

Session: campaigning – where to start

In this introductory session, students will have the opportunity to get to know each other and their trainers. They will identify problems and solutions to those problems.

Objectives

They will:

- have formed a vision statement which they will be supported to campaign on throughout the rest of the training sessions.

Session timing

This session should last for 60 minutes.

Audience and numbers

The audience for this session is students that would like to gain skills in campaigning. This session has been designed for 15-20 people.

Learners previous knowledge of subject

This can be quite varied, so ensure you allow space for delegates that do have a higher level of knowledge to share their learning during discussions.

Learning outcomes

- Gain a basic understanding of what campaigning is.
- Learn how to identify problems and solutions to create effective campaigns.

What you will need

- Room set-up cabaret style with tables
- Flipchart paper
- Pens
- Post-it notes

Timings	What you need	Tutor activity	Delegate activity	Learning outcome
10 minutes	PowerPoint presentation	<p>Welcome students to the training programme and give them an overview of the sessions available (you may want to amend this if you choose to add or remove any sessions).</p> <p>Run a 'Five Facts' game to help the group get to know each other</p> <p>Activity: <i>Students each introduce themselves by name, sharing the following five facts:</i> <i>Year and course of study</i> <i>The first thing they got involved in the students' union (it might be this!)</i> <i>One thing they love about being a student</i> <i>What they did at the weekend</i> <i>One song that sums you up</i></p> <p><i>Once each student has introduced themselves, go round the group once again asking each of them to remember one fact about another member of the group.</i></p> <p><i>This exercise will help give you an idea of which students already know each other and how much involvement they have previously had with the union. This will help you gear the rest of the session to their existing level of understanding.</i></p>	<p>Listen</p> <p>Introduce themselves</p>	<p>Relax delegates into the environment and provide them with an opportunity to meet each other.</p>

10 minutes	PowerPoint presentation Flipchart Marker pens	<p>Slide three: Talk through session objectives</p> <p>Slide four: What is a campaign? Activity <i>Ask students to talk in pairs about what they think a campaign is. They can think about campaigns they have seen that have been successful.</i></p> <p><i>After about five minutes, ask the pairs to feedback some of the things they discussed and make a note of key words on flipchart. Pick out words like 'change', 'aim', 'working towards a goal', bringing people together'.</i></p> <p>Slide five: Share the NCVO (National Council for Voluntary Organisations) definition of 'campaign'. Explain that this basically means bringing people together to carry out actions which will achieve a desired goal.</p> <p>The purpose of campaigning is to create change.</p> <p><i>Activity: Turning problems into solutions</i></p>	Listen Discuss in pairs and then feedback their findings	Understand what a campaign is.
10 minutes	Post it notes	<p><i>Individually, ask students to write down as many problems they can think of that they'd like to change, writing down one problem per post it note. These can be problems linked to student live or wider society. Encourage them to write down what is currently, not how it should be fixed. Give them five minutes to do this on their own.</i></p> <p><i>Collect post it notes and put them up on the wall. Group similar issues together. Facilitate discussion around shared issues. Group students in 3s or 4s according to shared issues for the next activity.</i></p>	Write down problems on post it notes. Discuss similar issues.	Work out how they can turn problems into solutions.

20 minutes	Flipchart paper Pens	<p>Slide five: Problem trees</p> <p>Slide six: Give each group a piece of flipchart and ask them to construct a problem tree in the following order;</p> <ol style="list-style-type: none"> 1. Write the problem across the trunk of the tree (choosing one from the post it notes) 2. Identify the roots of that problem. Why is this problem happening? Encourage them to think of 5-10 roots. 3. On the branches, identify the consequences of this problem. What are the negative impacts both for those directly affected but also for other groups of people. <p>Slide seven: Using a different colour of pen, get the groups to convert their problem tree into a solution tree in the following order;</p> <ol style="list-style-type: none"> 1. Write their vision across the trunk. This should be the opposite of their initial problem. Eg 'No feedback on exams' would become 'Feedback on exam coursework'. Don't worry, at this stage, about the visions being too precise. Vague is fine for now. 2. Suggest solutions to each of the roots of the problem. What would need to change to solve this root? (Some will be much easier to fix than the others). <p>On the branches, identify the positive impacts of solving this problem. Again, look at the positive impacts both for those directly affected but also for other groups of people.</p>	Listen Draw a problem tree and take part in the exercise. Think about how they can turn their problems into solutions.	Learn how to identify problems. Learning about how to create proactive solutions to the problems they face.
10 minutes		<p>Ask each group to feedback and share their vision. This vision will form the basis of their campaign planning over the next few sessions.</p> <p><i>[SIDEBOX] We'd love to see the problem trees your students create so please take photos and share them via the #skillsforchange hashtag</i></p> <p>Slide nine: Recap learning objectives from the session. Thank students for coming and let them know details of the next session.</p>	Feedback Tweet pictures of their problem and solution trees.	Reflect on their learning.