**Session Plan – UNITE in Schools**

| **Who teaches** | **Activity** | **Tutor activity** (What will I need to do?) | **Learning Objective - desired outcome** | **Resources** (What materials am I using to facilitate learning and assessment?) |
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| **Introduction** 5 mins | | | | |
|  | Introduction in Plenary | Introduce the members of UNITE:  Who we are, where we have come from (industry/sector)   * We’re from Unite trade union, etc. * Do you know what a Trade Union is? (hands up) * Yes, very basically, people at work getting together to protect themselves and to preserve their basic human rights in the workplace. * Any teachers in the room in TU’s? * Would you like to tell us which one, * and why you are in a union - please sir/miss? | To establish how much is already known about TUs  To establish how much the teachers are going to contribute to or engage with the session | **Just show of hands / Q&A** |
| **Main** | | | | |  |  |  |
|  | Introducing the groupwork / scenario | Before we start, I’ve just got to read a letter given to me by your deputy head that she has asked me to read out….read letter…..  What are your **immediate thoughts** on that? | To gain a reaction from students | PROMPTS  Is it fair?  Who do you think wrote it?  Why? What do you think they want?  Do you think it will affect anyone else working in the school?  Do you think they asked anyone?  Will you talk to anyone about it?  Who would you talk to?  Would they listen? If not, how would you get them to listen, etc?  If you don’t like the way they did this, how would you suggest they went about it? |
|  | Group work: Planning a Campaign  15 mins | We’re going to put you into groups.  In your groups, discuss these proposed changes, look at how they could affect you and agree a plan of action around these proposed changes…around getting people to listen. Plan   * what you would do? (prompts if needed: meeting, petition, campaign, social media) * who would you talk to? (prompts if needed: teachers, parents, meal supervisors – for support) * what you do if first actions don’t work, if nobody listens…raising the pressure   Write down your plan of action on your flip chart paper.  Agree one person to report back just one of your plans - to the full assembly. | Planning a strategic campaign | **Flip Chart paper and pens per table**  **Speakers to go round all groups prompting and encouraging** |
|  | Groupwork feedback in Plenary  15 mins? | Each group reports back one action stating why they chose this action  (more than one if enough time) | Understanding cause and effect, upping the ante in campaigns, leverage, organising and collectivity |  |
|  | Plenary relating activity to the role of TUs  5 mins | How do you think this relates to Trade Unions? Yes, this is what happens in the workplace.   * This is why workers get together in the workplace to defend their rights and the rights of those people they work with. * This is why many of us join a trade union when we start work. * To protect ourselves. * To make those people who make the decisions listen to us. * A bit like your school council. Do you have a school council? | Understanding the nature and role of TUS |  |
|  | Unite animation  5 mins | Now we’re going to look at a short animation about what trade unions are and what they really do. This was made by one of our young members”.  Any questions on this? | More demystification of the history and role of TUs | Students watch film  Q&A session after film |
|  | Resource handout and discussion  5 mins | Students given the Infogramme: ***“What Trade Unions have done for us”***  Read through Infogramme and explain that Trade Unions helped establish the NHS, working and holiday times, equality, etc.  Any questions? | Understanding the achievements and activities (past and current) of TUs | Infogramme: “What TUs have done for us” |
|  | Resource handout and discussion  5 mins | Students given the Infogramme: “***What unions are doing for us***”  Explain any terms on the sheet that they don’t understand (Zero Hours Contracts, Education Maintenance Allowance. etc.) | Understanding the achievements and activities (past and current) of TUs | Infogramme: “What Unions are doing for us” |
|  | Groupwork or Plenary depending on time  5 mins | (Plenary) Which of all these issues is the most important to you and why? …or  (Groupwork) In your groups discuss and agree which of all these issues is the most important to you and why? | Understanding the achievements and activities (past and current) of TUs  Understanding various campaigns and issues |  |
|  | Review and close  5 mins | At the beginning of this session there was not a lot of understanding about trade unions.  Do you feel you know more about them now? (show of hands) | Review and evaluation | **Collectivity cartoon if time** |