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| Skills for change | Tutor notes |
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| Session: mobilising support In this session, students will build upon their vision statement from the last session to create a measurable campaign aim. They will explore the steps in planning a campaign and begin to plan their campaign using these steps. |
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### Objectives

They will:

* Identify people who will form your campaign team
* Plan how to meaningfully involve your campaigners

### 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

* Understand the importance of involving other people in your campaigns
* Practise communicating to people to overcome ‘apathy’

### What you will need

* Room set-up cabaret style with tables
* Pens
* Campaign Team Matrix worksheet

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| Timings | What you need | Tutor activity | Delegate activity | Learning outcome |
| 15 minutes | PowerPoint presentation | **Slide 1:**  Welcome students back.  Introduce learning objectives for the session.  **Slide 2:**  Ask students to discuss in groups of 3 why it’s important to involve other people in their campaign. Give five minutes for discussion then ask each group to feedback one of the reasons they came up with.  **Slide 3:**  Talk through the reasons listed on the slide. | Listen  Take part in group discussion and give feedback. | Learn about why it’s important to involve other people in campaigns. |
| 25 minutes | PowerPoint presentation | **Slide 4:**  *‘Now we’re going to look at some key principles building a campaign team and use a tool for identifying who will be in your team and how they can best support the campaign.’*  *Talk through principles on slide.*  ***Slide 5:***  *Introduce the Campaign Team Matrix. ‘The Campaign Team Matrix is a tool you can use to make sure you build a campaign team using the principles I just outlined’.*  *Read out example scenario.*  ***Slide 6:***  *Talk through example of Campaign Team Matrix, first reading down the left hand column of identified campaigners then reading across the top row.* | Listen  Use the campaign team matrix | Learn how to use the campaign team matrix |

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| Timings | What you need | Tutor activity | Delegate activity | Learning outcome |
|  |  | **Cont.**  *Give students a Campaign Team Matrix worksheet and get them to start working through it for their own campaign. They can use the campaign aim they generated in groups in the last session or work on a new one if they find that more useful. Encourage them to thing about different groups of students to involve as well as other groups of people outside of the student body.*  *After about 15 minutes, ask some groups to feedback one of the rows from their matrix. ‘We’ve not had much time to use this tool today but take it away and use it more to map how you’ll build your campaign team.’*  [SIDE BOX] What groups of people are your students involving in their campaign? Get them to tweet their list on the #skillsforchange hashtag. | Fill in the campaign team matrix  Provide feedback |  |
| 15 minutes | PowerPoint presentation | **Slide 7:**  ‘Sometimes students have a reputation for being ‘apathetic’ but we all know that isn’t really true. Everybody cares about something – it’s just a case of finding out what they care about and communicating your campaign to them in a way that makes them feel affected by it.’  Talk through Anger > Hope > Action as a model of engaging people with a campaign. | Listen | Learn about anger > hope > action |

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| Timings | What you need | Tutor activity | Delegate activity | Learning outcome |
|  |  | **Cont.**  Anger > Make someone angry about the issue. Explain to them why it is unfair or unjust. Some students may feel like ‘anger’ is a negative way of doing this but explain that campaigning always takes place in response to the feeling of something being unjust and that anger is the emotion that makes this happen.  Hope > Don’t just leave someone angry about the issue. Give them hope that it can change. Identify why there is hope at this particular moment? Why is it the right time for this campaign? Is there a real chance of success?  Action > The most important part of the conversation is asking someone to take an action and sometimes this can be the easiest bit to forget. Always have a clear action you’d like people to take and ask them to commit to it.  *Activity*  *Anger > Hope > Action speed dating*  *Give students 5 minutes on their own to write make some notes under the headings of ‘anger’, ‘hope’ and ‘action’ related to their campaign then run a speed dating exercise.*  *Students get into pairs, one of them playing themselves and the other taking the role of another student. The person playing themselves has 1 minute to talk to the ‘student’ using Anger > Hope > Action to get them on board with their campaign.*  *After a minute, get everyone to swap and find a new partner. Run the exercise 5 or 6 times, making sure everyone has a chance to be on both sides.*  *Afterwards, ask for feedback on how students found the activity. Ask them to share how it felt to talk about the campaign and what they learned. Ask how it felt to be the ‘student’ and which conversations they responded best to.* | Take part in activity |  |
| 15 minutes | PowerPoint presentation | **Slide 7:**  ‘Sometimes students have a reputation for being ‘apathetic’ but we all know that isn’t really true. Everybody cares about something – it’s just a case of finding out what they care about and communicating your campaign to them in a way that makes them feel affected by it.’  Talk through Anger > Hope > Action as a model of engaging people with a campaign. | Listen | Learn about anger > hope > action |

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|  |  | **Cont.**  *After a minute, get everyone to swap and find a new partner. Run the exercise 5 or 6 times, making sure everyone has a chance to be on both sides.*  *Afterwards, ask for feedback on how students found the activity. Ask them to share how it felt to talk about the campaign and what they learned. Ask how it felt to be the ‘student’ and which conversations they responded best to.*  *After a minute, get everyone to swap and find a new partner. Run the exercise 5 or 6 times, making sure everyone has a chance to be on both sides.*  *Afterwards, ask for feedback on how students found the activity. Ask them to share how it felt to talk about the campaign and what they learned. Ask how it felt to be the ‘student’ and which conversations they responded best to.* | Continue with exercise |  |
| 5 minutes | PowerPoint presentation | **Slide 8:**  Recap learning objectives and thank students for attending. | Lisa | Review what they have learned |