

Go Green Week 2017 – Divest Barclays Campaign Planning

15th February 2018 7:15-8:15pm



| Time | Timings | Section |
|-------------|----------------|--|
| 7:15-7:25 | 10 mins | BREAK |
| 7:25-7:35 | 10 mins | <p>Introduction [During this pass round a phone/tablet/laptop with registration form]</p> <p>Go round the group taking it in turns to introduce yourselves with your name, gender pronoun and favourite type of cake.</p> <p>Explain the agenda for the next 50 mins</p> <ul style="list-style-type: none"> - What makes a good campaign? - Power Mapping - Strategy and tactics - Timeline - Conclusion |
| 7:35-40 | 5 mins | <p>What Makes a Good Campaign?</p> <p><i>Task</i> As a whole group, brainstorm the characteristics of a good campaign. Put the ideas up on a flipchart paper/whiteboard for participants to refer back to later.</p> <p>Some useful key characteristics:</p> <ul style="list-style-type: none"> ● Well planned; ● Well organised; ● Achieves its aims; ● Strategic; ● Relevant; ● Involves and interests lots of different people; ● Coherent message; ● Positive media coverage; ● Original; |

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| | | <ul style="list-style-type: none"> ● Exciting. |
| 7:40-7:55 | 15 mins | <p>Power mapping</p> <p>The goal of the campaign is simple: for both the Students' Union and University to boycott Barclays until the bank stops financing fossil fuels.</p> <p>Using power maps is a useful way to understand who supports your goal and who opposes it, as well as mapping out who has the most influence to prioritise who to put the most energy into convincing and who to ask to help you out and when.</p> <p>Facilitator: give a brief example using a template power map. Give one example of someone in each quadrant (more influential + supportive, more influential + opposed, less influential and supportive, less influential + opposed).</p> <p>Explain that although someone like an individual student or society might be very supportive but not influential, getting lots of students and groups to work together on particular tactics can increase their influence and move them up the spectrum.</p> <p>Split the group into groups of 5 or so and get them to map out the power map of their campus (SU + university) including staff, students, SU officers, community members etc.</p> <p>After 5 or so minutes, get everyone to come together and share what they came up with.</p> <p>Make sure at least one of the maps becomes populated with everyone's ideas so its full and can be used + modified throughout the campaign.</p> <p>[see example Power Map below]</p> |
| 7:55-8:05 | 10 mins | <p>Strategy and tactics</p> <p>Your goal is for the SU and University to boycott Barclays – and now we have some sense of who is supportive and who needs to be convinced.</p> <p>Use the power maps to think of what tactics you might use to get from where you are now to winning your goals.</p> <p>Think of questions like:</p> <ul style="list-style-type: none"> - What can we get our supporters to do to help the campaign to maximise their influence? |

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| | | <ul style="list-style-type: none"> - How can we convince our influential opponents to come closer to our side? - What tactics are going to pressure decision-makers into agreeing to our demands? - What tactics have worked on similar campaigns on our campus or others? - Think about a range of tactics. What are some entry-level tactics and what are some more risky ones? - If in 6 months the campaign has got nowhere with decision makers, how are you going to step up the pressure? <p>Give the same groups 10 minutes to brainstorm as many tactic ideas as they can.</p> |
| 8:05-15 | 10 mins | <p>Timeline</p> <p>Explain that when planning a campaign its important for everyone to have a sense of the campaign's direction. Where are we starting from? Where do we want to end up? What's our plan to get there?</p> <p>The easiest way to do this is to map out a timeline for the year. This can always be modified as you go, but its a good starting point.</p> <p>Using a few sheets of flipchart paper, stick a year-long timeline on the wall. Ask each group to feed back the tactics they came up with and ask them to decide where they should go on the timeline.</p> <p>At the beginning should be movement building tactics to grow support by educating people, bringing supporters into the group and convincing opponents. Then step up the directness of tactics to escalate progressively as time moves on.</p> <p>Ask the group if they're happy with the timeline, if they think anything should be moved around or is missing. Does the timeline escalate tactics?</p> |
| 8:15-20 | 5 mins | <p>Conclusion</p> <p>Ask everyone to say how they're feeling in 3 words.</p> <p>Ask everyone to fill in evaluation forms.</p> |

Resources

Power Map

