Module 4: Reaching out to others

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Aim of the module By the end of the session participants should: ● appreciate the importance of spending time thinking about how they can reach out to others. ● have identified a number of potential campaign allies and possible campaign targets ● better understand which organisations/groups/individuals have the power to influence the campaign objective.	*Total time for the module:2 hours 10 to 2 hours 30 (including a 15 min break)*
# Activity 1 Introduction	# 5 mins
Successful campaigns are rarely achieved without thinking through very carefully who has the power to affect the change we want to see and also by thinking about who else might be around to help us in our work.	

Module 4: Reaching out to others

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Activity 2: **Who is on our side? (Spectrum of allies)**	40 mins

Aim of the session

By the end of the session participants should:
- have identified a number of potential campaign allies and possible campaign targets
- start to recognise that it is not necessary to change the mind of those in opposition to succeed in a campaign.

How to do it?

1. Explain that people often think the only way to achieve your campaign goal is by beating the opposition. Actually, often the way to win is by winning the support of those who haven't made their mind up or are close to the opposition. So, it is important to think about where other people and organisations stand on our issue.
2. Layout on the floor (or on the wall) the chart, which consists of two flip charts (landscape) stuck together. The chart is divided into two by a horizontal line in the middle. The line is divided into six equal segments. At the left end of the horizontal line is the label 'on our side' and at the right end 'against us'. (Note: this can also be drawn as a half orange shape)
3. Write the name of the group on one post it and stick it at the left end.
4. Explain that groups and organisations (and individuals) should now be written on the post-it notes and then laid on the spectrum according to their opinion on the issue. Explain that this activity should help people to appreciate that to achieve campaign success we do not need to win everybody over or that all of our attention needs to be directed to the people on the far side of the line. (20 mins)
5. Discussion: useful questions may include: how can we move people to the left (especially those that are neutral)? Which groups do we have access to or credibility with? Should we target? (10 mins)
6. What next? What actions should we take as a result of this discussion? (10 mins)

Module 4: Reaching out to others

Alternative ways of running this activity include:

1. using lego/playmobil figures or
2. creating a human spectrum of allies (1. lay a line on the floor (perhaps string or masking tape) approximately 10-20 feet long. label the line as above 2. ask people to shout out the names of groups / organisations / individuals that they want to consider and write these on A4 sheets 3. ask each person to firstly pick a group / organisation / individual they want to consider and secondly to collect the A4 sheet with their name on it and hold it so all can see. Then stand on the line where they feel their opinion is on the issue). At the end of the activity the sheets can be laid on the floor and a photo taken of the spectrum for future use.

Trainer tips

- *If possible ask people to be as specific as they can be with their labels e.g. rather than 'the council', which department or elected member/officer b) you may feel it helps to label each of the segments e.g. active supporters/passive supporters/neutrals/passive opposition/active opposition.) c) depending upon the size of the group and power dynamics within the group it may be possible to do this as one big group (with the post its being moved around as consensus develops), or as a number of smaller groups (the final part of the activity then being an attempt to draw some consensus and produce a master spectrum).*
'I've found it helpful to talk with the groups as they were doing this- and ask them to be more specific and encouraging them to actually name people if possible, rather than just 'the council' . We have come back to the spectrum and added to it , so it is a live document' : Sue
- *The trainer may need to help the group reduce the number of 'allies' (for e.g. one EA group included people such as the Queen) as sometimes a large number of 'allies' on the spectrum can look overwhelming. b) you may be able to help to broker some of the relationships with allies especially if you already have relationships with them , clearly if we ever do this we must bear in mind the power we have'*
- *If you intend to do the Power Mapping activity next (Activity 3) its worth having a break and during the break copying all of the groups and organisations from the spectrum and writing them on the circular pieces of paper used in the next activity.*

What stuff do I need?

- Pre-prepared spectrum of allies, drawn on two flipcharts (landscape) stuck together to make one long chart..
- Post its
- Marker pens

Module 4: Reaching out to others

- Flipchart

For the human spectrum of allies:
- string or masking tape
- A4 paper

Module 4: Reaching out to others

Activity 3: **Power mapping**	45 mins
Aim of the session By the end of the session participants should: ● better understand which organisations/groups/individuals have the power to influence the campaign objective.	
How to do it? 1. Start with an introduction to different forms of power (power over/power within/power with). In order to organise a successful campaign we need to understand who has the power to influence the achievement of our objective and goal. Today's activity will help us to identify who has the power and importantly who is able to influence that person or organisation. This can save us valuable time energy and effort by ensuring we are focusing on the right target with a campaign (5 mins). 2. Lay on the floor (or stick on the wall) two flipcharts stuck together (portrait). Draw a circle in the middle of the flipcharts and write in it the campaign objective (or goal). (Note it may be necessary to change the wording of the goal/objective to describe a decision). 3. During this activity the group will list organisations/groups/individuals that have the most power to influence the issue in the circle in the centre of the map. The group starts by considering the organisations/groups/individuals from the previous activity. These are written on the circular pieces of paper. The more power the organisation/group/individual has to influence their issue the closer they are placed to the centre. (10 mins) 4. Circular pieces of paper are placed on the map. Discussion amongst the group helps decide where circle should be placed. (15 mins) 5. Tips a) different sized circles can be used to describe a different variable that may be useful for the discussion e.g. the larger the organisation the larger the post it or colours e.g. traffic light colours that describe how strong the relationship is between the campaign group and the organisation/group/individual. b) ask the group to consider very carefully which organisation/group/individual may be able to influence the primary target/s, in order to do this it may be worth constructing an additional power map. c) referring to the power map the trainer may want to demonstrate the difference between primary and secondary target (i.e. the primary target is the main organisation/person that has the power to influence, the secondary target is an organisation / person well placed to influence the primary target)	

6. The trainer leads a conversation on what this activity means for whom the group should target in their campaign and the building of allies (15 mins)	
Trainer tips ● *Note: if the group feels that they don't have enough information on the people/organisations that would figure in their power map, it is worth encouraging them to have a go with the information they have. This may help them to decide what information they need to gather. At a later time they may decide that they want to bring in someone to comment on their power map and to explain why they might re-arrange it, for example the local MP.* ● *Note: There is a danger that the spectrum can become covered in different organisations/groups/individuals and may look overwhelming. The trainer may want to suggest that some groups be removed. This needs to be done sensitively with the group's full agreement.*	
What stuff do I need? ● Circular pieces of paper (post it size) ● Power map (two pieces of flip charts stuck together portrait style). ● Marker pens	

Module 4: Reaching out to others

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Optional Activity 1: What is out there to help us? (Community asset mapping)	30-50 mins
Aim of the session By the end of the session participants should: - be able to identify potential sources of help/assets within their community. - Feel positive about what support/assets already exist (a strength model rather than a deficit model)	

How to do it?
1. Introduction: we do not exist in isolation we are surrounded by resources in our communities that may be able to help us in trying to achieve our change. This activity will help us to identify some of them.
2. Encourage participants to think about what assets/resources can support community led change write these on small different coloured pieces of paper (or post its) under the following headings: 1) people (groups/individuals/organisations/communities). 2) places (buildings / spaces etc.) 3) stuff you can't see (identity/feel/values/reputation of a community or place)
3. For those groups working within a specific local geography: follow these instructions:
   a. get a street map of the local neighbourhood which is at a scale that allows streets and specific buildings to be identified or draw a very basic street map on one or two pieces of flipchart paper
   b. Use the map to identify and stimulate conversation about what some of these assets may be. Place the post its on the relevant places on the map
4. for those groups working within less of a defined physical geography the same activity can be completed without the use of a map instead placing the post its on different concentric rings of a circle on a flipchart.
5. Discussion/reflection: which of these assets may be useful for our campaign? How? We shall keep this as a resource to refer back to and add to as we continue our campaign planning.	

Module 4: Reaching out to others

Trainer tips *Note: if the group completed the skills audit activity in module 3, the skills identified within the group could be placed on one side of the map. Time permitting it may be worth trying to ask about another category of assets, as: 'us': in our group what are our skills and knowledge*	
What stuff do I need? ● Street map of the local area. ● Biro pens. ● 3 different colours of small post its or coloured pieces of paper	

Module 4: Reaching out to others

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Optional Activity 2: **Power and Powerlessness**	20-30 mins
Aim of the session By the end of the session participants should: ● Have started to reflect upon what their own experiences of power(and the experiences of others) means for the way the campaign will function, the context within which it will operate and dynamics within the group.	
How to do it? 1. ask people to think about a personal experience in which they tried to make themselves heard by someone with/in power or someone with authority or someone with expertise. 2. Participants can choose to either write about their experience or make a drawing that summarises their experience or go into a pair and talk about their experience and make notes. Ask people to think in particular about how they felt and what was said. 3. The facilitator then leads a discussion/reflection about power. Who had power, how, what type of power? 4. What do these experiences of power mean for the group and our campaign?	
Trainer tips	
What stuff do I need?	

Module 4: Reaching out to others

Activity 4: Discussion	5 mins
How to do it? 1. Reflection: we now have a better understanding of which groups/organisations/individuals may be able to help us in our campaigning work and we now have a better understanding of who our campaign targets are. In the next module we will start to decide how the system works, how we can best reach our targets and what message/s we should use. 2. Refer back to the campaign planner and suggest the group completes the boxes that list 'who is on our side?' and the 'targets' and 'who can help us?'	
Trainer tips	
What stuff do I need? **Resource sheet: Campaign planner**	