

# Share Your Social Action Story

Teaching Social Action | [teachingsocialaction.org](http://teachingsocialaction.org)

1. Pick your questions | 2. Record 30 seconds each | 3. Send to [smlipton@gmail.com](mailto:smlipton@gmail.com)

**Your words could inspire the next generation of students!** So grab your phone, hit record, and make your voice heard! If your short video is selected, it will be included in the new virtual *Students Teaching Students Companion Guide* — available this summer at [www.TeachingSocialAction.org](http://www.TeachingSocialAction.org). In your 30-second video, say your first name and campaign name.

## 1 | ISSUE DEVELOPMENT

a	What was the “issue identification” process in your class? How did you break into groups and choose your issue? What was that process like — fun? Challenging?
b	How did you and your group choose your 1–3 demands? Was it easy?
c	How did you and your group choose your target? What did you learn from this?
d	What group name did you choose? How did this group naming process go? Was it fun? Hard?
e	How did your community stakeholder and student interviews go? Who did you interview? How were they selected? What did you learn about your campaign?
f	What was the process like of becoming an official student org on your campus?

## 2 | GROUP DYNAMICS

a	What core values did your group operate by? Did you create a Group Agreement or Contract? If so, did it help your group dynamics? Did your group develop a culture of accountability?
b	Did your group rotate facilitators, have a vibes watcher, or assign a notetaker? How did any of these roles shape your meetings?
c	How did your team make decisions? Voting? Consensus? Were you successful at reaching good decisions?
d	What tensions, disagreements, or challenges did your team face? How did you work through the conflicts?
e	Did your group meet outside of class? How often? Where? By Zoom? Did you meet with the students you recruited? Were these meetings productive?

f Were all voices heard in your group? How did your group make that happen? When all voices were not heard, did your group address it? How did that go?

### 3 | CHANGE THEORY

a Do you believe change is possible? Do you think you can be a part of change?

b How did theory help to understand your campaign, and move it forward? Which theoretical perspectives did you use in your campaign?

### 4 | BUILDING POWER

a What was your group's process of creating an organizational rap?

b Did you use your organizational rap for classroom presentations or tabling? How did it go?

c Did you create a flier? Where did you put it up? Did the flier help to get the word out about your campaign?

d How was your tabling? Did you have signs for your table? How was it to engage students? Was tabling effective at building power? Did you have a schedule?

e How did you use a sign-up to recruit or spread the word? Was it helpful?

f Did your group create a social media account? What types of things did you post? Was it effective was it?

g Did your group build allies with other student or community organizations? Which groups? How did that go?

h Did you recruit new students to the campaign? If so, how many? What were the successes and challenges of your recruitment?

i Did your group name a recruitment leader? Did this help your group?

### 5 | RESEARCH

a What research did your group do — historical overview, power map, target analysis, or other?

b How did your group's research help move your campaign forward?

## 6 | STRATEGY & TACTICS

- a Which strategies and tactics did your group choose? Why did you choose them? Were your choices informed by your research? by your theoretical analysis?

## 7 | CAMPAIGN KICKOFF / ACTION

- A What was your group's campaign kickoff/action? What did you do, where did you do it, and how did it go? Successes and challenges?
- b How did the planning process go for your campaign launch? Easy or hard? What were the challenges? How did you overcome them?
- c What did you learn from writing a press release? What was the process like to send it to the assignment desks? Was your press release successful at getting the media to your campaign action?
- d How did the recruitment go for your campaign action (e.g., commitment cards, posting on dry-erase boards, class visits)? Was it successful?
- e Did your group do a second campaign action? What was it? How did it go?

## 8 | CAMPAIGN PLAN

- a In your campaign timeline, what were the series of actions your group planned to get the decision-maker to say "yes" to your demands.
- b If your group won or lost its demands, what was that like? What did you learn?
- c Did your group do any fundraising, and if so, how did that go?
- b If at the end of the semester, you were still in the middle of the campaign, what key lessons did you pass on to the next group who might pick up your campaign? What was it like to plan for a future beyond the class, which you may not take part in?

## 9 | CAMPAIGN EVALUATION

- a Earlier you were asked if you believe change was possible, and that you can be a part of change. How do you feel about change now? Did your view shift?
- b From your campaign evaluation, what were the three biggest lessons you learned about change?

c

What was it like to do a campaign evaluation at the end of the semester, rather than studying for a final or writing an essay.

## Ready to share your story?

Pick as many questions as you want, hit record, & send your 30-second clip to:

[smlipton@gmail.com](mailto:smlipton@gmail.com)