

STARTING A CAMPAIGN

Objectives:

After this lesson, the students:

- Will be able to start his or her own campaign
- Know where to get help

Lesson Outline (1 hour sample lesson plan)

Use this outline as an example of a good and complete learning process which includes: new knowledge, skill building and changing attitudes.

- 0.00 – 0.05 Introduction:** Introduce the topic, by making a link to existing knowledge and make it real – connect to real life.
- 0.05 – 0.15 Warm up:** Get the energy going with an interactive exercise. This should create a good atmosphere and make sure everyone feels at ease.
- 0.15 – 0.30 Information:** Share the information with the students. The information should be presented clearly without difficult terms. Make sure to keep it factual and present without judgment.
- 0.30 – 0.40 Discuss:** Give students time to reflect on the information and form their own opinions.
- 0.40 – 0.55 Practice:** Let students practice the skills they need to use the new information in their own lives.
- 0.55 – 1.00 Take action:** Come up with a plan on what the students can do in their own time to use the new information.

Introduction

Start by introducing the topic. When you introduce new information it is important to link it to existing knowledge the students already have. This can be done by:

- Referring to previous lessons when this topic builds on what was discussed in those lessons. For example the information on identifying local issues.
- Introducing the lesson by asking the opinion of the students. Do you have an example of a cool campaign? Have you ever participated in a campaign? What is the impact of a good campaign?
- Using the videos that are on the platform. Share a story from one of the videos and ask the students to some reflective questions like: do you recognise this situation, can you relate to the person in the story?
- Using the quote to start the lesson and ask the students what they feel it means and if they agree.

Quote: “You don’t have to be a ‘person of influence’ to be influential. In fact, the most influential people in my life are probably not even aware of the things they’ve taught me.” – Scott Adams

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Warm-up

Goal: Students start thinking about how you can transfer a message to others.

Step 1. Ask students to pick one of the topics below

- Access to information
- Meaningful youth participation
- Right to contraceptives

Step 2. Explain students to make a short statement or slogan on the topics they chose.

Information

Share the information from the platform with the students.

- If they have access to the platform you can ask them to read it on their own.
- You can create a Power point presentation where you create slides with images and the most important information
- You can present the information to the whole group. Use keywords for yourself and if possible also write the keywords on a board as reminders for the listeners.
- You could make handouts with the key information.

Make sure that you take enough time to present everything clearly and that you build in moments where the students can reflect on the information and ask questions. The information has already been written in paragraphs – after each paragraph you can ask a reflective question.

You can use these questions to engage the group:

- Do you have an example of a campaign you liked?
- What are elements of effective campaigns?
- What sorts of campaigns would convince/motivate young people?

Great that you are thinking about starting a campaign! Once you have selected the cause you want to address, you can start your own campaign! Here are some things you need to think about first:

- Identify your objectives. What is it exactly that you want to reach with a campaign? What do you want to achieve? Make sure your objectives are **SMART**
 - **Specific** – know exactly what you want to achieve.
 - **Measurable** – a goal should be measurable so you can follow your progress and see when you're finished.
 - **Achievable** – some goals are out of reach, no matter how hard you try.
 - **Relevant** – Ask yourself if this is something that needs to be improved or changed in your context.
 - **Time bound** – give yourself a time-frame to finish.
- Who will be the target audience of your campaign? Once you've decided on your objectives, you can decide on what is the most appropriate audience to reach your campaign objectives.

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Campaigns can be directed towards young people, elderly people or authority figures, whole communities...

- *Think about what activities you will set out with your campaign. You can think about*
 - *Informing people*
 - *Creating understanding*
 - *Motivating people to take action*
- *When deciding on activities, consider also lessons learned from other projects or campaigns, or successful campaigns in other countries.*
- *Good planning! When possible, organize your campaign with other organizations who have experience or a good link with your target group. Also, don't forget to involve young people from the beginning of the campaign and let them meaningfully participate in every phase of the process. Don't forget to plan the budget you have for your campaign!*

Discuss

Allow some time to reflect on the information and to form their own opinion. This is important because it helps the students to process the information by reflecting on how this information is related to their own situation. You can use the following activities:

- *You can facilitate a discussion by using the reflective questions. Or use the story as a starting point for a debate.*
 - *Do you have experience starting a campaign in your own community?*
- *Use the story as a starting point for the students to come up with their own story based on their realities. This can be in the form of a roleplay, comic, story etc.*

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- *Use the quiz on the platform to reflect on the statements. Read out the statements and ask the group if they think it is related to planning, audience, objectives or activities. Make sure you provide the correct answer without judging those who gave a wrong answer.*

Quiz

Students get a statement and have to decide one out of the four options:

Planning – Audience – Objectives – Activities. They receive feedback after they entered their answers.

- *The Youth do it! campaign aims to achieve that young people have access to free, good quality health services. (Objective)*

Feedback: This is an example of an objective of a campaign, because it is a specific goal that the campaign wants to achieve.

- *Youth do it! focuses on the needs of young people. (Audience)*

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Feedback: This is an example of the target audience of a campaign, because Youth do it focuses all their activities and information on what young people need.

- Youth do it! provides information through practical examples and fun quizzes about Sexual and Reproductive Health Rights. (Activity)

Feedback: This is an example of the activities this campaign does, which is providing quality information to young people and peer educators.

- Dance4life and Choice are working together to develop the Youth do it! platform. (planning)

Feedback: This is an example of the planning of a campaign, because you need to think about your allies, and who you can work together with.

Practice

Use the outcomes from the discussion to ask the students come up with a plan on how to do something in their own community, peer group or family.

Since such an activity requires skills, make sure you practice these first. Some of the skills you could practice for this lesson are:

Communication

This is one of the most important skills there is. When you are a good communicator you can get very far.

Read the tips on communication and practice your skills by writing a short message on the right to information and sharing it with the group. Share the message in 3 different ways and see which one is the most effective:

- Speak loud and clearly, stand up straight and look the others straight in the eye
- Speak enthusiastically, Use a lot of intonation and smile
- Speak with a warm and understanding voice. Ask questions and engage with the audience

Afterwards you reflect with the group on what worked best. It is good to think about your audience and the aim of your message before you decide on the tone of voice

Communication is about transferring a message to another person. Good communication is crucial in everyone's life, as you need to communicate with other people daily. But if you want to be a leader, a change maker, or raise awareness among people, then you definitely need to have some good communication skills.

Find out how you can improve your communication skills;

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- *Don't be afraid to say what you think. Express your opinion, while being respectful to other people's opinions*
- *Make eye contact with the people you are communicating with*
- *Use your body language!*
- *Don't send mixed messages. The words you are saying must be in line with your body language and facial expressions. For example, if you are convincing someone about the urgency of an issue, you need to be serious and not giggling.*
- *Listen to what other people are saying to you, so that you can engage in a conversation, debate or discussion*
- *Use the right words. If you are not sure what a word means, then don't use it.*
- *Speak calmly and slowly. People who speak quickly come across as being very nervous.*

Only a small percentage of communication involves actual words: 7%, to be exact.

In fact, 55% of communication is visual (body language, eye contact)

And 38% is vocal (pitch, speed, volume, tone of voice)

Convincing peers

Your peers are the people who can be your true allies! But first you need to convince them.

Read the tips below and practice your convincing skills on your peers. For example;

Think of something you want a friend or peer to do, i.e. go with you to have a coffee, write you a note, ... Make sure you use the right argumentation to convince them.

Peers are people who are similar to you, because you have the same age, background, education, community, school... Convincing peers means making them believe as you do or influence them to take action.

If you want to convince peers, you can use some tricks, because you already have some things in common which you can use to convince them;

Think about how you formulate your message:

- *Explain them exactly what you want to achieve and why it is important*
- *What do you have in common? Why should you both care?*
- *Be honest about your intentions, don't tell lies*
- *Understand/listen to the person you are talking to, what does s/he consider important?*

How to communicate effectively

- *Ask your peers for their advice and opinion. This will make them feel valued and important, and more likely to agree with your standpoint.*

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- *Make them part of what you want to achieve, of the project*

Be creative in your communication:

Use the appropriate tools. *There are so many tools to use, but let's be aware that there are some messages you can send on Twitter, others that should be sent via email, and then those that need a voice-to-voice conversation. Using the right medium to send a message can make all the difference in the world when it comes to how your message will be received.*

Take action

Wrap up today's lesson by asking what the students have learnt, liked, found difficult etc.

Give an assignment to put the new knowledge and skills into action:

- *Make an action plan with the knowledge you have from this course to start your own campaign. Think about who you will do it for, the planning, what message you want to spread, etc.*