

ORGANIZING GUIDE

building an effective, collaborative
approach to student organizing &
collective action.



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Table of Contents

Introduction	2
How to Organize Effective Campaigns	4
Getting Started	30
Educating Members	52
Agitate	98
Organize	140
Conclusion	178



INTRODUCTION

Welcome to the Canadian Federation of Students-Ontario Organizing Guide!

Campaigns are the foundation of every students' union. Whether it's advocating for members at the local level, or collaborating regionally, provincially and nationally to achieve common goals, the student movement is a powerful force. However, high rates of turnover in both elected representatives and members pose unique challenges to educating, agitating and organizing our members.

This Organizing Guide is filled with tips and tricks on building an effective campaign, whatever the issue. Campaigns organizing is not a science. There is no magic formula to ensure every campaign you launch will be a success. Nevertheless, there are some common pieces of advice to heed and common mistakes to avoid.

As tuition fees continue to increase and students struggle to make ends meet and begin their lives on stable financial footing, the need for a guide like this has never been more pressing. With so many challenges facing us locally, nationally and globally, there is only one way to effectively combat injustice, inequity and oppression: collective action.

Flip through the pages of this guide to learn a variety of new skills, such as how to start a campus coalition, craft convincing and accessible messaging, organize a banner drop or facilitate a campus occupation. Whether you are an experienced campus activist or a newly elected representative with little to no campaign experience, there is something in this guide for everyone.

We hope you find the contents of this guide useful as you educate, agitate and organize your members around issues that matter to them.

The students united will never be defeated!

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SECTION ONE

HOW TO ORGANIZE

EFFECTIVE

CAMPAIGNS

Contents

Goals, Strategies, Tactics	7
Campaign Cycles	9
Evaluation	11
Media Relations	12
Building a Message Box	12
Op-Ed (Opposite Editorial)	14
Letters to the Editor	16
Media Advisory	17
Press Release	18
Press Conference	23
Equity and Inclusivity	26
Guide to a Media Advisory	27
Guide to a Media Release	28

Goals, Strategies, Tactics

To campaign effectively it is important to understand the differences between goals, strategies and tactics. Being able to think strategically about what you are doing will allow you to channel your resources more effectively and help you accomplish your goals faster.

Goal

The most important part of a campaign is the goal. If your campaign is a map the goal is your final destination. Goals can be of any size and take a wide range of resources. The first step of all your campaigns work should be clearly identifying the goal or goals.

Strategy

If the goal is your destination, the strategy is the route you choose to take to get there. Strategies focus on how to reach your target (the people who have the power or influence to make the changes you want to see) and your audience (the people who you want your campaign to reach). Once you have identified your targets and your audience (they may be the same), your strategy should focus on how to best reach these people. You can have multiple strategies within a campaign, but make sure they have defined targets and audiences.

Tactic

If the goal is your destination, the strategy your route, then a tactic is your method of transportation. Tactics are actions that fall within your strategy. In this manual, you will find an extensive list of tactics with helpful suggestions on how to organize them. You can have multiple tactics within a campaign, but they should always be directed toward the target and audience that you identified in the strategy and take the tone that would best appeal to these groups.

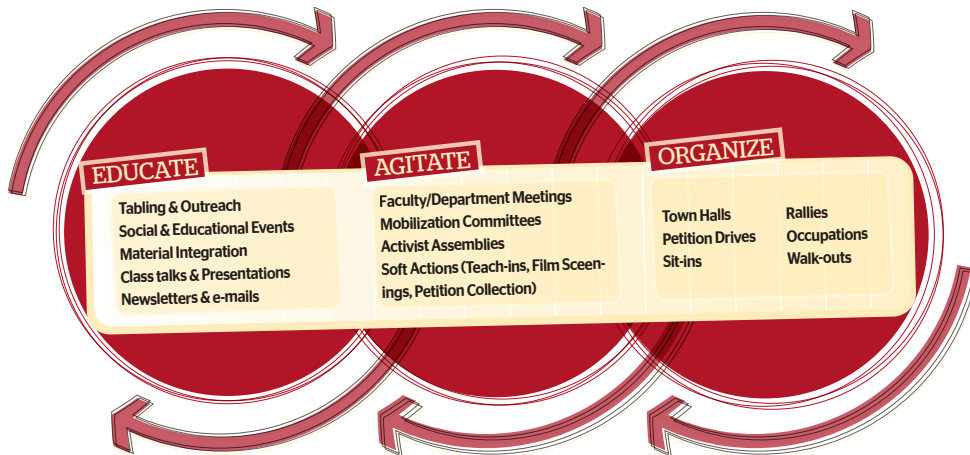
Remember: do not make your tactic your goal!

Example

The student movement has established a clear, collective goal: universally accessible, high quality post-secondary education. When we hold a rally or even a National Day of Action, the focus is always moving towards this goal.



Campaign Cycles



A campaign is not linear - it is cyclical. It involves educating your membership on the issues, agitating people to get involved and take ownership of the campaign, and organizing mass mobilizations and public actions to pressure decision-makers into making changes. Moving through the stages of educate, agitate and organize is not simply a series of tasks to check off a list. Instead, you must constantly be evaluating and reflecting on where your membership is and whether your campaign is resonating with people.

Ideally, a campaign would start with educating members so everyone understands the issue to a point where they want to engage in the campaign.

Although this is ideal, there might not always be time for prolonged education work, especially if you have to react to an issue that has come about quickly and requires engagement and participation right away.

If this is the case and you have to “move into the red” quickly in a campaign, it’s important to circle back as soon as possible and continue to educate your members. It’s also important to escalate in tactics so that once you think you have done significant education-only work, you are continuing to engage more and more members to do campaign work. In the end, the membership should be mobilized and ready to act collectively toward the same goal.

Evaluation

Evaluation allows you to reflect on what you have done, where you are going and what improvements you can make in the future. Evaluation is not about assigning blame to failure, but rather about constantly striving to improve your campaigns by identifying how to make them more accessible, inclusive and effective, while using your resources as efficiently as possible. That is why each element of this organizing guide has an evaluation section that includes examples of questions and directions for evaluating your work. However, these instructions or questions are by no means an exhaustive list. You should be having “check-in” conversations with people who you organize with about the work you are all doing, and don’t be afraid to be honest with yourself and your team when you evaluate your work.

Media Relations

When trying to educate other students and our allies about the state of tuition fees, student debt and other issues students may be facing, it is important we engage with media outlets to ensure students' perspectives are represented.

Publicizing an event or issue through media can amplify your message and expand your base of support. Media also plays a key role in setting the agenda for political debate and public discourse. A clear, well-focused and well-planned media strategy is an important part of any action or campaign you undertake.

Building a Message Box

What is a message box?

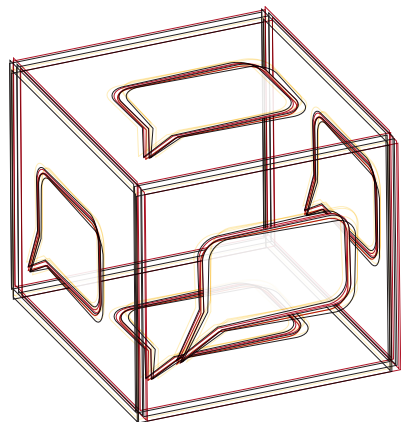
Whatever you are talking to the media about, you need to make sure you take time to figure out the best way to communicate students' perspective that are clear, concise and resonate with the audience. Your message box is a set of statements that you want quoted in the media. All of the ideas that you want to see represented in a media interview should be reflected in your message box.

Goal of a message box:

To assemble the most important ideas you want to convey in an effective way.

When to use a message box:

You should draft a message box anytime you are going to do media work. Taking the time to think through what you are going to say to the media will help ensure your perspective is represented clearly and accurately.



How to build a message box:

1. Whenever possible prepare your message box in advance.
2. Draft your message box using this format:
 - **“Us on Us”**: What are the three key things you want to say given your knowledge of your audience?
 - **“Them on Us”**: What are the three things your opponents are saying or are most likely to say about you or your issue?
 - **“Us on Them”**: What are the three things you want to say about your opponents or their arguments?
 - **“Them on Them”**: What are the three key points your opponent will say to their audience about the issue?

You want to stay in the “Us on Us” statements, but the other boxes will help ensure your messaging is stronger and will support you when the media ask you something about what people who disagree with you are saying.

3. It is important to consider your audience in your message box. On a single issue, you may have one message you use with campus media and an entirely different approach for talk radio that reaches mostly people who are not students.
4. Practice, practice, practice. Review you message box and do a mock interview. Although a mock interview may feel silly at first, it is the only way that you will get a real assessment of how well you know the issue and how well you will perform in the real interview.

Evaluate:

- Did you stay within your message box during the interview?
- Did you feel prepared for all the questions you were asked?
- Did the quotes included in the article/news clip reflect the

messages you wanted to convey?

- Did your audience respond positively to your messaging?

Op-Ed (Opposite Editorial)

What is an op-ed?

An opposite editorial (commonly called an op-ed) is a commentary article that appears on the page opposite to a newspaper's editorial. Op-eds are usually about 500-800 words and are written by people with knowledge on a particular issue but who are not reporters, columnists or writers for the paper. Op-eds may be referred to simply as "opinion pieces" in your campus paper. Some local radio stations (like your campus station) may also accept "audio editorials" on issues.

Goal of an op-ed:

To draw attention to an issue in the campus or mainstream press. Op-eds can be used to provide a unique perspective on an issue in the news, to clarify or correct the public discourse on an issue or to draw attention and call for action about something impacting students.

When to use an op-ed:

Op-eds give you complete control of the message. Since newspaper space is often in high demand, you should use them for important issues. In your campus paper, op-eds can be used more often because campus papers are often looking for additional content.

Op-eds need to be timely and relevant, so write them right after an issue comes to your attention or when you have an important student perspective on a popular issue.

How to write an op-ed:

1. Read a few op-eds to get some idea of how they are structured.
2. Write your op-ed. Your opening should start strong, with a

clear statement that will draw your reader in. Why should they care about the issue you're writing about?

The body of the op-ed should clearly develop your argument. Support what you are saying with well-researched and accurate facts and statistics.

End the op-ed with a call to action either for the target of your issue or to students and their allies.

3. Contact the opinions editor of your local paper. You should do this at the same time as you are writing. Pitch your op-ed idea to the editor and ask if your piece is something they would be interested in publishing. Ask about what the timeline for publication would be.

4. Send in your article. You should email it to the editor you spoke with and follow-up with a phone call. There may be a series of edits or they may publish it as is. If there are edits, make sure they do not compromise the message you are trying to convey.

Evaluate:

- Did your op-ed run in the paper?
- Did it generate additional commentary from columnists, letters to the editor or on social media outlets?
- Did your arguments help change the discussion about your issue or instigate action from your target?

Letters to the Editor

What is a letter to the editor?

Letters to the editor are letters written to newspapers by readers. Some of these letters are published each day.

Letters to the editor are an effective and inexpensive means of getting your message out. Remember, readers who pay attention to political issues in a newspaper, pay more attention to the letters to the editor page than to the editorials or the columnists.

Goal of writing a letter to the editor:

Letters to the editor can help provide students' perspective on a news issue, clarify or correct comments made in the paper and/or give a news story more profile in the paper.

When to write a letter to the editor:

Similar to op-eds, letters to the editor can help provide additional context or clarity to an issue, put a student spin on a timely matter, provide more coverage to a particularly important issue and/or challenge statements or comments made in the newspaper.

How to write a letter to the editor:

There are three keys to effective letters to the editor:

1. Keep it short. Editors of letters sections don't print long letters. They edit them and make them shorter—if they print them at all. The more you put in a letter, the more an editor has to cut and the less likely your letter will read as you wanted it to. Keep your letter short— three or four short sentences is best—and try to make only one point. Never go over 200 words.
2. Be straightforward and respectful - don't be sarcastic. Too many writers of letters to the editor use sarcasm to make their point. Unfortunately, sarcasm is lost in print. Say what you need to say clearly, concisely and in a straightforward manner. Otherwise you will leave your readers confused.
3. Provide a news story tie-in. Letters that don't relate to current issues and news stories are less likely to be published. If you can, refer to an article printed in the paper to which you are sending

your letter. If there isn't such an article, provide a tie-in in your lead sentence.

You are more likely to get letters to the editor if the newspaper sees that multiple people have similar concerns. Encourage campaign volunteers, executive committee and board members, society executives and others to write letters when a key issue arises.

Evaluate:

- Did your letter get in the paper?
- Did it appear as you wrote it or with edits that did not distort your message?
- Did your letter generate a media story, further letters or attention in social media or other outlets?

Media Advisory

What is a media advisory?

A document distributed to media outlets telling them about an event they will want to cover. It provides information on who is involved in the event, where and when it will be held and a brief discussion of what will happen at the event.

A media advisory goes out in advance of an event as a “head’s up” to reporters and assignment editors to make sure media outlets know about your event so they can attend.

Goal of a media advisory:

Getting media to come to your event, whether it's a press conference, media stunt or other action. A media advisory may also inform the media that you will be prepared to comment on an important upcoming announcement, providing your contact to the media in advance of the announcement.

When to use a media advisory:

You should put out a media advisory when you want the media to be somewhere or to call you at a particular time. A media advisory should go out a few days in advance of your event, as well as early (before 8 AM) the morning of the event.

How to do a media advisory:

Use the sample advisory included in the “Guide to a Media Advisory” at the end of this section on page 29 to write a media advisory about your event

Evaluate:

- Did media show up?
- Did your advisory result in coverage of your event?
- Was the coverage positive?

Press Release

What is a press release?

A document that communicates your position or message on a particular issue and is circulated to media outlets, editors and reporters. Press releases are most commonly circulated over a newswire service such as Canada NewsWire (CNW).

Goals of a press release:

To have the media cover your perspective on an issue, or to get them to write a story on an issue that impacts students. To generate media coverage that supports and forefronts your message.

When to use a press release:

When deciding whether to put out a press release, you need to keep these points in mind:

1. Journalists determine what is newsworthy using the following

criteria:

- Special interest to their audience.
- Financial or social impact on the community.
- The amount of space/time available.
- Convenience and quality of the information received.
- Timing of the information.
- Credibility of the contact person.

2. You should know your media outlets—which reporters cover the education “beat,” how often they publish or broadcast, when their deadlines are and when they are most in need of story ideas.

3. It is important to establish a friendly, ongoing relationship with key reporters, particularly those working on topics about which you are generating good, newsworthy stories.

Ask yourself, is this something you want media attention on and how can you make sure it fits what journalists are looking for?

How to craft a press release:

1. Draft a message box.
2. Use the sample release included in the following the “Guide to a Media Release” at the end of this section on page 30 to write a press release focusing on your message.

Most press releases are distributed through a wire service. You can ask the Canadian Federation of Students-Ontario to do this for you at a reduced cost.

3. The timing of your press release is also important. When possible, they should be distributed:

- At an event, but not before the event.
 - Very early in the morning.
 - As soon after an important event has happened.
4. Send the release to any friendly reporters, campus and community allies and decision-makers and post it on your website and social media sites.

Media Release Checklist:

Content

- ✓ Your message is clear and you stay in the message box.
- ✓ Your most important information is in the first two paragraphs.
- ✓ Quotations from the spokesperson are included.
- ✓ The release addresses the who, where, when, why and how of your issue.
- ✓ The arguments are well-supported.
- ✓ The release is no longer than one page.

Style

- ✓ The title is catchy and prominent on the page.
- ✓ Paragraphs are short.
- ✓ Sentences are short and concise.
- ✓ Plain language is used.
- ✓ Quotations are noted by the past tense form of “said.”
- ✓ There are no acronyms or abbreviations.

Format

- ✓ The full name of the organization is on the release.
- ✓ “For Immediate Release” is typed at the top of the page along

with the date.

- ✓ The font is 10 pt. or larger.
- ✓ “-30-” is centred at the end of the release.
- ✓ Below the -30- there is contact information including name, telephone number and email.

Follow-up

- ✓ A spokesperson is available to take calls.
- ✓ A copy has been sent to the Canadian Federation of Students-Ontario office.
- ✓ Follow-up calls to reporters or assignment editors have been made.

Tips for Effective Press Releases and Media Relations:

Try to identify an angle or specific issue, rather than just bare facts of the story, for a journalist you are working with. This means raising any unusual aspects of the larger story. Note the points that are considered newsworthy or hook your story to something innovative, big, different, etc.

Highlight the local relevance of your issue—for example, a projection of how cuts to your college or university will hurt the local economy of your city or town.

Have tangible examples on hand that help make your point. If you avoid abstract points or sweeping generalizations, you will reach more people. Federation research and fact sheets can help provide the background and statistics you need.

Journalists like to have “personal accounts” which they can use to give a human dimension to their story. For example, if you know someone who is leaving college because they can’t afford to continue, check if they would be willing to speak to a reporter. Also, offer to find students

that they may want to interview as a way to humanize your issue.

Don't assume that reporters or the public will know the history of a particular issue. Short background kits are very useful for reporters. A resource list of experts or authorities able to verify your information can help journalists out and give your story that much more credibility.

Don't get too personal with an editor or a reporter. Always assume that anything you express to a reporter will be used. It doesn't matter if you tell them it's "off the record"—there's no such thing for most journalists!

Return all telephone calls promptly. Find out when their deadline is and act accordingly. You don't want to miss out on a story because you responded after a deadline.

Don't ask to see the story before it goes to print, but do inquire about the angle of the story: what will be the tone, angle and focus of the story?

If you really don't know something, tell the journalist that you don't know and offer to find out. If you have made an honest mistake that must be corrected, have a casual conversation about it with the reporter, but don't seem too anxious, especially if you are unsure of her/his angle for the story.

Look and sound organized and professional. It will be to your credit. On the flip side, don't overdo it—your credibility will suffer if you dress like a wealthy banker instead of an 'average student.'

Keep your points short and simple when being interviewed. If it is a pre-taped interview that will be edited down, repeat your main message a number of times. Give the interviewer brief, quotable sentences, instead of lengthy and cumbersome monologues. This is especially important if you're being interviewed for television or radio. Remember to speak naturally, using one thought or idea per sentence. Complex and convoluted statements don't make for good clips, and are hard for

listeners or viewers to digest.

Evaluate:

- Did you generate media coverage on your issue? Was the coverage positive? Was your message clear?
- What outlets picked up the release? Which outlets did you want to pick up the story, but didn't?
- Did the media response generate attention to your issue through further stories, discussion on social media, letters to the editor, call-in responses or action from a decision-maker?

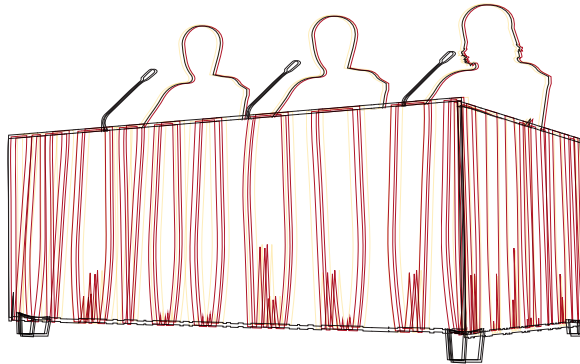
Press Conference

What is a press conference?

An event where the media are invited to hear about a particular issue from, and ask questions to, individuals involved in the issue. With a press conference, you can do multiple interviews at once and reporters can speak to a number of people impacted by an issue.

Goal of a press conference:

Like a press release, a press conference is your chance to get the media to cover your perspective on an issue or to get them to write a story on



an issue that impacts students.

When to have a press conference:

Press conferences should be used for your most important and newsworthy issues.

How to hold a press conference:

Book a space. Make sure your venue is visually appealing, has adequate lighting for TV cameras and good acoustics or sound equipment. Think about what kind of visual you want in the space:

- Do you have an appropriate banner or tablecloth?
- Can you print an enlargement of something related to your press conference to put on an easel?
- Is the venue itself visually appealing?

Press conferences are more successful in the morning, so aim to hold your press conference at 10 or 11 AM. Any earlier and people will not have time to get to the conference; any later and you will miss out on some deadlines.

Decide who will speak at the press conference. It can be a draw to have multiple people speak at the press conference. For example, you might hold a joint press conference with faculty and staff about how funding cuts will impact your college or university.

Draft your message box and write a media advisory. Your advisory should go out a few days in advance of the press conference. Assign someone to do follow-up calls with as many assignment editors and reporters as possible to find out which outlets will be attending.

Make sure each speaker writes speaking notes and practices them thoroughly. It is important that the speakers are not repetitive, stay on message and compliment each other's arguments.

Spokespeople should practice thoroughly. Do mock interviews as you would when putting out a press release.

Write a press release with quotes from the speakers. The press release should be scheduled to go out at the time of the press conference.

Prepare media packages. The package should include the press release, any background documents and a business card for a spokesperson or media contact. Background documents could be a report you are releasing, a fact sheet or briefing you have prepared on the issue, a specific document for media on key facts in the issue you are raising or some other document that will help the media easily digest the information being presented. You may also choose to include the speaking notes of the people presenting.

Show up at the venue in advance. You want to have ample time to check the technical requirements and trouble shoot any issues with set up.

You should greet reporters as they come in, ask for their names and which outlets they are from. You can use a sign-in sheet to gather this information as well.

Start on time. People do not want their time wasted, but having people entering the event when you have started can be disruptive. Start as close to on time as you can.

Follow-up. Make sure to get contact information for the reporters who attend for future stories and monitor the press coverage of the event.

Evaluate:

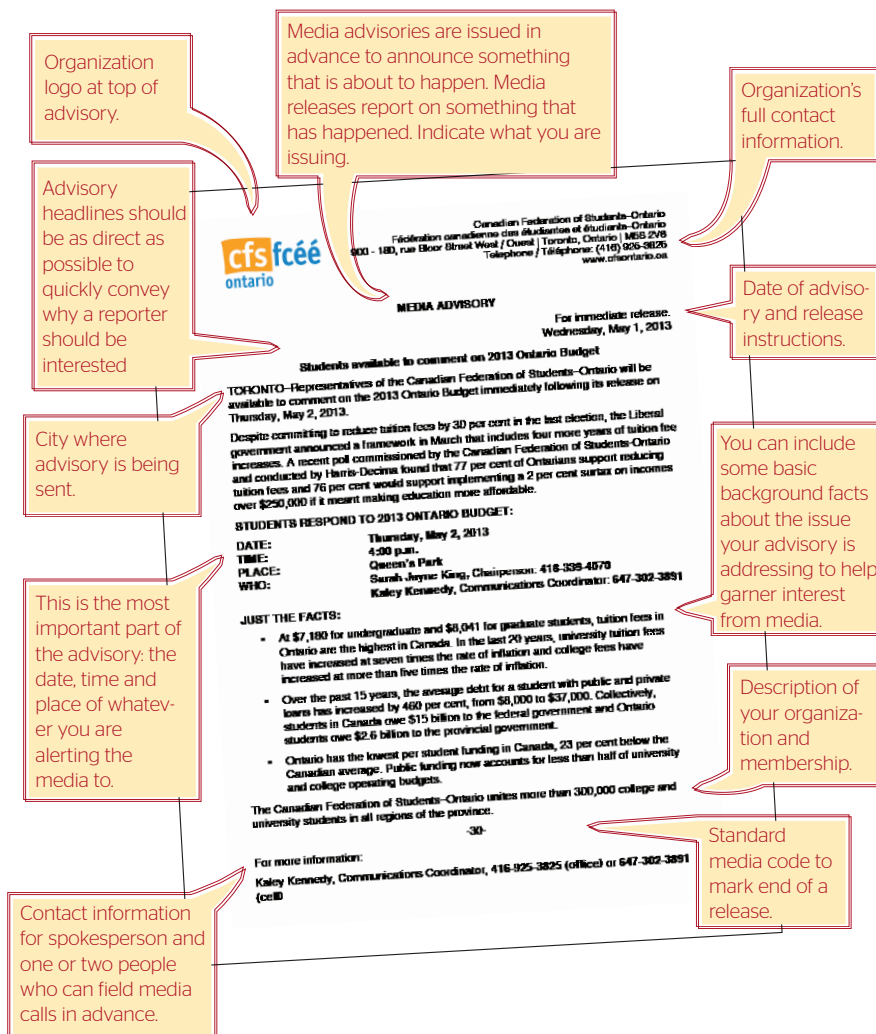
- Did the media show up?
- Were your speakers on message?
- Did you have all the technical equipment you needed?
- Did you have enough copies of all the documents?
- Did the press conference generate media stories?
- Were the stories positive?
- Did your spokesperson answer all the questions on message?

Equity and Inclusivity

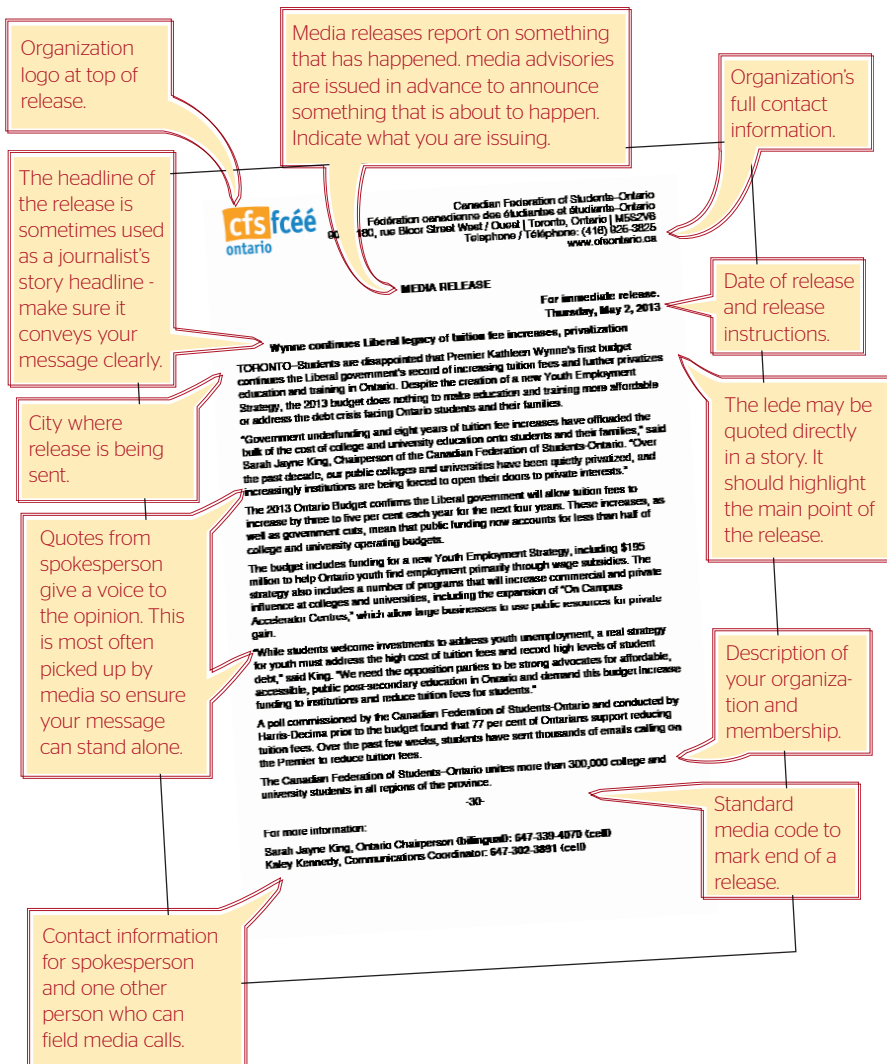
As students, workers and community members, we hold multiple identities and come from a diversity of lived experiences. The key to building a successful movement is including and acknowledging each other's struggles and identities. Unfortunately, even in activist organizing spaces, this often is forgotten or ignored. It is important to include equity and anti-oppression principles in all areas of our organizing to ensure we build a truly representative and inclusive student movement across Ontario.

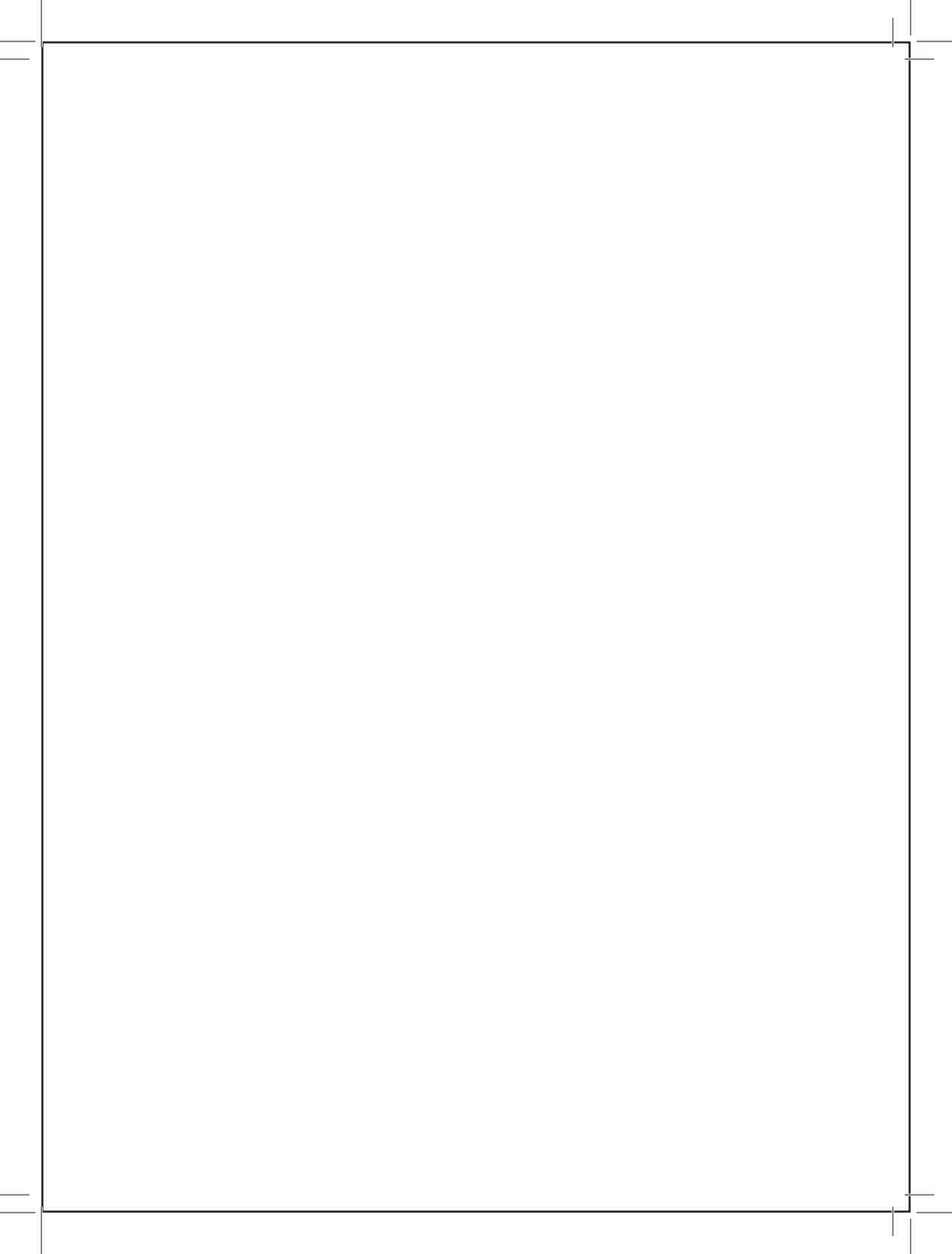
As newly elected representatives who may not be familiar with what it means to be equitable in organizing, it can sometimes be a daunting and intimidating task to ensure these principles stay true in all aspects of your day to day organizing. This will always be an ongoing task and there are no conclusive or definitive answers to how to do it, however the Federation has long been working towards organizing inclusive events. Please contact the Ontario office for tips on how to do so, as well as resources about things to keep in mind in regards to accessibility.

Guide to a Media Advisory



Guide to a Media Release





GETTING

STARTED

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SECTION TWO

Contents

Introduction	33
Campus Evaluation	34
Evaluating Membership	
Awareness	34
Student Space Evaluation	36
Student Action Committee	36
Decision-Makers List (Targets)	40
Membership List	41
Student Group List	42
Campus Allies List	44
Volunteer Recruitment	46
Good Messaging	48

Introduction

This guide was developed as a detailed resource for campus activists and it is just that – a guide. No written step-by-step instructions on campus organizing is ever going to be a replacement for you paying attention to your own campus climate and honestly evaluating your own goals and capacities. The following sections will give you some hints on how to do this necessary reflection and preparation.

Campus Evaluation

Evaluating Membership Awareness

Getting your members behind you is crucial to the success of your campaign. Before you begin your campaign, you need to figure out where your members are in terms of the issues you want to address and the tactics you want to address them with.

One of the biggest mistakes activists can make is to assume people “just get it” and head directly into organizing an action without doing the necessary education and outreach. While organizing a campus-wide walk out seems far more exciting than spending weeks going table-to-table in cafeterias talking to your members about tuition fees, the former won’t be successful unless you commit to the latter.

As you are beginning to strategize for your campaign, think honestly about where you and your members stand on the issue. Be forward and frank about what needs to get done to build the kind of capacity and collective analysis that can make walk outs, protests or rallies successful.

Ask yourself the following questions:

1. Do members understand the issues your campaign is looking to address? Is the issue even on their radar?
2. If so, is your understanding of the issue shared by many others on campus?
3. What are some things you want people to know about the issue?
4. What tactics are your members ready and willing to undertake?
5. If you are planning more direct action like a rally or occupation, are your members ready to take that step?

6. If not, what are some other tactics you can use to get members engaged and organized?

Once you have determined where people stand on your issues, you can chart a course to victory by planning step-by-step how you will educate, agitate and organize the campus around your campaign demands.

Here are a few tips to take into account when surveying membership awareness on your issue:

1. No matter how exciting it would be to have a massive rally or walk out or occupation, nine times out of ten, neither you nor your members are prepared to take that as a first step.
2. Membership awareness and mobilization is not a linear path, sometimes you need to go back to the basics and educate people, even if you've had successful actions in the past.
3. You can judge membership awareness by the turnout at your events, meetings and actions. You don't need 100 per cent of your members at a town hall to make it successful, but if you only have three people at your event, you have some work to do.
4. You'll never convince everyone. Some people just disagree with you and your campaign. Don't waste your time trying to garner support from people who have no interest in hearing you out, but also pay attention that your messaging is, in fact, resonating with the majority of your members.
5. Don't preach to the choir. Many people will be on your side already. They will come to every meeting, attend every event, and be present during every action. Your focus should be on bringing new people on board, and encouraging supporters to do the same to build a larger base of organizers, activists and supporters on campus.

Student Space Evaluation

It can be difficult to “Educate, Agitate, Organize” students if you do not have space to do it in! Create a student space checklist before you begin a campaign to ensure you can secure spaces for any planned events or gatherings like teach-ins, movie screenings, coalition meetings and banner painting.

Your checklist should include the following:

1. Does your institution have a space-booking policy?
2. If so, who is responsible for booking space on campus? Make sure you know how to contact them and what the procedures are for booking space.
3. Can you get tables for outreach from somewhere on campus or do you need to bring your own?
4. Are there student-owned spaces on campus you can use to accommodate meetings and events such as a students’ union building or student centre?
5. Are you required to apply for licenses for particular planned events, for example to distribute food or screen a movie in public?
6. Are there restrictions for using particular areas on campus? For example, spaces where you cannot use sound amplification devices like megaphones, or spaces with capacity restrictions.
7. What are the consequences, if any, for using campus space without permission?

Student Action Committee

What is a student action committee?

A group, committee or coalition that is often open to all members to discuss issues facing students and plan campaigns and ways to take action on campus. It can be called and referred to in a variety of ways.

student action

Goals of a student action committee:

To provide a space for students to meet, discuss student issues and plan campaigns, and to have a group of students committed to the campaigns work of the students' union.

When to have a student action committee:

All the time! You should consider striking a student action committee when you have a specific issue of concern, but they should be meeting regularly to discuss ongoing campus issues even if there isn't a current campaign.

How to start a student action committee:

1. Assign one student executive member to facilitate the committee. This person should make sign-up sheets that ask for names, emails and phone numbers. Bring the sign-up sheets to board or council meetings, clubs, societies, service centers etc.
2. Set a date, time and place for the first meeting. Try to choose a time that is convenient for most members, but acknowledge that you will not be able to find a time that works for every person on campus. Try holding your future meetings at various times so those who might not have been able to attend the first meeting will have a chance to be involved in subsequent meetings.
3. Make sure the space you choose is accessible and suits the needs of the group.
4. Create a student action committee email list from the information you've collected on the sign-in sheet. Try to keep this information up to date based on who attends the meetings regularly.
5. Advertise the meeting. Put up posters around campus, make announcements at council/board meetings, send an email to

your student action committee list. Send announcements over social media channels and any other listservs you may have access to. Reach out to clubs and other campus groups.

6. Create a draft meeting agenda for every meeting and allow time for people to add or change agenda items.

7. Establish a meeting facilitator or chair at the beginning of the meeting. It will most likely be the executive member in charge of facilitating this committee.

Evaluate:

- Did the number of people in attendance meet, exceed or fall short of your expectations? Was there a diverse cross-section of your student population present? Regardless of the answers to these questions, always continue reaching out to different campus groups, advertising in new spaces, and holding the meeting at a different time or location to encourage participation.
- How did the meeting go? Was the committee able to create a well-defined campaign plan with clear tasks and task assignment? Periodically, do a check-in with committee members to see how they feel about the meetings, and whether they are engaged with and feel positive about the work of the committee.

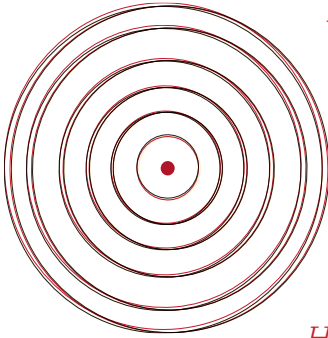
Decision-Makers List (Targets)

What is a decision-makers list?

A detailed record of all the individuals who have the power to directly affect the outcome of your goal or goals.

Goal of a decision-makers list:

To have a clear idea of who you need to target with a specific campaign.



When to have a decision-makers list:

You should have an ongoing list of campus decision-makers at all times. This list should include the upper administrators at your institution. However, whenever you begin a specific campaign, you should create a decision-makers list as one of the very first tasks.

How to put together a decision-makers list:

1. First, consider the following questions:
 - Is your issue local, provincial, national or international?
 - Who holds the power to make the changes you want to see?
 - Is it just one person, multiple people or entire institutions?
2. Depending on the focus of your campaign, this list could include college and university presidents and other administrators, municipal councilors, premiers, prime ministers, bureaucrats, and others.
3. Make sure your list includes names, what position they hold, their contact information and where they stand on the issue.

Tips:

1. Whether it is a college president or a federal minister, make sure you also include the contact information for their staff. Executive assistants, policy advisors, and communications staff all have the power to influence their employer's decisions.
2. Sometimes your efforts will need to focus on multiple decision-makers. For example, municipal transit issues involve more than one decision-maker, since both provincial and municipal authorities are responsible for funding and

coordination of public transit.

3. If possible, try to get direct lines of contact to decision-makers. For example, the public emails of politicians rarely reach them directly, instead going to assistants.

Evaluate:

- Did your team find the list useful and complete?
- Were you able to save time planning your campaign by starting with your decision-makers list?

Membership List

What is a membership list?

A centralized registry of current members' names and their contact information.

Goal of a membership list:

Having a complete and up to date membership list allows you to have direct access to your membership to convey updates or new information in a timely fashion.

When to have a membership list:

All the time. Think of it as an ongoing construction project. You should have one person responsible for maintaining each list and be updating your list regularly, but especially at the beginning of new campaigns.

How to build a membership list:

There are a number of ways in which you can start a membership list:

- Ask the administration for a complete list of member names and emails.
- Have sign-up sheets at every event, tabling effort, campaign outreach activity asking members to give you their contact

information. You should continue this practice after you have established a list to keep it up to date.

The most important pieces of information to have are the members' names, faculties or departments, emails, and phone numbers. Additionally, try to respect a member's wish if they want to be taken off your contact list.

Evaluate:

- Has it been updated at least once within the past month? (i.e. adding people, taking people off the list)
- Do you have a specific person responsible for updating your membership lists and adding new people?
- Are people requesting to be added to the list? Have there been many requests to be removed from the list?

Student Group List

What is a student group list?

A registry of student groups and their contact information at your institution. These groups can be affiliated or unaffiliated to the students' union, but their memberships generally contain students. Your list can include department or faculty associations, clubs and societies.

Goal of a student group list:

To have an exhaustive list of all campus groups and to be able to communicate with them directly.

When to have a student group list:

All of the time. This list should be used to inform members about issues, events, campaigns, actions, or victories of the students' union, and can also be used to bring together various players in the campus community to work together to achieve a common goal.

How to build a student group list:

1. Start with the students' union affiliated groups, because you probably already have a list on hand. Verify that you have the most up to date contact information and point person for each organization.
2. Contact departments to inquire whether they have student societies or associations.
3. Check the university website for student groups that are unaffiliated with the students' union but might be with the university.
4. Make sure to have contact information for at least one individual from each group, preferably an executive member.
5. Include office locations, phone numbers, email addresses and cell phone numbers whenever possible.
6. Include notes about the group and their mandate. Remember that you are building this list to be a resource for future campus organizers, so make your notes as helpful as possible.
7. If groups have regular meeting times and/or regular meeting places, include this information in your list as well.
8. Throughout the year, add new groups and constantly update your list with new information as you receive it.
9. At least once a year, check to see if the contacts on the list are still involved with the campus group and whether or not their contact information is still valid. If you find a campus group that was not on the list, find out where their group is listed and check that list for other groups you might have missed.

Tip:

- Put the date of when you've completed this annual review on your list.

Evaluate:

- At least once a year, check to see if the contacts on the list are still involved with the campus group, and whether or not their contact information is still valid.
- If you find a campus group that was not previously on the list add them immediately. Similarly if groups have dissolved, remove their contact information from your list.

Campus Allies List

What is a campus allies list?

A registry of groups or organizations on campus who support the work of the students' union and their contact information. This could be faculty or staff unions or other campus groups such as Ontario Public Interest Research Groups (OPIRGs).

Goal of a campus allies list:

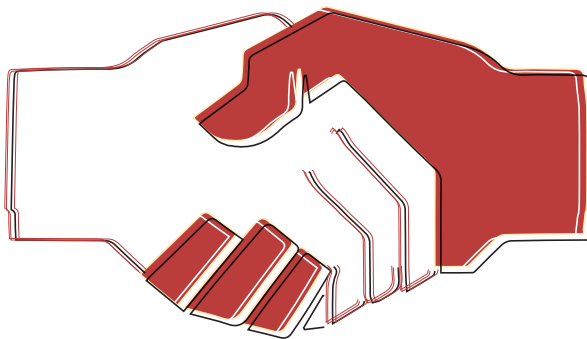
To have a comprehensive list of campus allies, with detailed contact information including office phone numbers, room numbers, emails and cell phone numbers. This list can be used to bring together various players in the campus community to work in solidarity with one another.

When to use your campus allies list:

You should contact your campus allies as often as is necessary. A good guideline for maintaining contact is a minimum of two times a year, either with a general update and for information sharing purposes or when you are planning something that has campus-wide impact.

How to build a campus allies list:

1. Begin your list with already known solidarity partners.
2. Check the university website for organizations that are unaffiliated with the students' union but might be with the university.



3. Make sure to have contact information for at least one individual from each group, preferably an executive member.
4. Include office locations, phone numbers, email addresses and cell phone numbers whenever possible.
5. Include notes about how you know them or know of them. Remember that you are building this list to be a resource for future campus organizers, so make your notes as helpful as possible.
6. If groups have regular meeting times and/or regular meeting places, include this information in your list as well.
7. Throughout the year, add groups and individuals who have shown support to the students' union and constantly update your list with new information as you receive it.
8. At least once a year, check to see if the contacts on the list are still involved with the campus group and whether or not their contact information is still valid. If you find a campus group that was not on the list, find out where their group is listed and check that list for other groups you might have missed.

Tip:

- Put the date of when you've completed this annual review on your list.

Evaluate:

- When you use your list of campus allies, is all of your information up to date?

Volunteer Recruitment

What is a volunteer?

Typically students who give their time to help with the work of the students' union and specific student union campaigns.

Goal of having volunteers:

To build your capacity to implement campaigns work, outreach to your membership and put on successful events. The ability to recruit and retain volunteers is an indication of a healthy level of engagement with your membership.

When to be recruiting volunteers:

All of the time! Many hands make light work and when you're putting on events and running campaigns that speak to your membership, you should also be seeing that they want to be involved.

How to recruit volunteers:

1. At all students' union events, members should have the opportunity to sign-up to volunteer with the students' union. These sign-up sheets should allow them to specify what type of volunteering they would like to do (helping out with events, campaigns, services etc.).
2. Volunteers should be given tasks that they can feel ownership over, not the tasks that the students' union executive does not want to do. Ask people about the kind of tasks they are interested in so people feel invested in what they are doing. They should be made to feel part of the team by being included

in discussions about the event or campaign they are helping with.

3. Try to plan out volunteer tasks before an event or action, so that they are thoughtfully given out, rather than handed off when things arise on the day of.

4. It is important for the students' union to always thank volunteers. The thank you gesture should depend on the size, duration and amount of resources used to plan the event or action. Students' union executives should make sure to send thank you emails after small tasks and maybe even host a volunteer appreciation party after a large event or action.

Evaluate:

- Are you seeing new faces join your regular volunteer pool?
- Are volunteers returning, attending meetings and participating?
- Do you have enough volunteers at your events?
- Are you able to give all volunteers useful tasks?

Good Messaging

What is good messaging?

Messaging is the way you talk about your campaign and our issues to our members and to the public. It can include talking points, slogans, chants and particular strategies to frame your issues in debate and discussion.

Goal of good messaging:

Good messaging should win membership and public support for your campaign by making your issues important and relatable to the people you're speaking with.

When to use good messaging:

Always! Your campaign messaging should inform your materials, your online presence, your speeches, debates and discussions with everyone at all times.

How to develop good messaging:

When developing strong messaging for your campaign, ask the following questions:

- Do you have a target audience or do you want broad appeal?

For example, if your campaign is seeking to defend student space, you might want to have messaging that speaks directly to students on campus about why this space is important to them. But if your campaign is to get greater investment in “green jobs,” you will want to have a broad message that many people can relate to.

- Are you trying to achieve a specific goal, or are you flexible with the “asks”?

Imagine that your campaign is to get student-specific fares for local transit routes. Is your goal to cut fares in half for students? Or do you want your messaging to be broad so that you can negotiate?

- Is your messaging easily relatable to multiple groups of people with differing viewpoints?

Your message should be able to be tailored to various people who may hold very different viewpoints. If you are speaking to a more conservative or business-oriented audience on the subject of reducing tuition fees, you might want to note how reducing fees is a cost-effective investment for the economy. However, if you are speaking to a crowd concerned with social justice, you might want to highlight the inherent unfairness of tuition fees and how they compound already existing inequalities in society.

- How do you want to motivate people: out of anger or hope?

There is a place for both rage and optimism in campaigns depending on your issue. Anger can be a tremendous way to spark people into action quickly around an important issue. Hope can be a way to get your members to rally behind a positive initiative you are running. For example, if your institution is attempting to close a popular student-run restaurant, anger would be an appropriate motivator. But if your campaign is to build a community garden on campus, you might want to run a more positive campaign that focuses on the benefits of a new space.

- Can you speak about your issue in three sentences or less?

If you can't reduce your message to a short sound bite, then you need to change your message. Making your messaging short and sweet helps with designing materials, speaking to busy

people and getting your message into newspaper columns and radio interviews.

Try to avoid these common mistakes when developing messaging for your campaign:

1. Don't use academic jargon or "activist language." Words like capitalism, neoliberalism and austerity aren't used in everyday language and can come off as pretentious.
2. For the most part, don't make it personal. Spending time and resources highlighting the personal follies of politicians or administrators makes the message about them, not your issue.
3. Less is more. Sometimes a slogan or a few sentences is more effective than a two-hour lecture on your campaign.
4. Shock value should be used carefully. Vulgar language or images might seem like a clever way to get your message across, but are almost always in poor taste.
5. Slogans and sound bites should be given careful consideration. Otherwise, they become tacky and useless.
6. Remember, many people can be brought over to your side with the right message. Don't dismiss particular communities in your messaging because you believe they will never support your campaign. With the right frame, they can relate to your issue.
7. Avoid hyperbole at all costs. Over-exaggerating your issue is unnecessary because it waters down your real message.
8. Your message also needs to be redeveloped if the target of your campaign is undermining the work you are doing. For example, imagine your campaign is trying to save a small academic program under threat of cuts by the administration. In response to your efforts to save the program, the administration

has announced that all the program's courses will still exist, just in different departments. Your message must now develop to address this new reality by explaining how this promise to keep the courses doesn't change the fundamental issue that a vital program is being eliminated.

Evaluate:

Messaging needs constant evaluation and reworking depending on the context and progress of your campaign and who you are speaking to. Here are some good questions to ask when evaluating your message:

- What kind of feedback are you getting? Is it overwhelmingly positive or negative?
- If the message is getting negative feedback, what are people saying? How can you change your message to address those concerns?
- Is your message too aggressive? Too silly? Too bland? Too specific?
- Can you explain your issue succinctly in a few short sentences?
- Do people understand what you are talking about?
- Are you adequately able to answer difficult questions about your issue?

A large, dark red circle with a thin white border is centered on the page. It is set against a light yellow rectangular background that has a subtle horizontal line pattern. The text "SECTION THREE" is written in white, serif, all-caps font inside the circle.

SECTION THREE

educating
MEMBERS

The image features a yellow rectangular background with a thin double-line border. The word 'educating' is written in a thin, black, lowercase sans-serif font and is enclosed within a white rectangular box with a thin black border. The word 'MEMBERS' is written in a large, bold, dark red, uppercase sans-serif font with a white outline and a slight drop shadow effect. The entire graphic is centered on a white page with faint L-shaped corner marks in the corners.

Contents

Introduction	55
Tabling	56
Leafleting	59
Class Talks	61
Posters	64
Banners	67
e-mails to Membership	69
Newsletters	72
Creating a Backgrounder	74
Presentations	76
Teach-ins/Workshops	78
Building Coalitions	80
Meeting with Decision-Makers	82
Online Communications	84
Website	84
Social Media	87
Twitter	89
Instagram	91
Facebook	92
Blogging	94

Introduction

Education is a necessary step in every good campaign. Educating your members is an ongoing process that is never really finished. There are also no shortcuts to educating your membership, and if you are doing it effectively it will be an important consideration in everything you plan.

When people understand an issue and know how the issue affects them and their communities, they are more likely to get involved and support efforts to improve your campus. If you are able to reach out to your members through messaging and methods that they identify with, you will set the stage for an engaged, unified campus that is able to develop and sustain activism.

Tabling

What is tabling?

Setting up a physical space (i.e. a table) with materials for the purpose of attracting attention and raising awareness.

Goals of tabling:

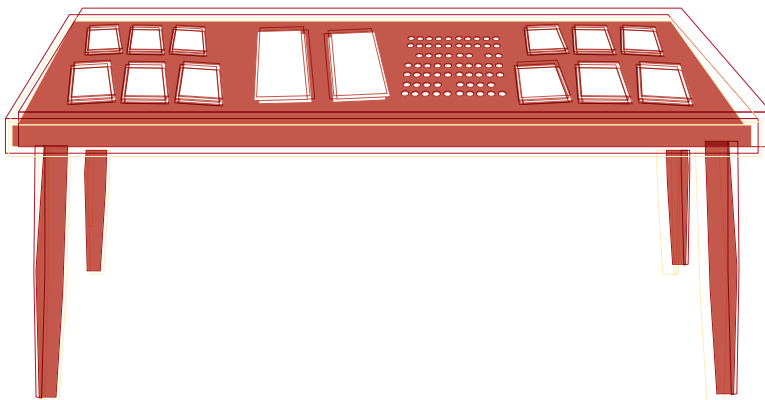
Raising the visibility of your students' union to your membership, and raising the awareness of your membership about the activities and services of your students' union, usually involves tabling for a specific campaign or action.

When to table:

Tabling can be done at any time, but you should consider it near the beginning of the semester to reach new students or when you have a new campaign or service that you want to interact with your members about.

How to table:

1. Setting up your table:
 - Choose a location and time with a lot of student traffic like a



cafeteria, main lobby or popular student lounge. If you need to book space, take care of that prior to tabling time.

- Have a large, easy to read sign that you can either mount behind your table or on the front of your table that makes it clearly recognizable what group you are representing.
- Include a variety of your informational material, swag, ongoing petitions, and a sign-up sheet with space for members to leave their preferred contact information for those who want to get more involved.
- Arrange your petitions and informational materials near the front of the table so they are most easily accessible to members and have any pins, pens, waterbottles, etc. set up towards the back of the table.

2. Staffing your table:

- Decide appropriate set-up and tear down times and how long you will be tabling on a given day. Lunchtime through to the late afternoon is effective, but be aware of who you are trying to reach and what their schedules are.
- Schedule volunteers to cover the entire time or an hour or two, including either set-up or tear down, but be specific about what time they are expected to arrive and leave.
- Have at least one person staffing your table at all times, linking one executive member with one volunteer can be effective for outreach as well as building relationships with your volunteers.
- Just setting up a table is not reaching out to your members. Stand in front of the table and use leaflets or other giveaways to draw members to your table.

3. Tips for effective use of tabling time:

- Make eye contact with passersby and actively engage them in conversation. Try an opening greeting and question like “Hi! Are you an undergraduate student?”
- Ask questions about what students are interested in and actively point out materials that may be of specific interest to them.
- Ask if they had ever considered getting involved in a sub-committee, as a department representative or on the board of the students’ union and encourage them to give their contact information so that the appropriate group/person can contact them.
- Try to incorporate participatory activities in your tabling such as trivia games or draws for a prize to attract attention and increase traffic.
- Do not be on your phone or computer.

4. Follow up. After tabling is over, make sure one person is responsible for the contact sheets you’ve collected. Every member who has identified that they want to get involved should be contacted individually about how they can do so.

Evaluate:

- How many people did you talk to?
- Did you have new people interested in getting involved?
- If you had a petition campaign, how many signatures did you collect?
- What approaches and conversation starters did you find worked best?

Leafleting

What is leafleting?

The distribution of leaflets, handbills or any other single page material designed for individual consumption.

Goals of leafleting:

The primary goal is to have short, face-to-face conversations with members about a current issue of concern, an upcoming event or general information about their students' union. The secondary goal is to put more detailed information and your contact information into the hands of your members.

When to leaflet:

The best time to leaflet is when you want to raise awareness quickly and potentially start a buzz on campus around a new issue. Leafleting is done most successfully when you have common areas or routes on campus that are used by a large percentage of your membership - like a main entrance to campus, a common building, an academic building or a well travelled pathway. You can also include sweeps of study areas and cafeterias in your outreach plan.

How to leaflet:

1. Produce an appropriate material - handbill, pamphlet, rave card etc. with content developed with your membership in mind.
2. Identify the best locations to reach a varied cross-section of your membership with this material. For example, the main entrances of the engineering building and the humanities building, with sweeps of the main cafeteria and students' union building study areas. If you're trying to reach graduate students, consider doing office and lab visits.
3. Come up with a schedule of times to do this outreach

keeping in mind peak hours for students on campus. Consider when classes let out and what days of the week most students are on campus. Choose several different days and times over an appropriate time span for maximum effectiveness.

4. Assess how many volunteers you need to cover the times you have chosen. You should always have teams of no less than two volunteers. If leafleting in a common area or major thoroughfare consider more than two people in a team, but if doing door-to-door outreach at offices or labs no more than two per team.

5. Assign specific times and areas to your teams and prepare them with the main points of the campaign.

Evaluate:

- Were people receptive to the issue?
- Were there comments, general perceptions about the material/messaging used?
- How did people react to the campaign or issue? Were people excited, angered, worried, etc.?
- Did people appreciate this type of outreach? Did there seem to be a general appetite for more information or action around the campaign or issue?

Class Talks

What is a class talk?

A short speech made to a classroom audience, before the lecturer begins, to educate or draw awareness to an issue or campaign, to promote an event or to encourage students to come to an action.

Goal of a class talk:

To speak to as many students as possible about an issue, campaign, event or action that you are raising awareness about.

When to do class talks:

In the case of an event or action that you want to promote to boost membership attendance, it's important that you begin doing class talks one to two weeks before, leading all the way up to the event, to give students a chance to plan for it.

If the class talk is to raise awareness, it can be done at any time.

How to do class talks:

1. Create a class talk list by using the registration website of your university. Search classes by time, day and faculty.
2. Include class name, time, location and lecturer. Try to get as much of a variety and as full of a schedule as possible. Make sure to include introductory level classes, as these often have the largest number of students in them.
3. Make a class talk speech (sample included in this section). This should include introducing yourself and whatever you are going to talk about. If it is an event or action, make sure to say the date, time and place of it twice within the speech. Your class talk speech should include facts that are relevant to students that will engage them in whatever you are talking about. Finish your speech with thanking the class and professor for their time.

4. Try to involve students in the class talk by asking for a show of hands or giving out students' union swag for answering a question right.
5. Your entire talk from start to finish should be no more than two minutes.
6. The talking part of a class talk can be done by a single individual or two people. Consider having more than two people attend if you are giving a talk to a very large room and delegate handing out materials and writing important information on the boards to people who will not be presenting.
7. Arrive at your class talk 10 minutes in advance to ask the professor if you can speak to the class before it starts.
8. Before you begin, start circulating any material that you may have (flyer, petition, sign-up sheet, etc.), and write your contact information and event details on the board behind you.
9. Make sure to speak audibly and slowly. Stress specific details that you have outlined as the most important part of your speech.
10. Record if there was a positive or negative response from the lecturer on the class talk list for future reference.
11. Take note of any questions asked that require follow-up and make sure someone is tasked to do this.



Class talk speech example (promoting an upcoming day of action):

Good morning, folks! My name is Laura and I'm the Vice-President External for our students' union! We represent over 10,000 members, and run all sorts of campaigns and events in efforts to represent you and to push back against things like rising tuition fees. Who hates paying tuition fees?

Yeah, same here. Our tuition fees are now the HIGHEST in the whole country, yet we still have large class sizes and less and less time with our professors. That's why it's time to organize. We're going to be meeting THIS THURSDAY at 3pm in the quad to join hundreds of other students in the town in a rally against increasing tuition fees!

If you can't afford another year of increases like me, then we need your voice. Again it's this Thursday at 3pm at the quad. I really hope we'll see you out there!

Thanks for your time.

Evaluate:

- Make sure to observe the reaction from students:
- Was there applause, questions, negative or positive reactions?
- Did people seem interested and did they write down the details of the event?
- Does it seem like your speech is reaching people or are you seeing a lot of confused faces?
- Did people sign-up for updates, sign a petition or take the material you distributed?

Posters

What is a poster?

Images printed in large format on paper and placed strategically in busy parts of campus and the community.

Goal of a poster:

Posters are used for a variety of reasons that range from promoting an event or meeting, to conveying a particular message, to providing information.

When to poster:

Posters can be used at any stage of your campaign to invite members to a meeting or town hall, provide them with vital information on your issue or logistical information on a call to action.

How to poster:

1. Posters can be hand-produced with pens, paint or markers on paper or cardstock. They can be screen-printed to produce large quantities quickly. They can also be designed on a computer in Adobe Photoshop, Illustrator or InDesign and then printed digitally. Choose a way to produce posters that best fits the resources, time and skillset of the people you are working with.
2. Be clear about what message you most want to convey on the poster. Is it date, time and event location? Is it a campaign phrase or slogan like “No means No”? These details should be in the largest sized font.
3. Only use one or two font types for the entire poster. You can bold, or underline certain parts, but avoid doing both on the same poster.
4. Feel free to use multiple font sizes of the same font type for your poster, but a good guideline is no more than three different

sizes on the same poster.

5. Keep text to a minimum.

6. When you're trying to make your poster visually pleasing with colour and graphics be aware of keeping your main points as clearly visible as possible. A beautiful poster does not always mean an effective one.

7. Keep your printing capacity in mind. Will the poster be printed in colour or in black and white? Colour printing can be more expensive, but depending on the event/message may be worth the added cost. You also want to consider, if you're designing a poster that contains colour for printing in black and white or on coloured paper, how your colours will actually look in print.

8. Put your posters up in obvious and high-visibility areas on campus. Make sure to visit all buildings and even key businesses your members visit.

9. Regularly re-poster to ensure your posters are not covered up by others, ripped down or falling off the walls. Also take down your old posters that are no longer relevant on these poster runs.

Evaluate:

- In a world where we are bombarded with advertising and images constantly, it has become very easy to visually tune out posters. Evaluate the effectiveness of your posters by asking the following questions:
- Do your posters stand out from the crowd and do they effectively grab the attention of passersby?
- Are the posters professional, clean, and easy to read with minimal text?
- If you are advertising an event or meeting, does the poster

clearly indicate the time, location, purpose and accessibility of the event or meeting?

- If your posters are simply to provide information or convey a message, are those things clear?
- Are posters your only medium of outreach? If so, they shouldn't be!
- Do your posters share a common design with the leaflets and other media you're using for your campaign?

Banners

What is a banner?

A large poster-like kind of material that can be hung up or held, to draw attention to a message.

Goal of a banner:

To draw people's attention to a specific piece of information or message.

When to have a banner:

Banners can be made to be held at any action, or to be hung up in a public place, or to be used to do a banner drop (see page 135).

How to make a banner:

1. Decide who is making the banner, whether it will be designed digitally or hand made.
2. If creating a banner by hand, recruit volunteers to help. This can be a good task to assign new volunteers to help them feel ownership over the creation of the campaign. Designate a specific time and location for everyone to meet. Make sure there is enough space and material for everyone to participate.
3. Choose a banner-making location that gives you lots of room to put the whole banner out on the floor and where you can leave the banner for at least a few hours to dry.
4. Before the banner-making day, discuss messaging and images and agree upon what it will look like. Make sure the messaging is concise and to the point. Letters should be large and visible from far away.
5. Acquire the material. If it is being handmade, canvas is a common material to choose because it is inexpensive and durable. Other things you may need, include: newspaper or

plastic sheeting to cover the floor, acrylic paint and paintbrushes.

6. You can use a projector to paint more complicated images. Affix the material to the wall and project the image on to it. Using pencil, trace the projected image.

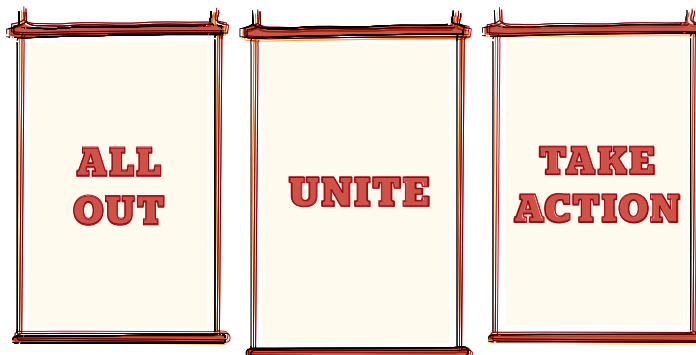
7. On banner-making day, clear out a large space, remind people to bring or wear clothes that can get paint on them. If possible, bring speakers to play music and provide snacks for volunteers.

8. If you are planning to hold or hang the banner outside anywhere, make sure to cut small slits in it once it is dry, so that it doesn't become a sail and will still be manageable in high winds.

9. If you want your banner to hang for a long time, ensure you get permission from the appropriate person.

Evaluate:

- Was your banner visible? Did it generate attention?
- If you hung it up, how long did it stay there for?
- Did you receive any comments or feedback about the content or presentation of the banner?



Emails to Membership

What is an email to the membership?

Any communication that you send out over an email list to a group of your members. This includes the broader general membership list, volunteer lists, committee lists and campaign lists.

Goal of a membership email:

To inform, update or remind your membership about an issue, event or campaign.

When to send an email:

General Membership Email:

You should limit your membership emails to only when it is necessary, unless an issue of immediate importance arises. It is best if you can establish a regular emailing schedule (e.g. every month) and try to include all of the updates, deadlines, event information and any other information in a single email.

Emergency Membership Advisory:

If something comes up that will be of immediate importance to your membership, you should send an email as quickly as possible after you have assessed that informing your membership is of immediate importance.

How to send membership emails:

1. Establish a consistent signature to use at the bottom of every official student union communications. It should include your full students' union name, Canadian Federation of Students local number, and website.
2. Keep all of your email messages short and to the point. General email communications should not exceed three

paragraphs and where possible use point form and line separations to punctuate or highlight the most important information, like the date, time and location of an event. Where appropriate, refer members to your website for more detailed information.

3. Make your subject as interesting and relevant as possible. For instance, while “Student Union Update #6” may be appropriate for your filing system, it does not entice your membership to actually open your communication and does not give them any relevant information to connect their lives to their student union involvement. Try using some information from the content like “Free Food! SU Office, noon, 14 Sept” in an email about an upcoming general meeting or “Rising Tuition Fees – Students Fight Back!” for an email about an upcoming action/event/meeting around this topic.

4. If you are including the details of several different news items, your email should contain a numbered list of topics at the beginning of the email and then the numbered details of each item in a second section.

5. Try not to send emails out to your general membership more than once a week. While sending an email can seem like an easy way to reach your membership, if you get in the habit of sending too many or emails that are not of particular interest to your membership, your emails will not be read.

Evaluate:

- Did you get any responses? Did you respond to them in a timely manner and include an invite to get involved?
- Did you get a lot of returned messages due to incorrect email information? Did you update your email distribution list as a result?

- Are you able to see any increase in visits to your website following a membership email?
- Are you receiving any complaints, suggestions or compliments in response to your emails? Are you sharing this information with your executive and taking any new ideas into consideration?

Newsletters

What is a newsletter?

A regular print or digital roundup of the work of the students' union that is delivered to members.

Goal of a newsletter:

To keep members up to date and informed about the work of the students' union, including campaigns, events, actions etc.

When to do a newsletter:

Newsletters should be sent when there are necessary updates and on a regular schedule, like bi-weekly or monthly. Not so infrequently that they become irrelevant, but not so frequently that they become a nuisance to members.

How to create a newsletter:

Digital:

1. Decide what email list is most appropriate for newsletter distribution, but also plan to post your newsletter on your website and advertise its release on your social media outlets.
2. Newsletters distributed as an attachment to an email should be in a PDF format.
3. If you have a budget, look into using newsletter generators like Mad Mimi, that let you track how many people open the email, which links are the most popular etc. If not, set up an easy to customize template, that can be edited by a novice user.

Print:

1. Identify specific people who will be in charge of regularly collecting content, editing, doing lay out and distribution etc.
2. Set reasonable and firm deadlines.

3. Printing is expensive. Only print as many copies of your newsletter as you think you can distribute.
4. Put together a plan for distribution. Make sure it covers a variety of places on campus and at popular student venues etc. They can also be handed out to students in classrooms or around campus.

General tips and tricks:

- Regardless of format, if there are things happening or information that students might benefit from that you find out about after publishing the current newsletter, let the event organizers know about your newsletter and ask them to contact you the next time they want their event or information to be provided to students.
- Have one person in charge of populating the newsletter. Let campus partners, groups and clubs know when the newsletter is typically released and include information about how they can submit events or updated information for inclusion. The students' union, campus pubs or cafés can also advertise jobs and events through the newsletter.

Evaluate:

- How many people are reading your newsletter?
- Are there more people showing up to events that you publicized?
- Are more people applying for jobs you advertise?

Creating a Backgrounder

What is a backgrounder?

A short summary of facts and some details relating to a specific issue of concern.

Goal of a backgrounder:

To provide detail to your membership on an intricate issue or topic enabling them to be more knowledgeable of the facts.

When to create a backgrounder:

When you have an issue or topic that is greatly supported by key facts or figures that are not necessarily commonly known or understood.

How to write a backgrounder:

1. Start with defining the topic.
2. Search for any similar resources that may have been produced by ally organizations.
3. Create an outline including sections and some notes on detail.
4. You are attempting to create a credible document that you want people to be able to reference. Every time you quote a number, or state an explicit fact you should consider if it is appropriate to cite a source.
5. Use only credible sources in your citations. It's okay that you were able to find a specific fact as a result of a Google search, but track down the original source for inclusion in your backgrounder. Wikipedia is not an acceptable original source.
6. Be critical of the sources you cite. Try to find data that is provided by trusted research institutions, like Statistics Canada, when possible, but also be aware of conflicts of interest that

may exist between the reporting organization and the research they are presenting. For example, if you're looking for sources for a backgrounder on bottled water, citing research funded by a company that produces and sells bottled water is not credible.

7. Spend a significant amount of time editing the text for your backgrounder. Make sure each sentence is necessary and appropriate. You want to be as succinct as possible without losing comprehension.

8. When your content is complete, spend some time thinking about layout and presentation. Are there parts of your backgrounder that can be shown graphically? Are there specific colours, shapes or designs that relate to the topic and can make your backgrounder more visually pleasing?

Evaluate:

- Were people able to easily read and understand the information you presented in your backgrounder?
- Did you find it a useful tool for doing outreach and starting conversations?

Presentations

What is a presentation?

A tool used to convey information to an audience. It can be as formal or as informal as you feel necessary, based on the audience.

Goals of a presentation:

To convey information and demonstrate expertise on an issue or topic.

When to do a presentation:

Presentations should be made when you have a complicated issue or topic that you feel is either unknown or misunderstood by a specific group or audience.

How to do a presentation:

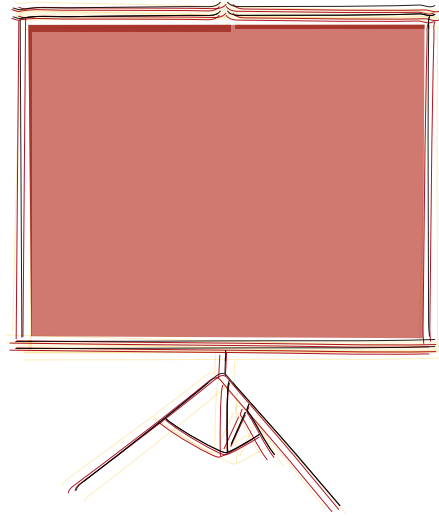
1. Choose one or two people who feel comfortable speaking in front of an audience and who can speak with authority on whatever subject you plan to present.
2. Write an outline, including all the important facts and statistics you want to include.
3. Decide if you want to use a visual tool like a white board, Power Point, Keynote or Prezi. If so, choose a visual tool that compliments your presentation, then incorporate all the most important information that you need to convey, or that are better conveyed visually.
4. Once the presentation is finished, practice several times in front of other students' union representatives or a friend. Even if you are comfortable with the content, it is important to practice how you will present it.
5. During the presentation, make sure you have a glass of water within reach. Make eye contact and try to engage audience members. Use a tone that matches with the level of formality

of the presentation. For example, if you are presenting to senior administrators, sarcasm may not be the tone you want to take, but it could be effective if you are presenting to your peers.

6. Always leave room and time for questions, whether throughout the presentation or an assigned amount of time at the end.

Evaluate:

If possible, have an ally in the room give you some constructive criticism on your performance. Follow up with audience members a few days later to see if they would like any further information.



Teach-ins/Workshops

What is a teach-in/workshop?

Both of these terms usually describe a short, intensive, general education forum designed for a relatively small group of people that focuses on a single, but often complicated issue. These events are meant to be practical and participatory. While they generally include experts lecturing or guiding activities on the area of their expertise, with discussion and questions from the audience/participants, there is lots of room to create a more participatory style.

Goals of a teach-in or workshop:

To inform and educate members about a complicated issue and to promote future involvement by participants.

When to host a teach-in or workshop:

You should host a teach-in/workshop when you have an issue and a topic that is not straight forward or that may be difficult for people to immediately relate to. Teach-ins and workshops can create a space for questions and discussion that many other events do not.

How to host a teach-in or workshop:

1. Clearly define your topic and the goals of your event.
2. Decide on a format that will work best to achieve your goals. The two most popular formats are:
 - Panel of speakers with an audience question and answer at the end, or
 - A tutorial type session involving several break-out groups and guided discussion or guided skill development.
3. Find appropriate panelists or tutorial leaders. Try to find individuals who are engaging speakers and are knowledgeable on the topic. Determine and assign a facilitator or moderator

for the workshop or teach-in; oftentimes it makes sense for a member of the executive team to take on this role.

4. Estimate expected attendance/participation and how you'd like to utilize the space and book an appropriate venue. Keep in mind:

- Accessibility.
- Audio-visual needs .
- Layout of the room (broken into groups, stadium seating, tables, etc.)
- Proximity of your event location to washrooms.
- Any rules regarding food and drink in your proposed venue.

5. Consider the drafting and printing of any written materials you want to provide at the event.

6. Set up an outreach table at the event with information about the students' union and the current campaigns, including a sign up sheet for attendees to receive additional information or to get involved.

Evaluate:

- Was the turn-out what you expected, better or worse? If it was better or worse, why?
- How did the space work for you? Was it a good size, was the equipment adequate and did it suit your purposes? Did the participants find the space accessible?
- Did participants seem engaged and did they find the presentation both useful and understandable?
- What would you do differently next time?

Building Coalitions

What is coalition building?

Establishing an alliance or alliances, either temporarily or on an ongoing basis, of distinct groups for the purposes of working towards a common goal or organizing a joint action.

Goal of building coalitions:

By working with allies, you strengthen our voice by increasing our numbers, information and resources in taking collective action to achieve a single short or long-term goal.

When to build coalitions:

When you have a campus issue that affects more than just your members. For example, working towards a bottled water-free campus affects every member of the campus community and is an issue that is likely of importance to workers on campus.

How to build a coalition:

1. Start by hosting a meeting. Send an invite to all campus groups who you think will be interested in supporting and participating in a campaign. Book a space on campus that can accommodate your expected turn out.
2. Prepare an agenda and circulate it before the meeting. Ask prospective participants for input on agenda items. Some agenda items should include:
 - Purpose for the coalition
 - Hosting and chair sharing
 - Meeting frequency
 - Campus issues

3. Establish campaign goals and gauge everyone's level of participation and knowledge on the issue. Remember that this is likely only one campaign of many that you and your coalition partners are undertaking, so be realistic about capacity, time requirements and budget when assigning and volunteering for tasks.
4. Establish a time line. Take a realistic look at what you are trying to achieve and have an honest discussion about the length of this campaign. Are you talking months or years?
5. Establish information sharing structures (email and/or phone list, Facebook, etc.) and who will be responsible for maintaining these tools.
6. Maintain regular contact with your coalition partners.

Evaluate:

Remember that coalitions can be strong forces on campuses to affect change, but they can also take a long time to build. Be patient and be consistent. Some points to consider when evaluating the success of a campus coalition:

- Are the coalition members enthusiastic and positive about being able to achieve campaign goals?
- Is there regular attendance and feedback from all coalition members? If not, are some groups being excluded due to factors that can be changed (ie. date or time of meeting, meeting location, etc.).
- Is your campaign moving forward?

Meeting with Decision-Makers

What is a meeting with decision-makers?

A formal meeting with decision-makers where you are able to speak to them about students' concerns.

Goal of meeting with decision-makers:

To engage in a dialogue with those that have the power to affect the change that you want to see.

When to meet with decision-makers:

Meetings with decision-makers can take place at any time, but you should keep in mind any campaigns work that you are engaged in. If there are any specific time-sensitive “asks” that you have, the meeting should be scheduled accordingly.

How to meet with decision-makers:

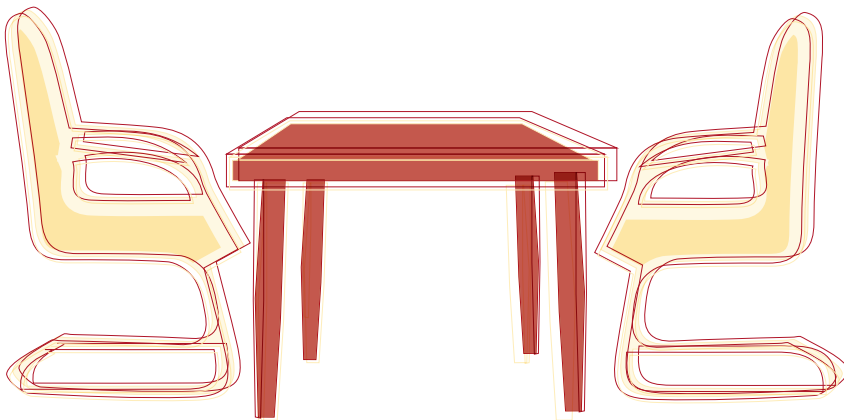
1. Get in contact with the decision-maker you want to meet with. If possible, allow them to choose the date and time and try to be flexible through this scheduling process.
2. Prepare for the meeting. Go over all of the topics you want to discuss and assign which person in the meeting is going to speak to it and assign someone to take notes. Establish a goal for the meeting and plan to direct the conversation of the meeting towards achieving this goal. Choose any materials you want to bring in advance and bring an extra copy to leave with whoever you are meeting with.
3. In the meeting, try to stay on subject as much as possible. With limited time, it is important to use the whole meeting to speak about your issues. It is also important to take extensive notes of any commitments or timelines made. Make sure to ask for follow up contact information and another meeting.

4. Follow up the meeting with an email, thanking the decision-maker for their time. If any commitments were made, be sure to include this in the email to remind the decision-maker.

5. Go over the notes and assign someone to send a follow-up email or letter listing the actions the decision-maker committed to performing.

Evaluate:

- Did you accomplish what you wanted to accomplish with this meeting?
- Have a debriefing session with the people who attended the meeting. Ask for high and low points and discuss future steps.



Online Communications

Social media and online communications can be a helpful tool in the work students' unions do, whether it be forwarding campaign goals or promoting events and services.

Using social media can help start petitions, spread the word, mobilize support, educate the public and put pressure on decision-makers at every level.

Website

What is a website?

A central, online hub that provides your members with information on the campaigns and services that you provide as a students' union, as well as important information students may need.

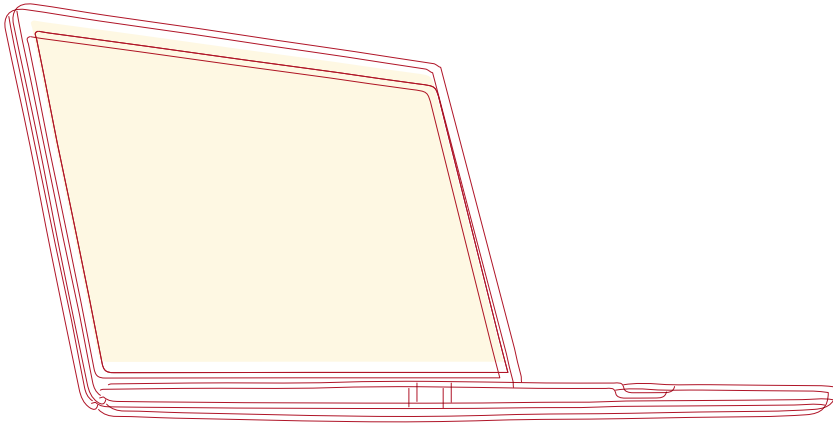
Goal of a website:

To have current, up to date information available to your members and the broader community.

When to use a website:

Your students' union should have a website (you can get a basic hosting package for free through the Canadian Federation of Students' website service).

Sometimes, you may choose to create a separate website for a specific campaign or initiative. Consider whether you think you need a catchy, easy to remember URL for materials and to drive people to. Your students' union website will often have a significant amount of information so a separate campaign webpage can provide focus on a single issue. Make sure, though, that you will be able to provide regular updates to the new site.



How to use a website:

Managing such a large amount of text as your students' union website can be difficult. Here are some tips on making your students' union website more effective:

1. Include a news and updates section that has the most relevant information for students.
2. Ensure there is "one click" access to the most important elements of your website. The more clicks people have to perform to get to a piece of information, the less likely they are to get there.
3. Try to organize your website in a simple and straight forward way. Focus on including the most important and relevant information closest to the homepage.
4. Keep your writing short and to the point. People are less likely to read longer blocks of text online.
5. If your students' union has a listserv, include an obvious place where students can sign-up.
6. Integrate social media wherever possible. Use the "Share This" plug-in or other tools to make it is easy for the information on your website to be shared. Embed your students' union or campaign Twitter, YouTube and/or Flickr feeds on your

homepage to generate traffic to your social media sites.

7. Some other ways to improve your website and raise awareness about the students' union and the Canadian Federation of Students-Ontario include putting your local number in the header of the students' union website and linking to the Federation's provincial and national websites.

Evaluate:

- Are you regularly getting calls from people who looked at your website for information, but couldn't find it? This is a key problem with websites. Sometimes, information that people need is buried too deep. If you are getting a lot of these calls, it probably means the most important information is not obviously available.
- How many views does your website get and how long do people spend on the site?
- Do people reference your website when they come into the office or call about an issue?
- You may want to poll your membership on your website, asking questions about what is working and what is not when you are thinking about re-vamping a website. This can give you important feedback on what your members use the website for or what people are looking for that is missing.

Social Media

What is social media?

Any online-based media that allows users to interact with one another to share, modify and distribute content. It includes everything from Twitter and Facebook to blogs, message boards and LinkedIn.

Goal of social media:

To be able to meet people where they are and provide them with the opportunity to get more involved.

The goal is to move people up the ladder of engagement with online media:

- STEP 1:** Reads content on friend's feed.
- STEP 2:** 'Likes' or 'retweets' a post.
- STEP 3:** 'Likes' or 'follows' a Fan Page.
- STEP 4:** Visits website or other resource.
- STEP 5:** Shares content with a message of support.
- STEP 6:** Puts their own spin on shared content.
- STEP 7:** Makes direct contact with you or your group.
- STEP 8:** Participates in an action or event.
- STEP 9:** Actively recruits others to do the same.
- STEP 10:** Becomes an active organizer and takes on a leadership role.

When to use social media:

It is important to remember that sometimes you need to be online, but that doesn't mean you should not be on the ground. Here are some things to consider when putting together a strategy for online communications:

- You should be where your members are – are they online?
- Provide many opportunities to get involved. Do not rely solely on online outreach.
- Use social media to enhance, but never to replace face-to-face organizing. Coordinate your social media campaigning with traditional tools and tactics.

How to use social media:

Each online tool has a different purpose. You can't use a hammer for every job, a megaphone for every cause or the same social media tools for every campaign.

When deciding what social media platforms to use, remember that you should ensure your tactics (social media) support your strategy (for a campaign or event). Experiment creatively with new social media tools to determine whether they have organizing potential for your purpose.

Some principles to remember include:

- Engage your audience and start conversations - they call it "social" media for a reason.
- Create new entry points to join your movement or cause.
- Use photos as social media through photo sharing/tagging.
- Reciprocate! Reply to posts, retweet or share content and give other users props.
- Show the love! When someone new follows you, thank them and give them a shout-out!
- Use social media to allow members to participate in students' union activities and campaigns by hosting social media contests such as tweeting trivia answers back to the students' union or posting photos of activity to win a prize.

Evaluate:

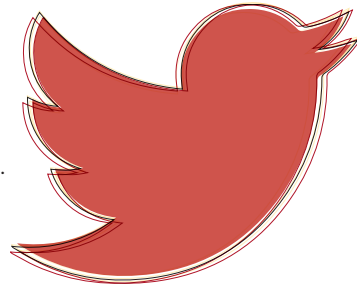
Social media is a growing and changing tool in political organizing, so it is especially important to constantly review what you are doing and whether it is working.

- Are you able to keep up with updating our social media platforms and responses from members?
- Are people sharing and interacting with your content?
- Is your social media presence leading to new volunteers or different people attending events or meetings?

Twitter

What is Twitter?

Twitter is a microblogging site that allows you to post updates of 140 characters or less. Twitter provides a space for people to share their thoughts instantly.



Goal of using Twitter:

On Twitter, you want to attract as many followers as possible and get your followers and others “retweeting” your updates to amplify the reach of your message.

You may have specific goals for Twitter depending on the campaign such as getting action from a politician or getting a reporter to write a story on an issue.

When to use Twitter:

Twitter can be used as part of your outreach and media strategies. It can also be a powerful tool for tracking news, creating personalized newsfeeds, promoting events and contributing to public conversations on issues that impact students.

Through twitter, you can interact with your membership or the public,

adding your own spin or analysis to media stories or current issues. You can also use Twitter to generate news stories for journalists or to put pressure on decision-makers to take a certain action.

How to use Twitter:

1. Set up a Twitter account at www.twitter.com
2. Start posting updates.
3. Follow people who interest you or who you think would be interested in the content you are posting.

Here are some tips on drafting helpful and effective updates:

- Use hashtags (a term with a # in front of it, e.g. #cfsfcee) to contribute to broader conversations on the issues you are concerned with.
- Some hashtags you might be interested in: #cfsfcee (issues related to the Federation), #cdnpse (Canadian college and university issues), #cdnpoli and #onpoli (politics in Canada and Ontario, respectively), #highered (international hashtag on college and university issues)
- Consider creating a specific hashtag for your union, club, event or campaign. If you create a hashtag, use it consistently.
- Link other users in your posts or tweets by using the “@” to link to their profiles or timelines. Tweet @ journalists/celebrities/politicians who you want to pay attention to your issues.
- Don’t just retweet other people’s content. Make it your own!
- To keep it under 140 characters, insert hashtags into your tweets and use the “4U” approach to cut characters.
- Use an app for your phone to tweet on the go.

Evaluate:

- Are more people following you?
- Is your content being retweeted?
- Are the people you are focused on interacting with your updates?
- Is your hashtag being used beyond just the students' union elected representatives, staff and core volunteers?

Instagram

What is Instagram?

A social media site that allows users to post photos and videos from their smart phones.



Goal of using Instagram:

Instagram can help raise awareness about an issue and can help inform your members and the community about the work you are doing. It also offers a different way for members to interact with your students' union and feel connected to the work of the students' union.

When to use Instagram:

When determining whether to create an Instagram account for your students' union, you want to consider whether you have the capacity to regularly update the account. Instagram works best when you have lots of events that you want to showcase with photos and videos.

How to use Instagram:

1. Download the Instagram app onto your smart phone.
2. Set up an account as per the app instructions.
3. Follow people who might be interested in your updates.
4. Take photos and videos with a smartphone using the

Instagram app.

5. Write a caption and include hashtags. Tag any Instagram users in the photos.

Unlike Twitter, which has a character limit, you don't need or want to be selective with hashtags on Instagram. Including more hashtags will improve your follower base and get more people seeing your photos.

You can use your students' union hashtag on Instagram as well to get people posting their own photos related to the students' union work.

Evaluate:

- Are more people following you?
- Is your content being liked?
- Is your hashtag being used beyond just the students' union elected representatives, staff and core volunteers?

Facebook

What is Facebook?

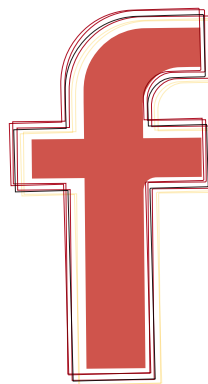
One of many online social media outlets used to keep in contact with friends or members of your union, post events and post status updates about anything involving your students' union.

Goal of using Facebook:

To provide updates and announcements to your members.

When to use Facebook:

Facebook is free and takes minutes of your time to update and post new information, so you should be using it regularly by adding event and deadline updates as frequently as once a day. However, you should not be spending much of your time or resources doing this. Ideally,



you should aim to be posting statuses, creating an event page or even a separate account at the start of your campaign. By using Facebook during the campaign period, you try to create a buzz and keep people talking about your events.

How to use Facebook:

1. Create an Events Page for your event weeks, if not months, in advance of the date. Include as much detail as possible involving dates, location and short and long-term goals. Update or include more of this information as it becomes available. Don't forget to include any external links such as where to RSVP.
2. Invite as many people as possible.
3. Post status updates every day leading up to your event.
4. Also, periodically post status updates with links to information that people can read relating to the subject of your event.
5. Get fellow executive members and friends to invite their friends and post status updates regarding the event.
6. It is important to remember that while you want to keep people aware and excited for the event, beware of over-posting. While your event page can go up several weeks beforehand, status updates should not be posted regularly until about two weeks before the event. A status can be posted every day for the week of the event.
7. Things to consider:
 - Is there a clear message of what the campaign is about?
 - Is the location/date clear and easy to find?
 - Have you invited people to your events?
 - Are the status updates you post relevant and informative?

Evaluate:

- Did the number of people attending meet, exceed or fall short of your expectations?
- Are more people joining your group or liking your page?
- Is your content being liked?
- Are people re-posting your content?
- Are the people you are focused on interacting with your updates?

Blogging

What is blogging?

A blog is a website where an individual, organization or group of people who share common interests regularly post information, updates and commentary.

Goal of blogging:

Through blogging you want to create a trusted source of information and commentary on an issue. Blog posts are also a good form of shareable content: web content that can be shared through different social media sources.

When to blog:

You may want to create a blog to update your members on the work of the students' union on a regular basis. A blog might be a tool you use on a campaign or in a coalition where the work can be split amongst different people or stakeholder groups.

When creating a blog, be conscious of how much time you have to update it. A blog that is never updated is not effective. Will you have issues that regularly need attention? Are there people who can regularly update the blog?

You may also pursue being a guest blogger on an already established blog when you have a specific issue that you want to draw attention to. This is similar to writing an op-ed, only online instead of in print.

How to blog:

1. To create a blog, you can include a blog section of your students' union website, or you can register a new domain in order to do that. Contact your current website service provider to find out what is possible under your current website service.

You can also register an account with a free blogging website such as Wordpress.com or Tumblr.com. You can put a custom domain on these websites by paying a small fee for an upgrade.

2. Once you have somewhere to post to, you have to work on writing posts! Some things you might want to post on a blog:

- Commentary on issues at your institution.
- Updates on the work of your students' union.
- Calls for submissions, job postings, or event call-outs for the students' union, campus clubs and service centres .
- Photos and report-backs from events.
- Anything else that your members care about.

Whether you are creating a blog or are just writing a guest post, your blog starts with good writing and relevant content. For writing tips for blogs, you can follow similar guidelines to the Op-Ed section of this manual (Page 16).

Since blogs are online, you also want to make sure that you link to relevant or related articles, statistics or resources directly in your blog. Most content management systems can do this easily, however, you can also do it by including this simple html code: `<a href="www.yourlinkhere.ca"> your link name here </a>`.

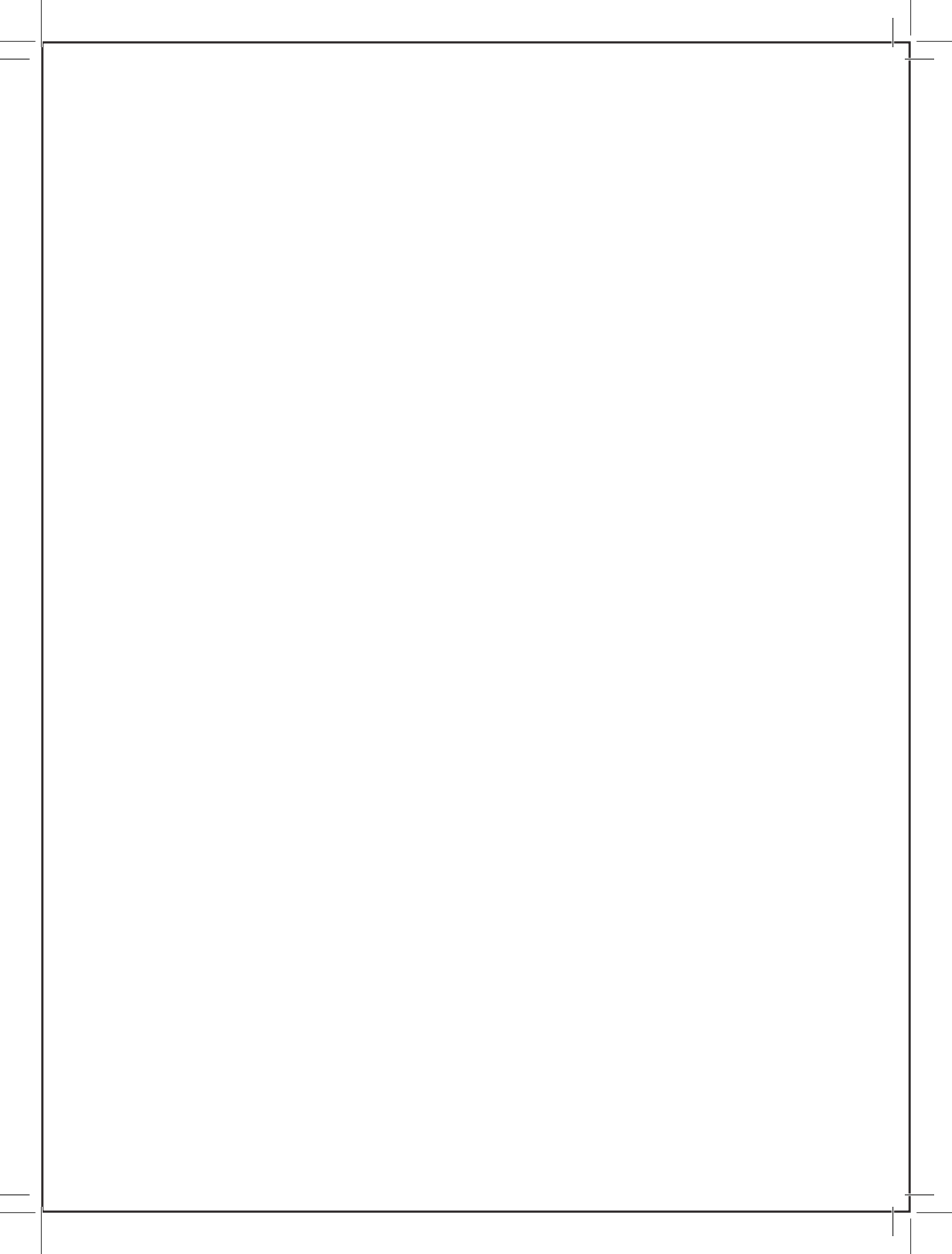
If you don't have the time or resources to be blogging on a regular basis and will be posting as a guest blogger on another website, look for something that will be a natural fit – are there blogs that you or your members regularly read? Is there an issue of particular importance to your community that could be appealing for a local current issues blog? Is it something that deserves national attention and could be pitched to a national website like rabble.ca?

Once you have somewhere to post, the same guidelines apply about trying to ensure your content is current, relevant and well written.

3. Post to your blog and share the content through social media outlets.

Evaluate:

- Are people reading your blog? Use your blogging software to track this.
- Are your posts being liked and shared? Is your content generating more discussion on a particular issue?
- Is your blog attracting more people to the events and work of your students' union?



AGITATE

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SECTION FOUR

Contents

Introduction	101
Button Making	102
Screen-Printing	104
Props	106
Paper mache people	109
Installations	112
Public Outreach	114
Petition and Postcard Drives	116
Email Drive	120
Fax-off	122
Twitter Bomb	125
Member Testimonials	127
Holiday and Seasonal Actions	129
Flash Mobs	131
Banner Drops	133
General Assembly	137

Introduction

Keeping in mind that while education is an ongoing process and is never really complete, you still have to be thinking of ways to get people to commit to and be involved with the campaign. You should start to see a broadening cross-section of people getting excited by the issues, discussing ideas amongst themselves and with others, and coming up with their own arguments for or against. Now you have to find ways to keep them involved and excited for the possibility of real change.

This section includes several examples of activities that afford members the opportunity to do something related to your campaign, and gives you the chance to ask if they'd like to do more.

Button Making

What is button making?

Physically creating metal backed pins, often containing a campaign slogan of some sort.

Goal of button making:

Engaging as many students as possible to create their own political statements in button form. Button making can be used as an outreach tool to involve students not regularly engaged, but it can also be used as an activity in meetings, like in a student action committee meeting for example.

When to do button making:

Button making should be done when students have been informed about an issue and now want to show their support for a campaign, action, or cause, by creating their own button about it to show others.

How to make buttons:

1. Gather as many button making machines as possible, as well as button fronts and backs and the plastic covering supplies. Two examples of places to purchase button making supplies are People Power Press (www.peoplepowerpress.org) and CopyRITE (www.copyrite.ca). Do a Google search or a phonebook search to see if you have a local shop you can support.
2. For the content of the buttons you should put out magazines, campaign materials, construction paper, loose leaf, markers, pens, paper etc.
3. Choose a few facilitators, and have them familiarize themselves with the machine and the materials.
4. Find a few other volunteers to help outreach to students and bring them to the button-making table.

5. Set up a table in a medium to high traffic area on campus, where people have enough space to make buttons without feeling rushed.

Evaluate:

- How many people came to make buttons?
- Was there positive feedback from participants?
- Have you seen students walking around campus wearing the buttons you saw them make?

Screen-Printing

What is screen-printing?

A method of transferring images and text onto a variety of materials through the use of a framed woven screen, a stencil and ink.

Goals of screen-printing:

To create custom t-shirts, leaflets and posters. To engage members with a creative activity.

When you should screen-print:

Screen-printing can be used at any stage of your campaign to produce unique and handcrafted materials.

How to screen-print:

You can have a screen-printing activity be part of a campaign or solely as an activity to entice members who may not be regularly involved in the work of the students' union. To use this activity to engage members consider screen-printing in a common area or booking a room on campus and enticing passers-by to take part and/or advertising time and location details in advance.

Screen-print kits can be bought at many arts and crafts stores and cost around \$50. This is the fastest and easiest way to begin screen-printing and will come with a complete instruction guide.

There are many ways to screen-print. From using cutouts from cardstock to more complicated processes that use darkrooms and photo emulsion fluid. Here are instructions on how to do the most basic form of screen-printing. It should be adequate for a wide range of designs and materials. Should you wish to experiment with more creative or complex screen-printing methods, a simple Google search can give you all the necessary instructions.

Tips to remember:

- You can add to your prints after they dry with hand painting, markers and other mediums.
- Screen-printing is very messy, and the ink is difficult to wash away, so make sure you prepare a clean space and are wearing clothes you don't mind getting dirty.
- If you are applying your image to fabric, make sure you try it a few times on paper to get the right boldness and consistency with the ink.

Evaluate:

- As with all forms of art, it's difficult to "evaluate" your silk screen, but you should be able to evaluate both the messaging the image puts forward and the quality of the image.
- Make sure your images are clear, concise and simple.
- Ensure the messaging on your image is consistent with your campaign and is easily understood by the average passerby.

Props

What are props?

An object that can be used during an action to draw attention or represent a concept, idea or thing. For example, at an action to protest increases to student transit fares, a student wearing a wooden bus costume delivered thousands of postcards, signed by students, demanding that City Hall not raise the fares.

Goal of props:

To draw more attention to yourselves at an action. To have your issue or campaign visually represented and easily identifiable.

When to use props:

Props can be useful at actions, such as a rally or a petition delivery, where you are hoping to get media coverage and public attention. Consider whether the use of props will draw attention to or away from your action when deciding if their use is appropriate. Also think about what type of props you would have at the action and if there would be re-use possibilities.

How to use props:

1. If you decide that the inclusion of a prop or props will work well with the action you're planning, you should figure out if it's something that can be bought or something that needs to be created in-house.
2. If you choose to create your own prop(s), make sure it is within the skill set of the organizers of the action.
3. When you design the prop, make sure it is comfortable to hold or wear, or that it can withstand whatever you plan to do with it during the action.
4. Make a list of all the materials you'll need. You should bring

people together to build the prop several days before the action, just in case it takes longer than expected.

5. If you choose to buy props, make sure you agree on budget and any ethical requirements (such as union made or sweatshop free) beforehand.

6. Designate a point person to buy the props.

7. Designate one or more people who will be responsible for distributing and collecting them, if necessary, after the action.

8. During the action, make sure one or two people are designated to look after the prop or props.

Evaluate:

- Are the props captured in photos of the action?
- Do they draw attention to the issue/complement the messaging of the action?
- Were the props mentioned or featured in any media coverage of the action?



Paper Mache People

What are paper mache people?

Larger-than-life sized, handcrafted puppets, usually made to resemble a figurehead or public representative.

Goals of paper mache people:

Visibility at a large protest or march and their creation can be an excellent team building exercise.

When to make paper mache people:

For large demonstrations when you want to be very visible and garner media attention with photos. Also, it can be a lot of fun to build a paper mache person. It takes skill and creativity and if you have team members who are really excited about doing this kind of work you should encourage them to try it out!

How to make paper mache people:

What to consider before you start:

- Do you have a large space that can be completely monopolized by this project for at least 3 full days?
- Do you have money for supplies and access to the appropriate equipment (listed below)?
- Do you have storage space that can accommodate your new activist or will you have to find them off-site accommodation?

What you'll need:

- 10 gauge wire or slightly thicker/chicken wire
- Wire cutters
- Work gloves
- Thin cardboard

- Masking tape
- Flour
- Water
- Lots and lots of old newspapers or other scrap paper
- Small tub or large mixing bowl
- Craft paints or another acrylic paint option

Instructions:

1. Fill a tub with warm water and submerge small pieces of shredded paper in the water. Let your paper and water mixture sit over night.
2. Make a flour paste. Combine water and flour in a 3 to 1 ratio and heat over a medium heat until it comes to a boil then thickens to a paste. Remember to stir constantly and don't let it boil over. Let your flour paste cool.
3. Cut and bend wire into a frame that resembles the outline of a person.
4. Using thin cardboard and masking tape, wrap your wire figure in the cardboard and hold it in place with the tape. Make sure the cardboard is secure and tightly fitted to your frame.
5. Strain off any excess water from the tub and add your flour paste. Mix thoroughly to form a clay.
6. Use the clay to form the features of your person (nose, ears, mouth) and also to fill any holes and smooth out your figure.
7. Dip strips of newspaper or scrap paper in the flour paste and cover the form of the person.
8. Allow at least 24 hours for your figure to dry.
9. Once completely dry, paint your figure.

Tip:

More detailed instructions, and several different methods are available online – don't forget to use this resource if you need a helping hand!

Evaluate:

- As a team building exercise, were people positive about the experience?
- At the protest or march, did your new activist(s) draw the attention of the crowd and media?

Installations

What are installations?

Any large piece of art placed in a public space. It can be a banner, a sculpture, an exhibition of images, an arrangement of photographs or other mediums.

Goal of installations:

To draw attention to the piece and make passersby reflect on its meaning.

When to do an installation:

An installation piece should be done when there are a group of students willing to participate in its creation and advocate for space for it on campus. Additionally, it is important that education work is done on the issue that the installation piece is trying to call attention to so that viewers understand its meaning.

How to do an installation:

1. Get together a group of students who are interested in working on an installation.
2. Decide on the message you want to convey. The style, media of the installation piece and location it will be exhibited in are closely related.
3. If the group has an idea for a concept, then you should brainstorm about location. However, if the group doesn't have a concept yet, make sure to keep space in mind while brainstorming.
4. Decide whether you will put the installation piece in a space where you have authorization or whether you will do it without permission. You might choose to put it in student-owned and -operated space or in one that is controlled by the university. If

you choose to ask for permission to put it up, make sure that you have written authorization so you are able to prove that you have a right to be there.

5. If you choose to put the installation up in a university run space without authorization, it is important to have a point person to liaise with the administration if they attempt to remove it.

6. If the installation piece's messaging is purposefully confusing, it is important to have people doing outreach near it, to educate passers-by about it.

Evaluate:

- Did many people stop to look at your installation?
- Were you able to have conversations with students about the installation?
- How was its visibility?

Public Outreach

What is public outreach?

Public outreach is taking your campaign beyond campus to the general public.

Goal of public outreach:

The goal of public outreach is to garner support for your cause among people who aren't your members or who aren't directly affected by the issue (or those who don't believe themselves to be directly affected by the issue).

When to do public outreach:

You don't always need public outreach. Some campaigns require broad public support, some require no public outreach at all. For example, if you are running a campaign to improve meal plan options on campus, you shouldn't focus your attention on getting support for your issue outside of your members. But if you are running a campaign to stop tuition fee hikes, showing the public is behind you will strengthen your positions when you present them to the government.

If your campaign does need public outreach, always remember to deal with your own back yard first. Don't jump straight to public outreach if you haven't even spoken to your members yet.

How to do public outreach:

Public outreach can take many forms. Be sure to pick the one that is right for you and your campaign. Here are a few ideas for public outreach:

1. Head to neighbourhoods and knock on doors. Introduce yourself, talk about your issue, ask them to sign your petition (if you have one) and leave some informational material.
2. Canvass outside of a busy public place such as transit stations, grocery stores or shopping malls.

3. Pull a media stunt in a public place that will attract attention to your cause.
4. Speak to people as they wait for buses or trains.
5. Talk to parents and students at elementary and secondary schools before/after school.
6. Hand out information at conventions, symposiums or large gatherings (a party's policy convention for example).

Example:

In 2008, students organized public outreach at the Colleges and Universities Fair. This annual convention sees thousands of secondary school teachers, students and parents meet with representatives from public colleges and universities across the province. Students created pamphlets identical to those being handed out by Colleges and Universities Fair staff, but replaced all the information with statistics on average tuition fees at each institution, average debt loads, and the salaries of institutional presidents. In total, 4000 leaflets were handed out both inside and outside the fair.

Evaluate:

- How was the public reception to your campaign? Did many people stop to hear you out?
- What kind of feedback did you receive from members of the public, both positive and negative?
- How did you respond to negative feedback? Does your messaging need to be improved?
- Was the location you picked right for your campaign? Was it too busy? Too quiet?
- Did you have enough people to effectively outreach?
- Was public outreach necessary at this stage in your campaign?
- Was it necessary at all?

Petition and Postcard Drives

What is a petition or postcard drive?

A petition drive is a tactic involving the active solicitation of signatures on a petition from members and the general public. This may take the form of a formal petition with several signatures on each page or individually signed postcards that carry a particular message or demand. With both petitions and postcards, the purpose is to mail or deliver the signed cards to a decision-maker or decision making body.

Goals of a petition or postcard drive:

Primarily, a petition or postcard drive is used to demonstrate support for your campaign and is usually submitted to the authority responsible for making decisions on your issue. A drive can simultaneously be used as an outreach tool, providing organizers with the opportunity to speak to members about the issues and encourage them to take action.

When to use a petition or postcard drive:

A petition or postcard drive should generally be used to both educate and agitate members. If you are beginning your campaign and need to get your message out on campus, a petition or postcard drive is an excellent way to plug members into your issues. Petition or postcard drives can also be used in the lead up to actions or events as a way to educate members and invite them to your rally, demonstration, town hall or other event.

In addition, a petition or postcard drive can be used to collect membership contact information in the absence of being given a membership list by your administration, supporting efforts to be in communication with your membership.

How to plan a petition or postcard drive:

1. Design a petition or postcards and have them printed. They should be clearly addressed to a particular person or decision-

making body, and have clear language indicating what your issues are and what your demands are. Leave space for people to print their name, their postal code, their signature and contact information (email address and phone number).

2. Set strict time limits on your drive. You do not want to be collecting signatures for such a length of time that your request begins to seem redundant and potentially bothersome to your members.

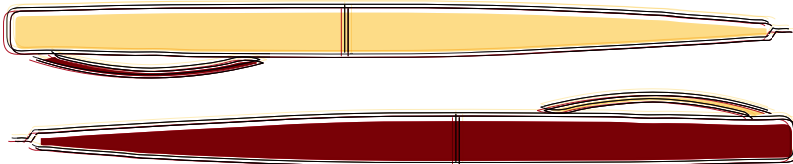
3. Identify key areas on your campus where there is heightened foot traffic such as libraries, cafeterias and major common areas to canvass for signatures.

Set a signature goal to motivate your campaigners. Whether it is modest or massive, having a goal helps people work towards something tangible.

4. Create a common pitch for campaigners to use when seeking signatures. Prepare people with answers to difficult questions.

Host a small training session to help people feel comfortable approaching strangers, giving the pitch and collecting signatures.

5. Create weekly schedules to ensure you have people collecting signatures at all times.



6. Create a class talk list to get signatures from multiple people in one go.
7. Send people out in pairs, ideally an experienced campaigner with someone newer to the campaign. They can motivate each other and keep each other on track.
8. Keep a daily count of petition or postcard signatures so that you can ramp up or dial back your signature collection depending on your strategy and goals.

Here are some tips to ensure you have a successful drive:

- Petitions that are submitted to a legislative body must be formatted in a particular way to be considered valid. You can check online to ensure you know the format should you wish to have your petitions read out in the House of Commons, the provincial legislature or municipal council chambers.
- If you are planning to submit postcards to the government, be aware that they do not meet the format criteria to be read out in the house. You can still submit them, and often submitting postcards in large quantities makes for a great media stunt.
- Send people to busy common areas in pairs to canvass. Give it an hour and send new people to the same spots, which by this time should have a whole new set of people.
- Ask professors permission to speak to their class and get signatures there. If this isn't possible, head to big classrooms before and after class to catch people as they head in and out.
- E-Petitions should only be used to complement your petition drive. Never rely solely on internet-based petitions.
- If you can, go door-to-door in residences and neighbourhoods with large student populations.
- Consider outreaching to the broader public at festivals, malls,

beaches, parks or on the street.

- Think about how you want to submit your petition. You can submit it quietly by yourself, submit it as part of a media stunt or submit it in front of members as part of an action.
- Consider mailing postcards individually to the intended recipient over a short period of time (like two weeks for example). This staggered approach is great for optics to show how much support you have garnered for your campaign.
- Depending on what level of government you are petitioning, there may or may not be a cost associated with mailing.

Evaluate:

You should be constantly evaluating your drive before, during and after. Ask yourself the following questions:

- Did you set a goal? Why or why not?
- Did you meet your goal? Why or why not?
- Was the goal too ambitious or not ambitious enough? If you're in the middle of the campaign and reaching your goal, should you and would you consider raising it higher?
- Did you and other campaigners use the petition to educate members about your issue? Or did you just ask them to sign?
- Did you use the petition or postcards as a way to advertise an action, event or meeting related to your campaign? Why or why not?
- How did people respond to your petition or postcards and messaging? Does it need to be improved?
- Were there any other issues that arose during your petition drive that should be addressed?

Email Drive

What is an email drive?

When you target a decision-maker, or person of influence, with as many emails as possible during a short time frame.

Goal of an email drive:

To bring an issue to a decision-maker's attention, and have them take action on it.

When to do an email drive:

When you know the decision-maker is aware of the issue, but has not taken action.

When you have a short time frame to get the decision-maker's attention and when you want the change to be made.

How to do an email drive:

1. Begin with creating a draft letter that people can use.
2. You may want to create an online form letter. Form letters can be a page on any website, where the text of the letter is already written, and the person sending it just has to fill in the signature portion of it. In this model, you have control over the messaging in the letter and who it is being sent to. One advantage of this type of email drive is that you can easily track how many emails were sent using this method.
3. You can also put a call out to members to email a specific decision-maker. This call out should include messaging about the issue, the email address they should send their message to and your draft letter. Ask people to CC a certain address so that you can keep track of how many emails were sent.

Evaluate:

- Did the decision-maker respond to the emails? Was any change made on the issue you brought to their attention?
- How many emails were sent?

Fax-off

What is a fax-off?

The process of constantly submitting faxes to the same number, usually in the form of individual petitions or letters.

Goal of a fax-off:

The goal of a fax-off – also known as a fax-jam – is to overload a particular fax machine with the same or similar messages. A fax-off is a tactic generally used to inconvenience or bother your target.

When to do a fax-off:

Fax-offs should only take place to highlight a feeling of being ignored or not taken seriously by decision-makers. The consistent faxes are meant to illustrate frustration and anger at being sidelined. Fax-offs can serve as a great way to plug busy members into your issues. Like petition or postcard collection, it can be used both to educate and agitate your members.

Since fax-offs are generally meant to bother a particular person and interrupt the daily work of an office, you should think carefully about whether or not it is the right tactic to use at this stage in your campaign. For example, have you tried to speak with this decision-maker before? If not, then heading straight into a fax-off might burn a bridge before you've even tried to cross it.

How to do a fax-off:

Before you begin your fax-off, make sure you have the following items:

- One or more functional fax machines.
- Table(s) to set up in one or more locations on campus.
- Something to fax, such as a petition or letter. Make sure you have lots of copies.
- Power cords.

- Informational materials such as posters or leaflets.
- The fax number(s) at the office of the person you're trying to reach.

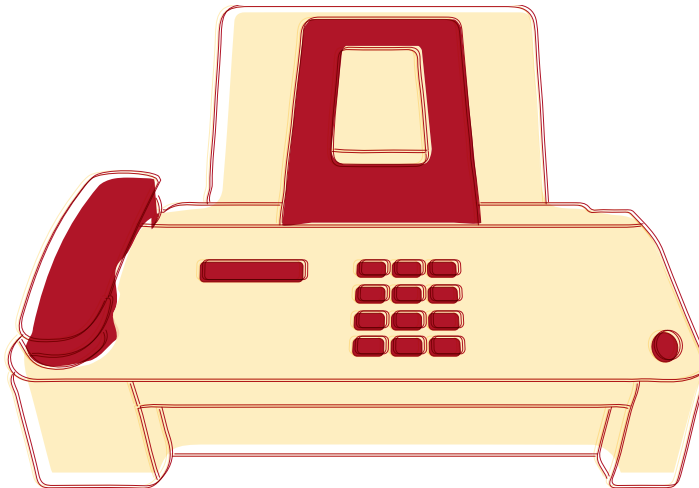
Then, begin your fax-off:

1. Think about who will be the target of your fax-off. Who is the person responsible for making decisions on your issue? Then decide what you want to fax. Sometimes you may want to fax a petition or a letter, but you can get creative. Following the 2011 Ontario elections, students coordinated campus fax-offs for a week to the Ministry of Training, Colleges and Universities, asking their members to sign "invoices" calling for payment of the promised 30 per cent tuition fee reduction.
2. Set up your fax-off station(s) in a busy area of campus. Your stations should have a fax machine, copies of your faxing material, promotional and informational materials, power cords and pens.
3. If there are no power outlets where you are, don't worry. Keep the fax machine on the table for optics, have people sign the faxing materials, and then fax them later on when you are near a power source.
4. Begin your outreach! Stop people as they walk past or approach them if they are sitting near by. Explain your campaign and the fax-off. Ask them to help out by signing your petition/ letter.
5. Either save the petitions and fax them all together, or if possible, fax them as you get them handed to you. Both strategies are equally frustrating for those on the other end.
6. Remember, your unsuspecting audience might contact you with a request that you stop the fax-off, generally citing that the barrage of faxes is making it difficult to carry out the day-to-

day business of the office, but that's the point. Make a decision collectively if and when you want to stop.

Evaluate:

- Did members respond well to this action? Was it too strong at this stage in the campaign or not strong enough?
- Did you choose the right recipient for your fax-off? Was there someone else who might have been a more effective recipient?
- Has the fax-off turned the recipient away from hearing your arguments? Or has it highlighted the need to listen to you more closely?
- If you have broken a relationship, is it one you can mend? How can you do that? Do you even want/need to mend it?



Twitter Bomb

What is a Twitter bomb?

When you flood Twitter with tweets from a number of accounts at a certain time to convey a particular message. Tweets can sometimes be directed at a person or people to send a message directly to those individuals, as well as show the public what lobbying work is being done.

Goal of a Twitter bomb:

To draw attention to an issue, get your hashtag trending in a community or in multiple communities and amplify a certain message at an important time.

When to use a Twitter bomb:

This tactic is helpful when you have a simple message to send to a particular target that is on Twitter or a simple message to convey to the public. Since you have a limited number of characters, you want to focus on campaigns that have simple and direct messaging.

How to release a Twitter bomb:

The easiest and most effective way to execute this tactic is to use the free, third party client, Thunderclap. Thunderclap allows you to draft a message that your supporters can choose to “donate” their social media platforms (Twitter and Facebook) to your cause.

Here’s how you get started with Thunderclap:

1. Figure out what your message will be. The message needs to be fewer than 120 characters because it will include a link to your Thunderclap page.
2. Choose a deadline for when you want the tweets to go out.
3. Choose a minimum number of supporters. Thunderclap will only send out tweets that have the minimum number of

supporters.

4. Promote the Thunderclap to your supporters and others through social media, email listservs and other available avenues.
5. When the tweets go out, review the statistics, see who supported the cause and send follow-up tweets or messages to thank people.

One of the limits of Thunderclap is that you cannot directly target people by using @replies in your messages.

If you want to do a Twitter bomb without Thunderclap, you want to focus on getting a number of supporters to send out messages to a specific target and using a certain hashtag. You can promote this like any other event.

- Choose a message and a date you want people to tweet that message to a certain target.
- Create a Facebook event that encourages people to send a tweet out on a certain day.
- Send emails out promoting this online event.
- On the day of, assemble outreach teams to speak to students, provide information on the campaign and get them to send tweets from smartphones.

Evaluate:

- Did you reach your goal for how many tweets you wanted to send?
- Did this activity involve members who had not been active before?
- Were you able to follow-up with people who participated?
- Did the Twitter bomb impact your target or lead to media attention?

Member Testimonials

What are member testimonials?

Having members write down their opinions, thoughts and facts about themselves. For example, students have used Challenge Homophobia and Transphobia post cards to get other students to write messages that began with "I will take action because..." which were followed by personal statements about taking action. After 1000 had been collected, the postcards were used to spell the word equity on a large banner that was put up in a large, high-traffic space.

Goal of member testimonials:

To gather as many testimonials as possible that will serve as a collective narrative about an aspect of the student experience.

When to do member testimonials:

This activity can be used as a way to engage students after you have done some education on an issue. Because students are experts of their own experience, member testimonials can be done at almost any time.

Collection can be done in coordination with a campaign plan to use the testimonials in an installation piece or YouTube video.

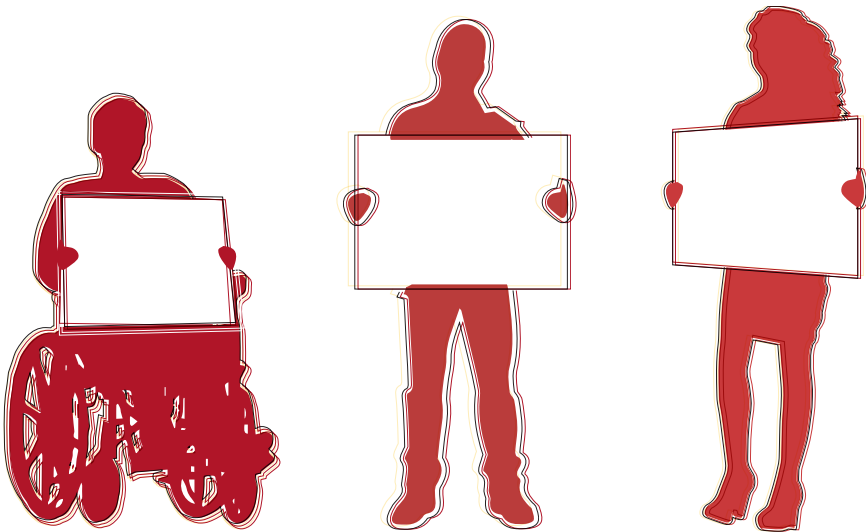
How to do member testimonials:

1. Decide what medium you want to collect the testimonials in. You can do it on white boards, postcards, in photographs or video or anything else that you can think of.
2. You should have a team of people ready to solicit testimonials from students in a busy area. It is also important to have a table with educational materials, buttons and flyers to have conversations with students about the issue and a sign-up sheet if anyone wants to be contacted with more information or to receive invitations to meetings about the issue. Get as many testimonials as you can.

3. The group can then put the testimonials together. Making the collection of testimonials public (putting up a banner, publicizing a video, etc.) is a good way of making students who participated take ownership of the campaign.

Evaluate:

- Were you able to get as many testimonials as you had planned?
- Were you able to make it into a final product?
- Were students able to see their participation in the project?



Holiday and Seasonal Actions

What are holiday and seasonal actions?

Holiday and seasonal actions are tactics that try to utilize particular annual occasions (holidays, traditions, festivals, etc.) to garner public support for your campaign. This tactic is supposed to highlight your issues with a twist by designing your action based on a holiday or seasonal occasion.

Goal of holiday and seasonal actions:

The goal of a holiday or seasonal action will shift depending on what you are hoping to achieve. You could decide to do a media stunt, or you might want to use the occasion to have a creative outreach opportunity or both.

When to do a holiday or seasonal action:

Do these actions around holidays or other widely known occasions. They can be a great opportunity to educate members (and the public) on your issue or as a way to agitate members into action. To ensure that your actions are inclusive and that all members feel comfortable participating, try not to choose days or seasonal twists that are religious in principle.

How to do a holiday or seasonal action:

The possibilities are limitless with holiday or seasonal actions. From well-known dates like Valentine's Day, to back-to-school season, to more unique and obscure holidays such as International Picnic Day, there are many opportunities for you to get creative! Just pick a day or occasion, come up with a creative action and hit the streets.

Here are a few examples of holiday and seasonal actions students have carried out in the past:

- Funeral for Affordable Post-Secondary Education (Halloween). Students pick a location of political significance (government

building or office, busy area of campus, politician's office, etc.), dress in all black and have a funeral procession. Once they arrive at their designated location, they give "eulogies" about affordable higher education. Some actions even included zombies and ghosts!

- Back-to-school flyers (late summer). Students produced "Back-to-School" promotional flyers that looked similar to those distributed by a stationary outlet. Stationary prices were replaced with statistics on higher education. Students handed them out in and around major shopping malls to parents and young people.
- National BBQ Day (July 13). Students set up stalls in popular parks and beaches advertising National BBQ Day. They erected a large menu advertising the prices of burgers and condiments had they risen at the same rate tuition fees have increased.

Don't forget these tips to make sure your holiday/seasonal action is a success:

- Make sure you prepare a media advisory and release to attract attention to your action.
- As much as possible, try to stay away from religious holidays; instead opt for seasons.
- You don't need a lot of people to have a successful action.
- The more clever you are, the more attention you will get.
- Don't overthink it! Many great actions have been ruined by becoming too complicated.

Evaluate:

- Was the holiday/season you picked well-known by the public? If not, did it succeed in getting attention?
- How was the response from members/the public?
- Did you get media attention out of it? If you didn't, why not?

Flash Mobs

What is a flash mob?

A group of performers (dancers, singers, actors, etc.) that have planned and/or choreographed a performance to perform in public. The event is seemingly random to the public, but then becomes evident that it is a coordinated stunt.

Goal of a flash mob:

To draw attention to an issue or to promote an action, campaign or event, in a fun and creative way, that engages members in a large space on campus.

When to try a flash mob:

Flash mobs should be done when you have a large group of committed volunteers or committee members who have the time to coordinate a performance.

If the flash mob is promoting an event or an action, it should be done within a reasonable time frame to inform students about it, keeping in mind when the student newspaper goes to press, if you are hoping to get coverage on the flash mob.

How to do a flash mob:

1. Designate one point person who will coordinate communication to participants about practice times and the actual flash mob. This person does not necessarily have to be the choreographer.
2. Choose a set timeframe for your rehearsals and eventual mob performance.
3. Set the first rehearsal a few weeks before the actual performance to allow for plenty of practice.
4. At the first rehearsal, go over the concept of the flash mob,

the goal of the action and what the time commitments for volunteers will be like. Choose a time for the actual flash mob.

5. The night before the performance, make sure to remind all of the volunteers of where and when to meet to go over any last minute logistical details before the performance.

6. At the performance, have fun!

7. After the performance, make sure to debrief with all of the participants to get feedback on how it went.

Evaluate:

- Did many people stop to watch?
- Were there any issues with the time/place you chose?
- Did you get the desired media coverage?

Banner Drops

What is a banner drop?

The unveiling of a large banner in a public space.

Goal of a banner drop:

The goal of a banner drop is to draw attention to your issue in a public place. The idea is to garner media attention, disrupt something that is happening or motivate your members with your message.

When to do a banner drop:

A banner drop should be done once you have established a base of support for your issue. You will need people to do the banner drop so it is important that your organizing committee has been active. Depending on where and when you plan on doing the banner drop, and whether it will serve as a disruption, it can either be done in the agitate or organize stage of the campaign.

How to do a banner drop:

1. Determine the location of your banner drop.
 - Will it be indoors or outdoors? If the banner drop is happening outdoors you will need stronger material like canvas that will hold up in the wind and the elements. You will also need a stronger way to fasten the banner such as grommets. If it is going to be indoors, do you need permission? Is permission an issue if your banner drop is meant to disrupt?
 - What is the size of the space? Your planning will depend on your location because you will need to make a banner of the correct size. A banner drop off a building that you want people to see outside will need to be bigger. A banner drop in a meeting or smaller enclosed space will be smaller. The

size of your banner will also determine how many people you will need to unveil it.

- What is happening at the location? Depending on what is going on when you plan to do the banner drop, you will need to consider how you will gain access to your location and what you think the response will be. You should plan for what the reaction to the banner will be. If the banner drop is designed to disrupt a meeting you should plan for a quick exit. If the banner drop will take place where potential supporters are, you probably have more time.

2. Making the Banner

- The first thing you need to do is figure out what message you want on your banner. Using a short, succinct message is important. Your banner may not stay up for a long time so you want to make sure that the message is simple and easy to read and can be easily understood by those present and the media. Don't be over-creative with your messaging and design. Keep it simple.
- When you are actually making the banner it can be a good idea to do it in a public place. This helps draw attention to the action and your issue, and can be a good way to get more people involved. If you are doing a banner drop that may be disruptive, you may want to avoid making the banner in a public place so that those that you are planning to disrupt are not aware of your plans.
- Larger banners can be difficult to make and may require that you attach several sections together. Depending on the size, make sure you use appropriate material to build your banner. This is also important when considering how you will fasten the banner. It is always a good idea to overcompensate with the fasteners so that your banner doesn't fall down. On smaller banners, tape and twine may

be appropriate but on larger banners you should use rope and grommets. It is a good idea to have weights attached to the bottom of your banner to make sure that it hangs straight and is easy to read.

3. Dropping the Banner

- If possible, the first thing you should do is a site visit to where you plan on doing the banner drop. Make sure a few people go with you so that there are several people who know the plan. When doing your site visit consider how you will gain access to the location and how you will exit. You should also find the exact spot that will provide the best vantage point. It is also a good idea to have an alternative location planned out just in case your first spot is unavailable.
- After doing your site visit you should create a game plan for exactly how things will happen for the banner drop. Each person should be assigned a responsibility but everyone should know the entire plan in case someone can't come at the last minute. Make sure every step is assigned, from holding a door open to unveiling the banner to taking pictures of the banner.
- When you are doing the actual banner drop it is a good idea to send a scout in advance to make sure that all your entry points to the location are still available. After that you should proceed to do the drop. People will be excited so make sure that people take their time, and ensure you attach the banner before you drop it because you don't want to be there attaching it when everyone is watching.

Evaluate:

- The easiest way to evaluate if a banner drop was successful was whether you were able to pull it off. If you planned everything

out and people remained motivated, but you were stopped from unveiling the banner, it can still be seen as effective.

- If your goal was to get media attention on your issue, you can evaluate the success based on how much media attention you got. It is important after the banner drop to have a debrief with all those involved to talk about what worked and what didn't and how to improve in the future.

General Assembly

What is a general assembly?

An open meeting of the membership. General assemblies work on direct democratic principles, meaning that students may propose, pass, amend or defeat motions mandating their students' union or their student body to act in a certain way. There are varying mechanisms by which a general assembly can be called, usually outlined in the bylaws of the organization.

Goal of a general assembly:

To bring together general members to debate and discuss urgent matters that will directly effect them.

When to have a general assembly:

General assemblies usually happen when large issues concerning students arise, and a decision needs to be taken on how to move forward.



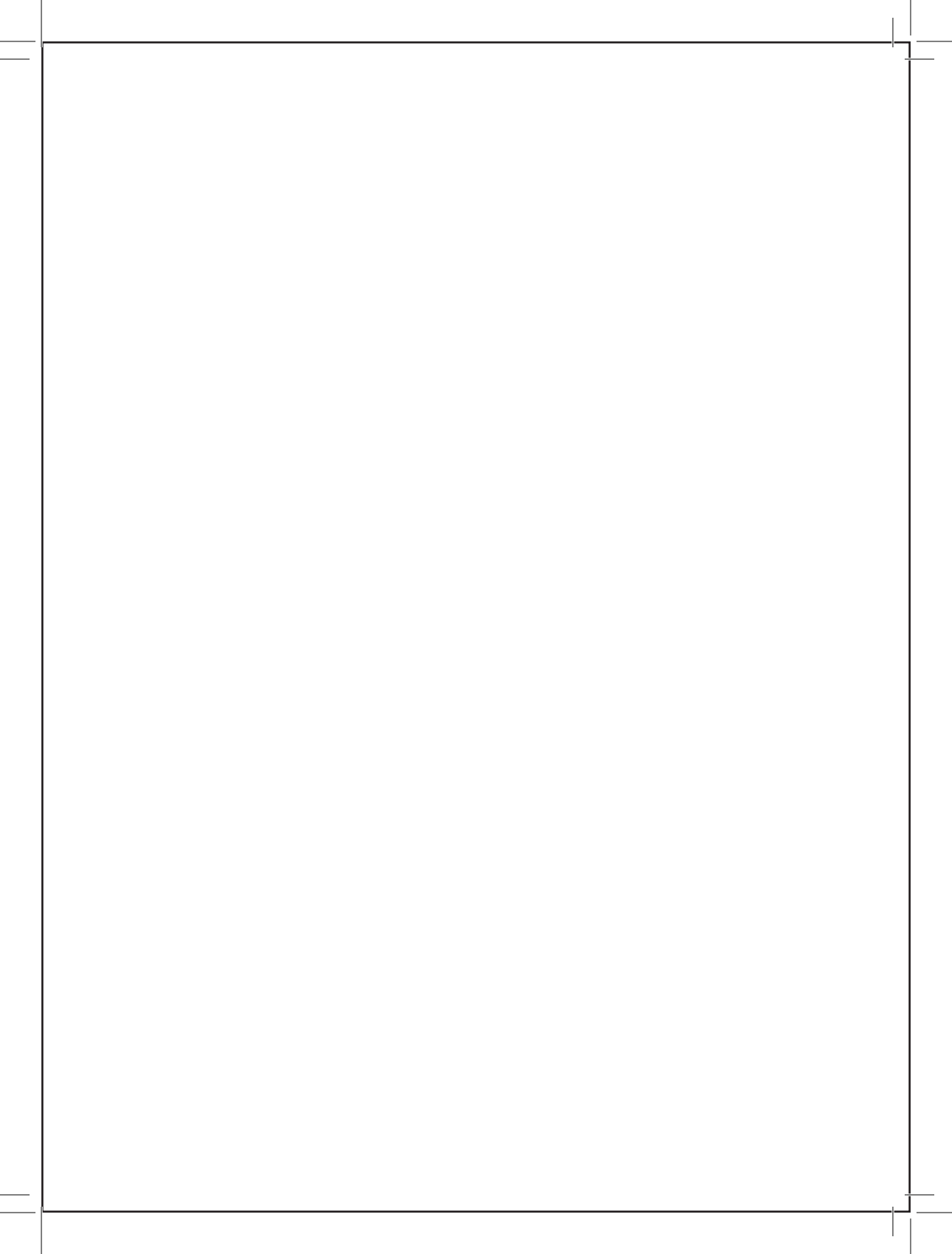
How to organize a general assembly:

A general assembly takes an enormous amount of planning. To be legitimate decision making bodies, they need to be representative of the student population. Meaning that the general assembly needs to attain quorum (which is traditionally set in the by-laws of the organization).

1. Set the date and time of a general assembly with students' schedules in mind, as well as any upcoming events, or collaborative actions with other schools or students' unions.
2. Pick a location that can accommodate a large number of students, preferably more people than the minimum quorum.
3. In planning for the general assembly, especially if this is the first one being held at your institution, you should look into how other organizations run their general assemblies, including their policies and procedures around speaker's lists, motions, rules of order, etc.
4. Make a task list of all the things that need to be done before, during and after the general assembly. This could be making voting cards, having people scan/check student IDs at the door or chairing the meeting.

Evaluate:

- Did you make quorum?
- Do you think the decisions made were reflective of the student population?



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SECTION FIVE

ORGANIZE

Contents

Introduction	143
Boycotts	144
Direct Action Training	147
Media Stunts	149
Disruptions	153
Picket	155
Protest	157
Walk out	162
Strike	167
Blockade	171
Occupation	175

Introduction

Undertaking resistance to unfair social and political conditions is the right of all individuals in a democratic society. We want a universally accessible system of post-secondary education. Being organized is how we register our collective displeasure with decision-makers. We want our decision-makers to be accountable. We want to make our campuses spaces where discussion and dissent are respected parts of academic and public discourse. We want to make sure that all members of our campus communities have the opportunity to speak up. We want to make sure that the voices of the majority have the majority say in our post-secondary education system. And we do this by organizing.

Mobilizing and organizing is hard work! It only looks easy when it is done well. Use this section of the guide to help you get started with organizing your campus, but don't forget to be critical and strategic when selecting what tactics you're going to be putting your time and energy behind.

Boycotts

What is a boycott?

An organized effort to convince individuals, groups and institutions to abstain from buying, using or dealing with a particular person, institution, product or company.

Goal of a boycott:

To force an institution or company to change a practice because of social or political disapproval by applying pressure on a person, institution or company. Specific expected outcomes can vary depending on the context of a boycott, but a good example would be a campaign asking members to not buy a particular drink because of environmental, social or political concerns surrounding how it is made.

When to do a boycott:

Boycotts are meant to apply financial, social or political pressure. A boycott should be undertaken when you think there are justifiable grounds to sever ties with a particular person, institution or company because their policies, practices or beliefs are unjust, unfair or generally repugnant. Common boycotts that are applicable to post-secondary education campuses include issues around sweatshop labour to produce institutional apparel, a solidarity boycott in support of striking or locked out workers, or refusing to attend an event or speaking engagement because of a fundamental disagreement with its subject matter or conclusions.

How to do a boycott:

Boycotts vary depending on your context, but here are a few tips to ensure your boycott is successful.

1. Identify your target. The first step to a successful boycott is having a target and having a justifiable reason for advocating for a boycott.

2. Ask yourself if a boycott is necessary. You should rarely begin any pressure campaign with a boycott. There are other tactics that can have the desired outcome that require less energy and resources to be effective, so make sure you've considered and possibly exhausted other options first.

3. Have a detailed plan of action. Is this boycott something individual students can do? Or are you asking your institution to boycott something or someone? Whether the boycott is individual or institutional effects how your campaign will roll out.

4. If the boycott is individual, against a particular product, for example, then you must begin educating and convincing your members to abstain from buying this product.

- Begin with leaflets, posters, fact sheets and social media.
- Do outreach in busy common areas of campus. You can even create a "pledge" that asks people to promise they will respect the boycott.
- Set up information pickets outside where the product is sold. Discourage people from buying the product.
- Seek support from campus clubs and organizations. Ask them to post their pledge in a common area and use their own networks to advertise the boycott.

5. If the boycott is institutional and your strategy is to have your institution break ties with someone or something, your tactic will be to put pressure on your institution to make the right decision. A good example of this is a campaign designed to have sweatshop-free campus apparel.

- Create a petition and get signatures from members. Use it as an outreach and educational tool.
- Plan a rally to demand your institution respect the boycott.

Use the petition as an outreach tool to advertise your event.

- Meet with institutional decision-makers and present your demands. Outline why you believe they should join your boycott and set a deadline to respond.
- If you face resistance, organize members to continue applying pressure on the institution to make the right decision.

Evaluate:

- If your boycott is proving unsuccessful, evaluate your campaign to see if you can make any changes to ensure success. Ask the following questions:
- Have you exhausted all other methods of having your concerns addressed?
- Was this the right time for a boycott? Does it work as a tactic and as part of your larger strategy?
- How are people responding to your messaging? Does it need to be changed or reconsidered?
- Have you tried to win support of large campus groups who can encourage their members to follow the boycott?
- Have you asked campus businesses to be part of the boycott? Can the students' union lead by example?

Remember: Boycotts can take as little as a few weeks and as long as a few years to be successful! If it is taking a long time to see results, remember you must build momentum by educating members and organizing them around the issue. Keep working hard and you'll see tangible results. Don't get discouraged!

Direct Action Training

What is direct action training?

Direct action is the use of acts seeking to immediately achieve a political or social goal. Direct action training is a teaching session or series of teaching sessions designed to prepare activists for participating in civil disobedience and mass mobilization.

Goal of direct action training:

The goal of direct action training is to make sure that participants are fully aware of their rights and the risks involved with direct action.

When to do direct action training:

Direct action training should be conducted before you begin direct actions. Ideally you would do this between the agitate and organize stage of the campaign.

How to do direct action training:

Direct action training should be led by people who have experience participating in direct actions or who are experts in a specific area that is important to the issue of concern. The training should be for your core group of activists and should not be generally publicized. Topics covered in the training should include:

- Introduction to and definition of direct action and civil disobedience.
- Knowing what your rights are.
- Interactions with police.
- Decision-making strategies.
- Defining active and passive resistance strategies.
- Affinity groups.

Evaluate:

Actively solicit feedback from participants about the training and how they thought it prepared or didn't prepare them for action(s).

Media Stunts

What is a media stunt?

An action designed specifically to attract the attention of the media.

Goal of a media stunt:

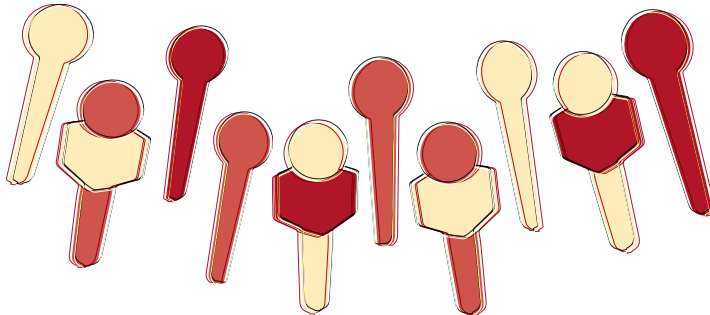
To get your message into the public sphere by securing media coverage of your action.

When to do a media stunt:

Media stunts can happen at any stage of your campaign, but are most effective once you have already done adequate campus outreach. Performing a media stunt implies that you are trying to amplify your message beyond campus, so be sure your message has been heard loud and clear on campus first!

How to do a media stunt:

1. Brainstorm ideas for your stunt. It should be creative, but not overly complicated – the media needs short, concise and clear messaging. For example, students organized a media stunt about tuition fees on International Picnic Day, using the slogan “Tuition fees are no picnic!”
2. Craft a media advisory and media release. A media advisory gives journalists advanced notice of your action.



3. Media advisories and media releases are typically uploaded to Canada NewsWire, which is monitored by journalists daily to pick up leads on interesting stories. If you do not have an account with Canada NewsWire, the Canadian Federation of Students-Ontario is able to help you post media advisories or releases. If for whatever reason you cannot access Canada NewsWire, share your media advisory/release on your website and social media outlets, as well as emailing them directly to media contacts on campus and in your community.

4. Designate one person as the media contact – they should be the person listed and quoted on the media release. Designate another person as the media wrangler. This person is responsible for identifying journalists and bringing them to the designated contacts. Ensure you have extra copies of your media release on hand to give out to journalists.

5. Identify the media spokespeople to other stunt participants so that if they are approached by a journalist, they can point them in the right direction. Go over the messaging with everyone involved in the stunt so they can effectively give an interview if the journalists seek other people's perspectives.

6. When you meet journalists, be sure to give your contact information and get theirs. This is useful in establishing a relationship that can help get your issues in the media more frequently.

7. After you have finished your media stunt, be sure to find the articles, TV or radio spots you are featured in. Try to save them as a reminder of the work you've done and also to motivate other people to be proud of the work they did.

Here are some tips for an effective media stunt:

- Media isn't just the big newspapers. Reach out to the media outlets closest to you: campus newspapers and radio stations!

- Remember, journalists want short and sweet sound bites.
- In a busy world, you really need to stand out. Make sure your media stunt is creative, loud or visually appealing to increase your chances of getting attention.
- While humour is always a good way to get attention, stay away from vulgar or offensive stunts – they don't add any legitimacy to your issue.
- Try to designate only one spokesperson. This minimizes the chance of contradictory messages coming out of the same group.
- Keep up the actions! To effectively get your message out to the public it needs to be regular and consistent.
- Consider timing. The most effective days to do media stunts are Tuesdays, Wednesdays and Thursdays. Making sure you do stunts before 3PM will help your chances of getting on both the 6PM and 11PM news cycles.

Evaluate:

After your media action, ask yourself the following questions:

- Did our action generate any media attention?
- If not, what were the reasons? Reasons can range from needing to improve your message or having a more unique stunt, to it being a busy media day with other issues getting more coverage.
- Was coverage of your stunt positive or negative?
- Was your team on message? If not, make sure you review the stunt and messaging so lessons can be learned for next time.
- What was the public reception of your stunt? Did members of the public give quotes to the media? Were they positive or negative?

- Did you have a good volunteer turn out? Did participants enjoy the stunt and what feedback did they give?

Disruptions

What are disruptions?

Planned interruptions to the regular course of action of a specific body.

Goal of disruptions:

To shut down a specific meeting or function in order to make a political statement, usually in opposition to the business being conducted.

When to disrupt:

Disruptions are usually done in the organizing stage of the campaign when decision-makers have not listened to activists or the concerns of community members.

How to disrupt a meeting or function:

It is important to know where you will be doing the disruption so you can figure out how many people you will need, what your entry and exit points are and what you will need to disrupt the meeting. Once you know where and when the meeting is, you need to figure out how you will enter the meeting if it is closed and when you enter. You want to make sure that you enter at the appropriate time. If the meeting is open, you need to know when to start the disruption. There are several items you can use to disrupt a meeting. These include but are not limited to:

- Pompoms
- Pots and pans
- Chants
- Whistles
- Clappers
- Singing
- Music

- Instruments

Evaluate:

If the meeting was disrupted and shut down then your action was successful. If there was media involved and they reported on your issue then it was even more successful.

Picket

What is a picket?

A group of people slowing down entry to a specific location in order to provide them information on an issue and/or to disrupt operations of an institution or business.

Goal of a picket:

To interfere with business as usual and also provide people with as much information as possible.

When to picket:

This should be done in the organizing stage of your campaign when you want to expand your message to as many people as possible but still want to do some soft direct action.

How to picket:

1. Determine your location.
 - Pickets are usually done outdoors as a way to stop traffic as it enters a specific area, such as a campus.



- You should pick a major entry point so that you can speak to as many people as possible. If you have enough people, you can picket multiple locations in the same day or move your picket to different locations.

2. How will you stop traffic?

- Because you are slowing traffic it is a good idea to have someone to help stop the traffic. This can be as simple as a hand held stop sign or constructing a tollbooth. Be careful, if there is traffic involved you need to make sure people are safe.
- The idea is to stop traffic and encourage a conversation with the people in the car. You should have more than one person talking to the people in the car in case there are passengers.
- The picket is about providing information so you want to be friendly and keep traffic moving. You want to stop traffic for long enough to provide people with your information.

Evaluate:

The success of your picket should be gauged based on the response you receive from the people you speak to. If people are responsive to your message, then you have done the groundwork beforehand and the picket helps to reinforce this.

Protest

What is a protest?

A protest is a large public display of individuals united around a specific cause or issue.

Goal of a protest:

The goal of a protest is to show that there are a large number of people that support a specific demand.

When to organize a protest:

In most cases you should be doing a large protest in the organizing stage. You need to ensure that the membership is in a position to take to the streets or halls about a specific issue so a lot of ground work is required. That said, there may be some scenarios when you need to organize a protest on short notice before you have had an opportunity to go through the other stages of campaign development.

How to organize a protest:

1. Evaluate Your Membership

Ask yourself the question: are people ready to participate in a protest? Have you done the work to educate them so that they are willing to take to the streets? You need to be realistic. If you believe that your membership is in a position to protest then you should begin your organizing.

2. Pick a Location

The location of your protest is an important consideration. The first thing to consider is what you are protesting and who you want to see the protest. If you are protesting a campus issue it makes sense to protest on campus. If you are protesting someone else it may make sense to go to them.

It is important to consider how people will be able to attend the protest. If you do a protest off campus will people be able to get there? You may want to consider providing transportation.

The location can also escalate the protest. A protest on campus is less likely to see a police presence whereas doing a protest on the streets will more than likely involve police. Protesting on public versus private property is also something to consider. It is easier for police to justify shutting down a demonstration if it is being conducted on private property.

3. **Promote**

There are several different tactics in this guide that you can use to promote a protest, including posters, banners, class talks and online to name a few. Make sure you use all of them. It is also very important to promote the protest to your coalition partners or groups on campus so they can help spread the word.

Remember when you promote to make sure that you are promoting the protest and also the issue itself. Sometimes all we talk about is the action and people forget why we are taking it to the streets.

Talk to everyone. Don't be afraid to reach out to groups that you may not normally reach out to. Come up with creative ways to get people to participate. Making it a club event, a residence competition or dance competition are examples of ways to do this.

4. **Logistics**

Any large scale event requires a number of logistical things to

consider. The following is a list of some of the things you may need:

- Space permit
- Parade permit
- Sound equipment
- Stage
- Megaphones
- Marshals
- Marshal Training Session
- Guest speaker(s)
- Chant sheets
- Peace Code
- Two-way Radios
- Flatbed Truck
- Rental Vehicle for Materials
- Maps
- Media Liaison
- Police Liaison
- Chant Leader
- Water/Food
- Emergency Medical Services
- Accessible Transportation

5. **Day of Protest**

You should do a check-in with your key group of organizers the

day before to make sure that all last minutes details are assigned and that everything is ready for the following day.

A final high-energy outreach blast should be coordinated for the day of the protest.

During the protest you should assume that everything you planned for will go wrong. People will be late, speakers will talk for too long, sound equipment will not work. The only people who will notice that this is happening will be the organizers. For the most part, everyone will think things are running according to plan. Fill dead time with chants and make sure you keep the energy high during the event.

You will need to go with the flow of the demonstration. It is very difficult to control large groups of people so if a march route changes or people want to stay in one place for longer than expected, be prepared for that.

Finally, have fun!

Evaluate:

We often want to gauge how successful a protest was based on the number of people participating. While the numbers are a good indication about how effective our outreach and promotion was, a protest can be successful with small numbers. Some important things to consider are how much media attention was achieved and if the decision-makers on your issue paid attention.



Walk out

What is a walk out?

A form of protest in which students, workers, and/or community members collectively leave a space such as a school, workplace or speech. The walk out can be spontaneous or planned in advance, and may or may not be followed by a rally, picket, blockade or other action.

Goal of a walk out:

The goal of a walk out is to empty a school, workplace or other space to demonstrate widespread disapproval or dissatisfaction with something. It can be a reflection of frustration over institutional or government policy or in protest of a speaker or the contents of a particular speech.

When to do a walk out:

Organizing a walk out is a massive undertaking that not only requires many logistical considerations made in advance, but also that the majority of your members are educated on the issues of your campaign and ready to take the next step into action.

Walk outs are meant to reflect mass frustration, disapproval and disappointment and so it is crucial that you have done your groundwork beforehand. This can often mean months (or longer) of preparation, outreach and capacity building with your membership.

Similarly, a walk out can and should be preceded by other actions designed to educate members and build consciousness around the issues. These can include, but are not limited to, petitions or postcard collection, fax-offs, media stunts, town halls, teach-ins and other tactics.

How to do a walk out:

Before you begin a walk out, make sure you evaluate carefully where your members stand on the issues and tactics. Ask yourself some of the following questions:

- Have you engaged in lengthy and effective education around your campaign? If not, do you plan to do so?
- Is a walk out the right tactic to be using on this campus? At this time? In this context?
- What are your realistic expectations? How many members do you think will join in the walk out?
- What needs to be done to ensure a successful walk out?
- How will you keep the momentum for your campaign after the walk out?

Then, begin to prepare for your walk out:

- Chances are, your administration will find out you are planning a walk out. It is up to you to decide whether or not you want to meet with them to provide logistics or details. In some cases this can be helpful, but in many cases, information you provide could be used to erect barriers to your walk out. It is up to you to determine whether or not to share this information with administrators.
- If you choose to meet with administrators, make sure you provide a comprehensive plan that covers matters of safety, locations and rally routes (if any).
- Make sure you have a contingency plan for the weather. If there is inclement weather, will you still meet outside or will you meet inside?
- Sign up people to be marshals. Make sure you host a training session to help marshals understand their roles and responsibilities and familiarize them with safety and crisis management skills.
- You may want to seek academic amnesty for your action. Sometimes, institutions will grant academic amnesty for

student days of action, meaning they will inform teachers not to schedule important exams on that day or penalize students who decide to be part of the action.

- Designate one or two spokespeople to get your message out to the media. Make sure you craft a solid message in the form of a media advisory or press release and send it out over the Canada NewsWire (see page 20).
- Make sure key organizers have radios through which they can communicate with each other. You can buy sets of radios, but it is more cost effective to rent them.
- It can be helpful to create a “Peace Code” outlining your walk out as non-violent. Turn it into leaflets to hand to participants and even posters to help prepare attendees to de-escalate situations and remain calm if police become aggressive.

Once you have decided to organize a campus walk out, follow these steps to ensure it is a successful action:

1. First, evaluate where your members are. Have you laid the groundwork to ensure broad participation in a walk out? If not, form an action plan that articulates day-by-day, week-by-week, month-by-month how you will educate and organize your members.
2. Set a date, time and location. Make sure it is far enough in advance that you can do the appropriate groundwork and capacity building with your members. The location can be an area on or off campus where you can have a post-walk out rally.
3. Ensure you do adequate outreach ahead of time to convince your members to walk out.
4. The night before your walk out is scheduled, assemble a group of core volunteers. Go over logistics, assign roles and responsibilities, then plaster your campus with “shock and awe”

posters. These can take the form of large posters with black backgrounds and white writing simply providing the time, location and purpose of your walk out.

5. Head into big lecture halls and write the same information on all the chalkboards. If possible, put leaflets on the chairs as well.

6. On the morning of the walk out, send out as many campaigners as possible to remind students as they head into class of your scheduled walk out. These same people will be responsible for pulling people out of class when the walk out is scheduled to begin. You can ask the professors to make an announcement, or if you are comfortable doing so, simply enter classes to yell the announcement without permission – this is faster, but also riskier.

7. As students begin to walk out and assemble at your agreed-upon location, make sure you have people greeting them, giving them chant sheets or other materials.

8. As the rally begins, make sure you have people designated to speak with both institutional authorities/security and law-enforcement to ensure the safety of those taking part.

9. Have an assortment of speeches, chants and other actions to keep your walk out lively. Drums or music is also a good way to keep the action fun and positive.

10. If you decide to extend the walk out, perform some direct action or block access to your campus, refer to the sections of this guide that deal with blockades, strikes and occupations.

Evaluate:

- How was the turnout? Did you get more or less participation than you expected? Why?
- Was your membership ready for a walk out at this stage of the

campaign?

- Did the walk out, as a tactic, help or hinder your cause? Could you have done another action that was more/less direct?
- Should you have done more outreach prior to the event?
- Was the walk out peaceful, without any arrests or other issues?
- How will you keep up the momentum after the walk out?
- What is your next step in organizing?

Strike

What is a strike?

The collective removal of labour or participation by a group of individuals wanting to achieve a common goal.

Goal of a strike:

To put pressure on your college or university administration to change a policy or to improve specific conditions of campus life.

When to strike:

Striking is a powerful way of forcing administrators or government to make changes in line with student demands. However, this action will not be successful unless the vast majority of students are prepared to participate. A disorganized student strike action has a high likelihood of weakening and fracturing your campus student movement.

Organizing a student strike is a massive undertaking and can require years of planning and membership outreach. That being said, no two potential strike situations are the same, so be honest in your evaluation of the following considerations:

- Do you have a clearly definable issue that affects and enrages the vast majority of your membership?
- Does this issue have clearly definable resolutions that are within the purview of your institution to enact?
- How good are your membership lists and your student outreach team? Do you have up-to-date contact information for your membership that includes emails and phone numbers? You may also want to consider collecting local home addresses because coordinating transportation or doing a mail-out may become part of your plan. Do you have up-to-date contact information for your campus allies? Do you have the capacity to use this

information effectively?

- Have you been doing consistent outreach that includes telling your members about a potential strike action?

It is crucial that you are honest with your team about the potential to call a successful student strike. Truly gauge your membership and make sure that you have adequate support to commit to this action. A poorly thought out and managed student strike can cause campus divisions that could take years to repair.

How to strike:

Leading up to strike:

1. Make a clear list of demands.
2. Develop a complete organizing strategy that includes a student strike as the final step if all other organizing is unsuccessful in having your institution meet your demands. Incorporate several ways that both your general membership and your campus allies can support you during each step of your organizing plan.
3. Membership outreach and education is crucial. If your organizing plan around a specific issue includes the potential of calling a campus-wide student strike, you need to start preparing your membership for that eventuality. Also, pay attention to the reaction of your members around this idea to gauge their support.
4. Make sure your membership preparation includes telling people how you will be providing updates (eg: social media, emails, phone calls, etc.) and that you are continuously asking for their most recent contact information and updating your lists. Include opportunities for your members to get involved.
5. Contact all of your on-campus allies and make sure they are up to date on your demands and organizing strategy. Have

opportunities for your allies to get involved.

6. Hold a strike vote. Use a membership vote as the final step towards preparing them to take strike action. It will also demonstrate to your institution how serious you are about the issue. A large voter turn out and a high percentage of support are crucial.

7. Voting should be done in person with paper ballots. The question on your ballot should be a clear yes or no answer that includes the strike deadline.

Example:

- If <Campus> does not commit to making our campus fair trade, as a student at <Campus> I am prepared to go on strike on Monday, July 22, 2013, 12:00 (noon), and remain on strike until <Campus> signs a commitment with <Students' Union> to make our campus fair trade.

8. Establish a strike headquarters. You will need an off-campus place to meet, store equipment and feed volunteers or allow them a place to warm up if it's very cold out.

9. Set up strike committees to handle the various planning responsibilities. Here are some examples of common committees: Planning Committee, Volunteer Coordinating Committee, Publicity and Media Relations Committee, Institution Liaison Committee.

10. Create signs and materials for distribution as early as possible.

11. Devise a comprehensive plan for picketing. Your plan should have a clear protocol that includes: Will picketing involve stopping or delaying pedestrians and/or vehicles from entering campus and media message box details for all member participants and contact information for your media spokesperson, headquarters and your lawyer.

During the Strike:

1. Provide daily updates to your members and host regular membership assemblies.
2. Stay focused and stay on message.
3. Keep all of your volunteers engaged and active.
4. Picketing should take place during the regular business hours of the institution, but it is also important to try to catch people before and after work. If your picketing is effective and you shut down the campus, try allocating some volunteer resources to the surrounding community.
5. Know when it's going to be over. This is the most important step. When you and your membership have clear demands, have established how to measure when those demands have been met and are prepared to remain on strike until that time you are best prepared to achieve your goals.
6. Before officially calling an end to the strike, negotiate a back-to-class protocol that includes dates/times of return and academic and professional amnesty agreements to protect your members from penalty from the institution for their participation in the strike.

Evaluate:

Preparation and evaluation are your two best friends if you're considering a strike. Besides the obvious success or lack of success of a strike, be honest about your level of preparedness and the commitment of your membership to this action.

Blockade

What is a blockade?

A blockade is a group of people who block an entrance to a specific place or location.

Goal of a blockade:

The goal of a blockade is to stop a specific meeting or business from happening. A blockade is meant to gain media attention and disrupt the daily business of the location.

When to blockade:

A blockade should take place in the organizing stage when you have a committed group of people that are willing to participate in the action. The blockade is used when decision-makers are refusing to listen to your concerns.

How to blockade:

1. Evaluate your membership. Blockades come with a certain amount of risk because you are physically blocking people from entering a space. It is important that your members are prepared to take this type of action.
2. Determine your location. For a blockade to be successful, you need to be able to block all entry points to a specific location. You will need to pick a location that allows you to do that.

The direct entry point to a specific location isn't necessarily your best location. If an office or building has multiple entry points you may not have the resources to be successful. You may want to move farther away from your space where there is an entry point that is easy to block.

3. Determine how many people you will need to block the entry



point. Once you have determined that number, double it. It takes more people than you realize to block a space so having extra bodies will be very helpful.

4. Prepare thoroughly.

- The nature of a blockade requires that you do significant preparation with your volunteers. Having a plan and doing direct action training are very important.
- Establish specific roles that you need. Media liaison, police liaison, legal liaison and membership liaison are all roles that you should assign.
- You should also have a plan for how long the blockade will last. This can be flexible, but there should be consensus for how long the blockade will last in advance.
- Having materials that explain what you are doing is necessary. These materials explain what you are doing to people passing by as well as other members that may

come to see what is happening.

- You should also have a peace code that you hand out to people and police that may want to pass through the blockade.

5. Blockading.

- Sending someone to the space early is important to make sure the space is still accessible and that your plan can still be executed.
- The most important part of the blockade are the first few moments. You want to make sure that you have a large number of people that can establish the blockade quickly. The best way to do this is to have everyone enter the location quickly and at the same time. Once you have entered, everyone should sit down. Sitting de-escalates the situation because sitting people are less threatening, but are also harder to move.
- If possible, it is a good idea to establish the blockade before there are people in the space. Having people in the space requires that there then be a negotiation with those involved to leave.
- If there are people around, you should make sure that someone approaches each of them and explains what you are doing. You need to make sure that if there are people inside where you are blocking that they have the opportunity to leave so that they cannot say that they are being forcibly confined. Provide people with a copy of the peace code.
- When you decide to stop the blockade should be agreed upon in advance but you should be flexible and decide as a group if you want to extend or shorten your stay.

- You should expect a police or security presence at the blockade. Your police liaison should find the individual in charge right way and act as the line of communication between them and the people doing the blockade.

It is extremely important to remember that the issue is what is important not the action.

Evaluate:

- Did you successfully block the space?
- Did you get the desired media attention?
- How did the general population perceive the blockade?
- Were you able to get your message out? Or was all the focus simply on the blockade?

Occupation

What is an occupation?

When groups of people physically take over and monopolize a space.

Goal of an occupation:

To draw attention to your issue and inhibit decision-makers from conducting their business.

When to occupy:

An occupation should be done in the organizing stage of your campaign. You will also need to make sure that your activists are prepared to take this type of direct action.

How to occupy:

1. Determine your location.

Most occupations happen in an office or place of work so in many cases you won't have an opportunity to pick your location.

You may not need to occupy the office of a specific decision-maker if there is an office of another person that will succeed in sending the same message. If there is an office location that makes it easier you may want to choose that one.

Some things to consider when choosing a location include:

- How many entry points are there?
- Is there a gate keeper?
- Is there a washroom?
- Is there a computer inside?
- Is there running water?
- Are there windows that open?

2. Determine what you need.

The first thing to figure out is how many people you need. You don't need to occupy every inch of the space. You need enough people to occupy a significant portion of the space. Having too many people will make things difficult to coordinate and can make the space uncomfortable and having too few people will make it easier for the occupation to be shut down. You will also need people to do work outside of the occupation.

You need to determine what you need to bring to the occupation. Depending on how long you expect the occupation to last, you will need to plan accordingly. You will need food and water, clothing for both warm and cold temperatures, a computer and a way to connect to the Internet, extra batteries for phones and computers, something to use as a bathroom if there isn't one, a peace code, first aid kit, a letter to anyone in the space to explain what you are doing and, if needed, something to secure a door.

3. Develop a plan.

You should have a set plan of how you want the occupation to go, and need to consider:

- Who will be the first to enter?
- Who are the designated spokespeople?
- Who will secure the door?
- Who will be the media contact?
- Who will be the police/security liaison?
- You will need to have a plan for outside of the occupation:
- Who will send out a press release and be the media

contact?

- Who will be the police/security liaison who will speak to staff?

4. Occupying.

Doing the actual occupation is somewhat easy, but you need to gain access to the space. Once inside people should do their assigned tasks. People should sit as soon as they enter the space. You should expect a negative reaction as soon as the occupation starts, but once the peace code is handed out, people usually understand what you are doing.

Once you have secured the space, a press release should go out explaining that an occupation is happening, what your demands are and why. Once the space is secured and the press release goes out, the bulk of the time in the occupation is spent doing social media work. At points you may be visited by police/security and the media.

Once things have settled, it becomes a waiting game for your demands to be met, which usually involves a negotiation. Decisions from the occupation should be made by consensus among all those inside, the most pressing question being when/if to end the occupation. Inside it will be important to keep spirits up and keep people motivated.

Evaluate:

If your demands are met then the occupation was successful. You don't need to have your demand met however for the occupation to be successful. Good media attention and a positive response from your members are also good indications of success.



CONCLUSION

“Educate! Agitate! Organize!” has been the theme of this guide, but there is one more word to that phrase: evaluate. Your campaign needs constant evaluation to ensure a successful outcome. Sometimes the political climate shifts closer to you or away from you. Sometimes another pressing issue arises that means you need to switch gears entirely. Sometimes your event doesn’t bring out the numbers you expected. And sometimes, you won’t reach the goal you had hoped for.

This is all a natural part of a campaign cycle. It’s not a linear process from A to B that can be easily organized in simple steps. Campaigns have to change and adapt constantly to ensure they remain relevant and to ensure they are successful.

No matter what tactics you choose, no matter what your goals, you must always sit down at the end of each and every day and ask yourself one simple question: how is this campaign going? Your answers might hint that you need to change direction or they might cement your understanding that the current trajectory you’re on is still the correct one. Regardless, always make sure to evaluate after every town hall, outreach effort, event, rally, protest, occupation or meeting.

Good luck, and remember: Educate! Agitate! Organize! Evaluate!

Then do it all over again.