

# Step by Step Guide

## Running a Campaign

“Each time a man stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, he sends forth a tiny ripple of hope, and crossing each other from a million different centers of energy and daring, those ripples build a current which can sweep down the mightiest walls of oppression and resistance.”

*Robert Kennedy, Day of Affirmation Address, University of Capetown, South Africa, June 6, 1966*

Throughout history, groups of ordinary people have done extraordinary things, for what they believe in. From the fight against slavery in Europe and the United States in the 1800s and the struggle for votes for women in the UK and elsewhere in the early 1900s, to the worldwide Make Poverty History campaign in 2005.

A campaign is a series of actions designed to bring about a particular result. Through these actions, you can build the number of people who support your campaign, increase momentum, and, if necessary, build pressure on the people you're trying to persuade.

We've listed some tried and tested campaigning actions in Step 1, but it's up to you which actions you choose and how you run your campaign. Your campaign might be solemn, serious and respectful, or bold, loud and colourful. Humour or a tongue-in-cheek style are also ways to get your point across – it all depends on what your group is comfortable with, what your issue is and who your audience is.

When it comes to deciding what you will be campaigning for, you don't need to know everything about your chosen issue – you just need to identify a clear problem or area of need and suggest some possible solutions. But above all, if you are going to inspire and convince others, you need to be passionate about your issue. The way you run your campaign is as important as achieving your aim – we don't support aggressive or intimidating campaigning – so think about how you can “be the change you want to see in the world” (Mahatma Gandhi) and have fun!

# Committee

## Key Functions

Plan the Project  
Make Decisions  
Evaluate the Process

Take Action  
Record Progress  
Share Achievements with Others

Before you get stuck in, there are a few things you need to get sorted. The committee meetings are where all the important things will be discussed so it's essential that the meetings are productive. To help conversation and discussion flow, you need to agree on a set of ground rules. Examples are "We will not interrupt a person who is speaking" and "All key decisions will be decided on by a vote". You should brainstorm rules, write them up and vote on them. Make sure the list of rules are on display during every committee meeting.

You will need to appoint someone to be the **chair** of the committee. This person will be in charge of leading committee meetings and setting the agendas and dates of future meetings. You also need a **secretary** who can take notes of the meetings. This is to ensure that agreed actions and decisions are recorded. You might also want to let someone be responsible for the project box, making sure all the components stay safe and that the box is brought to each meeting.

## Staying in Touch

You will have regular committee meetings during the project, but a lot of activities will take place outside the meetings. It is important that you agree on a way for the committee to stay in touch. This way you can update each other about what you are doing and notify the group if you are running behind schedule.

## Look Ahead

You are about to embark on the step by step guide. Before you get started with Step 1, set aside some time to have a look at the different steps. This will help you get an impression of what you will be doing at each stage of the project. It is particularly important to look ahead before you put together your work plan. You should also think about the different ways you can involve the rest of the school in the various stages of your project.

Anti-Vandalism  
Community Relations  
Anti Bullying  
Environment  
Poverty  
The Elderly  
Social Enterprise  
After School Clubs  
Human Rights  
Conflict  
Knife Crime  
Animal Rights  
Disability Awareness

Your group has established a committee and agreed on some ground rules. Put these rules to the test right away to decide what you will be doing.

### Purpose of This Step:

1. Agree the theme/issue the project will focus on
2. Decide on the main aim of the project
3. Break down the aim into activities

You can decide on the theme, aim and activities in many different ways – you might for example have a vote. The important thing is that the committee makes a decision as a whole.

### Theme

What topic or issue will you focus on? The following questions will help you to decide:

- What is important to you?
- What do you want to change?

Your theme can be really broad, such as the environment or a charity you all believe in, or it could be more specific to your community or something in your school you feel strongly about.

Try to choose a theme that is simple to address and that the group are enthusiastic about. It is very important that you have fun when doing this project. It makes everything easier and will help keep you motivated.

## Aim

Once you have decided on a general theme you need to decide on the aim of the campaign. To do this you need to think about what you want your campaign to achieve.

A campaign can be used to achieve all sorts of different aims. Think about it broadly first and consider what the purpose of your campaign will be. Perhaps you want to:

- Raise awareness
- Challenge people's views – educate people more deeply about an issue (especially if it's complicated or controversial)
- Change something – whether that's an action they change themselves or something they do to put pressure on someone responsible.

Have a clear aim before you start to do anything. Make sure you and everyone you are working with understands that aim.


## Activities

Once you know your overall aim look at how to achieve it by breaking it down into a list of activities and objectives that will help you in the next steps.

You might want to consider:

- Who do you want to influence?
- How will you communicate your aim?
- What is your main message?

It's useful when thinking about activities to consider different ways to get people's attention, and how to engage them more deeply. Remember, always have your target audience in mind.



## To get people's attention, you could:

- Run a poster campaign. This could be a 'teaser' campaign, where you give cryptic messages, images or slogans, to get people's interest and leave them wanting to find out more about your campaign.
- Run a poster competition. Invite entries from other students – with prizes somehow related to the theme if possible – and display the winning designs around the school.
- Run a campaign stall. Set up a stall where you can display information leaflets, posters and petitions, and free things to give away (e.g. badges, ribbons etc). A stall also gives you a base so you can put your point across verbally to other students, teachers and/or members of the public.
- Give presentations or speeches, in assemblies, tutor groups, in the local community or elsewhere.  
Go to our website [www.youngtimebank.org.uk](http://www.youngtimebank.org.uk) and click Resources for hints and tips on planning, preparing for and giving speeches in public.
- Have a powerful image – a picture speaks a thousand words – so create a really powerful image that you can use on posters, and that might get in the local media. (See the last section of the guide for a sample press release, and how to get the most out of the local media).
- Do some street theatre
- Hold a vigil – simply put, a vigil is a night protest. Vigils were first held on the night before a religious feast, for spiritual preparation and prayers – today a vigil has still kept this solemn mood. Candles can be used to create atmosphere, symbolise hope or simply draw attention to your vigil for passers-by.
- Hold an event e.g. a concert, fashion show, football match, carnival or other event, where you can display campaign messages and raise awareness.
- Develop and promote a symbol for your campaign, e.g. a wristband, ribbon, badge or dog-tag.

## To engage others more deeply in the issue, you could:

- Hold a quiz – with questions about your campaign issue, and prizes for the winners.
- Run a workshop – an interactive way for people to get to grips with the issue.
- Hold a debate – different sides argue different points of view about an issue and attempt to persuade the audience.
- Hold a conference – different speakers deliver presentations, lectures and workshops about the issue.

Once you have people's attention and you've won them over to your case, the next step is to get people to take action. They could:

- Do something (or not do something) themselves. E.g. I will swap at least one light bulb in my house for an energy-saving light bulb. If I know someone is being bullied I will report it to my tutor or head teacher
- Come along to a campaign. E.g. A 'Clean up the Local Park or Local Estate Day' to improve the local environment
- Volunteer for a local charity that is doing something about the issue
- Lobby someone in charge, or someone responsible for the issue, to do something about it. This person could be a head teacher, local councillor, or your member of parliament (MP). Go to [www.writetothem.com](http://www.writetothem.com) and type in your postcode to find out who your local councillors and MP's are, and how to contact them. To help you persuade the person in charge, the supporters of your campaign could do a number of things:
  1. Sign a petition. This is a statement of what your campaign is asking for, that you ask people to sign their name to, to show their support.
  2. Email or write to them.
  3. Arrange a face-to-face meeting – for example, councillors and MPs hold regular 'surgeries'. These are sessions where local people can discuss issues that are concerning them (e.g. you and your campaign) – and ask for their councillor's or MP's support. For details, go to [www.theyworkforyou.com](http://www.theyworkforyou.com) and follow the links to your MPs homepage.
  4. Join a demonstration or protest march. Get as many people as possible to gather in one place or march from A to B at a specific time. To show their support for your campaign they should carry placards and posters with campaign messages.

### Memo:

Think about how you can involve other students from your school in the project.

### Skills Bank:

Team work

Contributing to group discussion

Negotiation skills

Use a democratic process to decide on a theme

## An Example of Effective Campaigning

# Make Poverty History

In 2005, many different UK campaign groups and charities came together to launch a campaign to end extreme poverty around the world. The symbol of the campaign was the white wristband, worn by millions of people in the UK to show their support for the cause, and to further raise awareness. Campaign supporters emailed, wrote to,

and met with their MPs, asking them to support the campaign. As momentum for the campaign grew, buildings around the country were wrapped in giant white bands, an all-night vigil was held in London, and large demonstrations were organised. At the demonstration during the G8 meeting in Edinburgh, the marchers were encouraged to wear white, so that, viewed from the air, they formed a giant white band around the whole city. This created a great press image which raised further awareness for the campaign. The campaign led to unprecedented press coverage of the issues of international trade, debt relief, and international aid, and the UK Government promised, amongst other things, debt relief for 18 African countries – which means freeing up more vital money for health care and schools in those countries. Make Poverty History is now over, but most of the charities involved are carrying on the campaign to make sure that the promises are delivered.

# Roles and Responsibilities

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## Step 2

You have got your committee organised and decided on your theme, aim and activities. Now it's time to agree on the different jobs that are involved in getting your project done.

### Purpose of This Step:

1. Assign roles and responsibilities to committee members

## Roles and Responsibilities

A big part of teamwork is to divide the work between you. Not everyone can be involved in everything, so you will need to assign different roles and responsibilities amongst yourselves.

Think about the skills that everyone has and the types of things people like to do. You will probably find that everyone in the committee has something to offer and skills are likely to complement each other. Some might be more inclined to do the active roles such as getting out there and talking to people, while others will prefer to plan and organise the project, making sure that things run to schedule etc. Go with your key strengths but don't be scared of stretching yourself by trying something new.

On the next page you will find a list of suggestions for the types of roles involved in undertaking your specific project. This is not an extensive list so feel free to add other roles you feel are needed. The most important thing is that you cover the roles required for you to complete your project. Once you make the choices about who is doing what, there is a worksheet in the back section of the folder where you can record the group's decisions. Don't forget to make a note in your individual Student Log.

After dividing the roles, each individual should draft a list of what activities they think are part of their role. You may want to finish up with a group discussion to see if you have missed any activities or doubled up on some.

## Campaign Roles and Responsibilities

As we've said, a campaign can be made up of many different actions, so the roles that different committee members take on will depend on the particular actions you decide to carry out. However, there are some general roles that will probably be useful whichever particular actions you choose to do:

- **Designer** (Leaflets, posters, and banners) – can you get some from a relevant charity? Do you need to make your own? Who will write them? Who will design them? Remember, you could do a poster competition and get other students to do the work for you.
- **Researcher** – who could research some handy, simple facts and figures to be used on leaflets and when talking to other students, members of the public or journalists?
- **Copywriter** – who can sum up the aim or message of your campaign in a catchy slogan that the public understands? Should you get the whole group involved? Can you have a creative brainstorm to get as many ideas as possible?
- **Media officer** – do you need a media officer to write and send out press releases about your campaign? Can they also ensure there are good photo opportunities? Can they or someone else in the group also take photos themselves?
- **Logistics officer** – do you need permission from the school/college to carry out your action or from the police or local authority if it's in a public space?
- **Writer** – who will be good at writing presentations or quiz questions, or putting together workshops?
- **Presenter** – who will be good at public speaking in front of large audiences, hosting a quiz, or delivering an interactive workshop? Are they the same person that wrote it? If not, how can they best work together?

### Memo:

Remember that you will each have to do forward planning for the activities you have been allocated – think about what you will do and when you will be doing it.

You will need to set aside time to organise the activities before they happen. E.g. set up interviews well in advance.

Apply for permission for the venue of your launch.

For a public campaign action such as a publicity stunt, campaign stall or some street theatre, see below for some responsibilities to think about:

- **Briefing** – A particular person needs to brief the group and let them know their roles and responsibilities. They could send a briefing to everyone by email, or arrange a meeting beforehand to talk it over and answer any questions. This person could also act as the overall action co-ordinator on the day – a point of contact to make sure everything happens when and where it's supposed to.
- **Talking to the public** - if you're doing a publicity stunt or some street theatre, be clear about who's going to act, and who's going to stand aside and explain things to interested or curious members of the public and hand out leaflets and petitions etc. Is talking to the public the job of the Media Officer, or a separate job? You may feel you need a spokesperson to speak to the local community, students and do interviews
- **Stage manager and director** - who will decide what your vigil or publicity stunt looks like and organise necessary props? Who will arrange rehearsals with your actors and be the Director?
- **Scripting or improvising** - who will script the street theatre? Or will the actors improvise? Or will you use a combination of both?
- **Costume designer** - who will find, design and/or make any costumes for street theatre or publicity stunts?

### Skills Bank:

Developed team working skills

Developed project planning skills

Taken on individual responsibilities

# Have you thought about?

There are a few things you should consider before you get cracking with your plans: Start to think about how you want to showcase your project. A showcase is an event where you can invite your friends, family and members of the local community to see the result of your project. This might be your stunt or campaign event or it might be a separate celebration of your achievements. It is your opportunity to show off your achievements. Think about the roles and responsibilities needed for your event.

## Getting others involved

Your project is an excellent opportunity to get the rest of the school involved as well as the rest of your local community.

Think about different ways you can do this!

- You can organise a competition as part of your project and invite the rest of the school to take part.
- You can invite people to the showcase.
- You can consult other students on your issue or what you are proposing.
- Get people involved as soon as possible.

It is you, as the committee who decide what activities go into your plan. But you may want to consider fundraising.

## Fundraising

While your package includes all the necessary resources needed to complete your project, you might want to raise money for your project – particularly if you are planning a showcase. It is of course perfectly possible to organise a showcase with little or no extra funding – but if you want to make it into a bigger event, a little extra cash might be handy.

Avoid planning something spectacular and expensive without having the necessary funding for it. Remember that raising funds takes time. Talk to your facilitator about what might be possible.

You have your theme and your aims. You've got your roles and responsibilities. All you need now is a plan!

## Purpose of This Step:

1. Draw up a work plan with a timetable, targets and deadlines.

## Plan Your Time

We have included schedulers for work plans and timetables in the worksheets section. You should consider:

- How long have you got to complete the project?
- Try and plan how long each of your activities is going to take.
- Set yourself targets you think you will be able to meet and try to stick to them as closely as possible.

Find out what other campaigns are happening in your area, as you may be able to work in conjunction with another activity or as part of another event (i.e. protests, demonstrations). Look at national events and themed weeks – most of these are listed on:

[www.countmeincalendar.info](http://www.countmeincalendar.info)

Make sure you keep your contact teacher and facilitator updated about your plans. You should try to arrange that any external people you have to speak to, visit you at school. In some cases (i.e. talking to the local authority or checking out a venue) this may not be possible so it is important to check with your contact teacher about the best thing to do in those situations.

## Planning your Campaign

*Some things to keep in mind when you plan your campaign*

### Development

- Remember, a campaign is “a connected series of actions designed to bring about a particular result”.
- The different actions build on each other, so a campaign that starts small can grow in size, influence people and achieve really impressive things.

### Order

- The order in which you carry out your actions is important.
- If you are trying to persuade someone in power to do something for the campaign, it makes sense to meet with them first to find out their opinion, and how much persuading they will take!

**Raise awareness** –Raise awareness amongst other students, (e.g. through posters or a campaign stall) and ask them to show their support (e.g. by signing a petition).

- You can then take your petition with 100 names to the person in charge.
- If they are still reluctant to make the change you want, carry on collecting names on your petition, raise more awareness by doing something bigger and bolder (e.g. a publicity stunt), ask students to email or write to the person in charge or meet them face-to-face, and if they're still reluctant, maybe now is the time to organize that demonstration outside their office!



## Solutions

- In your plan, you should consider how you will respond to different scenarios and plan different potential courses of action. E.g. if the head teacher immediately agrees to your plan to introduce recycling bins to the school then congratulations! You may need to call off the demonstration you had up your sleeve and instead concentrate on raising awareness amongst students. This can be both about the new recycling facilities, and also getting students to really think about why they should recycle, so they keep doing it. Reasons could be because it saves energy and resources, and prevents things being buried in landfill or burned in an incinerator.

## Time

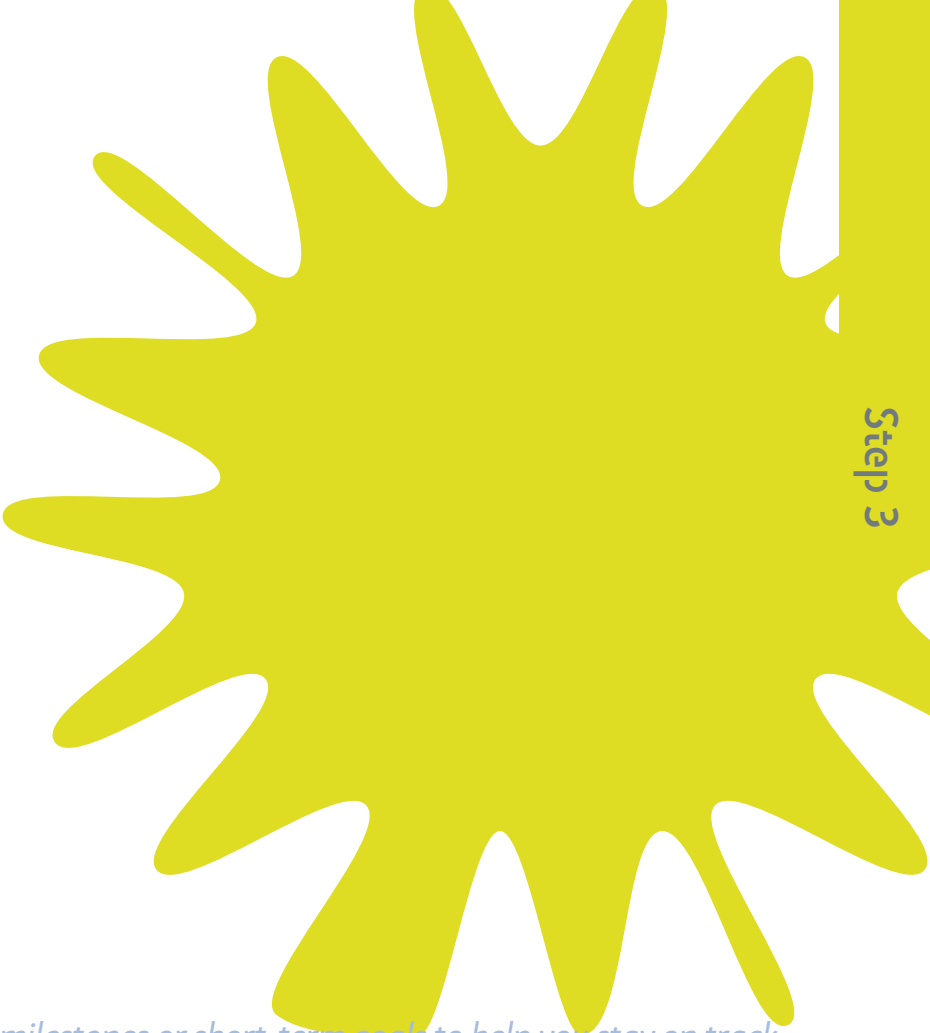
- Decide the time frame for your whole project (unless this has already been decided).
- When can you realistically achieve your aim? Are there any external pressures or deadlines you need to stick to? (e.g. exams, end of term).
- Do you need to modify your aim in any way to fit around these deadlines?

Remember it's important to give yourself enough time for each of the steps: e.g. if you are running a campaign stall and collecting names on a petition, one lunchtime is probably not enough – a few lunchtimes over the course of a week/a few weeks should generate the support you need.

## Memo:

### Record your activities

Make sure you are recording your work throughout the project process. Use your Young TimeBank digital camera and snap the group in action from start to finish. You should all use the reflection section in the Student Log to make notes and comments during



the process. This will make it easier when you are evaluating the project at the end, but it will also help you next time you are doing a project of this scale!

### **Skills Bank:**

Developing work plans and schedules

Setting targets and deadlines

Research

### *Set milestones or short-term goals to help you stay on track*

Three things to bear in mind when you set milestones:

- It should be measurable –e.g. the milestone is to hold a publicity stunt. Try to make your milestones quantifiable – simply meaning that they can be counted. A milestone could be to give presentations to 100 people, or get 30 people to visit the person in charge face to face.
- It should have a time-frame or deadline e.g. by week four we will have presented to 100 people or by week six 30 people will have visited the person in charge
- It must be realistic and achievable. To decide what's realistic, think about what equipment, money (or access to money) and human resources (the skills and different roles and responsibilities we looked at in step 2) the group has. Also think about the situation outside the group, e.g. how easy will it be to get other students or the person in charge to do what you want? Do you have any allies? Are other people tackling this issue and how can they help you?

# Campaign at a Glance

## Issue

- Pick a topic that you think is important
- Why should people know about it?

1

## Research

- Make sure you know about your subject
- People may challenge you, or want to know more

2

## Message

- Now you've done the research, what is the key message?
- How are you going to convey this?

3

## Impact

- How do you want your audience to react?
- What difference will this make?

4

5

### Engagement

- Create awareness
- Get other students involved with getting your message out there
- Slogan, leaflets, presentations, speeches – get your audiences to take notice .

### Publicity

- Another great way to get your message out there.
- Make sure you let the local media know about your campaign.
- Plan a media stunt to get more attention.

6

### Call to action!

- Is there any action you want your audience to take?
- Make a difference!

7

### Celebrate

- Make sure that everyone who has been involved gets recognised
- Congratulate yourselves on a job well done.

8

**If you decide to do fundraising for your project, you should pay special attention to the following points:**

**Fundraising legalities.** There are quite a lot of legalities around raising money for charity, so here are the most important ones:

1. You can only raise money for a registered charity.
2. All the money you raise must go straight to the registered charity.
3. The charity's registered number must be on all fundraising materials.
4. To collect money on the street you must be over 16 and sealed buckets must be used.
5. All fundraising must be supervised by someone over 18.
6. All monies collected must be managed by someone over 18.
7. If you hire an external venue for your event check that they have all the correct licenses. A reputable venue will be able to show you the license, their public liability insurance policy and the health and safety policy.
8. It is also useful to talk to the local authority if you want to do an outdoor event. Each local authority will work slightly differently. Applications need to be made to most authorities three months in advance. Find out your local council contact at [www.upmystreet.com](http://www.upmystreet.com)

**Managing money.** When you're raising money make sure that there is a very clear and safe system for collecting and looking after money, that is being managed by a teacher or someone over 18.

## *Sponsorship and Donations*

All requests for donations to charity must be done with an attached registered charity number. All funds raised by you for the charity must only be received by this charity organisation. Any personal information collected about donors or supporters must only be used only in compliance with the Data Protection Act 1998. When a proportion of the money raised is being used to cover costs, or a part thereof, then this must be made clear to donors.

## *Collections*

Obtain a Street Collection License from the relevant local authority (the council or metropolitan borough) for all collections in public (a place where the public have unrestricted access to all the time). These are limited and need applying for well in advance (min. 1 month).

Get permission from the owner or manager of private property (e.g. shopping centre manager, station master) Obtain a House to House Collection License from your local authority for collections that move from place to place. For business premises, such as pubs, you also need the permission of the owner or manager. During all collections, you must wear ID badges and use sealed collection tins. All collectors must be over 16.

## *Raffles and Lotteries*

If you want to hold a raffle at a one-off event, like a dinner or party you must sell tickets solely at the event. Do not spend over £250 on prizes (donated prizes do not count) and there should be no money prizes (vouchers do not count). This counts as a Small Lottery, for which you do not need a license. The result of the raffle must also be drawn at the event.

Any lottery or raffle other than those described above need a Lotteries License from your local council or metropolitan borough.

Liability for the legal organisation of a lottery falls onto the person/persons promoting it.

## *Resources*

See the **Young TimeBank** website [www.youngtimebank.org](http://www.youngtimebank.org) for 10 Top tips for fundraising and more information about fundraising. Click on 'Resources', then 'Fundraising'.

The Government has recently made available two new funds for young people – the **Youth Opportunity Fund (YOF)** and the **Youth Capital Fund (YCF)**. The Youth Opportunity Fund provides money for projects and activities in your area, while funding from the Youth Capital Fund can be used to buy the premises and equipment needed to get activities going.

Contact your local authority for more information or talk to your facilitator.

**v** is a new charity launched in 2006 to promote youth volunteering. Their aim is to inspire 1 million young people to get involved with volunteering. **v** is a youth led organisation, and has an advisory board made up of 20 young people. Check out their website [www.wearev.com](http://www.wearev.com) for possible grant opportunities.

**The Big Boost** also gives awards to young people of between £250 and £5000 (11-25), to help them get their ideas that will benefit the community off the ground.

Visit [www.thebigboost.org.uk](http://www.thebigboost.org.uk) to find out if you are eligible and see what other young people have already done.

Do It.

# Step 4

Enough talking, debating and voting, now it's time to take action.

## Purpose of This Step:

### 1. Put your plans into action

Stick to your work plan and deadlines from Step 3 and make sure nothing gets forgotten. Here are some points to help guide you through the campaign process. If you feel you need more information, get in touch with the Young TimeBank Helpdesk 020 7785 6374.

#### *Be positive*

One thing to bear in mind throughout all your campaign activities is how to 'be the change you want to see in the world'. How can you make your campaigning positive, inclusive and empowering, not aggressive and forceful.

In Steps 1 and 2, we introduced the idea of the campaign slogan – a short, simple phrase that sums up your message in a way everyone can understand. The best campaigns usually have positive messages and slogans based on dreams and hopes, rather than fears. So how can your slogan(s) inspire people and/or show people what will improve if they support your campaign?

Negative approaches that exploit people's fears or anger can sometimes mobilise people, but often only for a short period, and they are a lot harder to use to achieve lasting transformations to communities, or to society.

#### *Stick to your central message.*

A successful campaign sticks to its central message. Try not to get diverted by other issues, especially by opponents challenging you. Stay with the positive message you want to convey, regardless of what other people say. Try to set the agenda yourself.

### *You don't need to know everything.*

Remember, you don't need to know everything about your chosen issue, but you do need to have identified a clear problem or area of need which isn't being met, hopefully a possible solution, and some facts and figures to back this up. If you can't answer a question or an objection to your campaign, don't try to get out of it: admit that you do not know, suggest where the answer could be found (or offer to find it yourself) and try to explain why the objection doesn't weaken your point. Always come back to the problem with the solution you have identified.

### *It's not just what you say, but how you say it*

You need to be aware of not just what your message is, but how you are conveying it. A publicity stunt, campaign stall or other campaign action can seem welcoming and attractive, or aggressive. Positive slogans and humour help, as does music, bright colourful decorations and your body language and approach e.g. going out into the crowds to speak to people, not hiding behind a stall talking to your friend!

### *Place and space are important*

If you're holding a stall or stunt make sure you don't cause an obstruction, which will lead to problems with whoever's in charge of that space. Once you've dealt with that issue, pick your spot carefully – somewhere people will notice from a distance, but where the flow of passers-by isn't too fast or furious. Try to create a little haven where stopping to chat is OK, but not so obscure that no-one can find you.

### *Work on a good opening line*

If you are talking to people by a stall or publicity stunt, make sure you're opening line is engaging and powerful.

E.g. If you are trying to raise awareness about destruction of the rainforests and persuade your school/college to commit to recycle and buy 100% recycled paper, maybe don't ask people "are you interested in the rainforests?" Which people can easily say no to. Students we know dressed one of their group-members in a head to toe mountain gorilla suit, with a "save my jungle home" placard, and other members of the group asked passers-by "have you got a minute to help my friend here?" How could they refuse?

### *Think visual*

E.g. A student group we know held a campaign stall about the human rights of 'terrorist suspects' held without trial by the U.S.A. at Guantanamo Bay. They decided to split their stall in half – one side showing good things about America, one side the problems. On the good side they had a TV/video showing episodes of the Simpsons, which lots of people stopped to watch. Most of these people then looked at their information leaflets and signed letters and petitions as well.

### *Talk directly to the people in charge*

You might have decided in the planning stage, that you need to talk to local decision makers, such as your local MP or councillor, or maybe the head teacher or other senior teacher at your school. You will have also decided in the planning stage what method you want to use to try to persuade them. It could be writing to them, handing in a petition, meeting them face-to-face or something else.

If you're not sure who your MP is, or what the difference between an MP and a local councillor is, don't worry, [www.writetothem.com](http://www.writetothem.com) lists all councillors, MPs and MEPs in your area. Just enter your postcode and you will get a list of all your elected representatives. The website also has some good guidance on which representative to contact depending on what issue you want to raise, [www.writetothem.com/about-yourrep](http://www.writetothem.com/about-yourrep)

Writing to them, introducing your group and setting out your concerns is a really effective first step. For lots of hints and tips go to [www.youngtimebank.org.uk](http://www.youngtimebank.org.uk) and click Do Something Small then Write to Someone in Charge. The next step might be a face-to-face meeting, to set out your case in more detail.

#### **Memo:**

This is where you really get stuck in so have fun

#### **Skills Bank:**

- Working as a team
- Turning your plans into action
- Communication skills
- Undertaking a key role



You're wrapping up your project, putting the final touches to your campaign and you want to show it off.

### Purpose Of This Step

1. Recognise your achievements
2. Showcase your work – tell your story
3. Spreading your Message

### Recognise your achievements

You have all worked so hard – now it's time to celebrate the contributions each individual committee member has made throughout the project to make the campaign a success. A good way of doing this is to organise a showcase, which means inviting the public to be made aware of your campaign.

### Showcase your work

Showcasing your work is a great way for friends, family and members of your school to see what you have achieved and how hard you've worked. If the aim of your campaign is to change something, a showcase is a great way to reach out to all those people with power and influence.

*Here are some ideas for your showcase...*

- **Reflect and review** – reflect on what you've all achieved. Campaigning can sometimes be a lonely business, so bring together everyone who's helped you; students, teachers, parents, local residents, and encourage them to keep campaigning, if necessary
- **Hold a support event** – bring everyone together to demonstrate the broad support your campaign has built up. This might be the final thing necessary to persuade the people

in charge to support you. (Maybe you could organize this campaign just before the people in charge are scheduled to meet to make their final decision.)

- **Celebrate your success and launch a new scheme**, service or policy that has been created as a result of your campaign – e.g. a sports club, graffiti wall.

**Take action** – If the campaign is ongoing, you'll want fresh ideas to help the celebration stay innovative and exciting. Can people take a campaign action there and then? E.g. send a text message, sign a campaign postcard, take part in a photo-petition, put their hand-print and signature on a large banner-petition to be delivered to someone in charge. Also, how can they support the campaign in the future?

**Video footage** – How can your campaign highlight your activities and successes so far? Video footage of your publicity stunts? Your photos and press clippings displayed via PowerPoint or blown up to poster size and displayed on the walls? Impressive facts and figures? E.g. over half of all the students in our year signed our petition?

**A speech** – What else do you want at your showcase? A speech, perhaps by a high-profile supporter, or someone who knows a lot about the campaign? A social element? Think about seating, ambience, food and drink, and music. Most of all – enjoy it, you've earned it.

#### *Specific things that you might want to think about:*

- If you hire an external venue for the showcase, check that they have all the correct licenses.
- A reputable venue will be able to show you the license, their public liability insurance policy and the health and safety policy.
- It will be useful to talk to the local authority if you want to hold your showcase outside (for example, in the park or outside the town hall).
- Applications for the use of outside space should be applied for well in advance.
- You will need to ask permission to put up posters.

Your showcase is also a great opportunity to get the press interested in what you have been doing. Getting noticed by the local media is an effective way to raise awareness of the issues that matter to you and challenge negative images of young people in the media. And through positive press coverage, you may even receive offers of support, help or even funding. The templates section includes press release templates so get writing and then send your releases to Young TimeBank to be distributed. For Top Tips on contacting the media visit: [www.youngtimebank.org.uk](http://www.youngtimebank.org.uk)

### **Memo**

**First Aid** – do you need First Aiders at your event? Ask your contact teacher who the registered First Aiders are.

**Insurance** – check with the school to see if your school's insurance covers your event

**Rainy weather** – if your event is taking place outside, you should have a back up plan in case of bad weather.

**Food** – if you are planning to have food at your event, you will need to check with the

## Spreading your message

Not only is it important to get your message out in the press but it is equally important to keep those who were not able to attend the showcase informed about what went on.

Remember to take photos that you can send, with your written record of the day, to those interested in knowing more about your project.

This information will help create a legacy about your work as people can refer back to it in the future. Young TimeBank will use it as a case study or an important councillor might use it as an example of the positive impact of young people engaging with citizenship issues.

### Checklist

- Posters and leaflets - printed and distributed
- Acquire any additional equipment, i.e., pa system
- Draft a press release
- Draft a programme
- Send out invitations and deal with replies
- Invite local media
- Plan the clean up

school for any health and safety guidelines you need to follow.

### Skills Bank:

Events organising

Liaison with people in authority

Communication skills



# Reflect

# Step 6

You've done it and celebrated your achievements. How did it go? What worked? What would you have done differently?

## Purpose of This Step:

1. Evaluate the project
2. Evaluate your personal involvement

An important part of any project is setting aside time to reflect on what you have achieved and evaluate what you have learnt. Think about the skills you have gained, the things that worked and what, if anything, went wrong. This will help you be better prepared for the next time. Don't forget to look over the information you have recorded throughout the project – pictures and individual logs – to help remind you.

## Evaluate the Project

There are numerous ways for you to evaluate the impact and the success of your campaign.

### *Group discussion*

The most obvious way to evaluate your project and the progress you have made is to discuss it as a group. Everyone then has an opportunity to reflect on their part in the process and how it all came together.

### *Questionnaires*

A familiar approach for evaluation is by questionnaire. This helps to gather people's ideas, opinions and views on specific questions which also makes it easier to analyse. Think about the types of questions you could ask in relation to what you were trying to achieve by doing the project. Has awareness been raised? How

has it affected others? Can you ask people the same questions at the beginning of the project and at the end, to see how people's awareness/opinion has changed as a result of the campaign?

There are two types of questions you can utilise: open or closed.

Open questions require a written answer. These are useful to gain an insight into a person's views. However, it can be difficult to get good answers because people tend to write very brief responses or overly long ones that are difficult to compare to others.

Closed questions are generally easier to analyse because they present a range of multiple choice options. They are generally quicker and easier to complete and will give a very specific range of answers, and can be easily quantified e.g. 75% of Year 10 students that we asked, said that they now know more about the issue than before our campaign, 40% of people we asked changed their mind as a result of the campaign and now support us.

### *Monitoring*

You decide from the outset what type of information you would like to monitor. For example, is it important that you know how many other people were involved in the project or how many attended the showcase? Remember, there is space in the Evaluation and the Reflection worksheet to write down your notes.

### *Four questions to think about when you are evaluating your campaign:*

- Did you bring about the change you wanted to or did you make some progress towards that change?
- Did you engage your target audiences? Think about both your new supporters (e.g. other students) and if appropriate, the people responsible for sorting out the problem (e.g. a head teacher or local councilor or MP).
- Did you get the right balance between engaging people, educating them more deeply and getting them to take action for your campaign?
- Did you build a strategic campaign, with suitable actions in the right order, at the right time?

## Evaluate your Personal Involvement

Techniques such as group discussions can also be used to assess your personal involvement in the project. Think about the following questions when evaluating your personal involvement:

**What were the best things about taking part in this project?**

**What skills have you gained as a committee?**

**What have you learnt?**

**What could the Committee do differently?**

**How could you work better?**

**How could the project be improved?**

One of the aims of the Young TimeBank projects is to challenge stereotypes around young people and volunteering. Young people have traditionally not been very well represented in volunteering activities – but your project has already shown that you have so much to contribute.

**What else could Young TimeBank have done to support you?**

**Do you think you are more likely to volunteer in the future as a result of taking part in the Young TimeBank project?**

**Do you feel more confident at setting up your own projects?**

### Memo:

Make sure you get back to the Young TimeBank staff with your feedback

### Skills Bank:

Evaluation methods

Personal reflection on activities

Analysis

