

CAMPAIGN IMPLEMENTATION WORKSHEET

Based on the work of Dr. Scott Myers-Lipton · teachingsocialaction.org

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CAMPAIGN NAME

What is your campaign called?

COURSE / CLASS	
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INSTRUCTOR	SEMESTER / YEAR
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TEAM MEMBERS (name)

Member 1:
Member 2:
Member 3:
Member 4:
Member 5:
Member 6:

Member 7:

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ISSUE DEVELOPMENT

Issue Identification, choose 1-3 demands & target, interviews, & official student org

Issue Development is where your team selects a social problem to address that the group feels strongly about. An issue is a solution to the social problem, which is composed of 1-3 demands (i.e., a concrete, measurable policy change) that requires a yes or no answer. The demand is specific, stated in a single sentence, with there being a clear right and wrong side. If there is a cost, the amount in dollars should be included at the end of the demand.

1. CHOOSE 1–3 DEMANDS

Follow this format: Name of student group demands that ...(a specific, concrete, measurable policy change stated in a single sentence), which will cost ?? amount of dollars.

2. NAME THE TARGET

Who is the lowest ranking person who can meet your demand(s). State their name and title.

3 NAME YOUR STUDENT GROUP

What is the name of your student campaign?

4. INTERVIEW 1 STAKEHOLDER & 2 STUDENTS ABOUT DEMANDS AND TARGET

Identify who you will interview, then record key findings from each conversation about their thoughts on the demands. The professor may help you find a stakeholder to interview.

COMMUNITY STAKEHOLDER	STUDENT 1	STUDENT 2

5. FILL OUT THE FORM TO BECOME AN OFFICIAL STUDENT ORGANIZATION

Has the student organization application been submitted?

- Yes — Submitted No — Not Yet In Progress

Due Date: _____

2	GROUP DYNAMICS, PART 1 <i>Core Values, Roles, Decision-Making, Meetings, & Conflict Resolution</i>
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1. NAME YOUR GROUP'S VALUES

After talking with your group, write down what core values will your group operate by. You may decide to create a Group Agreement or Contract. Some ideas to consider:

- *Democracy*: All voices are valued; decisions are made collectively.
- *Respect*: We honor diverse perspectives and experiences.
- *Accountability*: We follow through on commitments and hold each other responsible.
- *Equity*: We strive to challenge systems of oppression and promote justice.
- *Empowerment*: We support each other's growth as leaders and change agents.

2. DISCUSS ROLES & RESPONSIBILITIES

At each meeting, it is recommended that various members take on the below roles, and they should be rotated each meeting. Who will take on which role in the first few meetings?

- *Facilitator*: Creates agenda, guides meetings and ensures inclusive participation.
- *Note-Taker*: Documents decisions, action steps, and reflections.
- *Vibes-Watcher*: Provides feedback about the vibe (e.g., angry, frustrated, etc.) to group.

5. DECIDE ON MEETING SCHEDULE

Your group will be given time in class to meet. However, you may need to meet outside of class, and perhaps by Zoom. How often and where will you meet? Also, you may want to meet with the student you recruit, so discuss when these meetings might occur.

3

CHANGE THEORY

Connect your campaign to theories of social change

Theory helps you to think about how and why social change happens. Answer the below questions that will connect your campaign to relevant theories

1. DO YOU THINK CHANGE IS POSSIBLE?

2. WHAT THEORY EXPLAINS YOUR CAMPAIGN?

Draw on theories from your field (e.g., sociology, social work, education, public health, etc.) to explain the root causes of the issue your campaign addresses.

If your class is using CHANGE! A Student Guide to Social Action, answer the below questions:

3. HOW DO MATERIALIST & IDEATIONALIST THEORIES EXPLAIN YOUR PROBLEM?

Materialist theories focus on economic and structural conditions; ideationalist theories focus on ideas, culture, and beliefs. How does each apply to your issue?

4. WHAT PARTS OF THE WOMEN-CENTERED THEORY OF CHANGE AND ALINSKY MODEL OF CHANGE WILL YOU USE IN YOUR GROUP?

5. HOW DOES EDUCATION THEORY EXPLAIN HOW YOU HAVE BEEN “SCHOOLED”, AS WELL AS HOW SOCIAL ACTION FITS INTO THESE ED THEORIES?

Reflect on how your own education has shaped your understanding of social problems, and how social action learning differs from or builds on traditional schooling.

BUILDING POWER WORKSHEET*Recruit students and allies to support demands*

Power comes from organized people. Complete each of the following tasks to grow your base, increase visibility, and recruit new members to your campaign.

1. CREATE ORGANIZATIONAL RAP

Write out your group's "org rap" – a 1-2 minute, energetic pitch that explains your campaign.

2. CLASSROOM PRESENTATION SCHEDULE

List the classes, dates, times, and team member responsible for each org rap presentation.

3. FLIERS

Created In Progress. No — Not Yet

Please attach

4. LIST OF BUILDINGS TO HANG FLIERS

List each building where fliers will be posted.

5. SIGNS FOR TABLING: *Attach photo*

Created. In Progress No — Not Yet

4

BUILDING POWER WORKSHEET

Recruit students and allies to support demands

6. TABLING SCHEDULE

List dates, times, and locations for tabling

7. SIGNUP SHEET

Created. In Progress No — Not Yet *Please attach signup sheet*

8. INSTAGRAM PROFILE LINK

Paste your campaign's Instagram handle or URL here.

9. REACH OUT TO STUDENT AND COMMUNITY GROUPS

List the groups contacted, person reached, date of outreach, and response about supporting group demands.

10. MEETING DATE WITH NEW RECRUITS

When and where will you hold your first meeting with newly recruited members?

11. RECRUITMENT COORDINATOR

Name team member chosen to oversee recruitment and to ensure that it was always brought up at meetings.

Due Date: _____

5

RESEARCH

Ground your campaign in evidence and data

Campaigns are built on solid research. Divide the research tasks below among your team members and identify a Research Coordinator to keep the work on track.

DECIDE WHO WILL DO EACH OF THE FOLLOWING:

1. HISTORICAL OVERVIEW

Who will research the history of this issue — past campaigns, policies, and context?

2. POWER MAP

Who will map the key stakeholders, both supporters and opponents?

3. TARGET ANALYSIS

Who will research the target decision-maker — their background, record, pressures, and interests?

4. RESEARCH COORDINATOR

Name the team member chosen to coordinate all research tasks and keep the team on track.

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5. HOW WILL YOUR RESEARCH HELP YOU WIN YOUR CAMPAIGN?

Explain how the research you have gathered strengthens your demands, builds credibility, and supports your strategy for winning.

Campaigns are built on strong teams. Below are reflection questions, as well as practices your group might want to implement.

1. DEVELOP CULTURE OF ACCOUNTABILITY

Is your group holding each other accountable with care and respect?

Yes No

Notes:

2. COMMUNICATION STRENGTHS

What is working well in how your team communicates & collaborates? What needs to be improved?

3. CHALLENGES & CONFLICTS

Describe tensions, disagreements, or challenges your team has faced. How've you addressed them?

4. EQUITY & INCLUSION WITHIN THE TEAM

Are all voices being heard? Are power dynamics within team being acknowledged and addressed?

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GROUP DYNAMICS, PART 2

Develop culture of accountability; rotate facilitator, vibes watcher, & notetaker

5. ROTATE THE FACILITATOR EACH MEETING

Rotating facilitation ensures shared leadership and keeps meetings fresh.

Yes No

Notes:

6. HAVE A VIBES WATCHER

Choosing a vibes watcher to monitor the group's energy and emotional tone during meetings.

Yes No

Notes:

7. ASSIGN A NOTETAKER

Choosing a dedicated notetaker to capture decisions, action items, and key discussion points.

Yes No

Notes:

8. USE VOTING OR CONSENSUS — OR BOTH — TO MAKE DECISIONS

Choosing when your group will vote and when your group will seek full consensus.

Yes No

Notes:

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9. SPEAK IN “I” STATEMENTS

Using “I” statements keeps communication personal, honest, and non-blaming.

- Yes No

Notes:

7 STRATEGY AND TACTICS
REFLECTIVE · Plan and reflect on the choices you make to apply pressure

Strategy is your overall plan for winning. Tactics are the specific actions you take to execute that plan. Select which strategies and tactics your campaign will use.

1. HOW DOES YOUR RESEARCH HELP YOUR GROUP DECIDE ABOUT WHAT IS THE BEST STRATEGY AND TACTICS TO CHOOSE?

Explain how the research you conducted informs or shapes your choice of strategy and tactics.

2. HOW DOES THEORY HELP YOUR GROUP TO DECIDE WHAT IS THE BEST STRATEGY AND TACTICS TO CHOOSE?

Reflect on how the theories your group studied might guide your strategic and tactical decisions.

3. WHICH OF THE 6 STRATEGIES WILL YOU USE? (check all that apply)

<input type="checkbox"/> 1. Legislation	<input type="checkbox"/> 2. Policy	<input type="checkbox"/> 3. Alliance Building
<input type="checkbox"/> 4. Media & Public Education	<input type="checkbox"/> 5. Disruption	<input type="checkbox"/> 6. Target Meetings

NOTES ON CHOSEN STRATEGIES

4. WHICH OF THE 11+ TACTICS WILL YOU USE? (check all that apply)

<input type="checkbox"/> 1. Rallying	<input type="checkbox"/> 2. Marching	<input type="checkbox"/> 3. Picketing
<input type="checkbox"/> 4. Street Theater	<input type="checkbox"/> 5. Public Hearings	<input type="checkbox"/> 6. Accountability Session
<input type="checkbox"/> 7. Occupying Space	<input type="checkbox"/> 8. Direct Negotiation	<input type="checkbox"/> 9. Lobby Day
<input type="checkbox"/> 10. Walk Out	<input type="checkbox"/> 11. A Day in the Life of	<input type="checkbox"/> Other: _____

NOTES ON CHOSEN TACTICS

8	<p>CAMPAIGN KICKOFF <i>Launch your campaign publicly with a campaign action</i></p>
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The Campaign Kickoff is the group’s first campaign action. Complete each task below to plan, prepare, and launch your campaign.

1. CHOOSE A CAMPAIGN ACTION

Which action will your team do for the campaign kickoff? (e.g., rally, march, press conference, lobby day, street theater, occupy, target meeting)

2. WHAT WILL HAPPEN AT THE KICKOFF EVENT?

Plan out everything — speakers, activities, sequence of events, materials needed, roles.

4. DEVELOP 2–3 CAMPAIGN MESSAGES

Write out 2–3 clear, compelling messages that represent your campaign's core ask and values.

Four horizontal lines for writing messages.

5. CHOOSE A MEDIA RELATIONS COORDINATOR

Name the team member chosen to handle all media outreach and communications.

Horizontal line for writing the name.

6a. WRITE A PRESS RELEASE

Summarize press release: catchy title, where event will take place, demand, what will happen, quote, contact info. Attach full version.

Seven horizontal lines for writing the press release summary.

8 CAMPAIGN KICKOFF
Launch your campaign publicly with a campaign action

6b. MEDIA RELATIONS COORDINATOR SENDS PRESS RELEASE TO PROFESSOR

Record the date sent and any feedback received from the professor.

Five horizontal lines for recording date and feedback.

6c. AFTER PROFESSOR APPROVES — SEND PRESS RELEASE TO ASSIGNMENT DESKS

List assignment desk emails and phone numbers, date sent, and any responses received.

Three horizontal lines for listing contact information and responses.

7a. RECRUIT: “SAVE THE DATE” IN CLASSROOMS & CLASSROOM VISITS

What buildings and rooms will you put up a “Save the Date” for your campaign action on dry erase boards in classrooms? What date will you do it on, what will be your short message, and who will do it?

7b. RECRUIT: COMMITMENT CARDS (can be both paper and QR code)

- Created. In Progress No — Not Yet

What are supporters committing to? Group goal of signed commitment cards? Who will contact the students who signed the commitment cards to come to the campaign action?

Due Date: _____

9 CAMPAIGN PLANNING & IMPLEMENTATION
Document and reflect on the development and implementations of your campaign

Complete each of the following tasks to plan, coordinate, and launch your campaign. This section ensures your team is organized, prepared, and ready to take public action.

1. DEVELOP A CAMPAIGN TIME LINE

Plan a series of Campaign Actions over the next 6 months to 1 year, realizing it might be another student group in a future class who will win the campaign.

3. THREE POSSIBILITIES: WIN, LOSE, OR CAMPAIGN CONTINUES

What do these three possibilities mean for your group?

3. FUNDRAISING

If the group decides you need to fundraise, explore what types of fundraising your group might do.

Campaign Evaluation asks your team to reflect honestly on every phase of the campaign — what you did, how well it worked, and what advice you would pass on to the next group.

1. ISSUE DEVELOPMENT

What did you learn from choosing your issue, forming demands, and identifying a target? Any advice for future groups?

2. GROUP DYNAMICS

What did you learn from trying to build a healthy and well-functioning group? Advice for future groups?

3. CHANGE THEORY

What did you learn about theory by being in a social action course? Advice for future groups?

4. BUILDING POWER

How successful was your group in recruiting new students and building allies? Reflect on what worked and what fell short in your outreach.

5. RESEARCH

What type of research did your group do? What were the key insights from the research? Advice for future groups?

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CAMPAIGN EVALUATION

Assess outcomes, lessons learned & your own growth

6. CAMPAIGN ACTIVITIES

What was your most effective campaign activity? Advice for future groups?

7. CAMPAIGN ACTIVITIES

Did you get to a campaign activity? If yes, what was your biggest learning experience from doing it? If not, why stopped your group from getting to a campaign action? Advice for future groups?

8. LESSONS LEARNED

If your group won or lost the campaign, what were the major lessons you learned?

9. NAME 3 RECOMMENDATIONS FOR NEXT GROUP (if campaign is still ongoing)

This form is based on the ten-part Social Action Model developed by Dr. Scott Myers-Lipton at San José State University, as presented in CHANGE! A Student Guide to Social Action and teachingsocialaction.org. All campaigns must be non-violent in word and deed and aligned with the UN Declaration of Human Rights.