# Module 6: Putting pressure on people in power

## Aim of the module

By the end of the session participants should:

- have an understanding of what a tactic is and the variety of tactics available.
- Have decided which tactics are most appropriate for their own campaign.
- Have started to plan how they will use their tactic.

*Total time for the module: 2 hours 25 to 3 hours 10 (including a 15 min break)*

## Activity 1 Introduction

5 mins

### How to do it?

From previous activities you are now clear what the goal of the campaign is and who the target is (or targets are). You now need to think about what tactics you are going to use. A tactic is ‘the action you will take to try and influence your target’.
You should have an understanding of what your target cares about, but it may be the case that you need to do some more research to find this out. Having this knowledge will help you to decide which tactics are best used to try and influence your target/s.

Stress that tactics are not just about influencing your target but also about building relationships with other stakeholders.

# Module 6: Putting pressure on people in power

| Activity 2: What tactics are there? | 30 mins |
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| **Aim of the session**<br>By the end of the session participants should:<br>• have an understanding of what a tactic is and the variety of tactics available.<br>• have considered which tactics they are personally interested in and which may be most appropriate for the group's campaign | |
| **How to do it?**<br>1. Stuck on the wall around the room are images of different tactics in action (with titles): the 'What tactics are there?' resource.<br>2. Also available is a pile of blank pieces of paper.<br>3. Explain to participants that there are a huge number of tactics that have been tried and tested throughout the world. Here are photos of a selection of 17 of them with a further list of 198 other ideas.<br>4. Participants are asked to consider 'which of these are you interested in using to try and influence your target/s?' Participants walk around the room looking at the tactics and asking questions about any of them. They are also invited to use any of the blank pieces of paper to write their own ideas for tactics.<br>5. The group is then asked to:<br>    a. stick a post it labelled with their name on the tactic that they are interested in using to influence the target/s.<br>    b. stick a different coloured post it (labelled with their name) on the tactic they are interested in using with some support.<br>6. Collect the most popular tactics and place these on the floor with people seated around them.<br>7. Big group discussion on what the results tell us. Does this start to give us a better idea of which tactic/s we could use? Stress the importance of considering other factors before finally deciding which tactic/s to use. The following activities will help us to reach this important decision. | |

# Module 6: Putting pressure on people in power

| What stuff do I need? | |
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| **Resource: What tactics are there?(group activity)**<br>● Blank Pieces of A4 Paper<br>● Post-it notes (two different colours)<br>● Pens (1 each) | |

# Module 6: Putting pressure on people in power

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| **Activity 3: Which tactics shall we use?**<br>**Option 1: Tactics prioritisation** | 35 mins |
| **Aim of the session**<br>By the end of the session participants should:<br>• be clearer about what for them as a group makes a suitable tactic.<br>• have decided which tactics they will use | |
| *The following are two options for moving the group towards making the decision about which tactics to use.*<br>**How to do it?**<br>The aim of this activity is to stimulate conversation about which tactics might be best suited for the group's campaign. There are two resource sheets that are designed to help make this important decision ('Choosing your tactic' and the 'Tactic Star') as a trainer you may decide to give these out to the participants to help guide the discussion or to give out at the end for participants to use for reflection and further learning.<br><br>1. on one piece of flipchart paper (landscape), a large table is drawn. The first column lists the tactics shortlisted during activity 1. The 5 columns are for the criteria which the group will use to decide which tactics are the most appropriate for them to use.<br>2. The group now decides which criteria to place in the columns (this can often be the most time-consuming element of the activity but can be a very worthwhile discussion). These criteria are things which influence whether or not the tactic is worth using. They all need to be written in the positive (e.g. it will create energy within the group).<br>A suggested set of criteria (based upon the content of the 'Choosing your tactic' resource sheet) is as follows:<br>• ***we have the skills, knowledge, resources, energy to do it***<br>• ***it will help build important relationships with others*** *(allies?)*<br>• ***it will pressure our target to take action***<br>• ***it's good timing*** *(i.e. it coincides with important events that are going on and/or its good in terms of tactics escalation)* | |

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# Module 6: Putting pressure on people in power

3. The criteria are written at the top of the columns.
4. A group discussion tries to agree a score for each tactic for each criteria (out of 10 or 5). In theory, the total at the end of each row will enable the group to decide which tactic to use. Possible prompt questions for the trainer to use are:
   Are there some tactics that people have identified where more support is needed? If so who could provide that support? Could it be provided from within the group?

## Trainer tips

- *It's worth trying to probe as to whether or not there is general agreement across the group about adopting a particular tactic. Watch carefully if the conversation is being dominated by a few people - if a tactic is chosen but it really is only seen as a good idea by a few very vocal people this can have big implications for how involved others feel now and for future campaign work.*

- *If it is proving difficult to achieve consensus around the scoring it may be desirable to allow each person to write their own individual scores. (However, the trainer should be careful to ensure that any major concerns that individuals have are not lost in a scoring system for example a worry about being arrested that some may have) It may also be the case that some criteria are more important than others, it may then be worth considering giving each criteria a weighting (e.g. score it out of 6 not 10)*

## What stuff do I need?

**Resource sheets: Choosing your tactic**

**Resource sheets: Tactic star**

- flip chart
- marker pens

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# Module 6: Putting pressure on people in power

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| **Activity 3: Which tactics shall we use?**<br>**Option 2: Tactics advantages / disadvantages** | 30 mins |
| **Aim of the session**<br>By the end of the session participants should:<br>● have considered what are the benefits and disadvantages of using particular tactics.<br>● Have an understanding of the importance of the sequencing of tactics and other criteria.<br>● Have decided (or be close to deciding) which tactics they will use. | |
| **How to do it?**<br>The ideal number of tactics to work on for this activity is probably no more than four or five.<br>1. Each tactic is written in the middle of a flipchart sheet of paper. In the top half of the flip chart sheet the benefits of using that tactic are written (perhaps as a spider diagram). In the bottom half of the flip chart sheet the disadvantages of using that particular tactic are written.<br>2. As part of this conversation it may be worth offering the group some of the considerations that are summarised in the Resource sheet 'Choosing your tactic' or the criteria from the previous activity or the criteria from the Resource sheet 'tactic star'.<br>3. Once all tactics have been analysed there should be a group discussion to try and reach consensus.<br>4. This activity should have led people to the point where they have decided which tactic/s are appropriate for them to use.<br><br>**Sequencing and escalation** are crucial considerations.<br>It's easy to include an optional sequencing activity for example:<br>1. place all the photos of tactics from activity 1 on the floor into a timeline based upon the beginning, middle or end of a campaign. This sequencing may also correspond with three steps a) negotiating with the target/s b) low-level confrontation c) high-level confrontation. Alternatively this could be done using only the tactics that the group prioritised in activity 1.<br>2. Introduce the tactics timeline (Resource sheet) | |

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# Module 6: Putting pressure on people in power

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| **What stuff do I need?**<br>**Resource sheet: Choosing your tactic**<br>**Resource sheet: Tactic star**<br>**Resource sheet: Tactics timeline** | |

# Module 6: Putting pressure on people in power

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## Optional Activity 1: What is our argument?

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### Aim of the session

By the end of the session participants should:

- have thought about what evidence can be best used to help them construct an argument to use with their target.

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### How to do it?

It may now be clear what the goal of the campaign is, who the target is (or targets are) and what tactic/s will be used to influence the target. It is important that some time is spent thinking how best to construct an argument that can be used as part of your tactic. (the group may have already done some thinking about this if they did Activity 3B or 3C in the Finding Out module). This activity builds on that learning but its not essential that they did these optional activities beforehand) -

1. Stick together 2 pieces of flipchart paper and on them draw a large head and shoulders of a person. As part of the drawing include the heart, eyes, ears and brain of the person.
1. Ask people for any information or evidence that backs up the group's argument and write these on large post its and stick them on the relevant part of the drawing. The different parts of the body may encourage them to think about evidence that appeals to the heart (stories), to the mind (facts/research), to the eyes (images) etc. as well as other evidence, case studies etc.
2. Time permitting it might be also worth asking the group to try and explain explicitly what other solutions exist to the problem they have identified and why the solution is the best (the 'Why is our solution the best?' activity in Module 3 attempts to do this.

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### What stuff do I need?

- Flip chart
- different coloured marker pens

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# Module 6: Putting pressure on people in power

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| Activity 4: Planning your tactic: what next? Introduction | 5 mins |
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| **How to do it?**<br>It should now be clear what the goal of the campaign is, who the target is (or targets are), what tactic/s will be used and what 'evidence' might be used to influence the target. We now need to spend some time planning our first tactic<br>The group is offered a number of optional activities according to which tactics they have decided to use.<br>The following activities will help with tactic planning:<br><br>**Optional Activity 1: Meeting your politician**<br>**Optional Activity 2: Meeting your politician: STOP! Freeze Frame (Role play)**<br>**Optional Activity 3: Organising a stunt**<br>**Optional Activity 4: Using our stories** | |

| **Optional Activity 1: Meeting your politician** | 30 mins |
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| **Aim of the session**<br>By the end of the session participants should:<br>• have reflected upon some ideas of good practice in effective meeting with politicians.<br>• Have agreed a structure for the meeting and some roles and responsibilities | |
| **How to do it?**<br><br>This activity assumes that the arrangements for meeting the relevant politician have been made and focuses on how to get the best out of that meeting.<br><br>• Written on slips of paper are a 'top 10 tips' for meeting your politician gathered from years of campaigning experience.<br>• Some of the slips of paper are blank to allow people to come up with their own tips (especially from those who may have already had experience of meeting a politician).<br>• Lay the slips on the floor so that everybody can see them, having read them out, ask the members of the group to identify those tips that they particularly like and think the group should consider when designing its meeting.<br>• As the discussion evolves allow a structure for the meeting to be recorded. This can be done through the use of further slips of paper; in one colour the different parts of the meeting (similar to an agenda) and on different coloured slips of paper jobs/tasks that the group agrees needs to be done either during the meeting or in advance (clearly labelled with who will do what). This should be done on slips of paper so that the order can be changed if necessary.<br>• Discuss and agree what exactly the ask is i.e. what you are asking the politician to do (drawing on the Resource sheet 'Influencing and meeting your MP') | |

# Module 6: Putting pressure on people in power

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| **Trainer tips**<br>• *'Bring them to you'. 'In the Save Bradford Youth Service campaign the group invited MPs and councillors to the youth club and also put them on panels they hosted rather than going to surgeries, because the young people felt more comfortable 'on their own turf', a great tip' Rosie* | |
| **What stuff do I need?**<br><br>**Resource sheet: Top 10 tips for meeting your politician (group activity)**<br>cut into strips in advance of the session | |

| **Optional Activity 2: Meeting your politician: STOP! Freeze Frame (Role play)** | 40 mins |
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| **Aim of the session**<br>By the end of the session participants should:<br>● have rehearsed their forthcoming meeting with a politician and identified some actions to take to make sure they get the best out of the meeting | |
| **How to do it?**<br>During this role-play the facilitator may choose to take on the role of politician. This activity can be run after optional Activity 1 (Meeting your politician) or on its own (in which case it might be worth setting aside some time for people to consider how they want to structure the meeting perhaps drawing upon any resources associated with the previous activity e.g. top ten tips)<br>1. The room is arranged to resemble the seating arrangement of a politician's office (or wherever the meeting will be held).<br>2. The length of time for the meeting is agreed and the group works to an agreed structure. Group members decide who should take which roles.<br>3. The role-play commences.<br>4. At key points during the role-play the facilitator shouts STOP! At this point the MP/politician is handed a large cardboard speech bubble which they hold up against their head . They describe (in role) how they are feeling at the moment (both about themselves and others in meeting) and what they would like to happen next. The speech bubble is then passed on to 2 of the other people taking part in the meeting. The first time the trainer shouts STOP ! Is immediately after the introductions have finished and then probably a further two or three times (including at the end). A note is kept of what each person said during the STOP! interruptions, this learning can then be used as part of the reflection discussion.<br>5. After the role-play has finished ask each person to summarise what they felt went well and what they would do differently next time.<br>Note: different ways of running this activity include: | |

# Module 6: Putting pressure on people in power

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| a) the person pretending to be MP is given written prompts<br>b) in a big group role play, the group thinks what the MP might say and then the group thinks about 'how are we as a group going to respond to that'? | |
| **What stuff do I need?**<br>● Props can make the role-play more fun (e.g. a suit for the politician, desk, briefcase, laptop, telephone etc.)<br>● cardboard speech bubble | |

| Optional Activity 3: Organising a stunt: | 35 mins |
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| **Aim of the session**<br>By the end of the session participants should:<br>● be familiar with a range of campaign stunts.<br>● Have decided (or be close to deciding) which stunts may be appropriate for the group's campaign. | |
| **How to do it?**<br>One of the tactics chosen during the previous prioritisation activities may be the organisation of a high profile 'stunt' i.e. event designed to increase the public's awareness of a certain issue. This activity helps people to design a stunt if they are unsure of the best way to ensure that it is visually appropriate and also to plan how to carry it out.<br><br>It is important to try and run this activity quickly so encouraging people to shout out the first idea that comes into their head and not to worry about what others may think of what they have said.<br>1. Stick together two pieces of flipchart paper and stick them on the wall.<br>2. write in the middle of the flipchart what message you would like the stunt to convey and if appropriate who the target is (e.g. a named politician).<br>3. Draw a circle around one of the key words in the sentence (e.g. refugee) ask people to shout out words that come into their mind when they hear that word (secondary words). Encourage a quickfire round of top of the head suggestions. Write these on lines coming from the keywords. Repeat this for each of the keywords and some of the secondary words (time and facilities permitting use Google images to help the activity).<br>Time permitting, it may be worth asking for ideas of places associated with the target e.g. offices/places where decisions are made etc.<br>4. The group is invited to shout out possible props that could be used in a stunt (or time permitting the trainer hands out a pre-prepared list of props). Participants are encouraged to try and link props with some of the keywords on the flipchart e.g. mask/politician.<br>5. During this discussion it may become apparent to the group which stunt they are most excited about. | |

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# Module 6: Putting pressure on people in power

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| **What stuff do I need?**<br>• flip chart<br>• marker pens | |

| Optional Activity 4: Using our stories: | 45 mins |
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| **Aim of the session**<br>By the end of the session participants should:<br>● Better understand the value of storytelling in getting the campaign message across.<br>● Have identified some personal stories that could be used as part of the campaign. | |
| **How to do it?**<br>1. Introduction: explain to people the value of hearing personal stories rather than relying only on facts, research, graphs etc. The value of stories that a) enable campaigners to connect with people b) to inspire them c) may be positive and counteract stigmatising stories from elsewhere d) enable a more rounded understanding of what is happening (i.e. presenting the whole picture) e) may make the issue accessible to a wider range of people as well as being inspiring and motivating for the campaigners themselves.<br>2. Explain the process that will be followed and ask if any of the group are interested in working in threes to identify any potential stories that may be used by the group.<br>3. In the threes people are asked to consider which personal story might help the campaign (5 mins).<br>4. Person A has five minutes to tell their story to their partner. Person B is the main listener. Person C records the story as a 'map' using words, drawing, arrows. (5 minutes)<br>5. Person B presents the map to person A. (1 min)<br>6. the process is repeated this time person B offers their story.<br>7. agree as a group which stories are particularly well suited for use as part of the campaign and how they should be sued. (10 mins)<br>Time permitting the following may be attempted:<br>● Attempts to reveal the rich 'inside story' by using the map to ask questions such as: how did you feel at this point? What were you thinking when this happened? Why? What was the motivation behind this? (20 mins)<br>● decide as a group how best to use the stories in the campaign work.<br>Clearly this is potentially a very difficult session for people. The trainer needs to feel sure (in conjunction with participants) that the activity is appropriate and that a system is in place to support anyone that finds the process difficult, challenging or overwhelming. | |

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# Module 6: Putting pressure on people in power

| What stuff do I need? | |
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| • flip chart<br>• markers<br>• pens<br>• paper | |

# Module 6: Putting pressure on people in power

| **Activity 5: Planning your tactic: Option 1: Tactic Planner: who is doing what and when?** | 30 mins |
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| **Aim of the session**<br>By the end of the session participants should:<br>● worked out what tasks need to be completed to make the tactic a success and agreed who will complete the tasks | |
| **How to do it?**<br>We have reached a very exciting point in our campaign. We now have a tactic (or tactics) which we will use to put pressure on our target/s in order to achieve our objective which should help realise our goal.<br>The next stage is crucial, deciding who is going to do what and when in order to make organising the tactic a success.<br>As a trainer you will need to decide if it should be you that runs this next activity or whether it is more appropriate for the group themselves to run it in your absence.<br><br>1. Ensure you have plenty of space to run this activity, either a long space of wall or floor space. Briefly summarise what will happen in the activity and ask the group if they would rather use the wall or floor space (taking into account any accessibility issues).<br>2. Write your tactic in large letters on a half piece of flip chart and place on the right end of your space.<br>3. Try to agree as a group when your tactic will take place. On post its write the relevant measurements of time before your tactic will take place e.g. if its in two months write week 1, week 2, week 3 etc on the separate post its (if its in two days do times of the day etc) and spread these across the top of the space so marking a time scale.<br>4. Ask the group to shout out and then write on A5 pieces of paper the tasks that need to be completed before the date / time of the tactic.<br>5. lay these on the floor/or stick them on the wall  in rough chronological order (at this stage dont waste time doing this exactly, just get the ideas down)<br>6. Ask for more ideas and insert these into the order. As this happens people will start to pay more attention to the time headings and start negotiating which task should be done by when. | |

# Module 6: Putting pressure on people in power

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| 7. The trainer should ask some important prompt questions such as ‘are you all happy this is realistic?’ and look to draw attention any gaps in the process.<br>8. Once all the tasks have been identified ask the group to agree to be more exact about the timings and to place each task underneath the date/time by which it needs to be completed (it’s usually best to do this working back from the event).<br>9. Ask for volunteers who are happy to do any of the tasks in the runup to the tactic. Check for agreement amongst the group and then ask them to write their names on the task. | |
| **Trainer tips**<br>● *The content of the Tactic Planner can be photographed and then written up and shared with the group (if appropriate make the group aware of online possibilities for recording these tasks e.g. Trello)* | |
| **What stuff do I need?**<br>● flip chart<br>● A5 pieces of paper<br>● post its<br>● marker pens<br>● blu tack | |

# Module 6: Putting pressure on people in power

| Activity 5: Planning your tactic: Option 2: Tactics timeline | 30 mins |
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| **Aim of the session**<br>By the end of the session participants should:<br>• have an understanding of the importance of sequencing and escalation of tactics in their campaign<br>• worked out what tasks need to be completed to make the tactic a success | |
| **How to do it?**<br>Remind the group that campaigns are rarely won at the first hurdle and that often the most successful campaigns are ones that use a number of tactics that build and escalate to apply more and more pressure on the target/s.<br>1. Using the Resource sheet 'The Tactics timeline' as a template, draw a blank timeline onto a flip chart paper (or two stuck together landscape style).<br>2. Explain that the black starbursts represent the tactics you will organise as part of your campaign. Sometimes these tactics are because of events that others create that you are reacting to (like a Council consultation deadline or a meeting), and some are ones you create yourself (a community event, a protest). Red represents the building of energy and activity you will have in the lead up to a tactic. Blue represents the drop in energy and the work you will have to do after an event, like collating names and emails, contacting people to let them know what you did, and planning meetings. They can also represent energy levels. The gradual lift towards the top right hand corner represents 'escalation' in campaigning. This means starting smaller (with a petition for example) and then building as you grow power and support. Each thing you do puts more pressure on your target.<br>3. Ask the group to write their first tactic in the first starburst and then on post its record the tasks that need to be completed in order to prepare for the tactic and to build energy. Encourage the group to agree who will do what and to record that on the post its.<br>4. Encourage the group to think about what the next tactic might be if the campaign aims to escalate and build momentum. Stress the importance of leaving this flexible as the group will need to reflect on progress after the first tactic has been used and look at this timeline again. | |

# Module 6: Putting pressure on people in power

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| **Trainer tips**<br>● *Note: The resource sheet 'Organising your tactic' includes a sections on messaging, timing and escalation which may help the group in their discussions*<br>● *Note: 'Remind the group not to worry if they can't do everything at first, building capacity through gaining support from people with different skills means you can do more as you go along. Ensure all your tasks are relevant for the stage in the campaign you are at, and they might have multiple purposes. So, banner and placard making might be something you do in the week before a protest because it will build energy and raise awareness about the protest - the making of the placards is often just as important for building the campaign as the protest itself. If you make these things with no place to use them immediately, the momentum may be lost': Rosie* | |
| **What stuff do I need?**<br><br>**Resource sheet: Tactics Timeline**<br><br>● marker pens<br>● blu tack<br>● post its<br>● flipchart | |