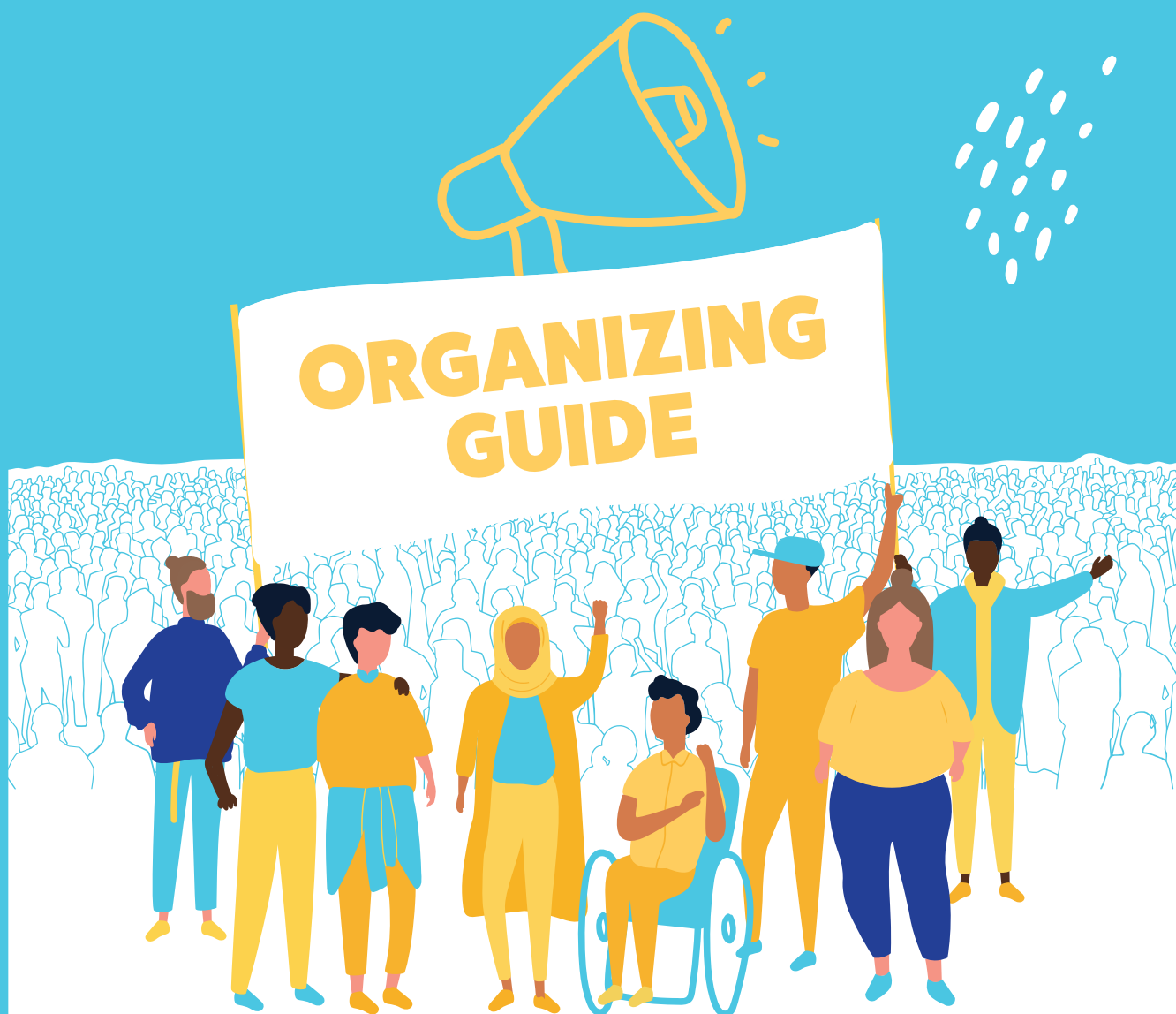


Canadian Federation of Students – Ontario

2019 - 2020

WE THE STUDENTS



Giving you the tools to promote membership in your students' union and run effective campaigns on campus.

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INTRODUCTION

INTRODUCTION

PURPOSE OF THE ORGANIZING GUIDE

Welcome to the Canadian Federation of Students-Ontario (CFS-Ontario) Organizing Guide! The primary purpose of the student movement is to bring students together to **fight for a system of post-secondary education that is free, of high-quality and accessible to all.** Through our students' unions, we have the power to pool resources, make democratic decisions and use our strength in numbers to fight for change.

This organizing guide is designed to give you the tools to promote membership in your students' union and run effective campaigns on campus. Whether you are an experienced campus activist or a newly elected representative with little campaign experience, this guide gives you the tools you'll need to develop and implement a successful local action campaign.

Recognizing that every plan must be tailored to meet local needs, this guide does not command a specific action plan. Rather, it includes a broad range of tips and resources that can be used no matter where you are in the organizing process. The only "correct" course is the one that works in your community.

With many challenges facing the post-secondary education sector locally, provincially and nationally, there is only one way to effectively combat injustice, inequity and oppression: collective action. We hope that you find the contents of this guide useful as you educate, agitate and organize your members around the issues that matter most to them.

WHAT IS THE CFS?

CFS-Ontario was formed in 1981 and is your provincial students' union representing over 350,000 post-secondary education students across Ontario. The Federation represents domestic and international students, part-time and full-time students, college students and university undergraduate and graduate students at English, Francophone and Bilingual institutions.

Need support in developing an action plan on your campus?
Hitting a wall in how to start a campus coalition? Experiencing low turnout at volunteer meetings? We are here to help!

Contact us by email at wethestudents@cfsonario.ca or call 416-925-3825.

LAND ACKNOWLEDGEMENT

As an organization committed to upholding recommendations made by the Truth and Reconciliation Commission, The Canadian Federation of Students-Ontario acknowledges the traditional Indigenous territories on which we gather at the beginning of all meetings and events. Recognizing that our work takes place on traditional Indigenous territories across Ontario, through learning, understanding and acknowledging the history of Indigenous peoples, we wish to pay respect to Turtle Island, Mother Earth and to the Indigenous history of Ontario.

STRATEGIC VISION

The Canadian Federation of Students-Ontario believes in fighting for free, accessible and high-quality, public post-secondary education for all students.

To be effective in achieving victories, students must be strategic. Students must **influence key decision-makers, organize direct action, analyze policies and address decisions** made at the national, provincial and local level.

In order to do so, the Federation will use the following tactics:

RESEARCH

Produce quality research and analysis to support any proposal, policy or campaign.

LOBBY

Develop working relationships with all levels of government to present student issues and concerns to decision makers.

MOBILIZE

Organize support for student issues through active participation by members and the public through actions such as petition drives, rallies, banner drops, walk-outs and media coverage.



CURRENT LANDSCAPE OF POST-SECONDARY EDUCATION

Students today face unprecedented challenges when it comes to organizing on campus. Recent changes to students' union membership, brought in by the provincial government, have effectively undermined our democratic students' unions and defunded essential student-run programming on campus. At the same time, cuts to financial aid, skyrocketing tuition fees and declining government funding are threatening the quality of education in this province. To fight back, students need to have the tools and determination to regain our capacity for large-scale collective action.



Student Choice Initiative

In January 2019, the Ontario government announced a new framework for charging student fees, known as the Student Choice Initiative. This framework forces institutions to categorize certain fees as essential and non-essential. Non-essential fees specifically include students' union membership dues, levy fees and funding for campus media.

The so-called Student Choice Initiative was never meant to give students more "choice."

Rather, it was designed to de-fund students' unions and campus media, who hold governments and institutions accountable. All fees that have been deemed non-essential were put in place by students themselves through democratic referenda and can be changed by a vote at general meetings or through referenda.

Students' unions membership dues contribute to a broad range of services and advocacy that save students money and contribute to a safer, more diverse and vibrant post-secondary experience. As we have seen in other countries, optional membership will only lead to weaker student representation, fewer services and less opportunities for students to thrive on campus.

OSAP

For the first time in years, the Ontario government announced a historic cut to the Ontario Student Assistance Program (OSAP) of over \$670 million effective 2019-2020. This amounts to a 30 per cent cut in overall government spending on financial assistance. These cuts disproportionately impact low and middle-income students as well as mature students, who will now receive fewer non-repayable grants.

The government also eliminated the interest-free grace period on student loans and increased mandatory personal/family payments. These changes inherently punish students with the greatest financial need by forcing them to take out more loans, which must be paid back over time with interest, to pay for the high cost of tuition.

Tuition Fees

Advocating for “free” tuition really means advocating for a post-secondary system that is funded by tax dollars, similar to elementary and secondary schools. By eliminating tuition fees, we can ensure that everyone has the opportunity to attend college or university regardless of their personal income or family situation.

With government funding for post-secondary education decreasing for over a decade, institutions have been forced to increase tuition fees to balance their budgets. In recent years, the government has grown increasingly reliant on tuition fees from international students, which can be three to four times the average price of tuition paid by a domestic student.

Other countries around the world have eliminated tuition fees or reduced them to nominal levels to create universal access to public post-secondary education. Canada can do this too.

Performance-Based Funding

The government is changing the way in which colleges and universities are funded, moving away from the existing “enrollment-based model” to a funding model based on “performance outcomes”. **By 2024-2025, 60 per cent of public funding for institutions will be based on their ability to meet key performance outcomes.**

The Ministry of Training, Colleges and Universities has identified 10 metrics which will now be used to evaluate institutions’ performance. Most of these metrics are tied to the labour market outcomes, for example: “graduation rates”, “proportion of students employed in their field after graduation”, “graduate earnings”, etc.

The government has provided no evidence that performance funding works to improve institutional outcomes or the student experience. In fact, there is a growing body of research that points to how performance-based funding will create an inequitable system of winners and losers, where institutions who require greater resources to meet their mandate will instead see their funding reduced.



WE THE STUDENTS DEMANDS

Since the provincial government took power in June 2018, Ontarians have been the subject of continuous cuts and changes to services, legislation, and jobs. To stand up for the rights of students who have been targeted by this government, the Federation created the **We the Students** campaign to unite students in the fight for free education and to defend our democratic students' unions.

This campaign calls on the government of Ontario to meet the following demands:



1. PROTECT STUDENTS' INDEPENDENT VOICES

As autonomous organizations, students' unions have the right to advocate for prosperity of student life. Student-led initiatives hold administration and government accountable and are an essential aspect of campus life.

Student media serves as an outlet for students to have their voices heard, as well as, a way to report on what matters to the student body as a whole.

The government MUST immediately eliminate the harmful Student Choice Initiative.



2. THE RIGHT TO ORGANIZE

Students' unions exist on campuses around the world to provide students with a united voice, create space, advocate for change and operate essential support services. Student union autonomy allows students to have control over what services, events, and campaigns they value most on campus. Students have democratically voted to fund services, events, campaigns, student media and student groups through the collection of dues.

The government MUST protect the existence of students' unions by passing legislation that recognizes student union autonomy at post-secondary institutions.



3. GRANTS NOT LOANS

In 2017, over 234,000 students (40 per cent of the domestic, full-time student population) received non-repayable grants to pursue college or university.

Recent government changes have reverted grants to loans, which will result in increased debt for students. Public education should be a right, not a debt sentence.

The government MUST increase funding for grants instead of loans and expand eligibility for non-repayable grants to ALL students.



4. ELIMINATE TUITION FEES FOR ALL

Ontario has some of the highest tuition fees in the country. Tuition fees in Ontario have increased for over a decade to make up for government funding shortfalls. The average post-secondary student in Ontario graduates with over \$28,800 in debt.

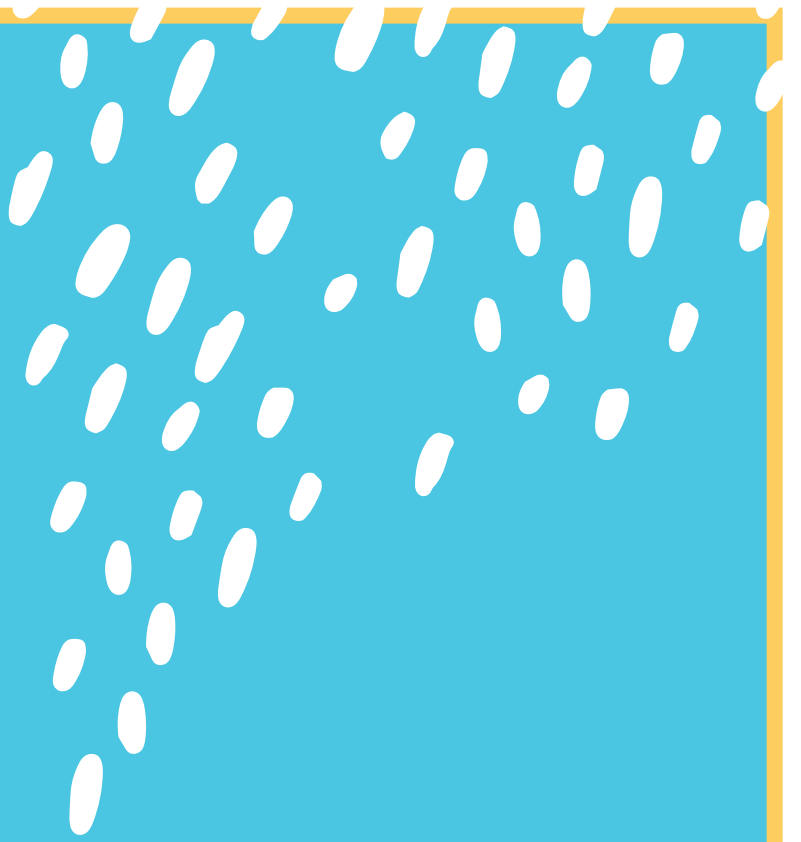
The government MUST reduce and eliminate tuition fees for ALL students.



5. PUBLIC FUNDING FOR PUBLIC EDUCATION

Ontario has the lowest per-student funding in Canada - roughly 35 per cent less than the national average. Underfunding leads to large class sizes, less access to instructors and professors, high tuition fees and crumbling campus infrastructure. Less than 50 per cent of operating budgets for most institutions come from the government making them publicly assisted not publicly funded.

The government MUST increase public funding for public education.



FOUNDATIONS

FOUNDATIONS

The work of the Canadian Federation of Students-Ontario (CFS-Ontario) is rooted in campaigns that educate members and the general public about student issues and cost-saving services to make post-secondary education more affordable for all. The Federation strives to make education more equitable and accessible by acknowledging students' lived realities and empowering students to bring those realities to light.

Over the past 40 years, the Federation has used media and communications to build support for free education and to influence decision-makers in all three levels of government.

THE FOUNDATIONS OF A STRONG MOVEMENT ARE:

1. EQUITY AND ACCESSIBILITY,

2. AN EFFECTIVE CAMPAIGNS CYCLE, AND

3. STRONG MEDIA AND COMMUNICATIONS.

1. EQUITY AND ACCESSIBILITY

Part of engaging in equity work is understanding the power of language. It's important to remember that these definitions, concepts and approaches are constantly changing and shifting as analysis evolves and as we better understand different forms of oppression and resistance. No one is an expert in equity. To ensure that our movement is inclusive and reflective of all students, we must commit to equitable standards and the process of consistent learning and unlearning.

PRINCIPLES FOR COMMUNITY ORGANIZING

Community organizing is a model grounded in **a vision for social change** that:

- Carries out work from an anti-oppression perspective.
- Sees people as the experts in determining their own lives.
- Values having people affected by an issue being the ones figuring out how to change and transform their situation
- Strives for ongoing, active relationship building with the community of people affected by an issue.
- Works to get people involved in not only carrying out activities, but in making on-going decisions on plans, strategies and tactics.
- Builds collected power to disrupt dominant power.*

EQUITY

When building a work environment and movement that is centered around the well-being of those affected by oppressive behaviours and structures, it is important to take time to assess the principles and core values that have inspired the work of each and every individual in your students' union.

The idea of equity is that **we cannot all be equal until we recognize the differences that privilege some and disadvantages others.**

Equity recognizes that not everyone has the same advantages and attempts to close those gaps. By using an anti-oppressive framework, we can challenge the systemic issues that impact students across the province.



ORGANIZATIONAL PRACTICES

- Commit time to facilitated discussions on discrimination and oppression.
- Set anti-oppression goals and check ins to evaluate if you are meeting them.
- Create opportunities for people to develop anti-oppression skills and practices.
- Prioritize skills sharing and an equitable division of roles, responsibilities and recognition.
- Respect different leadership and communication styles.
- Be careful of tokenization. Individuals from historically marginalized groups should not be the only people doing the work for their particular community. This work should be a collective effort.
- Make a collective commitment to hold everyone accountable for their behaviours so that the organization can be a safe and nurturing space for all.

These lists of practices were pulled from the book "Beautiful Trouble: A Toolbox For Revolution" assembled by Andrew Boyd and are specifically adapted from the article "Anti-Oppression Principles and Practices" by Lisa Fithian.

PERSONAL PRACTICES

- Challenge yourself to be courageously honest and open, willing to take risks and make yourself vulnerable in order to address racism, sexism, homophobia, transphobia and other oppressive dynamics head-on.
- When you witness, experience or commit an abuse of power or oppression, address it as proactively as the situation permits, either one-on-one or with a few allies, keeping in mind that the goal is to encourage positive change.
- Challenge the behaviour, not the person. Be sensitive and promote open dialogue.
- When someone offers criticism from an anti-oppressive framework, treat it as a gift rather than an attack.
- Be willing to lose a friend, but try not to "throw away" people who make mistakes. Help them take responsibility for making reparations for their behaviour and be willing to extend forgiveness in return if those reparations are happening.
- Promote the equitable division of labour by taking on the "grunt" work that traditionally falls onto marginalized people.
- Understand that you will feel discomfort as you face your part in oppression and realize that this is a necessary part of the process.
- Don't feel guilty, feel responsible. Being part of the problem doesn't mean you can't be an active part of the solution.
- Contribute time and energy to building healthy relationships, both personal and political.

ACCESSIBILITY

Your goal should be to ensure that your events are **inclusive for every member of the community**. Often accessibility is forgotten when planning an event, which means people are left out from participating in campus life. Plan ahead and make accessibility a priority from the start. Below we have some tips to follow and a helpful checklist to use when planning an event.

BE PROACTIVE

Change activities so that all students, including those with disabilities, can participate. No disability is the same but think of some broad things you can do proactively to make your event accessible.

ASK QUESTIONS

You're not an expert. Act as an ally. Ask the questions you need to ask to ensure that your members are properly accommodated. Reach out to students with disabilities, ask for their input on events and encourage participants to provide feedback.

IDENTIFY A POINT-PERSON FOR ACCOMMODATION REQUESTS

By making one person responsible for overseeing accommodation requests, you ensure that as many requests are met as accurately as possible. Encourage students to identify accommodation requirements ahead of time so that you can plan ahead.

CONFIRM ACCESSIBLE TRANSPORTATION

Making any transportation accessible for students with disabilities allows them to get to and from the event easily. Also, ensure that students will not have to absorb significant transportation costs.

PROVIDE ASL OR INTERPRETATION UPON REQUEST

When a deaf-or-hard of hearing person is participating in an activity, it is necessary to provide interpretation. This can be done by way of sign language or oral interpreters. The costs of these services vary. Check with the participant prior to making arrangements in order to provide the correct type of interpretation.

CHOOSE MOVIES WITH CAPTIONING

Students who are deaf-or-hard of hearing may have difficulty understanding movies. When selecting a movie, ensure that it includes closed-captioning.

CHOOSE ACCESSIBLE VENUES

Ensure that venues are accessible and easy to navigate. Check before you book spaces to see if there is an accessible ramp to get into the venue, that venues are large enough to accommodate mobility devices and that outdoor venues have surfaces that are navigable.

ACCESSIBLE AND GENDER-NEUTRAL WASHROOMS

It is important that students have easy access to accessible washrooms. Venues should also have gender-neutral washrooms available.

ACCOMMODATION CHECKLIST

Accommodation	Yes	No	N/A
Promotional materials are created with accessibility in mind and AODA compliant (e.g. large font, simple language, not too much visual clutter, etc.).	✓		
Public accessibility statements are made, including contact information for accessibility and accommodation point-persons before and during the event.			
Assign someone to coordinate and follow up on accessibility requirements before and during the event.			
Closed-captioning is available for any video or television-based portion of the activity/event.			
Sign language and/or other interpretation services will be made available upon request.			
Transportation that is provided to and/or from the activity/event is accessible. If not, alternate transportation is arranged.			
Any off-campus facilities are confirmed to be accessible (e.g. ramps, accessible washrooms, etc.).			
Any games or other social activities have been planned to accommodate the participation of all students.			
The accessibility of on-campus events/activities allow for easy access (e.g. elevators, ramps, etc.).			
The washrooms at the venue are accessible, within proximity of where the event/activity is taking place and gender-neutral.			

2. AN EFFECTIVE CAMPAIGNS CYCLE

EDUCATE, AGITATE, ORGANIZE

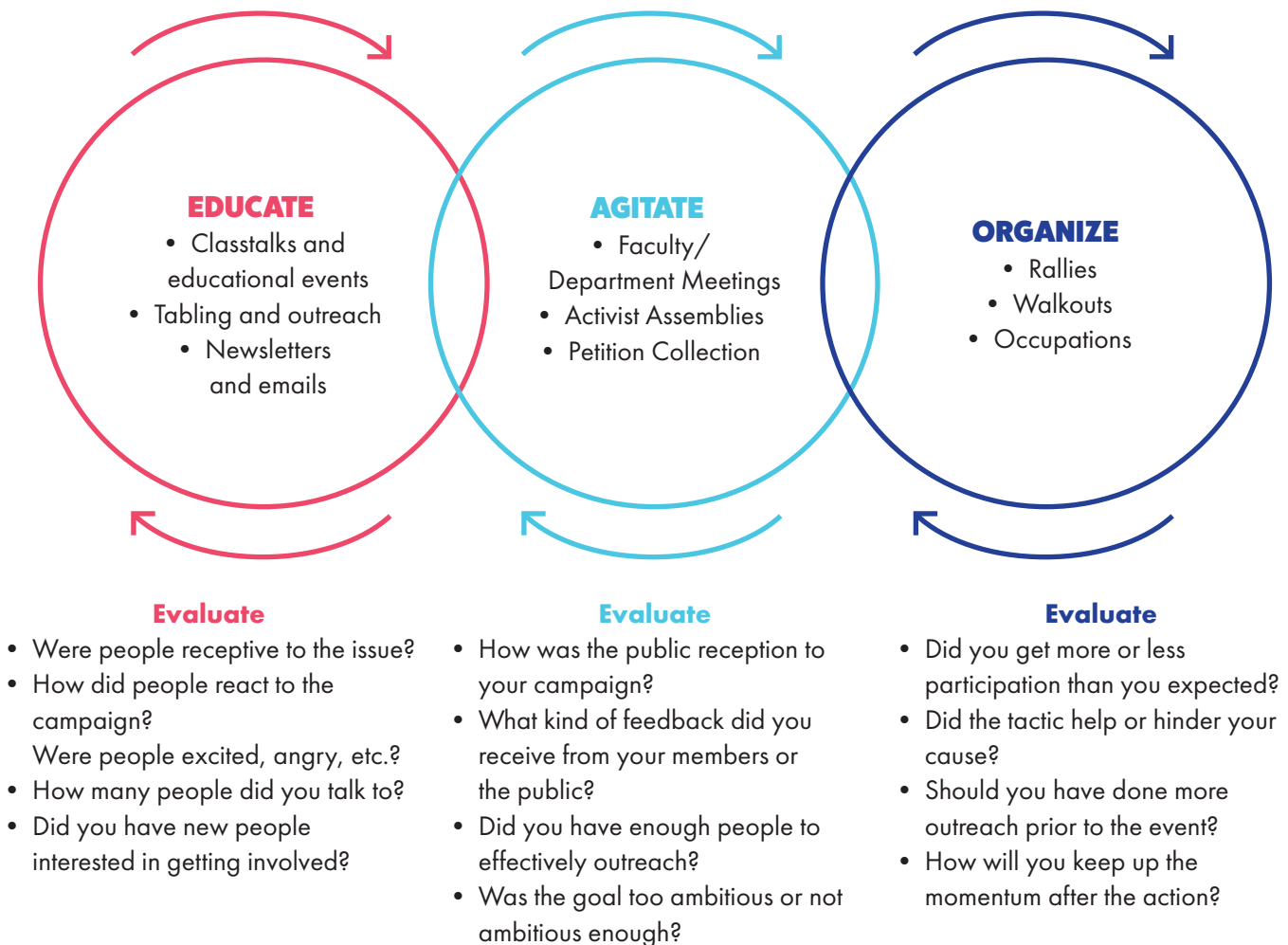
The campaigns cycle is a useful overview that helps explain what happens through the course of a campaign. The cycle should also be used to keep you on track throughout the stages of a campaign.

The campaigns cycle is not linear

- it is cyclical. It involves educating members on the issues, agitating people to get involved and organizing mass mobilization and public actions to pressure decision makers into making changes.

During campaigning we make choices that we think will achieve maximum impact. Moving through the stages of educating, agitating and organizing you must be constantly evaluating and reflecting on where your membership is and if the campaign is resonating with people.

Ideally, a campaign would start with educating members, but there might not always be time for prolonged education work especially if an issue arises quickly and required immediate engagement and participation. If this is the case, **it is important that you circle back to educate your members.** By continuing to revisit the cycle you will engage more and more members to do great campaigns work and collectively mobilize towards the same goal!



GOALS, STRATEGIES + TACTICS

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

Goals

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

Strategies

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

Tactics

If the goal is your destination, the strategy is your route, then a tactic is your method of transportation. Tactics are actions that fall within your strategy. You can have multiple tactics within a campaign, but they should always be directed toward the target and audience that you identified in the strategy and take the tone that would best appeal to these groups. Remember, do not make your tactic your goal!

Example

The student movement has established a clear, collective goal: universally accessible, high quality post-secondary education. When we hold a rally or even a National Day of Action, our strategy is targeting decision makers and influencers who can make our goal a reality, and our tactic is moving towards this goal.

GOAL: MORE STUDENT SPACE	
STRATEGY 1: LOBBY ADMINISTRATION	STRATEGY 2: DEMONSTRATE NEED
TACTICS: - RESEARCH + LOBBY DOC - MEETING TO PRESENT	TACTICS: - COLLECTING PETITIONS - TAKING OVER A SPACE

GOAL:	
STRATEGY 1:	STRATEGY 2:
TACTICS:	TACTICS:

3. STRONG MEDIA AND COMMUNICATIONS

Generating media and communications about student issues is important because student issues like tuition fees, mental health and food security affects everyone. Media coverage also adds legitimacy to our issue and helps shape public opinion. Whether it's in the newspaper or on television, we are able to build public support for student issues and influence decision-makers because political parties respond to what their constituents want.

BUILDING A MESSAGE BOX

Whatever you are talking to the media about, you need to make sure that you take time to figure out the best way to communicate students' perspectives clearly, concisely and so that it resonates with the audience.

You should draft a message box anytime you are going to do media. Your message box is a set of statements that you want to be quoted in the media. All of the ideas that you want to see represented in the media interview should be reflected in your message box. The questions on the right are a great place to start.

When doing an interview, writing an opinion editorial or preparing a media release, you want to stay in the "Us on Us" statements of your message box. The other elements will help ensure that your messaging is stronger and will support you when the media asks you something about what people who disagree with you are saying.

<p>US ON US</p> <ul style="list-style-type: none">• What do you want to say about the issue?• What are your strongest points?• Who is your audience?	<p>US ON THEM</p> <ul style="list-style-type: none">• What do you want to say about your opponent's position?• Identify the weaknesses in their main arguments• Do not be afraid to call them out on misleading information, but be careful of coming across as overly aggressive or petty
<p>THEM ON US</p> <ul style="list-style-type: none">• What will your opponents say about the issue?• What are weaknesses in your argument they might exploit?• Make a list of their possible remarks	<p>THEM ON THEM</p> <ul style="list-style-type: none">• What will your opponent say about the issue?• Have they already been speaking about the issue?• Use this to form counterarguments• Check their facts

CIRCULATING YOUR ISSUE TO MAINSTREAM MEDIA

A Media Advisory is used to alert the media in advance of an upcoming event or issue, whereas a Media Release presents your issue and perspective to the media.

Consider creating a press package to distribute to journalists ahead of any major actions or events you may be hosting during your campaign. It should include a media advisory and/or media release, as well as any additional background information that is helpful to reporters (e.g. fact sheets, data sets, infographics). Include contact information for your spokespeople and if possible, someone who is not a spokesperson but who can coordinate media interviews.

MEDIA ADVISORY CHECKLIST

Item	Done?	Notes
Headline that announces topic.	✓	
Introductory paragraph to the event or issue.		
Why it is important for the media to get your commentary.		
The date, time and location of the event.		
Who will be commenting?		
Two or three important facts.		
At the bottom, include a quick summary about your organization.		
End the advisory with a “-30-” centered on its own line.		
Include the name, telephone number and email of at least one person that media can contact.		

MEDIA RELEASE CHECKLIST

Here is a list of things to consider or include in a media release that will ensure they effectively communicate your position on the issue.

CONTENT

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

STYLE

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

FORMAT

- The full name of the organization is on the release.
- "For Immediate Release" is typed at the top of the page along with the date.
- The font is 10 pt. Or larger.
- "-30-" is centered at the end of the release.
- Below the -30- there is contact information including name, telephone number and email.

FOLLOW-UP

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

MEDIA ADVISORY EXAMPLE



Canadian Federation of Students–Ontario
Fédération canadienne des étudiantes et étudiants–Ontario
302 - 225, rue Richmond Street West / Ouest | Toronto, Ontario | M5V 1W2
Telephone / Téléphone: (416) 925-3825
www.cfsontario.ca

MEDIA ADVISORY

For immediate release
Monday, February 25, 2019

Students host provincial Lobby Week to address issues in post-secondary education directly with MPPs

TORONTO- College and university student representatives from across Ontario are meeting with Members of Provincial Parliament from all four parties this week as part of the Canadian Federation of Students-Ontario 2019 Lobby Week. Over the next four days, students will be presenting MPPs with recommendations for the 2019 provincial budget and discussing issues in post-secondary education, including the recent cuts to OSAP and the Student Choice Initiative.

WHO: College and university student representatives from across Ontario.

WHEN: Monday, February 25 to Thursday, February 28.

WHERE: Queen's Park - Toronto, ON

WHAT: Students are meeting with MPPs from all parties as part of the Canadian Federation of Students-Ontario's 2019 Lobby Week. Premier Doug Ford and Minister of Training, Colleges and Universities, Merrilee Fullerton did not accept invitations to meet with students.

This year's lobby document, *We The Students*, outlines several key recommendations to improve post-secondary education in the province, including:

- Implement a ten-year tuition fee framework with ten per cent annual tuition fee reductions starting in 2020-2021.
- Maintain existing OSAP targeted grants program for low-income students.
- Expand targeted grants to include part-time students.
- Provide greater aid for students in professional programs.
- Continue the six-month grace period on interest for OSAP loans post-graduation.
- Protect all student voices by repealing the Student Choice Initiative.
- Develop a fully-funded Transitional Year Program to support Indigenous learners in bridging between high school and Ontario's public post-secondary education system.
- Reinstate funding to the Université de l'Ontario français.

- 30 -

MEDIA RELEASE EXAMPLE



Canadian Federation of Students-Ontario
Fédération canadienne des étudiantes et étudiants-Ontario
302-225, rue Richmond Street West / Ouest | Toronto, Ontario | M5V1W2
Telephone / Téléphone: (416) 925-3825
www.cfsontario.ca



FOR IMMEDIATE RELEASE
18 January 2019

Students & Workers Unite to Fight Against Ford Government's Reckless Attacks on Post-Secondary Education

Hundreds of students and workers from across the province attend emergency rally at Queen's Park

Toronto – This afternoon hundreds of students from across the province rallied at Queen's Park committing to take action against plans proposed by the Ford Government that will cause irreparable harm to students' unions, universities and colleges across the province. Students were joined by parents, coalition partners, union members and academic staff and faculty in a show of support against the government.

Nour Alideeb, Chairperson of the Canadian Federation of Students-Ontario.

"The Ford Government is on notice that students will fight against these proposed changes because we believe in affordable, high-quality post-secondary education. We know the proposed changes to democratically collected student fees is a thinly veiled attack on students' unions who provide essential services and programs to students and for decades have

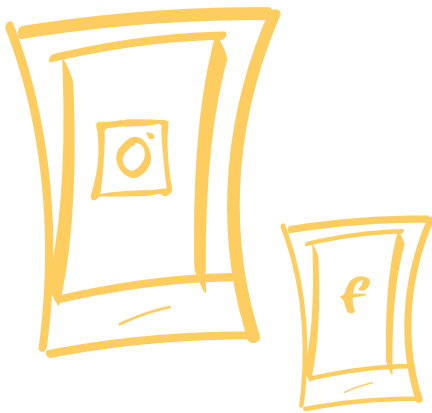
10 TIPS FOR INTERVIEWS

After you release your media advisory and media release, securing interviews is a crucial part of getting your message box out to a larger audience and ensuring that the issue gets picked up in the news cycle. Whether you are speaking to a newspaper journalist or on the air, interviews can be daunting so **here are a few tips for a successful interview.**

- TIP 1** Ask the journalist the subject of their story, what they are looking for from you and their deadline.
- TIP 2** If the interview request is not a response to the press release that you prepared a message box for, avoid doing interviews on-the-spot.
- TIP 3** Always ask who will be on air with you (especially important if you are on a panel).
- TIP 4** Review your message box and do a mock interview. Though it may seem silly at first, it is the only way that you will get a real assessment of how well you know the issue and how well you will perform for the real interview.
- TIP 5** Bring notes, factsheets, a pen and some paper to write down your thoughts.
- TIP 6** Whatever question is thrown at you, always repeat at least one element of your message box. By repeating your most important points several times, your message will likely get through more clearly.
- TIP 7** Be confident and assertive, but never lose your cool. Do not let it get personal - always bring it back to your issue.
- TIP 8** If you make mistakes and want to correct yourself, calmly backtrack and do so.
- TIP 9** At the end, thank the producer or journalist for their time and get their contact information before you leave.
- TIP 10** Keep track of the journalist, platform and topic of your interview in case you want to contact them in the future.

SOCIAL MEDIA

Is your social media presence cringe-worthy or commendable? Have you ever come across the social media presence of a company or an organization that seemed too desperate or too robotic? Here are some of the most common social media tactics you could adopt when considering how to promote your organization.



Know your Audience

Your social media pages should be tailored to your audience, not based on your personal interests. To be frank, your audience cares about what you can do for THEM. Post stories that they can relate to. Follow the 80/20 rule. 80 per cent of your content should be relevant to THEM, while 20 per cent can be specifically about your organization.

Create a Calendar of Posts

The day in the life of an executive or student activist is busy. Look at your week ahead of time and draft social media posts for upcoming events and actions. On some platforms you can schedule posts so that you can focus on other tasks. You can designate one or two people to be your main social media coordinators who can ensure that these posts are made and posted on time.

Be Active and Don't Over-Do It

Be active on your social media, but don't post so often that you overwhelm people. This could lead to two problems: 1) too much information can cause your followers to stop following your posts, and 2) your posts can get lost within their newsfeeds and your followers won't see content that could be really valuable.

Keep Track of Time

Time does matter. Experiment by posting at different times and pay attention to the analytics. Find out when your followers are most active on social media and post during those time frames.

Maintain One Voice

Make sure your message is clear and consistent across all your social media pages.

Have a Personality

Be original and excited about your organization and the services you provide to your members. If you aren't excited and don't love what you stand for, neither will your members.

Follow a checklist

Checklists are great for many facets of life, including social media. Make a checklist to ensure that your message will be understood, check for any grammar issues, make sure the information you're sharing can be shared and check the time you send it to ensure your readers will see it. Make sure all of your links are valid. Attention to this detail could save you time and trouble later.

Provide great service

Great service can make or break an organization. Happy members are more likely to come back and establish a loyalty to your brand. Not only will these students be loyal to you, they will also be your best ambassadors by word-of-mouth advertising.

Don't ignore comments

It is vital to engage with your followers. With no engagement, they may feel as if you don't care about their questions, comments or concerns. It all comes back to the idea of providing good service. Don't ignore relevant comments. Use them as an opportunity to interact with your followers and show them how you address positive and negative situations.

Be engaging

Social media is about connecting with others on common issues. Create opportunities for engagement such as a #hashtag conversation about student debt struggles, a poll or tweeting at the college or university president with a written post and a selfie.





**STEP ONE –
MAPPING YOUR
CAMPUS**

STEP ONE

MAPPING YOUR CAMPUS

It is important to understand what it means to map your campus. Prior to starting any campaign work, your goals (what you hope to accomplish this week, month or year) and strategies (how will you achieve your objective) will need to be developed (step one). It is important that during this stage you ask yourself questions such as who are your core people on campus, who understands your issue(s), what routes are available for use, what people are available for work and what resources will it take to get there?

Once your goals and strategies are developed and you have mapped your campus you can then move into step two recruitment of volunteers and organizers and finally step three tactics (what will you do or use to accomplish the goal). Understanding how your goals, strategies and tactics all relate in developing your campaign, relationships and messaging is what will lead to success in your organizing both on and off campus.

WHAT IS YOUR GOAL?

The first step of any campaign should be clearly identifying the goal or goals. It is important to be sure that everyone is on the same page in defining, deciding and understanding the goal. Goals can be of any size and take a wide range of shapes, forms and resources to accomplish.

GOAL	
Target date	
Importance of goal	
Intermediate goals	
Challenges	
Possible solutions	

WHO ARE YOUR ALLIES?

Allies are **groups, people or organizations who support you** in achieving your goal. This could be faculty, staff, labour unions, community groups and much more. From an organizer's point-of-view, think of your fellow members distributed on a dartboard. Your goal is always to move people one step closer to the center of the circle (bullseye).

ALLYSHIP SPECTRUM

Core - those who are always thinking about organizing and how to get others involved, even on their time off. They might be student leaders and representatives, or just active members that advocate for the betterment of their community.

Activists - those who can be counted on to help when an issue heats up. They will take responsibility to get the word out and will ask others to take action. This is the group of individuals that anyone can rely on because they understand the issues and the cause.

Supporters - those who will wear a button and sign a petition, but don't take responsibility for getting anyone else involved. They support the movement in different capacities but do not have the capacity or are not comfortable acting as a lead.

Disengaged - those who don't see the movement as a factor of their lives, so they don't participate. They might not be properly informed about the movement and cause, and/or might have a certain aversion to political stances.

Hostile - those who are outside the circle who aren't just uninvolved - they're hostile to the movement. It is important to address certain aspects of their aversion to the movement but ensure that the work is focused towards the allies and communities that are not actively against the cause. Focus on building a base, and not debating the opposition.

FILL IN THE BULLSEYE

Once you have developed an understanding of the spectrum, it is important to make **a campus ally list**. Creating a comprehensive list of campus allies with detailed contact information such as phone numbers and emails you will be able to bring together players who work in solidarity with one another and are already aware of the issues. In addition, work to bring people along who may not understand the issues but could be convinced to support (the goal here is to ensure that all groups are on the same page).

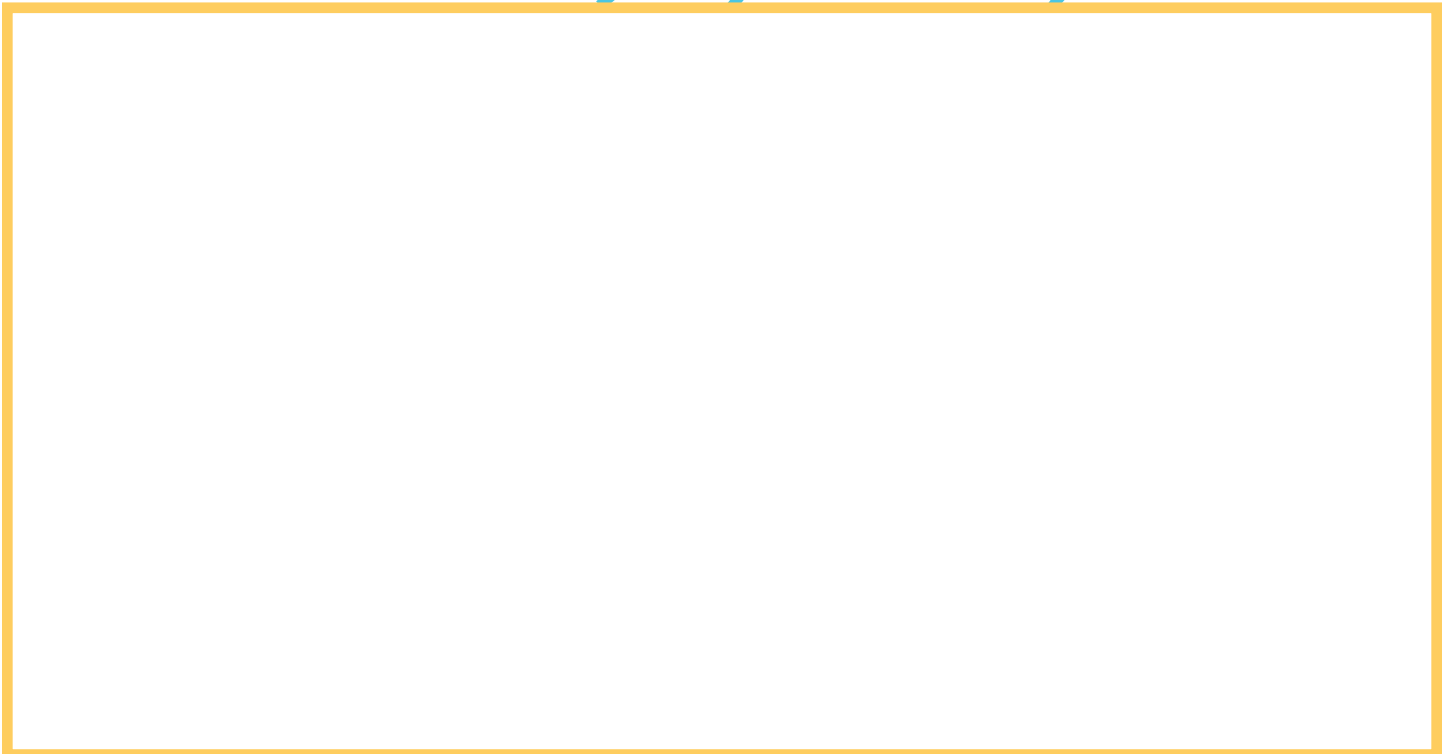
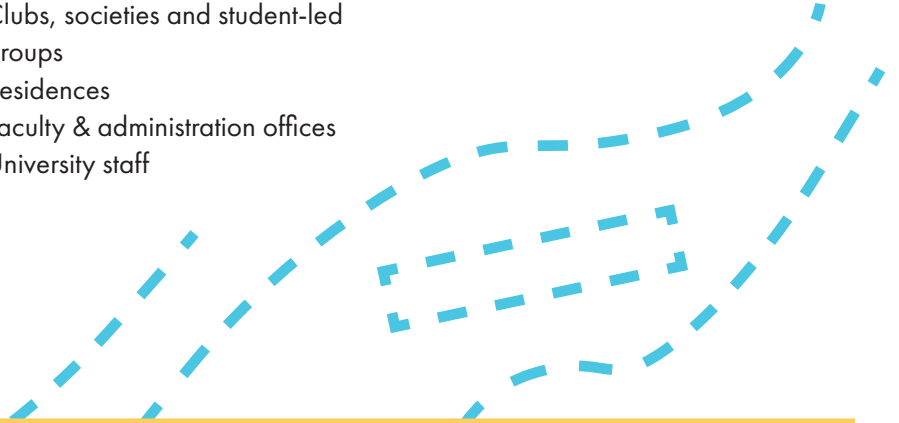
Category	List of Group(s)	Contact of Group(s)
Core		
Activists		
Supporters		
Disengaged		
Hostile		

ACTIVITY: MAP YOUR CAMPUS

The purpose of this activity is to better understand the dynamics of your campus. Having a deeper understanding of your campus allows you and your team to have a clearer picture on how to strategize around different demographics and build capacity to organize.

Feel free to customize this activity based on the different aspects of your campus. For example, for large institutions, you can divide it into parts, maybe break it down into buildings or areas of your campus, so it is less overwhelming and a more detailed exercise.

1. **Get a physical map** of your campus and use a flipchart to label spaces. Add the different dynamics and motion you see on campus (Where is the heaviest traffic of students during lunch hours? Which areas are students spending long periods of time, and which areas are they just passing by?)
2. **Label your campus**
 - Map out student demographics
 - Clubs, societies and student-led groups
 - Residences
 - Faculty & administration offices
 - University staff
3. **Discuss the dynamics** of each group, how they interact with one another, and how they influence the community
4. **Match the map** with the allyship spectrum list
5. **Discuss again** how the dynamics play out, now minding your relationship with these communities



FIND YOUR STRATEGY

Your strategy helps define **your long-term goal or goals and how you plan to achieve them**. Once you identify your target and audience, your strategy should focus on how to best reach them. A strategy will answer the question: how do we get there from here? You can have multiple strategies within your campaign, but make sure they have defined targets and audiences.

A strategy is a way of turning what you have (resources and interests) into what you need in order to get what you want. By identifying who is on your side, what the problem is, what your goals are and who has the power, you will be able to create a strategy to achieve long-term and intermediate goals.

WHAT TO CONSIDER WHEN DEVELOPING A STRATEGY

- Gather the facts. Know where you're heading and where you are right now.
- Develop a mission statement.
- Consider your current and future activities.
- What resources and assets exist that can be used to help achieve the goal?
- What are tangible strategies that exist, for example increasing finances?
- Do you have strategies that involve people, for example what are potential agents of change willing to do to serve the goal?
- What is important, what do you need to achieve, who is accountable, how will you get there?
- Do not confuse a strategy with a tactic.

STRATEGY EXAMPLES

Long-Term Goals	Intermediate Goals	Target	Strategy
Free Education	Progressive reduction and elimination of tuition fees	Provincial and Federal Government	Lobby administration
Legislation on student union autonomy	Policy proposal on student union autonomy	Labour Unions	Build support for goal across organizations by increasing allies
Reintegration of international student into OHIP with no premium	Reintegration of international student into OHIP with premium	UHIP board of directors	Demonstrate public support and the need for free and accessible post-secondary education



**STEP ONE –
ACTIVITIES**

EXERCISE 2 – FILL IN YOUR OWN BULLSEYE

Stop and think about where **individual people in your campus** fit on this chart. Can you think of one or two examples of students in each position—the core group, activists, supporters, disengaged, and hostile? Write a few names in each category.



Category	Student	Position
Core		
Activists		
Supporters		
Disengaged		
Hostile		

EXERCISE 3 – MAP YOUR CAMPUS*



1. YOU WILL NEED.

- Chart paper
- Color markers
- Sticky dots

Can you get a list?

It's best to work from a list of all types of students (a list of programs, campus groups, etc.). Otherwise it's surprisingly easy to forget people, especially those you don't work closely with. Be resourceful. Use your campus website, clubs list, etc.

2. START WITH THE PHYSICAL SPACE.

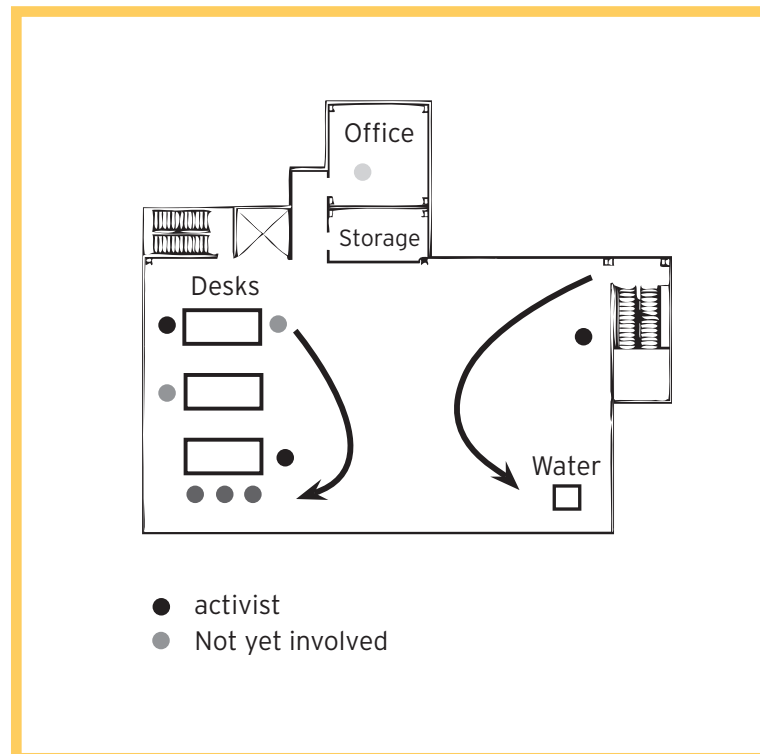
- First, use a flipchart or large sheet of paper and a black marker to outline the area or building, showing entrances, exits, and windows. Label the offices, classrooms, lounges, and bathrooms.
- Add details such as desks and water coolers. If the building is large, make maps of different areas. Be sure the map is large enough to show the information clearly.

3. ADD MOTION.

- Draw the flow of work and/or the paths that different people take through the space regularly, in different colors.
- Are there spots where the flow tends to get bottlenecked? These could be important pressure points. Who studies there?
- Are there places where people congregate, like the cafeteria or the proverbial water cooler? These could be good places for outreach conversations, or group gatherings.

4. ADD ALL THE PEOPLE.

Sticky dots work well to represent workers. You might use different colors to indicate supervisors, union activists, various jobs, or shifts. Mark the dots with initials or names.



A quick example of an campus area map

EXERCISE 4 – MAP YOUR CAMPUS* PART 2



1. MARK THE GROUPS.

Identify the people who form groups using a different color or symbol for each group.

- Who studies together?
- Who hangs out together?
- Who commutes together?

As you identify groups, discuss them.

Keep your observations respectful and factual, not gossipy. The idea is to find insights that will help you organize with these students, not repeat stereotypes or gripes about them.

- How does this group relate to campus?
- What are the biggest problems affecting this group?

2. MARK THE LEADERS.

Indicate each group's leader with an appropriate color.

- Who's the main leader in this group?
- Are there other leaders in this group?

3. MAP OUT STUDENT UNION SUPPORT.

- Who's part of your organizing team so far? If there's not a formal group, choose some criteria.
- Who gathered signatures on the latest petition?
- Who's helping to make this map?

Also mark the wider circle of supporters.

- Who signed the last petition?
- Who pays dues- paying member?

EXERCISE 5 – MAP YOUR CAMPUS* PART 3



1. DISCUSS YOUR MAP.

You now have a great deal of information about interactions on your campus. This is a good place to stop and ask yourselves:

What do you see? Even when people know their campus well, the map will help them see it with new eyes. Ask open-ended questions.

- Do we see any patterns?
- What's going on here?
- What new questions does this map raise?
- How does news travel?

The stories that come out will be about issues that are bothering people.

Keep adding to the map, marking new insights. If the map gets too crowded, start tracking the information another way.

2. USE YOUR MAP TO IDENTIFY AREAS AND LEADERS TO FOCUS ON.

Making campus dynamics visible puts valuable information on the table. See this group over here, the one we've never had contact with? Who can talk to someone in that group? Did we overlook anyone?

The next time you go to campus, look around and compare the reality to your map.

EXERCISE 6 – SKETCH OUT A MEMBER NETWORK*



1. GO BACK TO YOUR CAMPUS MAP.

Can you start to see who would make good volunteers and who their assigned contacts would be?

Think of the natural leaders, and of people who could be brought along with some training. Consider how to cover all the work groups and social groups.

MAKE UP A FIRST DRAFT OF A MEMBER-TO-MEMBER NETWORK FOR YOUR CAMPUS.

It's only a draft, of course. You will need to do the slow work of getting buy-in from the volunteers, and they will have their own ideas of who they want to stay in touch with.

Of course, you can use the space below or a larger separate flipchart or sheet of paper.

A large, empty rectangular box with a thick orange border, intended for sketching a member-to-member network. In the bottom-left corner of this box, there is a small orange icon consisting of four circles connected by lines in a Y-shape, representing a network node.



**STEP TWO –
RECRUITMENT**

STEP TWO

RECRUITMENT

The key to any successful campaign, event or movement have been the people who organize and support the work.

A core value of student organizing is the concept of Strength in Numbers where students are stronger together than they are alone. Building, working and winning with a team of students and community members is highly rewarding and engaging. This section will teach you about the various challenges as well as the do's and don'ts when organizing a team, building organizers, empowering volunteers and running meetings.

ORGANIZERS

Organizing a group of people can be new and challenging. It is hard to know where to start, what will work and what won't. **Everyone can be an organizer on their campus or in their community**, and there are skills that every organizer needs to build capacity and win gains for their campaign.

It is important to build organizers outside of your core team. A strong campaign is one that people want to join because it sparks interests and they see themselves reflective. The more people involved in the work, the stronger the message is and placing pressure on the target audience becomes more convincing. Having a larger team allows tasks to be split up among several people so that not one person is taking on the work and work is being contributed to as a team.

The following lists of practices were pulled from <https://labornotes.org/secrets/handouts>

ORGANIZING ESSENTIALS

- **Talk One-on-One.** Listen to what students are saying. Share your own ideas. Don't just gossip or gripe - help create a focus about problems that can be solved.
- **Encourage confidence.** You and your team may feel overwhelmed or hopeless at times. A calm and confident attitude helps. Remind people what is at stake and the importance to act. Help them draw and channel on their righteous frustrations instead of their fear.
- **Challenge authority.** Organizers don't need to demonize their opponents. We do need to encourage people to question authority and stand up for each other. Figure out how to confront people in power in the right way.

- **Recruit good leaders.** Take note of who is naturally respected and encourage them to take on leadership. Look for each person's talents and find ways to use them. Don't let unmotivating individuals set the tone.
- **Identify common problems and shared hopes.** We organize to bring people together. Talk and listen until you've found an issue that matters to many of your colleagues. Share what you have heard.
- **Organize democratically.** Include everyone who is, or might be, affected. Reach out beyond your friends and the people most like yourself. Solicit opinions and involve as many people as possible in decisions. Find a role for everyone.
- **Set concrete goals.** Goals should be specific, state clearly what the victory will be. Make sure the majority of people share this goal.
- **Get people moving.** Even simple collective activity is better than just talking. Action breeds commitment. Circulate a petition, wear buttons. Develop plans that involve small steps. Each should slowly increase the visibility and strength of the group.

QUALITIES OF A GOOD ORGANIZER

- Effective organizers are **good at their work and respected** by the people they work with.
- They have the **trust in their team**. Their opinions carry weight. When they offer advice, people listen.
- The best organizers are motivated by a **strong sense of justice** and clear principles.
- They're **responsible, honest, and compassionate**.
- Organizers must be **good listeners**. They know you don't have to be the most vocal to have the biggest impact.
- They **bring people together**, welcoming new members to the campaign and looking for ways to involve every member.
- Organizers **move people to collective action**. They don't just solve problems alone-- they equip others to solve problems together.
- They don't operate alone. They **respect group decisions** and put the **interests of the group first**.
- Good organizers are **knowledgeable about the issues**, but not afraid to admit when they don't know the answer.
- They can stay **cool under pressure** and handle stress and conflict.
- They're willing to **stand up for their cause**-- and they can inspire others to stand up for themselves as well.

HELP LEADERS LEARN

Here are a few ways activists can help each other develop as leaders:

- **Agree on your goals.** Your bottom line is to build the power of members. Talk about it and come to an agreement on what building that power means for your team. (You'd be surprised how many leaders are not clear that power comes from active members.)
- **Hold each other accountable.** When you take an organizing assignment like talking to an administrator, follow through on it, and make it clear you expect the same from other leaders.
- **Team up.** Stay in frequent touch and help each other problem-solve. Leaders with complementary skills can cross-train each other.
- **Form trusting friendships.** Give extra weight to your relationships with leaders. Prioritize their texts and emails. If they're targeted, make sure you have their back.
- **Educate each other.** Pass around articles. Talk about the big picture.

A good organizer does not make decisions for a group, but instead they make decisions with the group. Being intentional in delegating work and sharing ideas is a way to build unity in a team. The ideas of the newest member are treated with the same respect as ideas from experienced members. Team unity is also developed when all decisions made by the group are democratic, including decision making at meetings, determining demands of the campaign, picking the next action/tactic and the agreement of when the goals or wins of the group

have been made. It is important for an organizer to develop good listening skills to better the group.

HOW TO BE A GOOD LISTENER

- **Avoid distractions.** Look the other person in the eye and put your phone away.
- **Slow down.** Our brains process thoughts four times faster than spoken words. It's easy to skip ahead in a conversation, using your assumptions to fill in the gaps and plan your response. Resist this urge. Focus on what is actually being said.
- **Don't interrupt.** Take the time to hear the full story.
- **Keep an open mind.** Don't assume you already know what someone cares about. People will surprise you.
- **Don't fish.** Avoid leading questions like "Don't you agree that..."
- **Practice empathy.** Sometimes people need to let off steam. Don't discourage them. Your immediate task is to hear what they have to say, not to judge.
- **Show that you hear what they're saying.** React, ask follow-up questions, and repeat back what you understood. If you don't understand, ask.
- **Find common ground.** You don't have to agree with every point, but look for areas of agreement, and acknowledge where you differ.
- **Don't feel you need to sell something.** An organizer is not a salesperson. You're genuinely looking to learn the other person's point of view and create something new together.

Organizing a team that wins is rewarding, can develop strong relationships and build up an active community. Developing skills as a group, listening and gathering ideas from all members and following a democratic process is how good teams become great teams and win in the end!

TIPS

- Continuing to learn is essential; debrief and learn from successes and shortfalls.
- Along with research of the topic/campaign, organizers should develop skills, including anti-oppression training.
- Other skills include media training, current issues, budgeting, or creating a communication plan.
- Being an organizer includes being organized; create task lists, take notes and be on time.
- Share your email and/or phone number with your team so that people can contact you.
- Create a team calendar to organize meetings, rallies, and actions.
- Communicate with others about what the team plan is and set up a communication channel.
- A good organizer is confident, even courageous.

VOLUNTEERS

As a grassroots organization, the foundation of all the Federation's efforts is the involvement of individual members. Regular contact with government and comprehensive research has little impact unless the government believes that the message has widespread support. Having an action team, volunteer committee, campus coalition, a committed group of students and campus community members will increase and improve your capacity to implement your campaign, outreach to students on your campus and host successful events.

WHERE TO START

Recruitment. Make a list of 10 people that you know who would be interested in working on a campaign. Come up with a collective plan to bring in these 10 people. Encourage them to get involved by collectively hosting an outreach blitz, an organizing meeting or an educational event.

Once you have engaged 10 people, take the time before the beginning of a campaign to plan out the kind of outreach you want to do. It is important when recruiting people to be in several locations as strategic outreach in multiple buildings around campus will have varying programs and demographics.

Outreach. Ensure that there is a way for students to sign-up to volunteer with the campaign at all times -- sign-up sheet, petition, online, on social media, at a table, during your class talk and

at events. If a person does not want to give their information, do not be pushy and be understanding of their privacy. Most people that you talk to and get their information, might not come to meetings or be involved at all, but want to receive updates or be on the email listserv.

Action Items. It is important to have action items after you do outreach. If a person shares their information, ask if it would be okay to meet up later in the week to continue the conversation. In this process you will build a connection, provide support for upcoming meetings or social events and talk to them about becoming a potential campaign member.

An action item could include inviting them to a volunteer training or meeting to find out more information about their role and to meet new people. It is good practice to advertise these meetings and trainings on social media, your website, through your listserv and by poster and flyer on the campus. Repeat this process to bring in more people!

Retention. Once you have students interested in organizing on the campaign it is important to keep them interested and engaged. Appreciation of campaign members can look like having refreshments at meetings, holding appreciation events and using words that demonstrate that you value people's contributions. The best way to keep members coming to campaign meetings is to give everyone a task to do and to report back at the next meeting.

Roles and Titles. Everyone should take on a role when it comes to recruitment but it is helpful to have a person or a team of people tasked with volunteer follow-up, communication, and record keeping of information that is gathered.

Do not refer to those working on the campaign as “volunteers”, but rather as the organizing team, campaign members, liaison to another group on campus or something similar. Giving people a specific title also makes them the point person for a specific group, sector or component of the campaign.



Tips

- Appreciation for members of the campaign, which can be in the form of a celebration after at the end of the semester or having a fun volunteer awards presentation.
- Don't recruit members from other groups because it creates scheduling conflicts and leads to low capacity.
- Recruit members during orientation week, first week of the second semester because these are the times of the year that people want to get involved and try something new.
- Always treat volunteers/campaign members with respect and as full members of the campaign.
- Screen volunteers to make sure that they are the “right fit” for the job. Sometimes a volunteer spot is better left empty than filled with a person who is just there to fill the spot.
- Recruit individuals who want to be a part of your team and not a seat.
- Individuals are looking at the title of the position as if it was an employment opportunity. Provide as much detail as possible so the volunteer knows what they are signing up for.
- Create Class Representatives; a student from each class who gives class talks, and share information between your organizing team and the classroom.

MEETINGS

Meetings are an important part of maintaining members and planning the campaign. It also involves empowering people to be involved and to lead actions.

PLANNING A MEETING

Schedule. Book bi-weekly meetings in the same room for the entire semester, at the same time to make it easier for people to remember the meeting time and location. Create a calendar or list of meeting dates and share it with the group. Make sure the room is accessible and share the access information along with the meeting notice (ex. Elevator, wheelchair, transit information), and provide an email for people to contact for accessibility needs.

Food. Always ask about people's dietary restrictions if you are serving food.

Create an Agenda. Create and review the agenda with your core team. It is best to create an agenda before the meeting and share it with the email listserv and add to social media posts about the meetings. Include energizers in the agenda to help people relax and feel comfortable with the group (ex. Ice breakers, fun question to answer)

Assign Roles. Review all assigned roles (secretary, chair, logistics etc...) and prep with those who are assigned roles about their parts of the agenda.

Communicate Notice. Use email, posters, calling, and text messaging to conduct follow-up with those who confirmed they would be present at the meeting.

Education. Use your meetings for political education, to talk about issues and the impacts upon communities.

BEFORE THE MEETING

- **Send out a reminder** via text or email about the meeting
- Print out agendas and other materials
- Set up projector or communication systems if needed
- Confirm attendance
- Order food
- Book room
- Set up food and room
- Photocopy materials
- Order and pick up any equipment needed
- Prepare your assigned sections of the agenda
- What will you say?
- How will you facilitate?
- Create a sign-in sheet for the meeting and print it out
- Prepare any additional materials for the meeting

DURING THE MEETING

- **Land Acknowledgement.** Find the corresponding land acknowledgement to your area.
- **Introductions.** Ask for names and pronouns.
- **Roles.** Ensure everyone is performing their duties for example the secretary will take minutes.
- **Guidelines and Housekeeping.** Discuss the meeting rules.
- **Voting/consensus.** Use meetings

to support the group's decision making and planning. People are more engaged when they get to vote on ideas.

- **Time Checks.** Keep a check on time for the meeting.
- **Action Items.** People should be given tasks that they feel ownership over, not the tasks that the organizers don't want to do.
- **Working Groups.** Book meetings on the off-weeks from planning meetings to have space for people to come in and work on the tasks that they took on, or as a poster making session.

AFTER THE MEETING

- **Clean-Up.** Have people help and use this as an opportunity to chat with people.
- **Filing.** Put the sign-up sheet, the agenda and the notes from the meeting in a file so you can easily go back and find it.
- **Next Steps.** Identify next steps for the meeting, what people are waiting for, and what you need to do next, put it in your work plan
- **Notes.** Send out notes from the meeting to the participants and reminders of responsibilities they have to follow-up on and thank everyone for coming.
- **Minutes.** Share over email, on the social media page for people who missed the meeting, and as a reminder to the people who took on tasks during the meeting.
- **Evaluation.** Review the following.
 - Did the number of people in attendance meet exceed or fall short of your expectations?
 - Are you seeing new faces join your regular volunteer group?

- Are people actively participating in the meetings?
- Are you seeing people from diverse communities and fields of study?
- Who is not at the table?
- Are you able to give everyone useful tasks?

TIPS

- Have on-site child care.
- Allow people to interact with each other and get to know new people by sharing their own stories and building a shared sense of identity.
- Explain the agenda, go through points, housekeeping and rules for voting.
- Always make space for creative ideas in meetings because people are probably talented writers, photographers, artists, actors, musicians, etc.
- Do a check-in with volunteers at meetings or outside meetings to see how they are engaging with the meetings and how they feel about the work.
- Your team is meeting too often if tasks cannot be completed by the next meeting.
- Your team is not meeting enough if meetings are very long and have too many topics for discussion.
- Have a call-out to the general students to come to the meeting. This could also be done in the format of a Town Hall, or a social night.
- Celebrate achievement and victories by bringing in food to celebrate a campaign win, dancing together, or creating a social space to destress.



STEP THREE – TACTICS

STEP THREE - TACTICS

EDUCATE

Moving through the stages of educate, agitate and organize is not simply a series of tasks to check off a list. Ideally, a campaign would start with education so everyone understands the issue to a point where they want to engage in the campaign. Although this is ideal, there might not always be time for prolonged education work, especially if you have to react to an issue that has come about quickly and requires engagement and participation right away. You must constantly be evaluating and reflecting on whether your campaign is resonating with people.

EDUCATE

Education is a necessary step in every good campaign. Educating your members is an ongoing process. There are also no shortcuts to educating your membership, and if you are doing it effectively, it will be an important consideration in everything you plan. Below you will find a list of possible ways to educate your members. This is not a comprehensive list; so don't be afraid to be creative and step outside the box.

TABLING

What is tabling?

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

Goals of tabling

Tabling is a great way to draw visibility to your campaign and related events you are hosting. Having meaningful interactions while tabling can help you get volunteers, attendees, and can help spread your message across campus and the community.

When to table

Tabling can be done at any time and in any space where you can book or set-up a table. Create a tabling schedule that starts at the beginning of the semester and continues on so that you are tabling at least 2 times a month or more depending on if you have an action or event coming up.

HOW TO TABLE

Setting up your table

- Decide appropriate set-up and tear-down times and how long you will be tabling on a given day. If you need to book space, take care of that prior to tabling time.
- Have a large, easy to read sign on the front of your table that makes it clearly recognizable what group you are representing.

- Include a variety of your informational material, swag, ongoing petitions, and a sign-up sheet with space for people to leave their preferred contact information for those who want to get more involved.

Staffing your table

- Choose a location and time with a lot of student traffic like a cafeteria, main lobby or popular student lounge. Lunchtime through to the late afternoon is effective but be aware of who you are trying to reach and what their schedules are.
- Schedule volunteers to cover the entire time or an hour or two, including either set-up or tear down, but be specific about what time they are expected to arrive and leave. Pairing new volunteers with experienced organizers can be effective for outreach and building relationships.

Tips for effective tabling

- Make eye contact with passersby and actively engage them in conversation. Try an open-ended greeting and question like "Hi! Are you an undergraduate student?"
- Collect contact information to follow-up to positive conversations.
- Try to incorporate participatory activities in your tabling such as trivia games or draws for a prize to attract attention and increase traffic.
- Set goals for interactions or sign ups.

Follow-up and evaluate

- After tabling is over, make sure one person is responsible for the contact sheets you've collected. Every member who has identified that they want to get involved should be contacted individually about how they can do so.
- Evaluate the effectiveness of tabling: how many people were talked to, how many petitions collected, what approaches worked best?

LEAFLETING

What is leafleting?

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

Goals of leafleting

The primary goal is to have short, face-to-face conversations with members about a current issue of concern, an upcoming event or general information about the campaign.

When to leaflet

The best time to leaflet is when you want to raise awareness quickly and potentially start a buzz on campus around a new issue.

HOW TO LEAFLET

- Produce an appropriate material – handbill, pamphlet, rave card etc. with content developed with your campus in mind. Include contact and social media information.
- Identify the best locations to reach a varied cross-section of people with this material.

- Come up with an outreach schedule that identifies peak traffic times. Consider when classes let out and what days of the week most students are on campus. Choose several different days and times over an appropriate time span for maximum effectiveness.
- If you want to leaflet in residences, make connections with people who work as residence assistants or those in student housing services. You will need to ask their permission and probably have the leaflets approved as well as ask if you can gain access to the residence buildings, if you can slip leaflets under doors, knock on doors etc.
- Assess how many volunteers you need to cover the times and the number of people you have chosen to speak to. You should always have teams of no less than two volunteers.
- Assign specific times and areas to your teams and prepare them with the main talking points of the campaign.

Evaluate

- Were people receptive to the leaflets?
- Did people appreciate this type of outreach? Did there seem to be a general appetite for more information or action around the campaign or issue?

CLASS TALKS

What is a class talk?

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

Goal of a class talk

To speak to as many students as possible in less than 5 minutes including questions and answers about an issue, campaign, event or action that you are raising awareness about.

When to do class talks

In the case of an event or action that you want to promote to boost attendance, it's important that you begin doing class talks one to two weeks before, leading all the way up to the event, to give students a chance to plan for it. If the class talk is to raise awareness, it can be done at any time.

HOW TO DO CLASS TALKS

Lead-up

- Create a class talk list by using the registration website of your university. Search classes by time, day and faculty. Include class name, time, location and lecturer. Try to get as much of a variety and as full of a schedule as possible. Make sure to include introductory level classes, as these often have the largest number of students in them.
- If time permits, e-mail the lecturer a week in advance to ask if you can speak for 1-2 minutes at the beginning of their class. Show up slightly ahead of time.

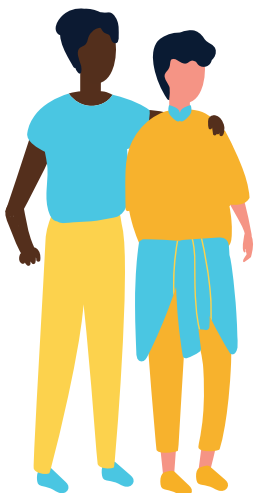
Talk tips

- Use a script that effectively communicates logistical details of events or actions, campaign demands and actionable ways to get involved.
- Use chalkboards or white boards to include event details, contact information and hashtags.

- Start off the class talk with a question to engage your audience. For example: “How many students in this class think tuition fees are too high?”.
- Go in pairs if possible. You can have one person hand out materials and collect petition signatures while the other person addresses the class. This is a good way for new volunteers to learn about class talks.

Evaluate

- How did the lecturer and the audience respond to the talk? Observe for reactions, applause and questions.
- Did people write down the details of the event or notes from your speech or were petitions signed?



GENERAL SCRIPT

Introduce yourself and why you're there

Ex: Hi there! My name is _____ and I'm here representing (insert name of group)/ I'm here to talk to you today about (issue tackled by campaign and/or event related to campaign)

Provide brief context of issue you are discussing

Ex: How many of you have heard of _____? Or How many of you are affected by _____? How many of you think _____? (explain institutional or government policy or broad issue and why it has negative impacts on those you are speaking to).

Provide suggestions of how to get involved / information about upcoming events:

Ex: “I'm passionate about these issues but I can't do it alone, I need help in getting this campaign off the ground. If you'd like to get involved please sign this form (pass around form with name, contact info etc.) or send me an e-mail at (include e-mail address).”

“We have an event coming up (explain who, what, when, where and why's of the event). Hope to see you all there, if you want more information please visit (mention Facebook event or website they can visit that has more information).

Closing

Thank the class and the professor for having you and for listening. If there is time, ask if folks have any questions.

TEACH-INS-WORKSHOPS

What is a teach-in/workshop?

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

Goals of a teach-in or workshop

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

When to host a teach-in or workshop

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

HOW TO HOST A TEACH-IN OR WORKSHOP

- **Clearly define your topic** and the goals of your event.
- **Decide on a format** that will work best to achieve your goals.
- The two most popular formats are:
 - (1) Panel of speakers with an audience question and answer at the end, or
 - (2) A tutorial type session involving several break-out

groups and guided discussion or guided skill development.

- **Find appropriate panelists** or tutorial leaders. Try to find individuals who are engaging speakers and are knowledgeable on the topic. Determine and assign a facilitator or moderator for the workshop or teaching.
- **Estimate expected attendance/** participation and how you'd like to utilize the space and book an appropriate venue. Keep in mind:
 - Accessibility
 - Audio-visual needs
 - Layout of the room (broken into groups, stadium seating, tables, etc.)
 - Proximity of your event location to washrooms
 - Any rules regarding food and drink in your proposed venue
- **Consider printing** of any written materials you want to provide at the event.
- **Set up an outreach table** at the event with information about the campaign and any future events, including a sign-up sheet for attendees to receive additional information or to get involved.

Evaluate

- Was the turn-out what you expected, better or worse? If it was better or worse, why?
- Did participants seem engaged and did they find the presentation both useful and understandable?
- What would you do differently next time?

PRESENTATIONS TO STAKEHOLDERS AND DECISION-MAKERS

Why present to stakeholders/ decision-makers?

An effective organizing strategy is to work collaboratively with other organizations, decision-makers and stakeholders in your community. Hosting a presentation, or a series of presentations, will help you in educating these folks about the issues and goals of your campaign.

If your audience is likely to support the work you are doing, your presentation should be designed to empower listeners with key pieces of information about what you hope to accomplish and to create a space for dialogue.

On the other hand, if the stakeholders and decision-makers you are presenting to are likely to hold contrary opinions, take this as an opportunity to put forward a narrative that will win them over to your side.

HOW TO PRESENT EFFECTIVELY

- **Do your homework!**
Understand who you will be presenting to and tailor your message box appropriately to explain how and why your campaign should matter to them and the people they represent.
- **Be prepared for pushback.**
Make sure that your presenters are well-versed in the subjects they will be speaking about and are capable of answering difficult questions.
- **Listen to your audience.**
Structure your presentation in a

way that creates space for your audience to talk, share their ideas and ask questions. Although it can be challenging, you WANT to know what they are thinking.

- **Focus on key information.**
One of the most common mistakes presenters make is including too much information, which can cause an audience to lose focus. Only include essential information that you need folks to remember.

Evaluate

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

POSTERING

Why poster?

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

HOW TO POSTER

- The Federation has posters developed for a variety of different awareness and action campaigns that touch on consent, the Ontario provincial government's cuts to post-secondary education, cultural appropriation of Indigenous identities and more. (For more information email federation@cfsontario.ca). You can also make your own posters if that works better for your campus!

- Put your posters up in obvious and high-visibility areas on campus. Make sure to visit all buildings and even businesses on campus that are frequented by those you are trying to reach. Tip: ask your students' union if they have a list of bulletin boards on campus.
- Regularly re-poster to ensure your posters are not covered up by others, ripped down or falling off the walls. Also take down old posters that are no longer relevant on these poster runs.

Evaluate

If you are making your own posters, ask yourself the following questions to assess their effectiveness:

- Are the posters professional, clean, and easy to read with minimal text?
- Are the posters eye-grabbing? Do they stand out from others?
- Is the message clear? If advertising an event, are all of the details of the event present?

EMAIL NEWSLETTERS

Why email?

E-mails are a great way to inform, update or remind your membership about an issue, event or campaign. When you're doing outreach and collecting the contact info of those who sign up for updates and volunteering, make sure you are compiling emails in a spreadsheet.

When to send an email

You should limit your emails to volunteers and organizers only when it is necessary, unless an issue of immediate importance arises. It is best if you can establish a regular emailing schedule (e.g. every 2 weeks) and try to include all of the updates, deadlines, event information and any other information in a single email.

HOW TO SEND EFFECTIVE EMAILS

- Assign 1-2 people to write and answer emails.
- When collecting emails during outreach or events, confirm that the addresses are legible. When possible, collect emails digitally using a spreadsheet or document.
- Keep all of your email messages short and to the point. E-mails should not exceed three paragraphs and where possible use point form and line separations to punctuate or highlight the most important information, like the date, time and location of an event.

Evaluate

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



STEP THREE - TACTICS

AGITATE

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

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

BANNER DROPS

Why drop a banner?

Banners succeed in delivering a message as a part of an action or hung up in a public place as part of a banner drop.

HOW TO BANNER DROP

- Decide on text and imagery for the banner and who will be in charge of making it. Make sure the messaging is concise and to the point. Letters should be large and visible from far away. If creating a banner by hand, recruit volunteers to help. This can be a good task to

assign new volunteers to help them feel ownership over the creation of the campaign.

- Get your materials! Canvas is a common and inexpensive material used for banner making. Other things you may need are acrylic paint, paintbrushes and rope or strong tape (if hanging the banner).
- If leaving a banner in a public place, be aware it will likely get taken down and potentially thrown away. Don't let this stop you!

Evaluate

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



Here's an example of a large banner that was dropped as part of a national day of action for free education in 2016.

DISPLAYS AND INSTALLATIONS

Why choose a display or installation?

Displays and installations are a creative way of giving visual representation to issues tackled by your campaign. People will likely take pictures and pose with your creative visual displays which will help garner more attention to your campaign.

HOW TO CREATE A DISPLAY OR INSTALLATION

- Workshop ideas for displays with other organizers, volunteers and coalition partners on what type of display/installation would work best and where it should be located either in the community or on campus.
- Delegate roles on who will collect materials, who will create the display and who will set it up and take it down.
- Displays can be a stand-alone action or can be a part of other actions such as rallies, walkouts, pickets and more.
- Consider creating a sign near the display that tells people how they can get involved and which hashtags they can use if posting a picture of the display. Use hashtags associated with the campaign for example #wethestudents.



Here's an example of an installation created out of cardboard boxes that was used as part of a day of action for free education. Next to this display, you might have a sign that says: "Are you interested in being a part of a movement for free education in Canada? Contact: (include contact info for organizers)."

Evaluate

- What were the different reactions people had to your creative display?
- Were people taking pictures that they shared on social media?
- Did you encounter any challenges regarding the use of space materials that you should keep in mind for the future?

PETITION COLLECTION

Why collect petition signatures?

Petition collection is generally used to educate and agitate. Collecting petition signatures demonstrates public support for a campaign or an issue and is usually submitted to a decision making body responsible for making decisions on the issue in question (ex:

boards of governors at an educational institution, the legislative assembly of your province etc.).

When and where to petition?

Petitions can be used in the lead up to actions or events as a way to educate members and invite them to your rally, demonstration, town hall or other event. Take your petitions to events and busy spots in the community that you believe people you want to be involved in or aware of the campaign will attend!

Ex: During class talks, local labour council meetings, student union board meetings and events, orientation week, music festivals, malls, beaches, parks etc.

HOW TO PETITION

Before collection

Do your research if there is an organization (such as the Canadian Federation of Students or other) that is currently collecting petitions for an issue you are trying to gain momentum for and ask if they will send some to you and your peers. If making your own petition they should be clearly addressed to a particular person or decision-making body, and have clear language indicating what your issues are and what your demands are.

Leave space for people to print their name, their postal code, their signature and contact information (email address and phone number).

During and after collection

- Set time limits and goals. You do not want to exhaust yourselves or become bothersome to those you are trying to collect signatures from. Aim to get a certain amount of petition signatures during outreach.
- Create a common pitch for campaigners to use when seeking signatures. Prepare people with answers to difficult questions. Host a small training session to help people feel comfortable approaching strangers, giving the pitch and collecting signatures.
- Refer to tabling section for additional tips on where to do outreach and how to engage in conversation with new people about your campaign.

Evaluate

- Were you and your volunteers comfortable with collecting petition signatures?
- Did you reach your goal of # of petition signatures for that day? If not, how could you improve on your tactics to reach your goals in the future?
- Did you feel you answered tough questions well?

TOWN HALLS

What is a town hall?

A town hall is an open forum event, usually hosted by a politician or public figure, where the public can come to share their concerns or ask questions directly.

Why host a town hall?

Town halls are both educational and constructive. They provide the opportunity for individuals to communicate face-to-face with decision-makers, share their stories and seek answers to their questions. At the same time, town halls provide a forum where people can hold decision-makers accountable by engaging them in a public forum.

HOW TO HOST A TOWN HALL?

Prep

- Decide on a date, time and location that you believe will work for most folks. The town hall should be at least two hours long to have lots of room for discussion. Consider hosting multiple town halls if you have the capacity or believe it is needed.
- Get people out! Social media is a great advertising tool but should never be used as your only way to advertise an event. Invite people to the town hall while tabling, leafleting and in class talks. Start advertising as early as possible and go heavy on outreach during the days leading up to the event.
- Delegate tasks to volunteers of who will facilitate, take-notes, set up materials table(s), run microphones and more.
- Create list of 2-5 questions you want help with answering that you can pose to the audience during the town hall. For example, if hosting a town hall around climate justice you might ask “What strategies should be used to educate others about climate justice?” and/or “What steps can we take to make this campus greener/ more sustainable?”

- Decide on a process for how people will pose questions to the room.
- Have several standing microphones in the room where folks can line up and pose their questions as well as a wireless mic that someone can circulate around the room.
- Have questions submitted via paper and read them out-loud.

During

- Start with a brief introduction of those who are hosting the town hall and give context to why this town hall is taking place, the issues it will tackle and the goals of the town hall.
- Pose questions to the audience and encourage folks to ask their own questions to organizers and other audience members. Facilitators will lead discussions and answer questions while note takers will record what is being said.

Evaluate

- How was the turnout? What could have made the turn out better?
- Was the discussion productive? Did everyone have the chance to speak?
- Do you feel people learned from the town hall? Did the town hall encourage participation in the campaign/ lead new people to get involved?

TESTIMONIALS

What are testimonials?

Testimonials provide humanity to issues and movements. They offer visual representation to people’s opinions, thoughts or facts by writing it down or

through photos or videos. For example, if promoting an upcoming election, you can use postcards to get other students to write messages that began with “I will vote because...” which were followed by personal statements about taking action.

HOW TO COLLECT/DISPLAY TESTIMONIALS

- Do a call-out to ask people for testimonials. This can be in person asking folks at a table, event, meeting or other spaces to provide a testimonial or online via social media asking folks to send in written testimonials or recorded video.
- If writing down testimonials: after many are collected, consider spelling out a word with the postcards on a large banner and putting it up in a large, high-traffic space or creating a photo/video campaign for social media of people posing with or reading out their statements.

Evaluate:

- Did many people participate in testimonials? How did people engage with testimonials/ how was the public response?

OTHER WAYS TO AGITATE

- Button making
- Poster making
- Screen printing
- Paper mache people
- Flash mob
- Public outreach

STEP THREE - TACTICS

ORGANIZE

Undertaking resistance to unfair social and political conditions is the right of all individuals in a democratic society. We want a universally accessible system of post-secondary education. Being organized is how we register our collective displeasure with decision-makers. We want our decision-makers to be accountable. We want to make our campuses spaces where discussion and dissent are respected parts of academic and public discourse. We want to make sure that all members of our campus communities have the opportunity to speak up. We want to make sure that the voices of the majority have the majority say in our post-secondary education system. And we do this by organizing. Mobilizing and organizing is hard work! It only looks easy when it is done well. Use this section of the guide to help you get started with organizing your campus, but don't forget to be critical and strategic when selecting what tactics, you're going to be putting your time and energy behind.

COALITION BUILDING

What is coalition building?

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

Goal of building coalitions

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

When to build coalitions

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

HOW TO BUILD A COALITION

- Start by hosting a meeting. Send an invite to all campus groups who you think will be interested in supporting and participating in a campaign. Book a space on campus that can accommodate your expected turn out.
- When doing outreach such as tabling, coalition building or class talks - mention the date, location and time of your meeting and

encourage folks to come and sign up for updates about future meetings.

- Prepare an agenda and circulate it before the meeting. Ask prospective participants for input on agenda items. Some agenda items should include:
 - Purpose for the coalition
 - Hosting and chair sharing
 - Meeting frequency
 - Campus issues
- Establish campaign goals and gauge everyone's level of participation and knowledge on the issue. Remember that this is likely only one campaign of many that you and your coalition partners are undertaking, so be realistic about capacity, time requirements and budget when assigning and volunteering for tasks.
- Establish a timeline. Take a realistic look at what you are trying to achieve and have an honest discussion about the length of this campaign. Are you talking months or years?
- Establish information sharing structures (email and/or phone list, Facebook, etc.) and who will be responsible for maintaining these tools.
- Maintain regular contact with your coalition partners.

Evaluate

- Remember that coalitions can be strong forces on campuses to affect change, but they can also take a long time to build. Be patient and be consistent. Some points to consider when evaluating the success of a campus coalition:
 - Are the coalition members enthusiastic and positive about being able to achieve campaign goals?
 - Is there regular attendance and feedback from all coalition members? If not, are some groups being excluded due to factors that can be changed (ie. date or time of meeting, meeting location, etc.).
 - Is your campaign moving forward?

MEDIA STUNT

What is a media stunt?

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

Goal of a media stunt

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

When to do a media stunt

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

HOW TO DO A MEDIA STUNT

- Brainstorm ideas for your stunt. It should be creative, but not overly complicated – the media needs short, concise and clear messaging.
- Craft a media advisory and media release. A media advisory gives journalists advanced notice of your action. You can read about media advisories in the foundations chapter of this guide!
- Designate one person as the media contact – they should be the person listed and quoted on the media release. Designate another person as the media wrangler. This person is responsible for identifying journalists and bringing them to the designated contacts. Ensure you have extra copies of your media release on hand to give out to journalists.
- Go over the messaging with everyone involved in the stunt so they can effectively give an interview if the journalists seek other people's perspectives.
- Exchange contact information with journalists to follow-up on future stories and escalations.
- Post coverage to social media to garner more network shares.

Here are some tips for an effective media stunt

- Media isn't just the big newspapers. Reach out to the media outlets closest to you: campus newspapers and radio stations! Remember, journalists want short and sweet sound bites.
- In a busy world, you really need to stand out. Make sure your media stunt is creative, loud or visually

appealing to increase your chances of getting attention.

- While humor is always a good way to get attention, stay away from vulgar or offensive stunts – they don't add legitimacy to your issue.
- Keep up the actions! To effectively get your message out to the public it needs to be regular and consistent.
- Consider timing. The most effective days to do media stunts are Tuesdays, Wednesdays and Thursdays. Making sure you do stunts before 3PM will help your chances of getting on both the 6PM and 11PM news cycles.

Evaluate

After your media action, ask yourself the following questions:

- Did our action generate any media attention?
- Was coverage of your stunt positive or negative?
- Was your team on message? If not, make sure you review the stunt and messaging so lessons can be learned for next time.

RALLIES AND PROTESTS

What is a rally/protest?

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

Goal of a rally/protest

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

When to organize a rally/protest

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

HOW TO ORGANIZE A RALLY/PROTEST

Evaluate Your Membership

- Be realistic: Are people ready to participate in a rally/protest? Have you done the work to educate them so that they are willing to take to the streets?

Pick a Location

- Who do you want to see the rally/protest? Do decision-makers or stakeholders see the rally/protest?
- How will people attend the rally/protest? Is it easily accessible to low-engagement supporters?

Promote

- Use education and agitation tactics to advertise a rally/protest.
- Promote rally/protests to coalition partners and allies.
- Promote the action as well as the overall issue that has caused the rally/protest.
- Talk to everyone.

Logistics

Any large-scale event requires a number of logistical things to consider. The following is a list of some of the things you may need:

- Space or marching permits
- Logistical equipment such as sound, stage, trucks/flatbeds
- Volunteers, volunteer identifiers (construction vests or bandanas) and trainings
- Lead marshals (volunteers)
- Megaphones, chant sheets and chant leaders
- Media and police liaisons
- Emergency Medical Services
- Accessible Transportation

Day of rally/protest

- You should do a check-in with your key group of organizers the day before to make sure that all the last-minute details are assigned and that everything is ready for the following day.
- A final high-energy outreach blast should be coordinated for the day of the rally/protest. Chalk sidewalks and classroom boards, class talks, leafleting, etc.
- During the rally/protest you should assume that everything you planned for will go wrong. People will be late, speakers will talk for too long, sound equipment will not work. The only people who will notice that this is happening will be the organizers. For the most part, everyone will think things are running according to plan. Fill dead time with chants and make sure you keep the energy high during the event.

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

Evaluate

- What was the turnout of dedicated volunteers and new attendees?
- What was the decision-maker, media or public response?
- What energy exists to continue escalation?

OCCUPATIONS

What is an occupation?

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

Goal of an occupation

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

When to occupy

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

HOW TO OCCUPY

Determine your location

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

Some things to consider when choosing a location include:

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

Determine what you need

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

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

Develop a plan

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

- Who will be the first to enter?
- Who are the designated spokespeople?
- Who will secure the door?
- Who will be the media contact?

- Who will be the police/security liaison?
- Who will send out a press release and be the media contact?

Occupying

Doing the actual occupation is somewhat easy, but you need to gain access to the space. Once inside people should do their assigned tasks. People should sit as soon as they enter the space. You should expect a negative reaction as soon as the occupation starts, but once information detailing the reason for the occupation is handed out, people usually understand what you are doing. Once you have secured the space, a press release should go out explaining that an occupation is happening, what your demands are and why. When the space is secured and the press release goes out, the bulk of the time in the occupation is spent doing social media work. At points you may be visited by police/ security and the media.

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

Evaluate

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

WALK OUT

What is a walk out?

A form of protest in which students, workers, and/or community members collectively leave a space such as a school, workplace or event. The walk out can be spontaneous or planned in advance.

Goal of a walk out

The goal of a walk out is to empty a school, workplace or other space to demonstrate widespread disapproval or dissatisfaction with something (ex: government or institutional policies, inaction to stop oppressive speech/ behaviours etc.)

When to do a walk out

Organizing a walk out is a massive undertaking that not only requires many logistical considerations made in advance, but also that the majority of your members are educated on the issues of your campaign and ready to take the next step into action. This can often mean weeks to months (or longer) of preparation, outreach and capacity building with your membership. Similarly, a walk out can and should be preceded by other actions designed to educate members and build consciousness around the issues. These can include, but are not limited to, petitions or postcard collection, media stunts, town halls, teach-ins and other tactics.

HOW TO DO A WALK OUT

Before you begin a walk out,

make sure you evaluate carefully where your members stand on the issues. Ask yourself some of the following questions:

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

Prepare for your walk out

- First, evaluate where your members are. Have you laid the groundwork to ensure broad participation in a walk out?
- Form an action plan that articulates how you will educate and organize your members in the lead up to the walk-out.
- A great deal of outreach will be required to convince people to walkout.
- Set a date, time and location. Walkouts can last all day or for a set time frame. Make sure it is far enough in advance that you can do the appropriate groundwork and capacity building with your members. The location can be an area on or off campus where you can have a post-walk out rally, picket, blockade or other action.

- Make sure you have a contingency plan for the weather. If there is inclement weather, will you still meet outside, or will you meet inside?
- Designate one or two spokespeople to get your message out to the media. Make sure you craft a solid message in the form of a media advisory or press release and send it out to local news sources.
- If having a rally after the walkout, designate 3-6 people to speak to why they are walking out and the importance of the walkout. You could also have an open mic following designated speakers to hear from participants about what this walkout means to them.
- It can be helpful to create a material that details why you are walking out that you can hand out to participants and passersby. Consider also hosting a sign-making event prior to the walkout or make signs while at your outreach table to draw attention to the action and get folks prepared to walkout.

HOW TO ENSURE A SUCCESSFUL WALKOUT

When doing outreach, have a pledge sheet where people can sign up to commit to walking out. You can contact folks a few days prior to the walkout to confirm their participation.

- Assemble a group of core volunteers. Go over logistics, assign roles and responsibilities, then plaster your campus with posters that provide the time, location and purpose of your walk out.

- Head into big lecture halls and write the same information on all the chalkboards. If possible, put leaflets on the chairs as well.
- On the morning of the walk out, send out as many campaigners as possible to remind students as they head into class of your scheduled walk out. These same people will be responsible for pulling people out of class when the walk out is scheduled to begin.
- As students begin to walk out and assemble at your agreed-upon location, make sure you have people greeting them, giving them chant sheets or other materials.
- As the rally begins, make sure you have people designated to speak with both institutional authorities/security and law-enforcement to ensure the safety of those taking part.
- Have an assortment of speeches, chants and other actions to keep your walk out lively. Drums or music is also a good way to keep the action fun and positive.

Evaluate

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

DIRECT ACTION TRAINING

What is direct action training?

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

Goal of direct action training

The goal of direct action training is to make sure that participants are knowledgeable of the logistics, responsibilities, rights and risks associated with a direct action.

When to do direct action training?

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

HOW TO DO DIRECT ACTION TRAINING

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

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

Evaluate

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



MOVING FORWARD

ACTION PLAN

“Educate! Agitate! Organize!” has been the theme of this guide, but there is one more word to that phrase: **evaluate**. Your campaign needs constant evaluation to ensure a successful outcome. Sometimes the political climate shifts. Sometimes another pressing issue arises that means you need to switch gears entirely. Sometimes your event doesn’t bring out the numbers you expected. And sometimes, you won’t reach the goal you had hoped for. This is all a natural part of a campaign cycle. It’s not a linear process that can be easily organized in simple steps.

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

BURNOUT

Organizing is hard work. You will not achieve your goals immediately and there will almost certainly be bumps along the way, especially when doing social justice work. When you are feeling burnt out and low on capacity, ask for help in whatever ways possible. If you find you are taking on too much, try and delegate as many tasks as you can and take a step back.

If you find others are burning out within your movement/campaign - evaluate how escalation is being maintained after actions and events. Host volunteer socials that do not revolve around working on the campaign, let those who are helping you know that their help is appreciated.

Remember that the best way to fight burnout is to **focus on having fun throughout your campaign**. By integrating social events, creating space for volunteers to enjoy their time together, and showing appreciation for your team’s work, you will be able to help address burnout and build a community of support at the same time.

TOOLS AND RESOURCES

In the following appendices, we’ve given you additional tools and resources such as an example of a community mapping guide, three-month calendar and tactics thermometer, to provide some guidance of how to map out a timeline for your campaign.

Before making your own action plan, consider what the goals of the campaign are and what the keystone moments of the campaign will be, then plug them in!

The purpose of this calendar is to provide you with a framework for how to map out your campaign, but this example is in no way the only way to organize! Every campaign is different and will require different steps towards education, agitation and organization at different times and in different ways. What works for some campaigns may not work for others, continuously assess what is best for your campaign and your campus.

Good luck and remember: Educate! Agitate! Organize! Evaluate! Then do it all over again.



STEP THREE – ACTIVITIES

STEP THREE ACTIVITIES

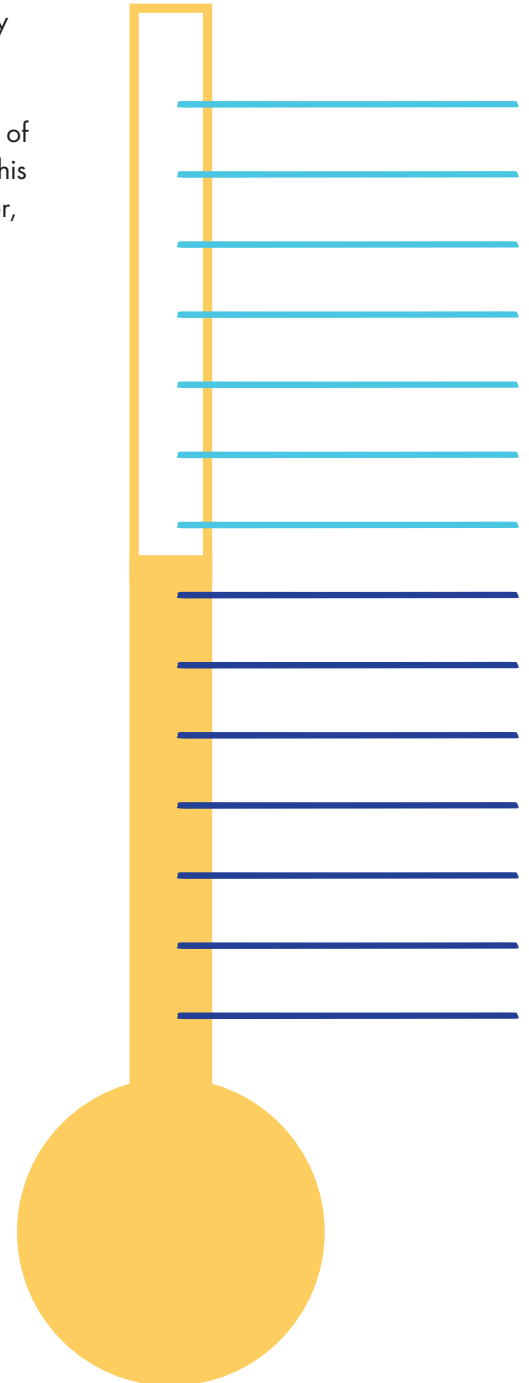


EXERCISE 1 - TACTICS THERMOMETER

Here's an assortment of tactics that students have used and loved. Pick an issue on your campus and imagine you're planning an escalating campaign. **Use the blank thermometer, and write in the tactics you might use, beginning at the bottom with the mildest ones.**

Which tactics are "hotter" might vary from one workplace to another, and some tactics will be unique to a particular workplace. Can you think of actions you might try that aren't on this list? Place these on your thermometer, too.

- | | | | |
|--|---|--|--|
| Bombard the boss with phone calls and emails | Put up posters | Wear T-shirts or hats with a slogan or cartoon on a particular day | Visit the boss in a small group |
| Strike | Wear buttons or stickers | Distribute leaflets | File a group grievance with signatures |
| Hold an informational picket line | Rally in the parking lot and enter the building at the same time | Circulate a petition | Set up a Facebook page for your campaign |
| Write and sing a song about the boss | Barrage management with tweets and Facebook comments | Invite a giant inflatable rat to sit outside the workplace | Do a survey |
| Meet with outside supporters; get them to take action, too | Visit the boss in a large group | All take breaks at the same time | Spill the beans to the media |
| Call the boss out in front of other workers | Everyone gets "sick" on the same day | Work to rule | Make up wallet cards that define workers' rights |
| | Do a skit or other creative action at a picket line, shareholders' meeting, or public place | Rally at company headquarters or another target | Stop working overtime, all together |



EXERCISE 2 - BLANK MONTHLY CALENDAR



With the following blank calendar pages, use the information gained from completing this organizing guide to **fill out a draft plan on what the next three months on your campus will look like!** For more information, use a copy of our Action Plan Calendar as reference.

Month 1

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

Month 2



SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

Month 3



SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

ACTION PLAN CALENDAR



- EDUCATE
- AGITATE
- ORGANIZE

September

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 Move in Days Outreach	2 Orientation Week - Outreach!	3 Orientation Week - Outreach!	4 Orientation Week - Outreach!	5 Classes Begin Orientation Week - Outreach!	6 Orientation Week - Outreach!	7
8	9	10 Button and Poster Making	11 Outreach - Tabling, class talks, leafletting, petitioning	12	13	14
15	16 Poster the campus and community	17 Outreach - Tabling, class talks, leafletting, petitioning	18	19	20	21
22	23 Consider hosting a workshop/ volunteer meeting	24	25	26 Outreach - Tabling, class talks, leafletting, petitioning	27	28
29	30 Host another volunteer/ campaign planning meeting if needed					

Beginning to Mid-September: Try and set up a table during clubs days and other orientation week events where you are able to hand out materials, collect petition signatures and have meaningful conversations with new and returning students about your campaign to educate and recruit volunteers.

Mid to End of September: If you have the capacity, try to keep up outreach for at least one day a week to keep momentum going. Consider poster the campus if you have posters available that inform people about the campaign and how they can get involved. Towards the end of the month if you have a base of people interested in volunteering with the campaign, think about hosting an informal event where you and your volunteers can meet to discuss what responsibilities need to be taken (social media, research, outreach, volunteer liaison etc.) and do some planning for what actions you might like to work towards and map out an outreach strategy.



SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2 Start reaching out to coalition partners about joining in the campaign	3 Think about planning a presentation to stakeholders with volunteers this month	4 Think about planning a town hall this month	5
6	7 Outreach - Tabling, class talks, leafletting, petitioning	8 If doing a town hall – invite people while doing outreach	9 Outreach - Tabling, class talks, leafletting, petitioning	10 Create and put up posters advertising your town hall or coalition meeting	11	12
13	14 Host your first coalition meeting sometime this week	15 Delegate any remaining tasks required for planning your town hall	16 Outreach - Tabling, class talks, leafletting, petitioning	17	18	19
20	21	22	23	24 Outreach - Tabling, class talks, leafletting, petitioning	25	26
27	28 Present to stakeholders or hold another coalition meeting this week	29 Host a town hall sometime this week	30	31		

Beginning to Mid-October: If outreach and volunteer recruitment is going well- consider taking your campaign to the next level by hosting your first coalition meeting and/or planning a presentation for a stakeholder. If hosting a coalition meeting, promote the meeting during outreach you do in the lead up to the meeting. Whether you host a coalition meeting or just a meeting for volunteers/campaign members, assess the appetite to plan an action or event (town hall, walkout, occupation, protest/rally, media stunt or other) and start the conversation around planning said action or event.

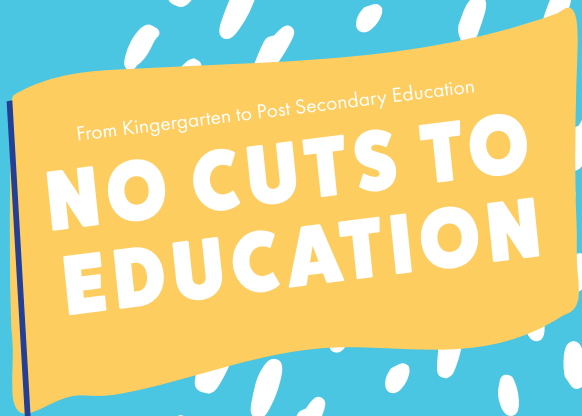
Mid to End of October: If outreach and volunteer recruitment aren't going as well as planned, that's OK! Consider switching up your strategies, trying to reach different groups of people and asking other groups on campus for help. If you host a coalition/volunteer meeting during the middle of the month, consider hosting another towards the end of the month and get the balls rolling to plan an action in November.



SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1 Outreach - Tabling, class talks, leafletting, petitioning	2
3	4 Host another coalition meeting to plan action within the next week	5	6 Outreach - Tabling, class talks, leafletting, petitioning	7	8	9
10	11 Make a creative visual for your action sometime this week	12 Outreach - Tabling, class talks, leafletting, petitioning	13	14 Button and Poster Making – Promote your Action	15	16
17	18 Host your action within the next two weeks	19 Host another action planning meeting if needed	20 Outreach - Tabling, class talks, leafletting, petitioning	21	22	23
24	25 Outreach - Tabling, class talks, leafletting, petitioning	26	27	28	29 Debrief sometime after your action	30

Beginning to Mid-November: If you’re hosting an action this month, go heavy on outreach in the lead up with the help of campaign and coalition members. If you have the capacity to make a creative visual (banner or display/installation), give this task to a working group of the coalition or make it an event where new people can participate in it’s creation. Host a coalition meeting or two prior to the event to ensure everything that needs to be done prior to is taken care of.

Mid to End of November: If hosting an action in the third month of your campaign, make sure to schedule a debrief with your team as soon as possible after the action to go over what went well and what to improve on for the future. At this debrief you can discuss next steps for the campaign and ways in which you can continue to build momentum following the action.



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