

Produce an outline for a labour education weekend. The outline should include: purpose and theme, target group, learning objectives, timeline, content, and pedagogies. To produce this outline, you should use Jeffrey Taylor's *Union Learning*, Helena Worthen's *What Did You Learn at Work Today?*, and Aziz Choudry's *Learning Activism*. For the purposes of this assignment, you need to break the arguments presented in these books down into pieces, pick the pieces you need for your outline, and assemble them in a coherent way.

This is the creative part of the course. Instead of developing a line of argument as in a scholarly essay, you need to figure out: (1) which group of participants you want to

educate, (2) which ideas you want to get across, and (3) how you might get them across most effectively. A few succinct sentences on these three questions will define the purpose and theme of your fictitious labour education weekend. This is equivalent to a thesis statement in a scholarly essay. After that, you should name the target group, learning objectives, timeline, content, and pedagogies for your labour education weekend and explain your choices with a few sentences.

Here is a list with hints and suggestions:

**Target group:** Obviously, there is a link between who takes part in an educational and the educational's content and pedagogies. Introducing, for example, the latest changes in labour law to a group of office clerks is different from doing this with ~~a group of electricians~~

this with a group of electricians or lab techs. Different pedagogies will work for different people. Different groups of people may also have different interests. In the above example, electricians may be more interested in health and safety issues than labour law, whereas lab techs may be more concerned about scheduling issues. Your target group can also be defined by “activist status” (e.g., training shop stewards, union organizers, a cross-section of union activists, or activists from other social movements) or by purpose (e.g., teaching bargaining or communication skills or preparing for a strike or protest).

**Learning objectives:** You should establish four or five objectives. Not all of them need to pertain to the content of your educational, be it understanding a piece of labour legislation, making sense of the business

making sense of the business press, anti-harassment policies, or whatever theme you choose. Some can also pertain to personal capabilities, for example, enhancing communication or critical thinking skills, empowering workers to stand up to their bosses or encouraging them to get more involved in the union. Give a short explanation of the learning objectives you establish. This explanation should be directly related to the content and pedagogies that you will present a bit later in your essay. For the purposes of this outline, you need to establish learning objectives that you find suitable for the purposes and theme of your educational. However, you should also say whether you would impose them on participants if you ever ran this educational in the real world or whether you would put them up for discussion.

**Timeline:** Let's assume the educational starts Friday evening and ends with a lunch on Sunday. For this entire time, you should give an exact timeline that specifies which kind of activities, such as plenary sessions, time for group work, breaks and socials, will run at which time. Offer a rationale for your choices of activities and times.

**Content:** Here you have to introduce the ideas you want to get across. Describe them briefly in the order they will be introduced over the weekend, and explain how they fit into the theme of your educational and how they contribute to your learning objectives. You can present the educational's content either in abstract terms or look for materials that you would use and offer a commented materials list. In the latter case, you should distinguish between materials

distinguish between materials for all participants—newspaper clippings, leaflets, brochures, movies, songs, poetry, or others—and materials only instructors would use. These latter materials obviously include everything that participants get but also more background information from journal articles, research reports, and books.

**Pedagogies:** The point here is to find the best methods of getting ideas across, whereby “getting across” doesn’t mean the instructor presents them and participants are expected to absorb. It means introducing them in such a way that participants can embrace, evaluate, and use them in their activism. It can also mean to reject ideas and develop others more suitable to the learning

objectives. Frequently used methods include lectures followed by Q&A, breakout groups working on specific aspects and reporting back to the entire group, role-playing, watching movies or listening to songs or poetry followed by discussion, preparing a performance, and producing a wall newspaper. Think about learning theories when looking for the pedagogies that will best serve your purposes. You should also consider the role of breaks and socials over the course of the weekend, as these time slots are important for processing ideas and bouncing them around with others. Aim at a good balance between enough input and activity to keep everybody engaged and throwing too much at participants, which would lead to fatigue. Explain your pedagogical choices in a few sentences.

Your outline should be around 2,000 words long and is worth 35% of your total grade. Since this is not to be one continuous text, it is more difficult to estimate how many words are needed to write down all the information and explanations required in the outline. Hence, 2,000 words is a fairly rough benchmark, but if you go below 1,500 your outline would probably get pretty thin; above 2,500, and it's possibly getting too wordy.