

# MY WORLD MY HOME

# The Community Campaigning Handbook

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# CHECKLISTS



## DISCOVER CHECKLIST

- Attend the **end of term 121**.
- Be able to put members of your community on a **power vs support** map.
- Discover** who is in your community by making a community map.
- Understand the difference** between running a campaign and taking part in a project.
- Learn how to complete a **SWOT analysis** of your community.
- Be able to explain a **few environmental problems** and **solutions for your community**.
- Demonstrate **active listening skills** as part of running a listening campaign.
- Be able to give an example connection between an **environmental issue** and a **social justice issue**.

## BUILD CHECKLIST

- Attend **end of term 121**.
- Attend both termly online **My World My Home** webinars.
- Be able to **identify different types of leaders**.
- Write an **aim for your campaign**.
- Make a **plan for your campaign**.
- Be part of making an **inclusive group agreement**.
- Hold a meeting with a **community leader to present your listening campaign** and find out their **values and interests**.
- Be part of **planning a launch action for your campaign**.
- Find out **shared values and interests with a teammate**.



# CHECKLISTS



## ACTION CHECKLIST

- Attend the **end of term 121**.
- Attend both termly online **My World My Home** webinars.
- Plan and run an **effective negotiation**.
- Play an active role in **planning and running an action**.
- Evaluate and **celebrate your action**.
- Give and receive **feedback with your teammates**.

## LEAD CHECKLIST

### ONE-OFF

- Attend your **final 121** as part of **My World My Home** to plan the next steps of your journey.
- Share your **experience and skills** by helping develop and/or deliver a workshop on a chosen topic.

### LONG TERM (choose 3)

- Start your own **Young Friends of the Earth group** or join an existing one in your area.
- Carry out a **work placement or volunteer** at an environmental organisation.
- Help at a **Friends of the Earth** event.
- Take part in another **environmental/leadership** programme.
- Take initiative by **starting your own enterprise** e.g. start a podcast or a YouTube Channel exploring an environmental justice issue.
- Track your progress with a **6-month** follow up 121.



## About Young Friends of the Earth

Young Friends of the Earth England, Wales and Northern Ireland (YFOE EWNI) exists to link up young people interested in climate and social justice issues across the UK, Europe and the world. By joining My World My Home you are officially invited to be a part of YFOE EWNI.

### WE

- ➡ Run training sessions on campaigning, climate justice and inclusivity in the environmental movement both online and in person.
- ➡ Run campaigns on climate, environmental and social justice issues.
- ➡ Ensure young people's views are heard and help shape the environmental movement.

Join our network by signing up to our mailing list to hear about our exciting opportunities, events and news.

Visit this link to register: <https://tinyurl.com/yfoeewni>





Photo: "Klimastreik", 19-08-01\_0177 by compact is licensed under CC BY-NC 2.0

“It is still not too late to act. It will take a far-reaching vision, it will take courage, it will take fierce, fierce determination to act now, to lay the foundations where we may not know all the details about how to shape the ceiling. In other words, it will take cathedral thinking. I ask you to please wake up and make changes required possible”

**Greta Thunberg,**  
student and climate activist

**Welcome** to My World My Home, and the coursebook that accompanies the programme. By choosing to start this course you've taken a leap to become involved in something bigger than yourself – and you're beginning a journey to learn more about the world you live in and how you can change it for the better.

**My World My Home** is a youth-led environmental leadership programme giving students the opportunity to run their own campaign to tackle an environmental issue and to win the changes they want to see by negotiating with those with power. This coursebook will assist your learning of the theories and skills that make up Community Campaigning. Each chapter will explain which area of campaigning it follows, which includes a mixture of real and fictional campaign scenarios you can learn from.

### Why now?

The world and the environment we live in is facing a lot of urgent and scary challenges. Scientists say we have just a few years left to save the planet from irreversible environmental disaster. Already the polar ice caps are rapidly melting, hundreds of species of animals are going extinct every year and weather is becoming more extreme everywhere. This is having the harshest impact on the poorest people in the world. Millions of people are being forced to migrate due to a worsening climate in their country and our oceans and land are filling with plastic waste, while politicians become more hateful and intolerant and inequality grows.

## Why bother campaigning?

A Swedish schoolgirl, Greta Thunberg says. **“You’re never too small to make a difference.”** And she’s right – by standing outside the Swedish parliament on Fridays for several months she helped kick off the global School Strike for Climate movement, which has led to millions of young people in more than 2000 cities and 128 countries striking from their school or college, forcing politicians to begin to address the issue of climate change and the environment after years of ignoring it.

When we take action together, we begin to make the world a better place just by getting up and doing something. Or as the trade union leader Bob Crow put it – “If you fight you won’t always win. But if you don’t fight you’ll always lose”.

## Become part of something bigger than yourself

As you start to campaign you’ll find that there are thousands of people who care about a wide range of justice issues which are linked to the environment – having cleaner air for children in cities, better quality housing so that less energy is used and wasted, or more help and rights for refugees who’ve been forced out of their home country due to problems linked to climate change. And while we can’t tackle such big issues on our own, when we work together with others we have collective power to demand change.

You can become part of a local, national and global community of people who want to make the world a better place.

You’ll get to know more about Friends of the Earth and the Students

Organising for Sustainability (SOS-UK), the two organisations which deliver My World My Home. Friends of the Earth is an environmental campaigning community dedicated to the wellbeing and protection of the natural world and everyone in it and the SOS-UK champions students to shape education and create a fairer and more prosperous society for everyone. You’ll also have the opportunity to join Young Friends of the Earth, a network made up of young people passionate about campaigning on environmental issues in England, Wales and Northern Ireland.

Finally, when you join Friends of the Earth, you also become part of the biggest grassroots environmental campaigning community in the world. It covers 73 countries – from Norway to Australia, from South Korea to Colombia. We’re talking around 5,000 local activist groups and over 2 million members and supporters worldwide. All of them doing incredible things for a healthier, fairer world.

## Campaigning won’t be easy, but it’ll be worth it

As you get campaigning you’ll learn to organise and carry out a peaceful action, you’ll get to negotiate with a power holder, and you’ll work as a team to organise your own activities. Through your campaign you’ll be able to bring about real changes – getting your canteen to go plastic free like students in Richmond did, or getting your local MP to agree to prioritise climate change like students in Bristol did. It’ll take hard work, but you can do it!

Good luck this year,

**My World My Home staff team**



# DISCOVER CHECKLIST



## COMPLETE ALL THE CHECKLIST TO ACHIEVE YOUR DISCOVER BADGE

Attend the **end of term 121**.

Be able to put members of your community on a **power vs support** map.

**Discover** who is in your community by making a community map.

**Understand the difference** between running a campaign and taking part in a project.

Learn how to complete a **SWOT analysis** of your community.

Be able to explain a **few environmental problems and solutions for your community**.

Demonstrate **active listening skills** as part of running a listening campaign.

Be able to give an example connection between an **environmental issue** and a **social justice issue**.



# Chapter 1:

## Listening to your community and doing a SWOT analysis

### “Listen with curiosity”

Roy T. Bennett, politician

One of the first things you'll have to do in your newly founded My World My Home team to help direct your campaign effectively is a “listening campaign.” This is like a survey, only it should be more in-depth, where you listen to the views of others to find out what's important to your community.

A listening campaign will give you vital information about your community, and the people who live, work and study in the area. To undertake this task you'll be asked to speak with and listen to people from inside and outside your college community.

### A SWOT analysis

The first piece of work is to complete your own SWOT analysis. A SWOT analysis is when you think about the Strengths, Weaknesses, Opportunities and Threats in your community that you may face when doing an environmental campaign. After speaking with people in your community during your listening campaign you might find you better understand them, which will help you complete your SWOT analysis.

**Strengths:** This is something that your community does well at or has lots of. It could be a resource your community has or an activity it does together. How could this strength benefit your environmental campaign?

**Weaknesses:** What is your community not so good at? Is your community lacking something that a campaign needs? Has something happened to make it more difficult to win? How might this weakness be a disadvantage to you when campaigning?

### Example of SWOT analysis

Springpond for Trees are a local group of city residents, who are fighting the council's decision to cut down street trees. They've decided to launch a campaign to stop the loss of any more trees, but before they begin to plan their campaign they want to find out more about the strengths and weaknesses of their community.

They spent a Saturday talking to dozens of residents in the city centre, and then met with some local councillors. Using the information from their meetings and interactions, they write a SWOT analysis of their community.

**Strengths:** People in Springpond are very engaged about trees being cut down and a majority of the people they spoke to want it to stop. This suggests it will be possible to organise people to be part of a campaign on this issue.

**Weaknesses:** We were asked to move several times by private security, because private companies own much of the land in Springpond City Centre. This will make it difficult for Trees for Springpond to reach out to new people who might want to be a part of the campaign.

**Opportunities:** We met with a couple of youth workers from youth centres close to the city centre. They said they'd like to get the young people they work with involved in the campaign. We now have the opportunity to work with active young people in our campaign.

**Threats:** It was very difficult to arrange meetings with councillors and only a few came. This suggests that it may be difficult to arrange future meetings with them and build a strong relationship, so that they will listen to Trees for Springpond.

**Opportunities:** This is a potential strength. Can you spot any opportunities you could make the most of for a campaign? Perhaps there are some changes underway in your community or big events being held – how could you utilise them in your campaign?

**Threats:** This is a potential weakness, like something will happen which isn't a problem yet, but could become one. This is something that could negatively impact your campaign – can you think of one?

You might be wondering who might know the answers to these questions. That's why we take the next step and find people in our community.

### Chapter summary:

➔ Listening to what people think and care about in your community is a way of informing yourself about what matters to people – and what they might be motivated to campaign about.

➔ A SWOT analysis is a way of taking what you have learnt about your community and thinking about how these factors might affect a campaign.



## Chapter 2:

### Mapping your community

**“Alone we can do so little, together we can do so much”**

**Helen Keller, author and political activist**

### What is your community?

When you leave your home in the morning do you say hello to anyone? Perhaps you bump into a neighbour or friend, or someone fixing or repairing something in your block or street? Do you walk past your doctor's surgery or old school, a mosque or a church? Do you know the man at the chicken shop or barber's by name? When you get to the college, which teachers and staff members do you know well, and who is still a bit of a mystery?

We all exist in a community, whether we live in a small village or big city.

There are people we have strong relationships with and know well – our friends and family – while there are many people we have less strong relationships with and know less well – perhaps the bus driver, doctor or college principal.

### Why does this matter?

Who we know in our community matters because **relational organising** – which is what you'll be doing this year – relies upon relationships. Relational organising says that our power comes from knowing and acting with others.



## An example of how relational power works – and why community matters

Mohammed was fed up with the speeding traffic in his street. It made his asthma worse and meant it often felt unsafe for his children to cross the road.

He decided to go and see his MP to ask her to do something about the issue. She was sympathetic and said she'd look into it, but also said she was extremely busy with lots of other pressing issues right now. Mohammed didn't hear from her again and nothing changed.

After a couple of months, Mohammed decided to knock on some neighbours' doors to see if they were also finding the speeding traffic a problem. It turned out that a few doors down there was a nurse called Jeanette, who worked at the local hospital, and she also hated the traffic and worried about the health impacts. Next to Jeanette was the Aftar family who went to the same mosque as Mohammed – they too were sick of the traffic. One day Mohammed bumped into his elderly neighbour Mrs Wilson, who said she hated the noise of the traffic.

Mohammed invited the neighbours to his house for some tea and to talk about the

issues they were facing. The neighbours talked to each other – some for the first time – about who they were and why they cared about the traffic. Many of them felt like they knew each other much better by the end of the tea, and most said yes when Mohammed asked if this time they'd accompany him to meet the local MP.

The second time Mohammed went to the MP **with his alliance of local people**, it was much more difficult for the MP to brush away the problem. Jeanette talked about how air pollution damaged people's health in the local area and shared a story of her first-hand experience witnessing the damage as a nurse. The Aftar family emphasised the risk to their young children of speeding cars. Mrs Wilson talked about the risks the traffic posed to the elderly and how it affected her every day. **Faced with a broad coalition of neighbours who knew each other and were sticking up for each other it was much more difficult for the MP to ignore the problem.** She told the neighbours that she would write a letter to the council by the end of the day, encouraging it to urgently review the traffic situation in the street.

When leaving the meeting, Mohammed and his neighbours arranged to get together again for a cup of tea in a month's time to discuss the outcome of the council's review, and to plan what next steps they would need to take.

### What this story tells us

- It's more difficult to get anything to change when you work on your own or only with a small subset of people.
- Politicians and decision-makers assess how much power you have when they meet you. If you haven't built relationships with others, they'll think you don't have much power and you can be ignored. If you're part of a strong community that looks out for each other, politicians will realise you can't be ignored.
- In order to build a broad coalition of people, first you have to know who's in your community, who you already know and who it might be useful to get to know.
- Once you start working together with the people in your community on something you care about, you can regard these people and refer to them as your **allies** – your most valuable network when building a campaign.

# Drawing a community map

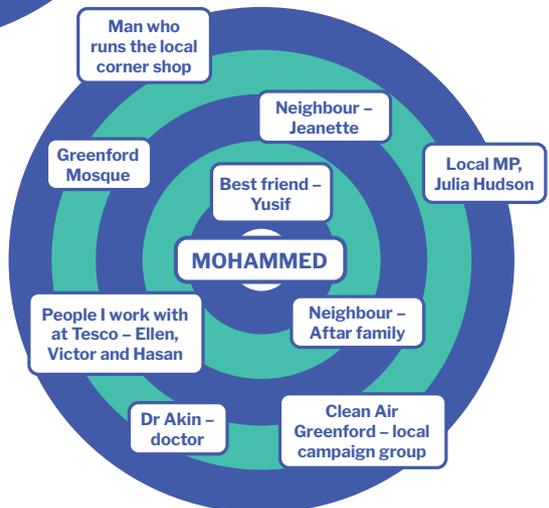
## Community mapping

A community map is a way of writing down and showing who is in our community, and how well we know them.

We put ourselves in the very centre of the circle and the people we have strong relationships with close around us on the first ring. People we know less well go in the outer rings. The people in the outermost (largest) ring you might've never met in person, but you've heard of them and know their name.

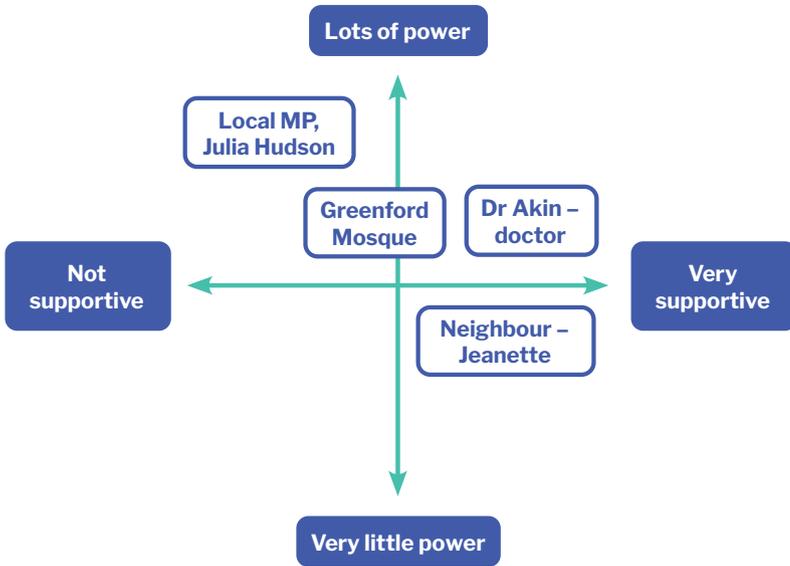
**Mohammed has started a community map – he still has more people and organisations to add before it's finished.**

COMMUNITY MAP:



Once Mohammed has finished his community map, he'll have lots of people he could build an alliance with for his campaign.

To help him think about who would be good to focus on building a relationship with, he fills out a **Power vs Support map**. We'll come back to exploring exactly what we mean by power in chapter 4.



Now Mohammed has completed his Power vs Support Map he can see that speaking to people at the Greenford Mosque could be a helpful next step in building a powerful local alliance. If the council doesn't take the action recommended by the MP, then the group may need to approach the council themselves. Having a powerful local institution on his side will help the issue to be taken seriously.

### Chapter summary:

- Mapping our community helps us better understand who we do or don't know. These relationships will be vital for campaigning.
- Relational organising says that **our power comes from knowing and acting with others.**
- It's difficult to achieve change when you're a small group of people, but broad alliances are difficult for politicians to ignore. But you need to get to know your community to build alliances!

# DISCOVER 121 SECTION

Make a note of anything you want to discuss with your coach during your **121** (before you meet):

By the end of the year I will be satisfied if I am:

Feeling...

Doing...

Achieving...

Being...

How are you doing on your **Discover** checklist?

Coach comments:

# NOTES





# BUILD CHECKLIST



## COMPLETE ALL THE CHECKLIST TO ACHIEVE YOUR BUILD BADGE

Attend the **end of term 121**.

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Be able to **identify different types of leaders**.

Write an **aim for your campaign**.

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Be part of making an **inclusive group agreement**.

Hold a meeting with a **community leader to present your listening campaign** and find out their **values and interests**.

Be part of **planning a launch action for your campaign**.

Find out **shared values and interests with a teammate**.



## Chapter 3:

# Meeting leaders and forming relationships

**“Don’t sit down and wait for opportunities to come. Get up and make them”**

**Madam C J Walker, entrepreneur and social activist**

It might sound scary, but as part of this programme you'll get to meet local leaders. You might meet them to get them onside and help you with your campaign, and you'll negotiate with leaders towards the end of the programme. Some of the people on your Community Map will be leaders you can meet with straight away and some people you'll find out about as you start your campaign.

## Contacting leaders

### What is a leader?

A leader is someone who can get others to follow. We're surrounded by leaders in college, the wider community and the world.

Perhaps you've attended My World My Home because a teacher or friend you respect and listen to suggested it – that's an example of a leader. Greta Thunberg – the Swedish schoolgirl who started the School Climate Strikes – is definitely a leader. She got millions of people across the world to follow her and take action on climate change.



**Jiri** is also a leader. He spoke in front of his class about My World My Home after he'd heard about it at college,

as he thought it was a good idea to join the project. This resulted in three more students coming with him to the first session to see what it was like. This shows Jiri as an informal leader.

These are examples of **informal leaders** – people will follow them, even though they don't have formal titles and they haven't necessarily been elected to their role. They're the people who others will join for an event, or if they suggest something, people will listen and probably take action with them.

**5 minute activity: List 3 informal leaders that are in your college, community or in the wider country**

There's another type of leader, called a **formal leader**. Formal leaders have official roles in leadership, such as your principal, your local MP, student's union president or a head of department in your college. These people's leadership comes from the fact that they are in official leadership positions within organisations or government.



**Aisha**, is president of the student's union at her sixth form college. Because she has the title of 'president', this makes her a formal leader. This title gives her the power to make change happen at her college. But the summer before she became president, she got hundreds of people at her college to vote for her as president. So even before she was president, she was an informal leader, as people followed and respected what she did.

Often you'll see that formal leaders have the qualities that informal leaders like Jiri have, which make them effective leaders of their community when in a position of power.

**5-minute activity: List 3 formal and 3 informal leaders that are in your college, community or in the wider country**

For your campaign to do well, you'll need to work with both **informal and formal leaders**.

Why? Because you'll need people who are good at getting others to follow **and act as your allies** for your campaign to succeed.

## Meeting with leaders – what you need to know

As part of this programme, you'll need to have a meeting with at least one formal and informal leader. A key part of this meeting is **to find out what values and interests you have in common**, and how these can help your campaign.

**Values** are the judgements we make about what's important in life. You could say values are what matters to us in our hearts. Values drive our decisions about the kind of life we want to lead.

According to the research organisation Common Cause, three-quarters of people in the UK place greater importance on 'selfless values' like **helpfulness, honesty, forgiveness, peace, justice, equality, beauty and protection of the environment** over 'self-centered values' such as gaining wealth, authority, public image or social recognition. Typically, people's values don't change on a day-to-day basis, but some will grow stronger or weaker during their lifetime.

Finding out what values you share with people in your community – **'shared values'** – is a helpful thing to do for the success of your community-built campaign.

If you identify that someone values "protection of the environment" or "giving young people a voice" they might be a good person to work with on your campaign. You don't have to share all the same values but if you share one or two that's a starting point for a connection.

We often share more values with others than we realise, but we won't know unless we talk to them and find out.

**Interests** are what we want and need in our lives – how we spend our time and what we do, which will often change throughout our lifetimes. Your interests determine your day to day decisions about what you do with your time and money. For example, you may be interested in your local football team, and spend weekends going to home matches

throughout the season.

## How do interests differ from values?

Your interests are your current:

- goals and ambitions,
- activities and hobbies,
- occupation or job,
- people, organisations, places or institutions which are important to you,
- worries and passions.

Your values are why these are your current interests. Your interest might be your ambition to get a better paid job (interest) because being able to provide for your family (value) is one of your core values. Alternatively, you might prioritise getting good grades at college to go to university (an interest) because you believe that education is important (a value).

## What are your interests and values?

Before trying to find out other people's interests and values, you'll need to think about your own. Write answers to the questions on this stick figure to help you think about what's important to you at this time in your life.



Now you've reflected on your own interests and values, you can start finding out where these are shared with others, and where they are different. A **shared interest or value** could be anything you wrote on your stick figure that you share with someone else – a shared hobby, a love of something, or a desire to make your community a better place to live.

Sharing an interest as well as sharing values can help build strong relationships with others, which will help you build **relational power** – more on that in chapter 4. But you won't know what your values or interests you share with a person, unless you talk to each other!

## Organising a one-to-one: How to find shared interests and values

A **one-to-one** is a ‘getting to know you’ conversation. It’s an opportunity to listen to another person’s story, to discover what motivates them and to find out what you have in common.

Through talking and building relationships in a one-to-one you can find out whether you can work with someone for the campaign. They might already have information or connections that are useful to your campaign.



## How to organise a one-to-one

- First, **practice** having ‘getting to know you’ one-to-ones with people you already know and feel comfortable with. Explain that you just want to get to know them better, and in return speak to them a bit about a subject you care passionately about.
- Once you feel ready to have a one-to-one, make an appointment with a person you think would be good to speak with about your campaign, and explain to them why you want to meet. For example, you could go to your head of department and **book in a meeting** with them. You need to find a date, time and location that you can both make.
- Ask for about **30 minutes** of their time, this is usually long enough for a one-to-one. If you get to the end of the half hour and still have more to discuss, schedule a second meeting.
- Hold your one-to-one in a **public place** – like the school canteen or a café. It’s a good way to make sure you both feel safe and comfortable.

## Having a one-to-one

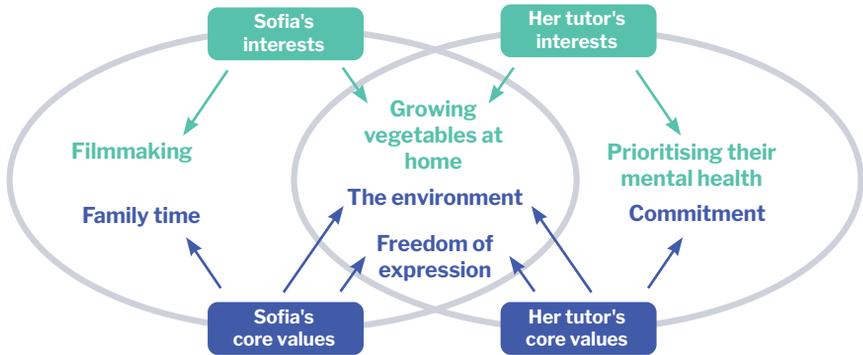
1. It’s best to start a one-to-one by thanking the other person for meeting with you, and then explaining why you want to meet them – to find out more about them, and to see whether you can work together for your campaign in the year ahead.
2. Be willing and ready to talk a bit about yourself – explain why you want the meeting, what you care about (most likely in relation to the campaign), and why you got involved in My World My Home.
3. After about 30 minutes, start bringing the meeting to a close. If there’s more to talk about, arrange another meeting. Thank the person again for meeting with you.
4. After the meeting, write about which values and interests you share with the person, and whether you think you can work together.
5. Tell your group how your meeting went, and anything interesting that came out of it.

### Two tips to get conversation going:

- **Ask the other person open-ended questions...**  
You can draw out another person’s values and interests by asking “What motivated to get into teaching/working for the council?”, “Why do you do what you do?” or “Why does it matter to you?” You might want to supplement this with short questions like “Why do you say that?” or “Can you tell me more?”
- **Practice listening without interrupting**  
Resist the temptation to interrupt when the other person is responding to your questions. Try and take mental notes of follow-up questions you might have, so you don’t interrupt when they’re speaking. Really try to understand what the person is thinking and feeling when they’re speaking.

## A helpful exercise to use in one-to-ones:

### Creating a values and self-interests Venn diagram



In the example above, Sofia arranged a one-to-one with her progress tutor. She already had a good relationship with them, so this would be a good first one-to-one to use as a practice.

Sofia booked in a time to speak with her tutor about My World My Home during a lunchbreak and they met in the college canteen.

Sofia had already filled in her interests and values in a quick Venn diagram before meeting her tutor, to use as a talking point in the meeting. After introducing herself and explaining the diagram to her tutor, Sofia went into more detail explaining her interests and values.

She explained that because of her success **growing tomatoes at home** last summer with her parents, she had learnt to **value the importance of a healthy environment**. She said this was one of the main reasons she was doing My World My Home.

She was surprised to then find out **that her tutor also grew vegetables at home, because it was in their interest to do activities which are good for their wellbeing**. Her tutor was also learning **to value nature and the natural world more** as a result. Her tutor also went on to say **that they value students using their voices to speak out about issues** that concern them, and so was glad Sofia was doing the My World My Home project.

They agreed to meet again once Sofia's team had chosen their campaign topic, as her tutor was keen to help the students communicate their campaign across the college.

Sofia asked if at their next meeting she could bring two more of her campaign team with her, and her progress tutor agreed. Sofia messaged her team straight after her meeting to let them know she thought her progress tutor was a **good ally for the campaign**, and that a few of them could meet her again after having made their campaign aim clear.

#### Chapter summary:

- A one-to-one is a getting-to-know-you meeting with someone you don't know very well.
- You'll share your values and interests in this meeting, which will help you to work out whether you might be able to work with this person on a campaign in college.
- Values and interests are different things. Values are what matters to us in our hearts – the judgements about what is truly important in life. Interests are the things that we enjoy or are a part of for now – such as hobbies, jobs, worries and passions.



## Chapter 4:

# Analysing power and campaign strategy

**“The most common way people give up power is by thinking they don’t have any.”**

**Alice Walker, novelist and social activist**

In this chapter, we’ll learn how to identify who has power within your community and why, using some of the knowledge you have gathered through your one-to-ones and broader research. Understanding the power that’s in your community will then help you create an effective campaign strategy (see chapter 5).

It’s important that we have a clear thought-out strategy to ensure that our campaign has the best chance of succeeding. To help us do that, we’ve broken down how you write a campaign strategy into six steps which run through this chapter and the next.

## Defining Power

### Step 1: choose an aim

**The best place to start when writing a strategy, is to be clear about your final aim.** At this point, having spoken with lots of people, you should have a clear idea of what issues are important to your community. You will likely have begun to identify common themes and problems that people want addressed.

You can use this information to think of what solutions might exist, and what would need to change to address the problem. What’s required? Is it a change in rules or procedures, a change in attitudes or norms, or perhaps a change in the allocation of time or resource?

Better still, can you think of solutions that address multiple problems simultaneously. For example, planting a community garden to

produce fresh local food while also bringing lonely neighbours together or turning on-street car parking into bike lanes to reduce pollution from cars at the same time as promoting cycling.

As you think of solutions, you can begin to build a shared vision of what a better world will look like when this change is made, which will then help you explain your ideas to others.

### What is an aim?

**An aim is your overall goal** – what do you want to have achieved as a result of the campaign? One way to think about your aim is by asking yourself what you want to be different by the end of your campaign – what would the college, community, city or world look like if your campaign wins? Be as specific as possible.

### Step 2: understand and map power in your community

Why do things change in our society? Why do some people get a lot of wealth or resources while others get little? Why are some voices heard and others ignored? The answer to all of these questions has a lot to do with **power**.

To bring about our vision of a better community and successfully achieve our aim, we need to understand where power lies in our local community and learn how to make ourselves more powerful.

There are different types of power, and ways in which power can be acquired and understood. We’ll demonstrate these different types of power with the following example, which carries on into the next chapter ‘Mapping power and campaign planning’.

## Imagine a university...

...it's a large institution where hundreds of people work and thousands of people study. The students, university managers, academic and professional services staff make up the university community.

Over the years, the university has invested its funds in many different companies, as a way of making some money. But many of the companies the university invests are 'fossil fuel' companies (oil, coal and gas companies like Shell and BP).

Many of the students and staff are unhappy about this as they're concerned about climate change and don't think their university should support companies that encourage the burning of fossil fuels and make climate change worse. However, the finance director decides on how the university's funds are invested, and he feels that these companies are a good investment. Every now and then a few staff or students will ask the university's finance director to change the companies they invest in but they're ignored.

Two new students – Agata and Hanna – join the university and become involved in the students' union\*, helping to set up a sustainability committee, as the responsible use of and care for the environment is something they greatly value.

Agata and Hanna decide on an aim to get the university to move its investments from fossil fuel companies to renewable local energy projects within two years. They build relationships with the existing students, realising they share a common value in environmental protection and a desire for real change. By sharing their vision, Agata and Hanna persuade more students to join the sustainability committee in the union too.

Within a month, 30 students have joined the team – they have built relational power.

As a group of people working together, they can start a campaign to make demands of the university, such as changing its investment strategy.

First the students write to the senior management team and ask them for a meeting about the university's investments in fossil fuels.

After a few weeks the students still haven't got a reply, so they call the office and this time they are able to set up a meeting for 30 minutes the following week. Two representatives of the management team come to the meeting, listen to what the students have to say and then explain why it's important that the university invests in these companies.

The students decide that they need to do something big to make the university take the issue seriously. Inspired by stories from the Civil Rights Movement, which used tactics like boycotts and public demonstrations to shift society's thinking about what was acceptable, the students have a meeting and decide to hold a 'sit-in'.\*\*

Shortly afterwards they occupy the main lobby of the university and hold up protest signs and banners to disrupt a university open day and refuse to leave.

The university managers find out that the students are now taking powerful action together and are worried that if the students continue their sit-in then it might damage the university's reputation and put off new students coming to study there. This could mean that there would be empty places on their courses and would cost them income. So, the university management team decide to sit down with the student union president, Sharon, to discuss what to do next.

\*A students' union is a society of students who join together to push for improvements to their university education, such as lower tuition fees, more engaging courses, or improvements to the campus.

\*\* Whilst we don't teach this type of 'direct action' on the My World My Home programme, it is an important part of understanding power, so have included it in the example and explanation that follows.

## What is power?

**What is power? The 'ability of 'A' to get 'B' to do something 'B' wouldn't otherwise do.** The students ('A') now have power because they've joined together in the union and have got the university managers ('B') to discuss changing its investments – something they wouldn't have otherwise done.

### What types of power are in this story?

The finance director and managers have **dominant power**, because they're at the top of the university hierarchy, giving them the capacity to make decisions that affect all the students and staff – from the courses that are run and the cost of fees to how the university invests its endowment. Dominant power gives certain individuals control over economic, physical, legal or other resources.

You have to be in an institution, like a school, church, business, political party to have dominant power.

### 5-minute activity: list the names of 5 people or organisations that have dominant power

The students have joined together to take public action and their demands are beginning to be taken seriously by the management team because they threaten to embarrass the university. This means they've built something called **counterpower**.

Counterpower, or power from below or people power, comes from people joining together and removing their consent for the dominant power to continue to act as it does. They might boycott (withdraw from commercial or social relations), strike (withdraw their labour) or hold a disruptive protest action.

To exercise counterpower often requires you to break the rules or challenge a social norm. This often comes with a risk to those taking part – the students could be expelled. It's why to be effective, exercising counterpower often needs to be done in a group rather than individually.

**10-minute activity: find out the name of 3 groups, organisations or movements you can think of who use counter-power tactics – boycotts, protests and sit-ins.**

**Can you list any other tactics that those with counterpower might use?**

The students are also building something called **relational power**. Relational power comes from people with common experiences, interests and values working together to negotiate change from dominant power. Relational power is built by people getting to know each other and working together with a common cause. This relationship allows them to form a group of allies which can then negotiate with a power holder for changes they want to see.



Photo: Luka Tomac / Friends of the Earth International

### Chapter summary:

- An aim is a clear goal you want to achieve through your campaign.
- Power is what gives you the capacity to make changes in your own life or beyond, as well as getting others to make changes they wouldn't otherwise do.
- There are three main types of power: power from above (dominant power that people in positions of power have), power from below (counterpower) and relational power (power between people in communities).



# Chapter 5:

## Mapping power and campaign planning

### “A goal without a plan is just a wish”

Antoine de Saint-Exupéry, writer

You'll have to map power for your campaign as the next step towards a full campaign plan. Mapping power and influence will help you to work out who your campaign target is (the person with power to make the change you want to happen) and how you should influence them to make the change you want.

First, an organogram will help you to work out **who** you want to negotiate with to win your campaign.

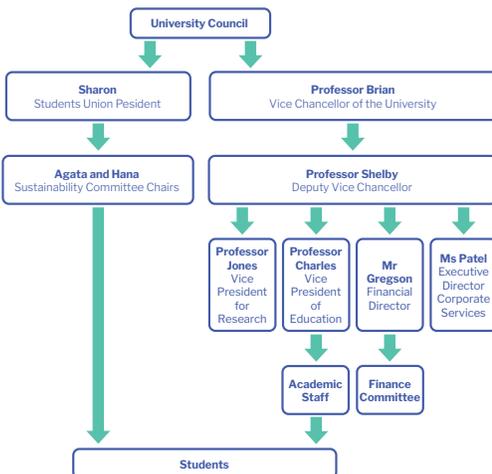
### Mapping Power and Campaign Planning

#### How to map dominant power: use an organogram

An organogram shows how power flows in an organisation or institution, starting at the top.

#### Example

The students map the university hierarchy to identify who are in the layers of management between them and the person who has the power to make the change they want.



The students realise that they're at the bottom of the organogram, but the map shows that there are some people they don't need to worry about (Prof. Jones, for example, is not relevant to them). They realise that they could get what they want from Mr Gregson (Financial Director), and may not even need to go "all the way to top".

The organogram tells the students who their **campaign target** is. A campaign target is the person who has the power to make the change you are seeking.

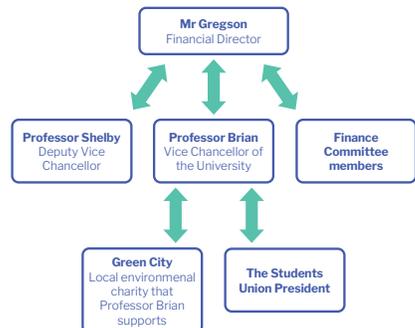
#### How to map relationships and influence: Influence Map

If you're trying to work towards a negotiation with a powerful person, you might want to work out who influences them first. Why is this helpful?

Firstly, it can be difficult to get a powerful person to even sit down in a room with you – they can have busy schedules and you might not be their priority. However, you might be able to set up a meeting through someone they already know. Secondly, you might want to think about who influences them and what matters to them. Unlike the organogram, this map doesn't show power flowing from top to bottom – it maps the relationships that exist between people.

#### Example

The students at the university have decided that Mr Gregson – the Financial Director at the University – is the person that they need to meet to get the changes they're seeking. They decide to map the relationships around him to understand him more.



After drawing this map, the students decide to talk to Sharon, the Students Union President, to get to know them and see if they might want to help their campaign. They see that Sharon had a relationship to the University management that they don't, which could be useful when trying to influence them so as to put pressure on Mr. Gregson.

## Strategy and campaign planning

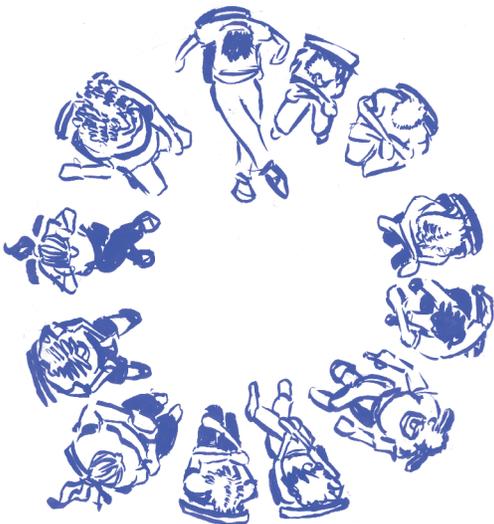
Now you've mapped out the power and influence in your community, you can create a **strategy** for your campaign. With a strategy, you'll know exactly what it is you're trying to achieve, and what tactics you'll use in order to get there. In chapter 4 we shared the first two steps to a winning campaign strategy – choosing an aim and understanding and mapping power. Now you can go on to steps 3 – 6:

### Step 3: decide your tactics

After your group has decided what your ultimate aim is, you can start to design **tactics**, which will be effective actions to get you towards your aim.

**How to pick tactics:** tactics are actions that you take that will get you a reaction from your campaign target and will lead to the achievement of your aim. Each of these tactics will lead to a smaller objective, step or milestone in your campaign, which will each lead to your campaign aim.

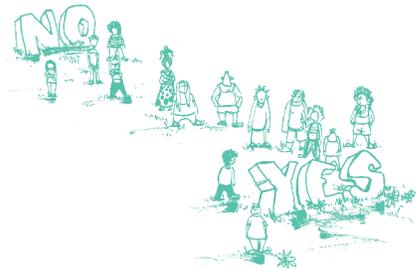
**10-minute activity: Make a tactic table for your campaign (see example opposite on page 17)**



### Step 4: identify your potential allies

**Allies** are specific groups or individuals who are, or could be, supportive of your campaign. They can help you to meet your aim.

You can find potential allies from your mapping processes. You'll find people who will be able to help win over your negotiation target from your Influence Map and people you can easily work with from your Community Map. These allies might be actively involved in helping bring about your aim or passive allies who support what your aim, but haven't been helping yet. How could you encourage passive allies to be more active?



### Step 5: write your objectives

Once you know your aim, tactics and potential allies you'll need to make them more specific, so you can see what needs to be done, by when, with whom. One way of doing this is breaking down your aim and tactics into **objectives**.

#### What is an objective?

Objectives are when you define the specific steps needed to ensure your tactics are successful. The most successful objectives are SMART objectives:

- S**pecific
- M**easurable
- A**chievable
- R**ealistic
- T**ime-bound

## Step 6: make a timeline

A **timeline** is all the activities you'll need to do for each objective, mapped out over time (month-by-month, or week-by-week if your campaign is moving quickly). It will include key dates for meetings of the group to plan and prepare for actions and negotiations, writing to people to organise meetings and events, as well as the actions and negotiations themselves.

### Example

The students have identified the person they need to negotiate with (Mr Gregson) and some of the relationships he holds that might be useful for them.

Next, they need to come up with their strategy. What's their aim? Which **tactics** should they use? Why? What **objectives** are they trying to achieve along the way? Who might be good **allies** for them to work with?

**The group agree their aim is: to get the university to stop investing its endowment fund in fossil fuel companies.**

### Their negotiation target is: Mr Gregson – Financial Director

Next, Agata draws up a tactics table and some of the students help her fill it in.

At a group meeting, Agata proposes that they think about tactics that will help them meet their aim.

At the next meeting in January the group agree the tactics to use for the first phase of the campaign:

- a video to raise awareness
- a petition
- threatening to hold a protest outside the university, as a back-up tactic to help them secure the negotiation

The group take their tactics – creative action, petition, protest negotiation – and write SMART objectives for them.

## Tactics table – what can the students do to achieve their aim?

Tactic	Activity	Advantages	Disadvantages
<b>Protest</b>	<b>Hold a public protest outside the university</b>	<ul style="list-style-type: none"> <li>• Can get media attention and lots of attention from passers-by.</li> <li>• Can increase the group's confidence to take action together.</li> </ul>	<ul style="list-style-type: none"> <li>• Lots of work to organise.</li> <li>• Some students are not yet confident enough to join a protest.</li> </ul>
<b>Petition</b>	<b>Collect signatures</b>	<ul style="list-style-type: none"> <li>• Students can talk to other students and staff and ask them to sign the petition.</li> <li>• A quick, easy task.</li> </ul>	<ul style="list-style-type: none"> <li>• It can take time to gather a lot of signatures.</li> <li>• Easy for management to ignore.</li> </ul>
<b>Sit in</b>	<b>Occupy the finance office</b>	<ul style="list-style-type: none"> <li>• Would shut down the finance office so they can't do their work – might force them to give in.</li> <li>• Students show how much they care about this issue.</li> </ul>	<ul style="list-style-type: none"> <li>• Many students are scared to do a sit in – would require a lot of work to get them to do so.</li> <li>• If management don't agree, there's nowhere left to go – this is the biggest threat.</li> <li>• Students could get expelled.</li> </ul>
<b>Creative actions</b>	<b>Put up posters and create local street art about the campaign</b>	<ul style="list-style-type: none"> <li>• Less risky task, management can't prove who it was.</li> <li>• Could help to build local support with students and other locals.</li> </ul>	<ul style="list-style-type: none"> <li>• Easy for management to ignore completely.</li> </ul>
<b>Negotiation</b>	<b>Negotiation meeting with management</b>	<ul style="list-style-type: none"> <li>• Ultimately this is what can deliver the changes at the university.</li> <li>• Could be an empowering experience for students.</li> </ul>	<ul style="list-style-type: none"> <li>• Can only do this once other tactics have been used. Management isn't just going to offer this meeting.</li> <li>• Need lots of time to be properly prepared.</li> </ul>

## Tactic: creative content

### Objectives

- 1 Within a fortnight, create a 2-minute video about why the campaign is happening.
- 2 Promote the video on social media until it gets 200 views.

## Tactic: petition

### Objectives

- 1 Get 500 signatures from students at the university by the end of February.
- 2 Get two items of supportive media or social media coverage of the petition.

## Tactic: protest

### Objectives

- 1 Get 50 students and 20 members of staff to participate in a protest outside the university by the end of March.
- 2 Get two items of supportive media or social media coverage of the protest.

## Timeline

The group make a timeline for the next 4 months:

Date	Activity	Which objective is it meeting?
1 January	Team meeting – set up petition	Petition: Objective 1
14 January	Film and edit the video. Share online	Creative content: Objectives 1 and 2
1 February	Promote petition, write tweets and call journalists	Petition: Objective 1 and 2
14 February	Hand in petition to the university	Petition: Objective 1
1 March	Team meeting – plan protest	Protest: Objective 1
14 March	Promote protest, write tweets and call journalists	Protest: Objectives 1 and 2
1 April	Team meeting – evaluate protest and write to university to set up a meeting	Protest: Objective 2

## 2- minute Activity: what would be your objectives for a 'negotiation' tactic?

### Chapter summary:

- To choose the correct target for a campaign you need to draw a power map.
- An influence map will help you discover how to reach your target and who your allies might be.
- Once you have a clear strategy with an aim and a target, you're ready to choose your tactics, find allies, decide on objectives and set out a timeline.

**You're ready to go. Next step – WINNING!**



A snapshot of the Friends of the Earth Youth Gathering 2019 – visual minutes by Piera Cirefice. See more of her work at [www.pieracirefice.co.uk](http://www.pieracirefice.co.uk)



## Chapter 6: Inclusive working

### “When everyone is included, everyone wins”

Jesse Jackson, civil rights activist

#### Inclusive Campaigning

Have you ever felt like your view wasn't listened to or you've been pushed to the edge of a group? Most of us have at some point or other, and it isn't a pleasant experience. These are examples of **marginalisation**.

Has this ever happened to you because of your gender, the colour of your skin, your class, (dis)ability, age or sexuality? Or have you ever felt that one category of person is consistently assuming a dominant position over other groups or categories? These are examples of **oppression** (see the table below).

Making change is about building power with others. This process can be life-changing for those taking part. But to ensure this is the case for **all** of your campaign group rather than only some, it's important that the power you're building is shared, rather than turning into oppression or marginalisation within your group or institution.

**Inclusion** is the opposite of marginalisation – it's about bringing everyone in and making the necessary adjustments that will let everyone participate. This means identifying barriers different groups face to taking part and working as a campaign team to remove those obstacles. Inclusion isn't just about being nice to everyone – it's about taking active steps to ensure all are truly able to take part and contribute.

Your group has been formed and you're beginning to make decisions about the shape of your campaign. Now you'll need to explore oppression and marginalisation with your group and design an inclusive working agreement, which will provide guidelines for your group activities.

Your inclusive working agreement could include guidelines that will help everyone participate. For example, make sure that if a group member misses a meeting, someone gets in touch to tell them what happened. If you've noticed that your campaign is dominated by one group, then you'll need to think about:

- What barriers might other groups face to being involved in the campaign?
- What can we do to overcome these barriers so they can participate?

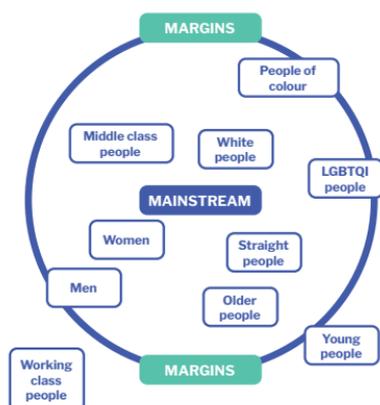
You can use this table to see if your group is dominated by any 'assumed norms' and think about why someone from the group that is stereotypically considered to be marginal might face barriers to participation.



Systems of oppression	Racial oppression	Gender oppression	Class oppression	Ability oppression	Sexual oppression	Age oppression
Assumed norm	White	Male bodied	Upper and middle class	Able bodied	Heterosexual	Adults
What's stereotypically considered to be marginal and 'not the assumed norm'	People of colour	Female bodied Transgender Transsexual	Working class	Disabled people	LGBTQI	Children Youth Elderly
Forms of discrimination based on this practice	Racism	Transphobia	Classism	Ableism	Heterosexism Homophobia Transphobia Biphobia	Ageism

## Example of an inclusive working agreement

The campaign group Trees for Springpond have been campaigning for a few months. They've noticed that some people, particularly younger ones, have come to some meetings and not returned. They're worried that their group disproportionately has members who are middle aged, white and middle class. They do an exercise to think about which groups are the 'mainstream' and which are in the 'margins' of their campaign, by mapping them on a circle.



They decide to think through how inclusive they're being as a group and whether they were marginalising others without realising it.

With the help of a facilitator, the group chose groups which were at the margins and thought about the barriers to getting involved they might face and what the group could do to remove those barriers.

One group they considered was young people.

**Group:** Young people

**How they are marginalised:** Ageism

**What barriers they might face:** not having their opinions and contributions taken seriously; dealing with the stereotype that young people don't care; not being able to attend meetings/events in pubs.

**What the group could do:** read a written statement at the beginning of each meeting saying that everyone's opinions and contributions are valued, especially those new to campaigning; agree that people in the campaign won't stereotype young people and challenge it if it happens; hold meetings and events where under 18s are welcome – no bars or pubs.

Then the group thought about what they could do to include other groups and wrote an inclusive working agreement which helped shape how the group related to one another and how they could include being inclusive in their everyday lives.

## Trees for Springpond – inclusive working agreement

- Everyone's views and voices are welcome – we'll ensure there's time for everyone to speak and everyone's opinions and contributions will be valued, especially if you're new to campaigning.
- Everyone will get the opportunity to introduce themselves at the start of the meeting, and they'll get to mention their gender in this opening round.
- Everyone will agree not to stereotype groups of people and we will politely challenge it if it happens.
- Everyone will put their hands up when they want to speak and the facilitator will note them. If a certain group (like older men) have made most of the comments, the facilitator will point this out and encourage contributions from others.
- The group will hold meetings and events in venues that allow and welcome young people and are accessible to all, including wheelchair users.
- When the group goes to tree visits, a couple of people will go to the site ahead of time and select route suitable for everyone, including those using wheelchairs and buggies.
- Membership fees will be on a sliding scale starting at £1 per month, so that it's affordable for everyone regardless of income.
- Each month the group will learn about a campaign for trees somewhere else in the world, and we will do its best to get speakers from different cultural backgrounds.

**10-minute activity:** Think about what groups of people are on the margins of your campaign and:

**a) if they face oppression in wider society**

**b) what barriers they face to getting involved in your campaign**

**c) what you could put in a group agreement to help them participate**



### Chapter summary:

- Inclusive working means identifying and overcoming barriers so everyone can fully participate.
- Inclusion is the opposite of marginalisation, where groups who are oppressed by society are pushed away from having power, making decisions or getting the full rights they're entitled to.
- The systems of oppression table is helpful for understanding the different groups that are oppressed and the discrimination they may experience.

# BUILD 121 SECTION

Make a note of anything you want to discuss with your coach during your 121

How are you doing on your **Build** checklist?

Coach comments:

Values and interests



# NOTES





# ACTION CHECKLIST



## COMPLETE ALL THE CHECKLIST TO ACHIEVE YOUR ACTION BADGE

Attend the **end of term 121**.

Attend both termly online **My World My Home** webinars.

Plan and run an **effective negotiation**.

Play an active role in **planning and running an action**.

Evaluate and **celebrate your action**.

Give and receive **feedback with your teammates**.



## Chapter 7: Planning an action

“How wonderful it is that no one need wait a single moment before starting to improve the world”

Anne Frank, writer

### Planning an Action

Now you've planned your campaign, you'll want to move forward with taking action! Taking action should be fun, empowering and help you build your power. The tactics you've chosen should help form the basis of what sort of action you want to plan.



### Power-building action ideas

- **Collecting petition signatures** is a good opportunity to discuss your campaign with people in your community, raising awareness and building relationships with people you talk to, even if they don't end up signing your petition. Having lots of signatures can help to show your negotiation target that you have support from a broad spectrum of people.
- **A protest** is another good opportunity to build relationships and demonstrate your power to your negotiation target – it shows you can get people out for your campaign. It can be creative and a lot of fun!
- **A film-screening, presentation or talk in assembly** are ways to explain your issue to people and to build connections. Make sure you tell people how to get involved or contribute to the campaign.
- **An interactive creative action** could be a short film, featuring people from your college or a live sculpture made out of rubbish. Can you think of any other creative ideas that could bring people to the campaign, and that encourages your team to work together?

Whatever you plan, remember: you're trying to get **reactions** out of those who will support your campaign or give you what you want.

## Roles

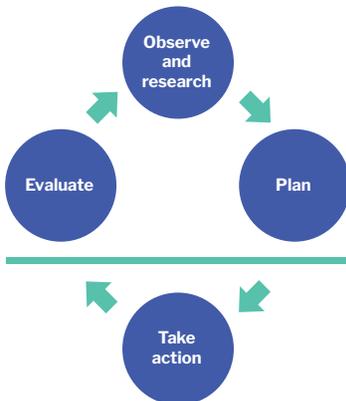
Decide beforehand who's going to take on what role during the action. Without clear roles, work might unfairly fall on some people or some parts of the plan might not get done.

Some ideas for roles you might want for an action:

- **Creative makers** – before the action you may want to make signs, posters or sculptures. Some people will need to make and prep these in advance.
- **Action facilitators** – you might want one or two people to have an overview of where everyone and everything is.
- **Engagers** – the people who want to speak with other students or members of the public and engage them in the action.
- **Prop holders** – will hold banners, hand out leaflets, or maybe even dress up in silly costumes?!
- **Promoters** – will help to get people to the action, perhaps by sending social media messages, sharing a promotional poster or handing out leaflets.

## Cycle of action

Taking action should come after planning and research, and before an evaluation.



## Example action

### Derby College's 'wonky fruit and veg' smoothie stall

The students at Derby College were campaigning to reduce food waste in the college. During their listening campaign, they found that the issue students and teachers were most engaged with at their college was food waste.

They had developed their campaign aim - to reduce food wasted by the college by 10%. Their strategy was to build relational support across the college for the campaign by running engaging stalls. They would use the stalls to demonstrate support for the idea through petition signatures to take to a meeting with the catering team about the issue.

For their first action, the students wanted to do something creative which would capture their target's attention and build support for the campaign by getting staff and students excited and passionate about the issue.

They proposed a 'wonky fruit and veg smoothie stall' because they found that fruit and vegetables that were misshapen or wonky weren't bought by supermarket customers and ended up going to landfill, even though they were good to eat.

They wanted to demonstrate this by giving away tasty smoothies made from wonky fruit and veg to students and teachers at lunchtime, as well as displaying statistics about UK food waste at their stall.

The students planned out their action using a **think, say, do, feel** activity to help them think about what reactions they wanted from two of their target audiences. Here is their **reaction table** with a few ideas after some group discussion.



Who	Students	Teachers (who are invited to the action)
<b>Think</b>	<ul style="list-style-type: none"> <li>• Food waste is serious issue in the UK</li> <li>• It's okay to eat wonky fruit and veg</li> </ul>	<ul style="list-style-type: none"> <li>• Food waste is serious issue in the UK</li> <li>• It's okay to eat wonky fruit and veg</li> </ul>
<b>Say</b>	<ul style="list-style-type: none"> <li>• "I'll buy wonky fruit and veg when available and be careful how much I throw away"</li> <li>• "I realise how serious food waste is as an issue"</li> </ul>	<ul style="list-style-type: none"> <li>• "I'll buy wonky fruit and veg when available and be careful how much I throw away"</li> <li>• "I realise how serious food waste is as an issue"</li> </ul>
<b>Do</b>	<ul style="list-style-type: none"> <li>• Tell other students about the campaign to reduce food waste in the college</li> <li>• Come to the campaign's next action</li> <li>• To sign the student's petition to support the reduction of food waste at the college</li> </ul>	<ul style="list-style-type: none"> <li>• Tell other teachers about the student's campaign</li> <li>• Attend the student's next action</li> <li>• To sign the student's petition to support the reduction of food waste at the college</li> </ul>
<b>Feel</b>	<ul style="list-style-type: none"> <li>• Empowered to make a change about an issue that's important and relatable to them</li> </ul>	<ul style="list-style-type: none"> <li>• Inspired that students are taking action on such an important issue, which affects and is affected by everyone</li> </ul>

## Chapter summary:

- ➡ Taking action should be fun and empowering, but everyone needs to take on a role ahead of the action for it to be successful and fair.
- ➡ When planning an action, consider the reaction you're aiming for from your target audience and how it will move them to act, and how this will get you closer to your campaign aim.
- ➡ Actions should build your power – they should build your support base or allow the group to demonstrate its power when in a negotiation with a power holder.



# Chapter 8:

## Evaluating an action, giving and receiving feedback

**“You make decisions, take actions, affect the world, receive feedback from the world, incorporate it into yourself, then the updated ‘you’ makes more decisions, and so forth, ‘round and ‘round.”**

**Douglas R. Hofstadter, scientist and author**

Almost as important as doing an action, is evaluating it afterwards. Maybe the action went exactly to plan or perhaps in hindsight there are a few things you'd do differently? Were you a bit disorganised at some points, did everyone show up or know which roles they were taking on? Evaluating the action will give you lots of

information and tips about what you did well and what you could do differently next time. This information helps with planning future actions.

### Evaluating an Action

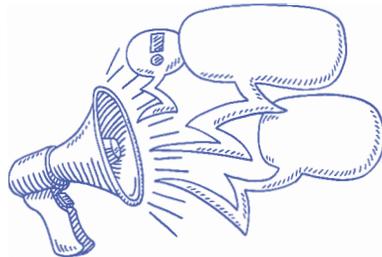
#### The Derby students evaluated their wonky fruit and veg smoothie stall...

Here are two of the reactions the students reported back during their evaluation session, which they had split between 'What went well' and 'What didn't go as planned?'. Usually when evaluating an action, you will consider what went well and what didn't go well for each of your reactions.

Planned Target and Reaction	(Considering their reaction) What went well and why?	What could have made it more successful?
<p><b>Target:</b> Teachers who were invited to the action</p> <p><b>Reaction:</b> Think that food waste is serious issue in the UK</p>	<ul style="list-style-type: none"> <li>Some of the teachers present told some students that the stall was creative and fun, and some of the statistics about food waste displayed were really interesting and shocking and they hadn't realised what a massive issue it was.</li> <li>It went well because each of us had to bring or organise something for it to happen: bringing fruit and veg, blenders etc. That meant we could have all the interesting statistics as well as the creative elements.</li> </ul>	<p>We could have invited more teachers to the action and asked them to bring other teachers so more of them could have seen the stall.</p>
<p><b>Target:</b> students</p> <p><b>Reaction:</b> Say "I'll buy wonky fruit and veg when available and be careful [about] how much I throw away"</p>	<ul style="list-style-type: none"> <li>Students enjoyed drinking the smoothies and some said that they would think about different ways to use fruit and veg.</li> <li>It went well because we managed to incorporate a fun and interesting element to the action, which caught people's attention.</li> </ul>	<ul style="list-style-type: none"> <li>Some of the students said they weren't sure why they were given free smoothies!</li> <li>To have delegated more of us to be engagers, so that students receiving the smoothies knew why we were making them and what we wanted them to do.</li> </ul>

**Assessment tip**

Write specifically about the action and not about the campaign as a whole when completing your evaluation worksheet.

**Actively Seeking Feedback****Giving and receiving feedback**

Just as evaluating an action gives you information about what you've done well and what you'd do differently next time, hearing reflections from others about what it's been like to campaign with you can also be really helpful.

This can let you know what you're doing really well and which areas you could develop further to be an even better campaigner. Getting kind and constructive feedback from others is a gift and not something you need to be afraid of asking for.

How to **give** helpful feedback:

- Be specific – “you did really well explaining the campaign during your speech at the action” is much more useful than “you're good at public speaking”.
- Describe what you've observed accurately, without exaggerating or making jokes.
- Start with a positive piece of feedback, then describe something they could improve and then end on another positive. This way they'll go away feeling good and thinking about what you've said.



How to **receive** helpful feedback:

- Ask questions to help the person give feedback, like “what could I have done better during the negotiation meeting?”
- Be accepting of the feedback, even if you disagree. You might remember things differently, but understand that the person giving you feedback is trying to share their experience of what happened.
- Ask follow-up questions – was there anything else you thought could have been better or went well?
- Thank the person for giving honest feedback – it takes courage and is a real gift to receive!

**5 minute activity: ask two people in your group to give you feedback on your last action using the tips above.**

**Assessment tip**

You can write down the feedback you receive while someone is giving it to you. Read it later (check it makes sense) and write it up in full to submit as your Assessment Feedback worksheet.

**Chapter summary:**

➔ Reflection and evaluation are essential parts of campaigning. By evaluating what you do, you'll learn more about what you've done well and what you can do differently in the future.



## Chapter 9: Effective negotiation

### “Nobody is as powerful as we make them out to be”

**Alice Walker, social activist and writer**

At some stage, a successful community campaign will almost always involve getting into the same room as a decision-maker and asking them to do something that you suspect they may not want to commit to without negotiation. This is why at this point in your campaign timeline, it's crucial to plan and organise a negotiation with your target decision-maker.

Thinking through what an effective negotiation looks and feels like ahead of time is more likely to bring about the reactions you are seeking from the negotiation target.

### Effective Negotiation

#### Demonstrating your power

Being in the right, being well researched and being eloquent are important in such situations, but rarely enough. Negotiation is first and foremost about understanding the interests of those you're negotiating with and demonstrating the power you've built through your campaign.

- **You may need to demonstrate your power first, to even get a negotiation meeting:** Power holders, like principals or councillors, are busy people with little spare time. Often you'll first need to prove there are more people supporting you than just the group of you organising the meeting, in order to get a meeting with them.

**Tip:** Writing a letter asking to meet with

the person you're trying to influence about an issue signed by one person is easier to ignore than a letter signed by the leaders of 10 different major community groups in

one area.

- **Show you're part of a representative broad alliance:** Who are you, how many people and organisations do you represent? Who's in the room? Who isn't in the room, but is in support and how can you show their support? It's much harder to say no in a negotiation with a person who represents many others. It can be as simple as mentioning all the allies or key influencers you have support from when organising the meeting, as well as giving their names at the beginning of your meeting.
- **Direct experience is powerful:** It's very effective if some of the people you mention, or bring along to the negotiation, are those who are directly experiencing the issue you're negotiating. For example, if you're taking action on air pollution, think about who is most affected by it, such as people with asthma and other breathing difficulties living in the area. It's more compelling for a power holder to hear these stories directly.

**10-minute activity:** think of two different ways you could effectively demonstrate your relational power in a negotiation.



#### Be creative!

Hackney students negotiating with their Deputy Mayor on air pollution

## Learning from previous experience:



### How Bilaal learned the importance of good preparation for a negotiation

We had never spoken to our Principal before. We wanted better recycling bins in our college and we thought that we could just show up, speak to him, get his permission, and it would be easy. But it did not happen quite like that.

Jiri booked the meeting, and told the rest of us, but out of five people in our group only he and Aisha showed up! The rest of us forgot.

So Aisha and Jiri tried to explain to Dave (the Principal) what we wanted. But they couldn't answer any of his questions, didn't know how much it was going to cost, or if other students even wanted new recycling bins! They felt really embarrassed.

Luckily he was pleased to see students starting their own initiative so he told them to do some preparation and arrange another meeting.

This time we:

- Worked out exactly what we wanted to ask him for.
- Wrote a script and decided who was going to say what.
- Researched, and found out that 85% of students supported us.
- Thought about Dave's self-interests: seeing students starting their own initiatives; improving the college's reputation; saving money.
- Rehearsed for an hour before the meeting started.

On the day, I was really nervous. But because we had prepared and rehearsed, we showed him that we were serious. We explained how improving recycling would improve the college's reputation. We told him how much it would cost, but also how much it would save the college too. He was impressed and got really pumped up that we weren't just a group of five who cared about this. He said yes to everything we asked him for, and got so excited that he started suggesting other things we should do, like planting trees! He really believed in us this time because we showed him we were powerful and organised.

## Negotiation: ten top tips

- 1. Plan in advance** – always make sure you have a clear agenda, you know who is speaking when, and you've discussed how the negotiation could go. Ensure you've shared the agenda with the person you're meeting beforehand and you have a copy – you'll need to be able to refer to it in the meeting!
- 2. Decide who's chairing the meeting** – they should be prepared to lead the meeting once it begins.
- 3. Research** the interest of the people you're negotiating with beforehand. How can what you want help them achieve what they want?
- 4. Introduce yourselves** – ensuring everyone shares a personal reason for being in the negotiation at the beginning is an excellent way of levelling the power in the room and building relationships. You could ask questions like “when did you first become aware of the environment as an issue?”
- 5. Be specific** – state your campaign ask early on in the negotiation so it's clear what you are negotiating about.
- 6. And make sure your ask is winnable** – i.e. that the person you're negotiating with can actually give you what you're asking for.
- 7. Timing, timing, timing** – make sure you have a timed agenda, and have appointed a timekeeper and to make sure all points are covered during the meeting.
- 8. Demonstrate your relational power** – by ensuring there are people from a wide range of organisations present or behind you – and name them.
- 9. Use testimony** – personal stories are powerful and humanise what could become an abstract and theoretical negotiation.
- 10. Be willing to compromise** – and agree as a group which compromises you're willing to make ahead of the meeting.

## Key negotiation skill: learning to (politely) interrupt people!

Unfortunately, not all negotiations are as successful as Bilal's. Sometimes the person we are negotiating with has a strong agenda of their own, which may lead them to direct the conversation and ignore the agenda you have set them.

In these cases, when the person you're negotiating with takes the lead, it's important that you're able to politely interrupt them, and remind them of the reason you agreed to meet and what you had planned to discuss.

Interrupting people in any situation is easier said than done. This is definitely the case when meeting someone in a position of power, as you may be doing. So it's important to practice interrupting people in an effective manner that isn't offensive, so that it's easier when you need it.

### Top tip: practice some useful phrases:

Here are some useful phrases to bring the meeting back to the point if your negotiation target is moving away from it:

- "Thank you for that explanation/ information but we've almost run out of time on this agenda point. Can I just clarify that you have agreed x and y?"
- "Sorry to interrupt, but we'd like to move onto our next point on the agenda..."
- "Can we just return to our last point quickly, as unfortunately we have quite a packed agenda today"

### Chapter summary:

- ➔ Demonstrating your power is key to a winning negotiation – this means showing you have support from across the community
- ➔ For a successful community campaign, you will always need to plan and practice before a negotiation
- ➔ Finding out your target's interests and values will help you be an effective negotiator



## Chapter 10: Evaluating a negotiation



**"Just because something didn't go as planned, doesn't mean it was useless."**

**Thomas Edison, inventor**

### Evaluating a Negotiation

Once you've had your negotiation, evaluating how it went helps to better understand what went well and what you could do differently another time. If you need to have a follow-up negotiation, it's helpful to do an evaluation as soon as possible, before you start planning for the next negotiation!

#### ✓ DO:

- ✓ encourage as many people as you can to contribute.
- ✓ Probe people's feedback with explorative questions, like "Why is that?" or "Can you tell us more?"
- ✓ Record the feedback or write down the main points raised.

#### ✗ DON'T:

- ✗ Make an evaluation session lengthy, it shouldn't last for more than 30 minutes.
- ✗ Make an evaluation session too scripted, make sure it's interactive instead.
- ✗ Avoid the negative things that might have gone wrong in the negotiation, it's better to address them in an honest manner instead.

## Example

A group of residents met with the local councillor in charge of air pollution and transport in the area. The next week they got together to evaluate their negotiation. Here are the notes from their discussion:

### What did we want?

The reactions we wanted from our councillor were:

- to **feel** excited about working with us
- **think** that the air quality was really dangerous around the estate
- **say** that she would take action to tackle air pollution
- **do** two specific actions – commit to attending a public assembly in the local community centre and commission an investigation into local air pollution

### What actually happened? Did we get what we wanted?

- The councillor was very positive and enthusiastic.
- She made lots of suggestions for what the group should do next.
- Abdullahi explained the results of air quality monitoring around their estate and how they were above the legal limits of air pollution. The councillor nodded to this.
- The councillor agreed to work with us and come to our event.

### What did the group do well?

- Overall – the meeting went well.
- We did what we said we'd do: Abdullahi met the councillor at the building entrance, all six members of the group turned up and everyone played their roles.
- Courtney did well taking notes, Anton organised good refreshments and Kai told a powerful story about how his sister's asthma gets worse when air pollution levels are high.

### What could the group have done differently?

- It was very difficult for Waheeda, the chair, to move the meeting on to the next point in the agenda.
- The councillor kept talking over people and everyone was too polite to interrupt her.
- It would have been good if Waheeda and the timekeeper could have worked together to move everyone to the next point when needed.

### Next steps:

Actions:

- Email the Councillor to thank her for the meeting and follow up what she agreed to do, including sending her an invitation to the public assembly – **Waheeda** by the weekend.
- Publicise her commitments on social media – **Kai** by the end of the day.

## Chapter summary:

➡ Evaluating your negotiation is the best way to understand more about why things did or didn't go your way. This will be really helpful for future negotiations, as well as reminding you what you need to follow up from the last negotiation.

# ACTION 121 SECTION

**Reflect on what you wrote in first 121. (By the end of the year I will be satisfied if I am:** Feeling... Doing... Achieving... Being...)

**Has this come true?** If not, what can do with the rest of the year to make it happen?

How did you **contribute to the action?**

What **you did well:**

What you **could do better next time:**

Coach comments:

# NOTES





# LEAD CHECKLIST



COMPLETE ALL THE CHECKLIST TO ACHIEVE YOUR LEAD BADGE

## ONE-OFF

Attend your **final 121** as part of **My World My Home** to plan the next steps of your journey.

Share your **experience and skills** by helping develop and/or deliver a workshop on a chosen topic.

## LONG TERM (choose 3)

Start your own **Young Friends of the Earth group** or join an existing one in your area.

Carry out a **work placement or volunteer** at an environmental organisation.

Help at a **Friends of the Earth** event.

Take part in another **environmental/leadership** programme.

Take initiative by **starting your own enterprise** e.g. start a podcast or a YouTube Channel exploring an environmental justice issue.

Track your progress with a **6-month** follow up 121.

# LEAD 121 SECTION – END OF YEAR

What do you **want to do next?**

Plot your ideas of where you want to go and how you can get there along this river.

What is the **longer term activity** you would like to lead on?

What's the **first action** you're going to take?





**“It always seems impossible until it's done.”**

**Nelson Mandela**

## **Celebrate! and work out where to go next...**

Over the last few months you've been on a campaigning journey. Perhaps you knew nothing about environmental justice or about campaigning when you began and now you've experienced a campaign you made yourself. You've felt the nerves you get before a negotiation and hopefully the elation of an action or negotiation going well. Perhaps you've realised you can do things you didn't know you could do, perhaps you've experienced some setbacks on your journey to change something for the better. You'll have experienced the ups and downs of a campaign, building your resilience, confidence and leadership which will set you up well for whatever the future holds.

Firstly, celebrate! You've done fantastically well just getting to this point. You've had to persevere and challenge yourself, and you're now part of a movement of people across the country and the world fighting for a more sustainable, fairer planet. Give yourself a pat on the back.

Secondly, if this programme has lit a fire inside you to do environmental justice campaigning, there's a place for you in Young Friends of the Earth. You can join Friends of the Earth's Youth Network to connect with campaigners across the UK and internationally, get access to training and events and keep on campaigning. *See the second page in this booklet for more information on joining the Youth Network.*

***Final 10 minute activity: write down 3 things you're proud of from this year of campaigning and 3 things you'd like to do next.***

# LEAD 121 SECTION – 6 MONTH REFLECTION

**Make a note of anything you want to discuss with your coach during your 121** (before you meet):

Look back at your **first 121**. Have you achieved those goals?  
If not.....**LEAD**

Coach comments:



# Further reading

As you keep campaigning the position you find yourself in might change, as you meet people who introduce you to new issues or different aspects of the environment. Perhaps the project you began by working through this coursebook has the potential to scale up or keep going. Perhaps an opportunity to create change might become available through a workplace or new community you find yourself part of. Eventually you might decide to start training other people in these skills, or even adapting them to stand for political office.

To assist you on your journey of action and reflection, below are listed just some of the many books and online resources that can support you, as you find your own way to navigate and transform the systems and structures that surround us.

## Books

Learn more about communication for social change

*Common Cause Handbook*, (available at W: [valuesandframes.org/handbook](http://valuesandframes.org/handbook))

George Marshall, *Don't Even Think About It: Why Our Brains are Wired to Ignore Climate Change*, Bloomsbury, 2015

Chris Rose, *How to Win Campaigns*, Routledge, 2010

Learn more about community organising

Edward Chambers, *Roots for Radicals*, Continuum, 2003

Hahrie Han, *How Organizations Develop Activists*, OUP, 2014

Learn more about the environment

Nnimmo Bassey, *To Cook a Continent*, Pambazuka Press, 2012

Danny Chivers, *The No-Nonsense Guide to Climate Change*, New Internationalist, 2011

Tony Juniper, *What's Really Happening to our Planet?*, Dorling Kindersley, 2016

Naomi Klein, *This Changes Everything*, Puffin, 2015

Learn more about gender and social change

bell hooks, *Feminism is for Everybody*, Routledge, 2003

Friends of the Earth, *Why Women Will Save the Planet*, Zed Books, 2015

Learn more about the lives of leaders from around the world

Ella Baker, *Community Organizer of the Civil Rights Movement*, Rowman and Littlefield, 2015

Martin Luther King Jr., *Autobiography*, Abacus, 2000 (Reprint)

Wangari Maathai, *Unbowed*, Arrow, 2008

Chico Mendes, *Fight for the Forest*, Latin America Bureau, 1992

Learn more about social change through history

Friends of the Earth, *Campaigning for Change*, Friends of the Earth, 2016

Tim Gee, *Counterpower: Making Change Happen*, New Internationalist, 2011

Rebecca Solnit, *Hope in the Dark*, Canongate, 2016

## Online films

Friends of the Earth, *Locally, Nationally, Globally – The First 40 years*

W: [www.youtube.com/watch?v=\\_rvCzuZ9YoM](http://www.youtube.com/watch?v=_rvCzuZ9YoM)

## Online resources

Ayni Institute resources on movement strategy  
W: [www.ayni.institute/resources](http://www.ayni.institute/resources)

Beautiful trouble, *34 Tactics*,  
W: [beautifultrouble.org/tactic/](http://beautifultrouble.org/tactic/)

#BlackLivesMatter, *Lessons from a Leaderful Movement*,  
W: [stproject.org/from-the-field/blacklivesmatter-lessons](http://stproject.org/from-the-field/blacklivesmatter-lessons)

Chimamanda Ngozi Adichie, **We Should all be Feminists** (TED talk) W: [www.youtube.com/watch?v=hg3umXU\\_qWc](http://www.youtube.com/watch?v=hg3umXU_qWc)

Gene Sharp, *From Dictatorship to Democracy*, e-book (includes 198 ideas for nonviolent action)  
W: [www.aeinstein.org/wp-content/uploads/2013/09/FDTD.pdf](http://www.aeinstein.org/wp-content/uploads/2013/09/FDTD.pdf)

Marshall Ganz, *Why Stories Matter* W: [sites.middlebury.edu/organize/files/2014/08/Ganz\\_WhyStoriesMatter\\_2009.pdf](http://sites.middlebury.edu/organize/files/2014/08/Ganz_WhyStoriesMatter_2009.pdf)

New Economy Organisers Network, *Power & Privilege A Handbook for Political Organisers*

W: [s.coop/neonpowerandprivilege](http://s.coop/neonpowerandprivilege)

New Organizing Institute, *Notes on Relationships*,  
W: [s.coop/noirelationshipsguide](http://s.coop/noirelationshipsguide)

Ruckus Society, *Action Strategy: a How-To Guide*,  
W: [ruckus.org/downloads/RuckusActionStrategyGuide.pdf](http://ruckus.org/downloads/RuckusActionStrategyGuide.pdf)

Seeds for Change, training and support website,  
W: [www.seedsforchange.org.uk](http://www.seedsforchange.org.uk)

Training for Change, Tools page of website,  
W: [www.trainingforchange.org/tool](http://www.trainingforchange.org/tool)

Turning the Tide, *Nonviolent Toolkit*, (Includes Pillars of power/Edifice of power)  
W: [turningtide.org.uk/toolkit](http://turningtide.org.uk/toolkit)

Peggy McIntosh, *White Privilege: Unpacking the Invisible Backpack*,  
W: [bit.ly/1hWfVrU](http://bit.ly/1hWfVrU)

# Glossary

For the purposes of this course, this book uses the following working definitions of key terms:

**Biodiversity:** The variety of plant and animal life in the world or in a particular habitat.

**Campaign:** An organised series of activities intended to achieve a specific change. It can also be used to refer to business (especially advertising) and military activities.

**Climate change:** A process stemming largely from the increased levels of carbon dioxide in the atmosphere produced by the burning of fossil fuels, leading to more extreme weather.

**Common interest:** The needs and desires which a community or category of people have in common.

**Community:** a group of people living in the same place or having a particular characteristic in common.

**Community organising:** The coordination of campaigning, usually carried out by people who share a common geographical area, to promote the common interest of their community.

**Demographic:** a particular sector of a population.

**Institution:** An organisation founded for a religious, educational, professional, or social purpose.

**Facilitation:** Any activity that makes tasks for others easier, used especially to refer to the designing and running of successful meetings and workshops.

**Fossil fuels:** Oil, natural gas, and coal formed within the earth's crust from the fossilised remains of former life. Because they take so long to form, they are considered non-renewable. Burning of fossil fuels is a major contributor to global climate change.

**Fracking:** A form of fossil fuel extraction involving injecting chemicals at high pressure into underground rocks.

**Leader:** Someone with the ability to inspire or enable others to do something they would not otherwise do, or to do so in a way that they would not have otherwise have done.

**Marginalisation:** The process whereby a person or whole category of people is pushed to the edge of a group and/or given lesser importance.

**One-to-one:** A meeting of only two people.

**Oppression:** A form of power that allows certain groups or categories of people to assume a dominant position over other groups or categories over time.

**Power:** "The ability to act" (Common) or "The ability of A to get B to do something that B would not have otherwise done" (Robert Dahl).

**Privilege:** The collective advantages that a person can inherit from birth or accumulate over the course of time.

**Self-interest:** The needs and desires of the self.

**Social movement:** A large, often informal, grouping of individuals or organisations focussing on broad political issues, usually encompassing many related campaigns.

**Social change:** A significant alteration over time in behaviour patterns, cultural values and norms.

**Social justice:** A broadly fair distribution of wealth, opportunities, and privileges within a society.

**Strategy:** A plan of action designed to achieve a long-term or overall aim.

**Tactic:** An action used as part of a strategy or "Doing what you can with what you have" (Saul Alinsky).

**Target:** The person with the power to make the decision about the change you are trying to create.

**Turnout:** The number of people who show up to an action or an event.

**Values:** A person's judgement of what is important in life.

