list
- Parking lot
- Go-arounds
- Open-ended questions
- Energizers
- Breaks

How would you use these tools in a scenario when one person is talking too much?

What would you do if you felt like the energy was dropping in the room?

Are there other challenging scenarios you could see happening? How could you use these other tools to respond?

## 1.3 Introduce spiral model (5 min)

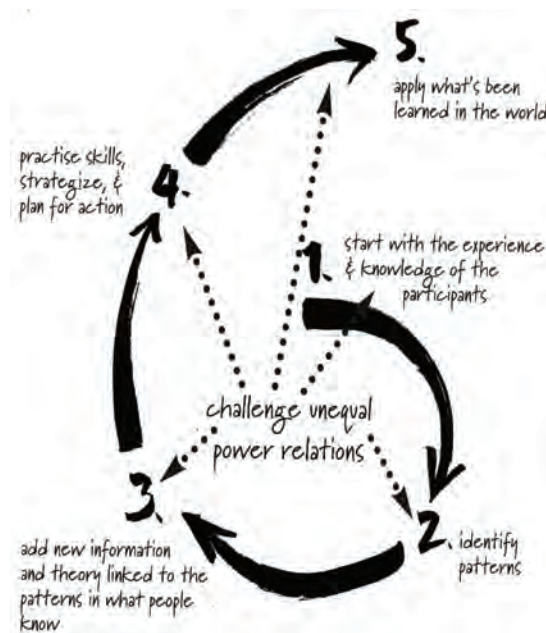
This way of thinking about learning is really different from how we are taught in school. Another way to describe it is popular education. Popular education has its roots in social movement struggles in Latin America.

Popular education is collective (not led by an expert or a teacher) and is rooted in the knowledge that is already in the room. Food workers already have in-depth knowledge of the food system and are experts in what is needed to change our workplaces and communities.

It is not neutral. We are learning together to transform our workplaces and our communities and the world!

So when we are facilitating a workshop, how do we put this in practice? The spiral model is a way to help.

Pass out *Spiral Model handout* and go over each section.



From Burke et. al, *Education for Changing Unions*, Between the Lines, Toronto, 2002.

## 1.4 Trying it out! (45 min)

Let's try out using some of these tools! We are going to take turns practicing facilitating a workshop exercise in the Justice in the Food Chain training called Understanding the the Food Chain's Connections.

### Review Notes / set-up 10 min

*Hand out facilitators notes for the first section of Understanding the the Food Chain's Connections 1 and ask everyone to take 5 minutes to read through the notes. Ideally you have already done this module as a group so participants have some experience with the exercise.*

What are the key parts of this exercise?

- Transcribing a timeline of the different sectors of the food chain
- Brainstorming a favorite food and its ingredients
- Writing down who are the workers who get those ingredients to your plate.
- Listing the tasks that these workers do.
- Drawing out similarities and differences between workers/sectors

We are going to do this exercise as a group, with each of you taking a turn to facilitate! The rest of us will role-play that we are participants in a training going through this exercise for the first time. So even if you already did this exercise, let's pretend we are doing it for the first time.

For the sake of the exercise, let's imagine we already did introductions and ice-breakers and we already know each other.

Remember, we are all learning together here and this is a supportive, friendly group.

### Role-play 25 min

*Ask for a volunteer to start off facilitating this exercise with the group. If no one volunteers, a co-facilitator could start off. Tell participants they can shout freeze when they want to swap in and take over as facilitator. You can also shout freeze and ask another participant to jump in if you think it's time for someone else to take a turn, or after 3-5 minutes of role play.*

*Run through as much as the exercise as you can in the time, with as many participants taking a turn to facilitate as possible.*



## [POSSIBLE VARIATION TO MAKE MORE CHALLENGING]

*For a group that has a little more experience with facilitation or in a scenario when you have more time, you could add this variation to the workshop. You could also add this variation once a few facilitators have had a chance to practice with the basic role play:*

We are going to make this exercise a little more challenging. I am giving some of you a slip of paper with a different personality representing one of the challenging scenarios we spoke about earlier, for example, someone who talks a lot, someone who is very shy and doesn't talk a lot, an interrupter etc. Everyone else will just be yourselves!

Remember this just a role-play. So for example, if someone is interrupting in the exercise, they are role-playing! But don't share what's on your slip so we can keep the facilitator on their toes!

Share slips with participants with different personalities (talks a lot, very shy, interrupts frequently, goes off topic often, and be yourself). Make sure to clarify that if someone jumps into a facilitator role, they shouldn't act out the personality on their slip and should just be themselves.

### **Debrief      10 min**

*When everyone has had a chance to facilitate who feels comfortable doing so, or when you've hit time, freeze the role-play for a debrief. Start by congratulating everyone for taking a risk and facilitating.*

We want to take some time to debrief and strategize together what we learned in this exercise. Let's remember to give constructive and supportive feedback!

So how did that go? What was challenging? Who were the different personalities in the room? [If using] What were some helpful ways that the facilitators responded to challenging situations? What are other tools could they have used?

*Flip chart brainstorm and add any new tools to the list.*

Is anyone here thinking about trying to facilitate this exercise in their own organization?

What else would you need to try out facilitating this exercise within your own organizations?

*Hand out additional facilitation resources and reiterate that FCWA is here a resource!*

**KEY POINT:**

Facilitators don't need to be experts and our role isn't to "teach others." Rather we want to support other participants to learn collectively and develop ideas to transform our world. As food workers, we already have in-depth knowledge of the food system. We can use facilitation tools to help other food workers share and combine that knowledge to build new ideas for action.

