

**2025 Children's Defense Fund (CDF)  
Freedom Schools®**

# **NATIONAL DAY OF SOCIAL ACTION TOOLKIT**



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2025 Children’s Defense Fund (CDF)  
Freedom Schools®

National Day of  
Social Action Toolkit

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# 2025 Children's Defense Fund (CDF) Freedom Schools® National Day of Social Action: “Public Education is a Public Good”

Each year Children's Defense Fund (CDF) Freedom Schools® partners participate in the National Day of Social Action (NDSA) project—a collective organizing effort centered around CDF's mission to build community so young people grow up with dignity, hope, and joy.

This year's NDSA will happen on Wednesday, July 23, 2025. NDSA will focus on the Children's Defense Fund's [Education for Civic Life and Work](#) policy agenda item. This agenda item reflects our belief that education is a building block for civic life and work, and has a major impact on our children and youth's ability to flourish.

Why participate in the 2025 National Day of Social Action? Because in the United States:

- Public education remains one of the most powerful tools for social mobility and civic engagement.
- Investing in public education ensures that every child, regardless of their background, can thrive.
- Schools in the United States spend an **average** of \$20,387 per pupil, the 3<sup>rd</sup> highest spending among the 40 other developed nations in the Organization for Economic Cooperation and Development (OECD).<sup>1</sup> However, statewide funding formulas and allocations create gaps in the amount of funding **actually** spent per child.
- We spend 2.7 times as much (per person) on incarceration as education.
- Thirteen states have no civics course requirement, and only seven require a full year of government or civics instruction.
- While the 14<sup>th</sup> Amendment's equal protection clause requires states to provide equal access to schooling<sup>2</sup>; *Plyer v. Doe* ruled that undocumented children cannot be barred from attending public schools<sup>3</sup>; *Board of Education v. Rowley* stated that schools must accommodate students with disabilities<sup>4</sup>; and *Brown v. Board of Education* declared separate but equal schooling illegal—nothing in our country or courts guarantees the right to an education<sup>5</sup>. In fact, in the *San Antonio Independent School District v. Rodriguez* case tried before the Supreme Court it was found that **education is not explicitly protected by the Constitution**<sup>6</sup>.

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<sup>1</sup> Hanson, Melanie. “U.S. Public Education Spending Statistics” EducationData.org, February 8, 2025, <https://educationdata.org/public-education-spending-statistics>

<sup>2</sup> *The 14th Amendment Protects the Right to a Public Education*. Purdue Global Law School, Feb. 2025, <https://www.purdueglobal-lawschool.edu/blog/constitutional-law/14th-amendment-protects-rights-education>

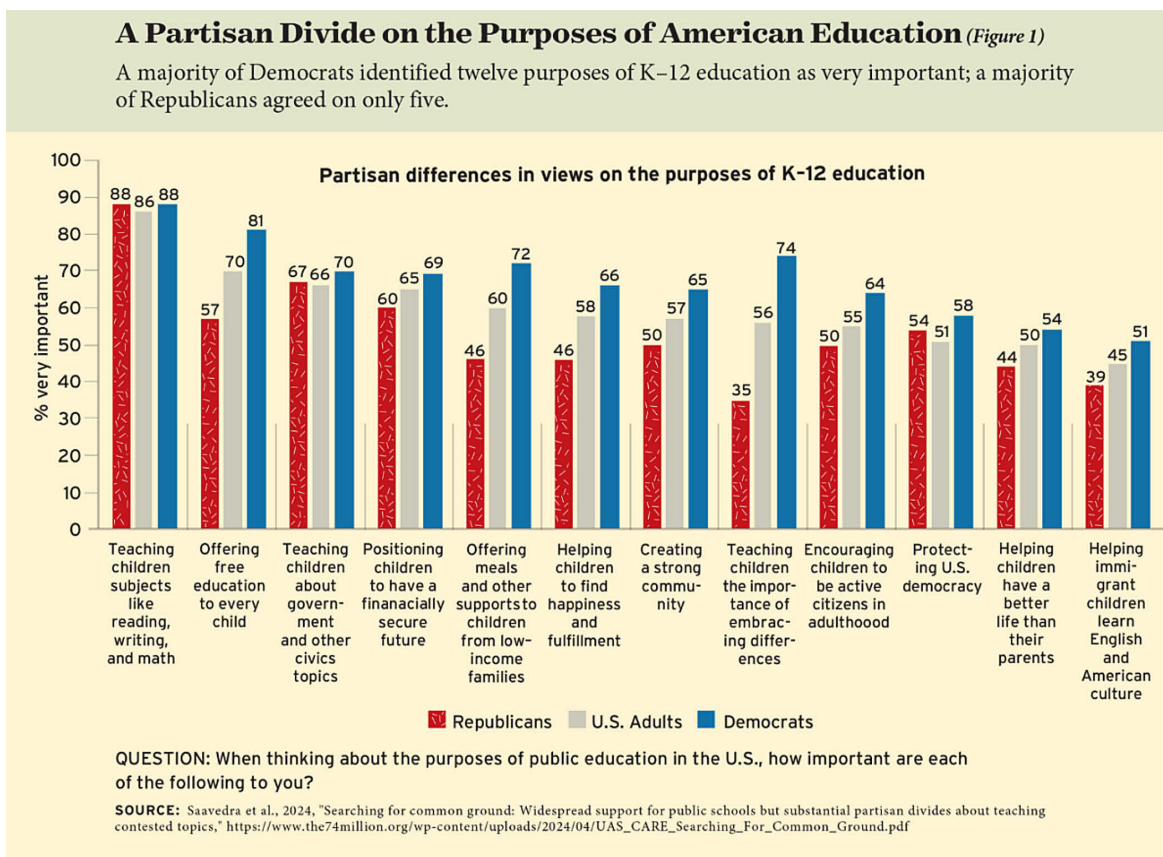
<sup>3</sup> JUSTIA, editor. “*Plyer v. Doe*, 457 U.S. 202 (1982).” *Plyer v. Doe*, edited by Supreme Court, June 1981, [supreme.justia.com/cases/federal/us/457/202/](https://supreme.justia.com/cases/federal/us/457/202/)

<sup>4</sup> JUSTIA, editor. “*Board of Educ. V. Rowley*, 458 U.S. 176 (1982).” JUSTIA, Mar. 1982, [supreme.justia.com/cases/federal/us/458/176/](https://supreme.justia.com/cases/federal/us/458/176/)

<sup>5</sup> *The 14th Amendment Protects the Right to a Public Education*. Purdue Global Law School, Feb. 2025, <https://www.purdueglobal-lawschool.edu/blog/constitutional-law/14th-amendment-protects-rights-education>

<sup>6</sup> Luce, Nate. “A Novel Argument for the Right to Public Education.” *Vanderbilt Law School*, Mar. 2023, [law.vanderbilt.edu/a-novel-argument-for-the-right-to-public-education/](http://law.vanderbilt.edu/a-novel-argument-for-the-right-to-public-education/)

- Research shows that when we frame public education as a public good with a proven track record of contributing to democracy, workforce development, and civic engagement, we unify people with differing perspectives. See graphic for below for further explanation:



The data is clear. As a nation, we can and must do better. Due to the low enrollment in early learning programs, the impact of exclusionary discipline policies, the continuous perpetuation of racist and inequitable systems and inadequate public investment, and the educational environments for our children and youth are creating barriers that can potentially keep them from thriving.

Education is the foundation for children and youth to build upon to ensure a successful, healthy, engaged, and safe adulthood. **We must continue to uplift public education as a necessary investment, tout its successes, and work together to advocate for necessary improvements.** We must defend our children's fundamental rights to education and the constitutional right to equal educational opportunity no matter their race, ethnic background, religion, sex, or whether they are rich or poor, citizen, or non-citizen.

## Goals of the 2025 National Day of Social Action

- **Understand** the concept of public education in order to determine if it is a privilege or a right.
- **Equip** scholars to communicate the joy they get out of school and their opinions on education as a right vs. public good.
- **Mobilize** families and communities to support scholars in protecting their access to an education that sets them up for success leading up to and through adulthood.

## Getting Started

This 2025 National Day of Social Action Toolkit is intended as a guide to help you reach your organizing goals for **Wednesday, July 23, 2025**. While we hope you adopt a plan to host one of the events outlined in this toolkit, we understand that you must plan events tailored to your local community. As you plan your activities, keep the following organizing steps in mind.

### Step 1: Establish Your Goals (March-April)

**Steering Committee.** Pull together a steering committee of community members including but not limited to past and future scholars, parents, literacy advocates, faith leaders, elected officials, public safety officials, and others from the neighborhood. Take a few minutes for introductions and why they volunteered to support your efforts. Talk about which NDSA activity might work best for your community, where the activity should take place, and what you will need to make sure scholars are safe and their needs are met (whether that's bottled waters and snacks, AV equipment, school busses, protest permits, etc.) *Consider using resources provided to help steering members understand both the concept of education as a right vs. a privilege, and how your local education goal fits into the national education campaign.*

- As you talk about goals, make sure they are specific and doable.
- Think BIG and positive.
- Include the community, especially potential guests or speakers, by inviting them early on. *Consider engaging your site in an "education as a right" week where you feature guest speakers, videos, podcasts, and books centered on this topic. See resource folder for specific resources to support.*

**Cost and time commitments.** Since your group will have limited time, money, and people, make sure you prioritize to meet goals. Write out all of your big ideas in that first meeting. Quantify cost estimates of each action, as well as the action steps (linked to timelines) needed from each individual to make the event happen. Rank the events and decide which is most attainable for your site.

### Step 2: Consider General Logistics Tips (March-May)

Here we offer basic tips for ensuring the public event runs smoothly and reinforces the message you want to deliver to participants, public officials, and the media. Choose a site that will allow you to accommodate the number of people you hope to draw. Do not choose a site bigger than you think you will need. It looks better if a space is packed.

- Check with the local governing body to see if any special permits, certificate of insurance, or user fees are needed.
- Make sure the site is accessible with adequate parking for cars, busses, and news trucks as well as public transportation.
- Make sure there are restrooms nearby.
- Engage a good sound, staging, and lighting company and make sure a technician can help you with the event. If none are willing to support, consider investing in a good set of speakers and karaoke machine.
- Have a rain plan. Be flexible and able to move indoors or under tents (weather permitting) if the day calls for rain.
- Choose a time in the day that will maximize exposure. Events that coincide with local news' morning, noon, or evening show are more likely to be covered than events that do not.
- Provide directional signs and a map ahead of time so press and participants can find their way to the location.
- Create a program that clearly delivers your message while engaging the crowd. Use an MC who is charismatic but understands the issue at hand.
- Invite local celebrities to attend or promote the event.
- Add visuals that demonstrate your message (i.e. backdrops, posters, banners, props, etc.)
- Get badges, credentials, t-shirts, hats, etc. for volunteers so they can be easily identified by scholars, parents, and site staff.
- Get scholars and staff shirts for the event. Tie-dye works just fine as well.
- Follow-up with volunteers, supporters, or attendees to thank them and let them know ways to stay engaged beyond NDSA.

**Note: If your site is in a state or locale that is not open to initiatives promoting Diversity, Equity, and Inclusion (DEI), put the safety of your scholars, families, and communities first and consider a less public event. Select the elements from above that are doable, but if you are not comfortable, DO NOT overexpose your scholars, their families, or your community.**

### **Step 3: Build a Strong Base of Support (April-June)**

Recruit volunteers to help take the event from the planning to execution stage. The following groups might be interested in supporting:

- Childcare centers, children's advocates, school leaders and teachers, other out of school time programs, social service providers.
- Faith-based institutions.
- Civic organizations, neighborhood associations, tenant groups, and social clubs.
- Local businesses.
- Sports leagues.
- Parent groups and PTAs.
- Health care professionals, hospitals, and local mental health providers.
- Student organizations, youth clubs, sororities, and fraternities.

These groups and others can play a role by:

- Endorsing your event.
- Contributing money, sponsoring your event, or otherwise providing in-kind donations for supplies needed like bottled waters, juice boxes, ice, coolers, snacks, printing photocopying and photocopying services, AV equipment, transportation, security, and other supplies.

- Doing a mailing to members of the community inviting them to join your site's NDSA actions.
- Offering speaking opportunities for you to solicit monetary or in-kind support from members of their organizations or congregations.

Engage Supporters by:

- Letting them know the day of action is a part of a larger children's movement and they will be joining hundreds of communities nationwide as we demand change.
- Asking local businesses to hang up flyers recruiting supporters.
- Asking local faith organizations to add an announcement about the day in their newsletters, publications, or other announcements.
- Setting up information tables at community fairs, flea markets, or farmers markets.
- Send announcement to local organizations already tackling book ban and book access work in your community.

## Step 4: Communicate Effectively

Publicity can help you reach a broader audience while energizing those already committed to your cause. Consider the following ideas to generate positive press around your event:

1. **Pursue media coverage.** Use CDF's colorful graphics and combine with your own to highlight the importance of the event.
2. **Send out press releases about NDSA and your specific activity.** Releases can be sent to metro reporters of your daily and weekly newspapers, school and company newsletters, radio and television stations, and other community groups mentioned in Step 2 above. See press release template in Appendix for example. *Again, do not overexpose your scholars if you are in a state or locale where DEI initiatives are unwelcome.*
3. **Write Letters to the Editor or articles for local newsletters.** Call radio talk shows and tell listeners about NDSA, why it matters, and how to get involved.

Potential talking points to incorporate:

- NDSA is:
  1. A collective organizing project completed in hundreds of communities across the nation.
  2. A day for all of us to gather in the community and affirm our responsibility as individuals, families, and communities to listen to our scholars' views on education and who is entitled to leave the system equipped to meaningfully engage in civic life and the workforce.
  3. A nonpartisan call to action at a critical time in our nation's history.
  4. A day to affirm what unites us; a loving desire to hear our children articulate their vision of growing up in joyful, healthy, hopeful environments that support the development of their unique identities.
  5. A day to send a message to the small group of people pushing for the privatization of education, the politicians standing idly by and watching, and the business and cultural leaders that they must support the next generation by providing access to high-quality education preparing them to engage with diverse communities at home and abroad.
  6. **An issue with a clear message: Public Education is a Public Good.**





# **PUBLIC EDUCATION IS A PUBLIC GOOD.**



## **Suggested National Day of Social Action Activities**

There are many ways to work towards achieving the goals of both NDSA and your local site. The following ideas we suggest you undertake as a part of the national movement. You can decide to do one, combine multiple, or build upon any of these activities.

If you find you need help getting started once you have decided on your activity, feel free to post your preliminary plan within the Cvent platform for other partners to give suggestions and feedback. Feel free to contact Ciara Mackey-Hall from the national office at [cmackeyhall@childrensdefense.org](mailto:cmackeyhall@childrensdefense.org) for specific questions about any of the actions.

### **ACTIVITY #1: “Public Education is a Public Good” March and Rally**

Organize an event that gives scholars access to opportunities to engage in public speaking and peaceful demonstrations. During this event, the site should allow space for scholars and parents to talk about their favorite parts of school, whether all children should have access to high-quality public education, and what initiative or program would make them more joyful or prepared for civic life and work. *See pages 11-13 for sample topics.*

The site should allow time for scholars and the community to march to and from a predetermined location. Creative work submissions for the rally agenda can include but should not be limited to poetry, raps, or songs about discovering oneself through books or book banning more generally. While time may only allow for some scholars to be included in the speaker line-up, allow all scholars to make signs, cheers, or chants to contribute to the march.

### **Site Staff Steps:**

- Decide the scope and scale of the gathering: a children's parade around the neighborhood, a rally in town square or city hall, a march/rally combo in front of the state capital, etc.
- Ensure your steering committee includes a broad cross-section of the community to help plan the event's focus, plan and execute the event, and build turnout.
- Decide on the final message you will share with the press and public. *Consider building using language shared in the potential talking points above and facts from the resources provided in the Appendix or afternoon activity lesson plans (sites to receive lesson plans at national training)*
- Determine what literature or digital materials will be distributed to those who attend event. *Add both your sponsor organization's logo and the CDF Freedom Schools logo to show you are part of a national movement.*
- Work with scholars to create and practice spoken word, raps, songs, skits, art works, and tributes to be performed or displayed on NDSA.

### **Scholar Steps:**

- Create and practice spoken word, raps, songs, skits, art works, and tributes to be performed or displayed on NDSA. Pieces should be practiced at the site in front of a crowd and in front of parents to help develop public speaking skills.
- Design flyers and posters to bring to the rally and march site.
- Participate in media training to learn one or two talking points in case you are interviewed.

## **ACTIVITY #2: ART AS A FORM OF PROTEST**

### **Gallery Walk and Talk**

Have scholars consider what investments are being made to set them up for success in adult life. Then, have scholars think about what skills or programs they need more of to be better set up for adult life (see list of potential local advocacy issues below for ideas). With these two streams of thoughts in mind, scholars should create art pieces from their future self in their chosen career with elements that allude to their schooling journey.

Examples:

- If Ashley loves learning Spanish at school but wants her school to fully fund the library and staff it with a librarian, her painting may include herself as a librarian in a bilingual library in the future. Her caption may be "invest in language and libraries".
- If Marcus is an undocumented student who loves S.T.E.M. learning in school but wants additional free opportunities to engage in learning through out-of-school time programs, his sketch may include himself as a scientist visiting a school on career day. His caption may be "Foster curiosity gained in school by investing in universal free S.T.E.M. OST programming for all children".
- If Amanda loves public speaking but has a behavioral IEP because of her frequent outbursts, her photography may include herself as a community organizer inspiring others. Her caption may be "Invest in my voice. Help my teachers learn to be nice."

- If Jayden is new at your site because he loves *CDF Freedom Schools* but the program at his school was cut due to federal funding bans for culturally relevant programming, his collage may allude to his journey to becoming the first published author or illustrator in his family. His caption may be “Invest in programs that allow me to see what I can be”.

Scholars should name their art pieces and include captions that speak to the **good** in public education, and the investments needed to help it be great for all children.

Scholars may choose their art medium, however, suggested options include painting, spray painting, collage, illustrating, sketching, or photography.

#### **Site Staff Steps:**

- Consider utilizing the afternoon activity lesson plans to explore the topic of public education as a right or a privilege, and the activity about creating photography and collage self-portraits.
- Build time into afternoon activities leading up to NDSA for scholars to create their art pieces.
- Plan event and invite elected officials and families to the gallery walk ahead of time. *Consider hosting gallery walk during time normally slotted for parent workshop.*
- Support scholars as they curate their galleries and art walks.
- Build out program schedule. Consider reserving 30 minutes for the walk through and 30 minutes for an invited school board member, superintendent, school administrator, or elected officials to share their reflections and participate in an open forum to hear scholars positive feedback about their schools and the desired investments called out in their artwork.

#### **Scholar Steps:**

- Create artwork that represents your future-self reflecting on the joy you experienced at school. Think about your favorite teachers, activities, afterschool programs.
- Create art programs to guide guests as they walk through your gallery.
- Stand next to your art and explain its meaning to people who have questions.
- Practice talking about positive things about your school and the activities and programs you want more of in order to reach your goal to be a “insert career” when you grow up.

## **ACTIVITY#3: WRITE AND PUBLISH OP-EDs**

### **Write Op-Eds**

Opinion Editorials (Op Eds) are powerful tools for raising awareness about specific issues. They allow people to frame topics in a way that highlight its urgency, relevance, and impact. These pieces can reach large, diverse audiences including some who may not be familiar with the topic. Op-Eds can shape public opinion because of the way they call on the author to present arguments in a persuasive way supported by evidence and personal stories. They should include a call to action. Often, op-eds are read by policy makers to gauge public sentiment on issues they plan to vote on. They can also place pressure on politicians to act if the writings are backed by facts.

Invite scholars and the community at large to learn about the importance of Op-Eds. Then, have scholars work with community members to write op-eds about a local education advocacy issue that matters to them. Consider having scholars and community members peer review one another's work. Send submissions to local and national newspapers and magazines.

### **Site Staff Steps:**

- Invite parents, volunteers, elected officials, school board members, district superintendents, and others impacted by the education system to join your day of action.
- Support scholars as they identify things they love about school and things they need more of. Encourage them to include testimonials about how both sides impact their experiences at school.
- Ensure language and calls to action in Op-Eds are appropriate since your site name will be attached to the written piece.
- Support scholars in editing and publishing content.
- Support scholars who may struggle with this topic.

### **Scholar Steps:**

- As a full group, create a list of things scholars love about their school. Create a second list of scholars' desires at their school (i.e. librarian, better meals, later start time for those who have long commutes, language, music, arts, access to civic education, additional courses, etc.)
- Look at lists and consider which points you have a personal relationship with or a story to share related to that topic. Allow your positive experiences and your desire for higher levels of investment to inform the content for your Op-Eds.
- Write Op-Ed. Work individually or with a peer or community member.
- Share your piece with the full group in front of school board officials, elected members, etc. as you feel comfortable.



# Potential Local Education Advocacy Topics

*For sites that need support selecting a local education issue that impacts your community, consider the following list.*

1. **Access to Civics Education**
  - Ensuring that all students receive high-quality civics education to prepare them for informed participation in democratic society, including understanding government systems, voting, and civil rights.
2. **Universal Access to Nutritious and Delicious School Meals**
  - Ensuring that every student, regardless of income, has access to healthy, balanced, and appealing meals at school, promoting better health and academic performance.
3. **Equitable Access to Advanced Placement (AP) and College-Ready Courses**
  - Advocating for programs that allow all students, including those from historically marginalized communities, to access AP courses, college prep classes, and enrichment opportunities.
4. **Universal Access to High-Quality Early Childhood Education**
  - Expanding access to high-quality pre-K programs to all children, especially those from low-income families, to provide a strong foundation for later academic success.
5. **Mental Health Support in Schools**
  - Increasing access to mental health professionals in schools, including counselors and psychologists, to support students' emotional and psychological well-being.
6. **Inclusive Education for Students with Disabilities**
  - Advocating for fully inclusive classrooms where students with disabilities receive individualized support, enabling them to learn alongside their peers in a least restrictive environment.
7. **Equity in School Funding**
  - Fighting for equitable school funding to ensure all schools, regardless of their geographic location or socioeconomic status, have the resources they need to succeed.
8. **Access to High-Speed Internet and Technology**
  - Ensuring that all students have access to high-speed internet and up-to-date technology, particularly in rural and underserved communities, to support remote learning and digital literacy.
9. **Teacher Pay and Working Conditions**
  - Advocating for better compensation, professional development, and improved working conditions for teachers to retain high-quality educators and prevent burnout.
10. **Culturally Responsive Curriculum**
  - Ensuring that the curriculum reflects diverse histories, cultures, and perspectives, making learning more relevant and engaging for all students.
11. **School Safety and Anti-Bullying Programs**
  - Fostering a safe and supportive school environment free from bullying, harassment, and violence, with programs that address both physical and psychological safety.

12. **Restorative Justice Practices in Schools**
  - Implementing restorative justice approaches to discipline that focus on healing, accountability, and community-building rather than punitive measures, especially for marginalized students.
13. **Environmental Education and Sustainability Programs**
  - Integrating environmental sustainability into school curricula, promoting awareness of climate change, and providing students with practical knowledge on sustainability.
14. **Access to Arts and Physical Education**
  - Ensuring all students have opportunities to engage in music, arts, and physical education, as these programs foster creativity, critical thinking, and overall well-being.
15. **Support for Homeless and Foster Care Students**
  - Addressing the unique needs of students experiencing homelessness or in foster care, ensuring they have stable access to education, housing support, and additional resources.
16. **Student Voice and Leadership Opportunities**
  - Encouraging student involvement in decision-making processes, including student councils, school committees, and other platforms where they can have a voice in shaping their educational experience.
17. **Environmental Design of Schools (Building for Learning)**
  - Advocating for school facilities that are safe, healthy, and conducive to learning, with natural light, ventilation, and green spaces for students to thrive.
18. **Addressing School Climate and Teacher-Student Relationships**
  - Promoting policies and practices that foster positive relationships between teachers and students, building trust, and promoting a strong sense of community within the school.
19. **Affordable Higher Education and College Access**
  - Advocating for more affordable higher education opportunities, including scholarships, grants, and debt-relief programs for students from low-income and underrepresented communities.
20. **Support for Immigrant and Refugee Students**
  - Creating programs and policies that ensure immigrant and refugee students have access to the support they need to succeed academically, including language services and cultural integration programs.
21. **Parent and Family Engagement in Education**
  - Strengthening the role of parents and families in the educational process through community outreach, parent-teacher organizations, and programs that encourage parental involvement in school activities.
22. **Social-Emotional Learning (SEL) Programs**
  - Implementing SEL programs in schools to help students build emotional intelligence, resilience, empathy, and effective communication skills, which are key to success in both school and life.

23. **Addressing School Discipline Disparities**

- Reducing disparities in disciplinary actions, particularly for students of color, and advocating for alternative discipline practices that emphasize support rather than punishment.

24. **Dual Language Learning for All Students (Starting in Pre-K)**

- Advocating for bilingual education programs that start at an early age, ensuring that all students develop proficiency in two or more languages.





## Extending the National Day of Social Action Beyond July 23

Consider engaging the community in one or more of the following activities to show that scholar's voices were heard:

### **SCHOLARS**

- Join the youth advisory council at your school or out of your mayor's office. If there's no seat, bring your folding chair to the table and let your voice be heard in all the meetings that matter. Advocate for a youth voice being represented in all budget and administrative issues that impact you and your peers' right to a high-quality education.
- Have scholars create 6x6 "Public Education is a Public Good" signs or stickers that can be hung in the windows of neighbors, coffee shops, barbershops and salons, grocery stores, other small businesses, schools, places of worship, public safety locations (i.e. police and fire stations), car windows, etc. The presence of these will show scholars that their voices were heard and will remind the community of their responsibility to act.
- Organize a "pack the halls" event at a school board meeting to show elected pictures, videos, and messages scholars shared on NDSA to demand preventative laws are put in place to protect the freedom to read.
- Organize a spoken word event at a local community gathering space so scholars and others inspired by their actions can share their creative pieces while also raising awareness and money to support organizations dedicated to providing access to culturally relevant books.

## Extending the National Day of Social Action Beyond July 23

Consider engaging the community in one or more of the following activities to show you listened to scholars and will continue to carry the torch:

### **PARENTS & SITE STAFF**

- Host a convening for parents at which you lead other caregivers through the fully scripted workshop entitled, "[National Day of Social Action: The Legacy of Black-Led Movements in Shaping Federal Parent Involvement in Education](#)." Convening can be integrated into existing community meetings or can be the basis to form a new group for parents interested in advocacy and organizing. Use the local advocacy template and power mapping presentation (see resource section below) to formalize a plan to pursue change in the area your scholars and community rallied around this summer or pick a new topic to mobilize and organize in support of.
- Run for school board or encourage and support someone you know to run! Walk them through the School Board Partners website (<https://schoolboardpartners.org/>) and get them signed up for resources, coaching, and support to ensure they are ready to run (or be appointed) in the next school board election or appointment window.



- Join the Parent-Teacher Organization (PTO) or Parent-Teacher Association (PTA) at your school. Have them advocate for scholars and their peers' needs and wants. Consider advocating for a student group that works in tandem with the PTO or PTA.
- Lead the charge. Organize your community to take part in CDF's National Education Campaign. More details to come in Summer 2025.

## Other Resources to Support Your Local NDSA Efforts

This year, the *CDF Freedom Schools* national office will be providing the following resources to you all to support your efforts. Before editing any hyperlinks, **download your own copy** to avoid messing up the template. Resources include:

- **Official 2025 NDSA Toolkit** – to be used to help plan your 2025 NDSA actions. *Uploaded with Cvent NDSA offerings for March Orientation and Training.*
- **Official 2025 NDSA Graphics** – To be used to help you market the collective nature of the 2025 NDSA actions. *Uploaded with Cvent NDSA offerings for March Orientation and Training.*
- **Official 2025 Samplers** – [Templates to be used to invite community leaders](#), [NDSA rally agenda](#), [craft press releases](#), and more. *Hyperlinked here and uploaded with Cvent NDSA offerings for March Orientation and Training.*
- **NDSA Afternoon Activity Lesson Plans** – Meant to help you develop your scholar's understanding of the topic in order to engage more intentionally with the day of action. *Uploaded with Cvent offerings around the time of national training.*  
[bit.ly/2025NDSAlessonplans](http://bit.ly/2025NDSAlessonplans)
- **[Setting Local Advocacy Goals Template](#)** – Can be used to help identify local education goals and map the appropriate people to talk to in order to make change in that area.
- **[Power Mapping](#)** – Can be used to define power and help tie your local advocacy goal to the people and organizations you can work with to achieve your desired level of change.
- **[The Role of the Federal Government in Education \(CSPAN\)](#)** – Lesson plan exposing scholars to educational policies over the past 30 years in order to identify the intended and unintended outcomes of these policies. It includes an educational policy handout that you can make a copy of to edit as needed and to share with others.
- **[Classroom Guide for Separate is Not Equal: Brown v. Board of Education](#)** – 4<sup>th</sup>-12<sup>th</sup> Grade overview, explanations, and lesson plans detailing Brown V. Board of Education. Published by National Museum of American History.
- **[Lights, Camera, Action Lesson Plan: Brown V. Board of Education](#)** – 3<sup>rd</sup>-5<sup>th</sup> grade lesson plan published by National Parks Service to help scholars understand relationships of individuals involved in Brown and how they all relate to one another. Utilizes scripts and acting opportunities to help explain the events.
- **[Brown v. Board of Education and the Story of Prince Edward County Schools](#)** – Middle and high school lesson plan walking scholars through the transition of the 1896 *Plessy V. Ferguson* history through *Brown V. Board of Education*. Discusses human rights, includes timelines, cites articles, and more. Published by PBS NewsHour.

- [\*\*That's A School Board Thing \(XQ Super School\)\*\*](#) – Four-part learning series meant to demystify the work of school board so high schoolers (and up) can get involved, run, and serve for change.
- [\*\*You Run Your School Board by CDF-TX\*\*](#) – Overview of school boards, what they do, who they are beholden to, and more.
- [\*\*Children's Defense Fund 2023 State of America's Children Report: Education Chapter\*\*](#) – Report with educational statistics to be used for context, back up opinions, and for posters.
- [\*\*Miles to Go: The State of Education for Black Students in America by Southern Education Foundation\*\*](#) – Resource stating outcomes and opportunity gaps for children. Broken out by K-12; postsecondary education and employment; and outcomes and opportunity in early care and education.
- [\*\*A Partial Timeline of Education Oppression in the United States by The Equity Collaborative\*\*](#) – Overview of education policy in the United States.
- [\*\*U.S. Public Education Spending Statistics\*\*](#) – Overview of federal and state public K-12 school, and postsecondary, spending per student.

**Please scan the QR code to access  
the NDSA resource folder.**



**bit.ly/2025NDSA**

# Social Media Engagement

No matter which activity you choose, please make NDSA trend by using the following hashtags:

**#publiceducationisapublicgood**

**#nationaldayofsocialaction**

**#cdfreedomschools**

Tag the Children's Defense Fund's social media accounts for a chance to be reposted.

**Instagram- @childdefender1973**

**Twitter-@ChildDefender**

**TikTok-@childrensdefensefund**

**Bluesky-@CDF1973.bsky.social**



## Get in Touch

For more information on CDF's policy issue areas and their involvement with the CDF Freedom Schools program, please visit the following websites to learn, support, or get involved:

CDF's National Office: <https://www.childrensdefense.org/policy/policy-priorities/>

CDF California: <https://cdfca.org/>

CDF Minnesota: <https://cdf-mn.org/>

CDF New York: <https://cdfny.org/>

CDF Ohio: <https://cdfohio.org/>

CDF Southern Regional Office: <https://cdf-sro.org/>

CDF Texas: <https://cdftexas.org/>

