Friday Night Live

Guide to Engaging Youth in Policy Change

July, 2012
About This Toolkit

Did you know that FNL chapters and Youth Councils across California have successfully changed policies to make our communities and schools healthier and better places for young people? Props to all those youth and allies who have taken on this difficult and important work. We hope this toolkit helps you prepare and motivate youth to do the same!

Who This Toolkit Is For

This toolkit is strongly oriented towards training your youth in the specifics of policy advocacy work. All workshop leaders should have workshop facilitation training and experience before taking on these activities.

What’s Inside

Inside this toolkit are some important activities that help you and your youth groups learn about policy and develop campaigns that can change policies. The toolkit focuses on six one-hour to 90 minute activities that can be led by advisors, FNL coordinators or youth leaders during a regular gathering of your chapter or council. They are the following:

1. Paw-Luh-Seas: Breaking it Down for you and Me
2. Don’t Get Played: Know the Policy Game
3. Who’s Got the Power? Understanding Power and Who Has It
4. Got Gameplan? Developing a Strategy for a Policy Win
5. Going Deep: Demands, Tactics and Targets
6. Not Just Trash Talk—Getting ready to speak with Policy Makers

Reading and Using Individual Activities

Activities should be read carefully in advance—not just right before your workshop or training with youth. We’ve labored to make these activities clear and fun but the concepts behind them are not always so straightforward or instantly graspable. That’s because the work we are doing—long term systems change work—is difficult and complex. So review the activity instructions and the materials prep section at least a day in advance so you know what you need to do to ensure you understand what you are doing and have the materials ready to implement it successfully. In some cases, you may need to adapt materials or slides from what is provided by the activity—make sure you also have time for that!

Fit With The FNL Roadmap

Policy work is hard and there’s a lot to learn. So know that even though there’s a lot inside this toolkit, we haven’t covered everything. This toolkit drills down in a few key places on the FNL Roadmap but shouldn’t be seen as a substitute. Your group’s decision to pursue a solution that has a policy change component should come out of the FNL roadmap process in which you first determine your vision and do your initial research on the issues and problems you are facing.
Are You Ready for Policy Change Work With Youth?

Engaging youth to educate policy makers or direct policy advocacy is important and meaningful work but it is also challenging, complex, and political. This work takes patience, preparation and flexibility for you and for the youth you are supporting. It requires adults to do much behind the scenes work that youth advocates will not have the time for. It requires real support and buy-in not only by your supervisor but also the leader of your organization as well. It demands that you have a thick skin because you may not succeed in your efforts right away. It requires that you value the process and see steps along the way as mini-victories to savor because real policy change can take many months, or in some cases, years. It requires creativity to help youth keep energized, focused, and motivated during the periods of down time as well as an ability to get youth up to speed quickly when the time is right to take the next steps. As the staff person supporting this project you don’t need to be an expert in policy advocacy or community organizing but…we need you to be fired up about the work and interested in learning about what you don’t know.

If this sounds like too much of a headache it might not be your cup of tea. But know that this can be an incredible experience that builds professional skills, expands your professional network, strengthens your sense of your own (and your youth’s) power, and creates a memorable legacy for all of you involved. And because it’s about policy you can know that the change you make will last a long time and impact many, many people. You will learn so much and potentially look back 10 years from now and say “We did that!”

On the next page you’ll find a checklist to help you and your supervisor determine if you are ready to do this work with youth.
### Are You Ready? Checklist

Use this list to assess the readiness of your program and staff to undertake policy work. If you want to do this work, there should be only a few NO’s and MAYBE’s circled. For those who have more than a few, you may not be ready at this time.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>Maybe</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there a lead adult staff person who will be assigned to this policy advocacy project?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there organizational resources to support a longer-term assignment for the lead staff person?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there support by the lead staff person’s supervisor and other management to undertake policy advocacy?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there a group of at least 5 youth to form the core of the policy advocacy team?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can this group of youth meet at least once per week?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will their meetings last at least 90 minutes per session?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the lead staff person (or other support staff) have the ability to deliver trainings like those inside?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will most of the core group of youth be able to participate for at least a school year?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the lead staff person comfortable with and prepared to interact with key institutional or political leaders or their aides?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the assigned lead staff person possess enough verbal and written communication skills to effectively communicate with a variety of institutional and political leaders and other stakeholders?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there at least some young people in your group who can meet outside of regularly scheduled sessions for meetings with community stakeholders, campaign allies, &amp; policy makers?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outside of planning and prep for youth meetings, will the assigned lead staff person have time to conduct day to day logistics, correspondence, community outreach, materials development, and related activities necessary to sustain a policy advocacy effort?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will the assigned lead staff person be able to allocate time for personal research and reading to be better informed about the specific policy process they are engaging in?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Policy Advocacy vs. Lobbying

FNL chapters and Youth Councils absolutely can do policy advocacy without violating federal laws on lobbying. Here’s what the IRS says about lobbying for specific legislation:

A 501(c)(3) organization may engage in some lobbying, but too much lobbying activity risks loss of tax-exempt status.

Legislation includes action by Congress, any state legislature, any local council, or similar governing body, with respect to acts, bills, resolutions, or similar items (such as legislative confirmation of appointive office), or by the public in referendum, ballot initiative, constitutional amendment, or similar procedure. It does not include actions by executive, judicial, or administrative bodies.

An organization will be regarded as attempting to influence legislation if it contacts, or urges the public to contact, members or employees of a legislative body for the purpose of proposing, supporting, or opposing legislation, or if the organization advocates the adoption or rejection of legislation.

Organizations may, however, involve themselves in issues of public policy without the activity being considered as lobbying. For example, organizations may conduct educational meetings, prepare and distribute educational materials, or otherwise consider public policy issues in an educational manner without jeopardizing their tax-exempt status.¹

In other words, lobbying is legal but only in small amounts and it’s only lobbying if you are pushing for legislation with specific governing bodies like city councils, county boards of supervisors, or the California State legislature. Any effort to push for changes in policies in a school, school district, or private company is NOT considered lobbying. And goodness knows we need policy changes in those institutions! Also, any effort related to enforcement of a specific piece of legislation is also NOT considered lobbying. Here’s how the Center for Nonprofit Management breaks down what is NOT considered lobbying.

A great deal of advocacy… would not be considered lobbying under the IRS regulations. If your communications is not about a specific proposed decision for legislators to make (passing a bill or ordinance), or your communication does not encourage citizens to urge their legislators to enact a law, then it is not lobbying. The key issues are who the audiences is, and you are asking the audience to do. If advocates are speaking with administrative officials, who do not pass laws but rather enforce them (and changes in their policies can make a huge difference), their advocacy is not lobbying because there is no legislative decision. (This difference between executive decisions and legislative decisions can be confusing.) Public education or issue advocacy, or generally promoting a point of view on an issue, typically is not lobbying for one of two reasons: (1) When directed toward legislators, an advocacy campaign is not lobbying unless it urges legislators to adopt specific provisions of law; or (2) When directed to members of the public, even though the advocacy campaign endorses a specific response in law to a problem, such as increasing funding for education, it is not lobbying unless it encourages citizens to urge their legislators to pass an increase in education funding.²

We’ve tried to create a toolkit that respects the need for FNL counties to focus their policy activities on advocacy and avoid lobbying, while also building youth advocate knowledge in how the policy development process works. In each activity there is a specific section that addresses the lobbying question and explains how the activity supports policy advocacy efforts without veering into new territory.

---

2. From Southern California’s Center for Nonprofit Management. See http://www.cnmsocal.org/resources/articles/faq-lobbying-and-advocacy.html
A Word About Enforcement

Everyone has stories of school or family rules that teachers disregarded or family members ignored. This is also the case with local governments, school districts and other institutions. Policies don’t mean much if the people charged with implementing them don’t have the tools or will to see them enforced. A great example is the Lee Law, which states that all California stores that sell alcohol for off-site consumption must keep at least 66% of their storefront windows free of ads or signs of any kind. Any tour of rural and urban communities in the state will reveal retailers who visibly violate this state law without fear of reprisal. Many other city, county and state laws impacting underage drinking and community health laws are also not enforced well. There are lots of creative ways that FNL groups can work with local officials to help enforce existing laws: any of these activities are perfectly legal and NOT considered lobbying.

Youth and community groups working to change policy—or educate local policy makers on issues that need policy solutions—need to also think through how laws get enforced at the front end. Effective policies are ones that consider who enforces the policy and how it gets enforced. It is never possible to anticipate all the challenges to enforcement of policies prior to proposals becoming official. However, advocates should be explicit in addressing them, and make sure to solicit advice specifically from groups and officials who are responsible for implementation during the policy development process.
1. Paw-luh-seas: Breaking It Down for You & Me

Description
This workshop helps participants understand what policies are and how policies get made at the local level. It starts by helping participants connect policies to rules they grew up with then describes definitions of policies. Finally, it helps youth participants understand a local policy process using a simple game.

Learning Objectives
Participants will be able to:

• Understand the definition of a policy and the different kinds of policies
• Make the connection between rules that are in place in their homes and schools and the policies and laws at the local government level
• List the steps that are taken to create a formal policy at the city level

Time
40-50 minutes

Advocacy vs. Lobbying
This activity defines policy and offers an initial introduction to the overall development of policy but is careful to use language that show the role of education, as opposed to direct advocacy, as part of the process.

Flip Charts or Slides Needed
Definition of Policy
List of types of policies
Policy Puzzle Race Activity directions

Materials Needed
Slips of yellow and green colored paper (about 1” x 8”) – but any two different colors work
Enough pens or paper for participants
2 to 3 sets of Policy Puzzle Race pieces
3-5 inexpensive prizes for the group who wins the policy puzzle race

Handouts Needed
Policy process handout (Attachment 1-A – A sample is shown but will need adapted to the specific policy process your group will focus on)

Other Prep Needed
Workshop leaders need to familiarize themselves with the local policy process for which they are training youth participants to be engaged in. Preparation should include at a minimum a thorough review of the official rules regarding legislative process (or similar if focusing on a school district) as well an interview with a legal expert or policy advocate who can provide a more nuanced explanation of the process, and answer questions.*

Agenda
1. Family Rules icebreaker – 10 minutes
2. Presentation – What is Policy? – 10 minutes
3. Activity-Rules you like to change – 10 minutes
4. How Policy is made—Puzzle Race – 20 minutes

*Descriptions of the local legislative (ordinance) process can sometimes, but not always, be found on City or County’s website. The best place to look is the section for the City or County Clerk. For example, the City and County of San Francisco posts its ordinance development process in the City Clerk section of the City website. The title of that document is Legislative Process Handbook and you can find it by going to http://www.sfbos.org/index.aspx?page=9522. Some local governments will not have this document available on-line. If not, contact the Clerk’s office or the office of a County Supervisor or City Council member and ask them for a document that describes the steps that the City Council or Supervisors use to pass local ordinances into law.
**Workshop Instructions**

1. **Family Rules Icebreaker**

   **A.** As participants come into the training circle give them one green and one yellow slip of paper, plus a pen or pencil.

   **B.** Give activity directions by saying... For our icebreaker, I want us to think about our family rules. If you are not living with parents or guardians now, think of a time you were. On the yellow slip, write down one family rule you followed. On the green slip, write down the one rule you couldn’t stand and often tried to break. Write down only those that you are comfortable sharing with others, but we welcome you to share those that are silly, interesting, or relevant to your culture or community. Please avoid rules about curfew—that’s something we are all familiar with. Give an example from your family for each and check for understanding.

   **C.** Give participants two minutes to write down answers and then direct them to crumple them into balls and throw into the circle. When everyone has done so, direct participants to pick one yellow and one green ball from the ground and read it to themselves.

   **D.** Then ask participants to read the yellow slip (rules they followed) in a circle. The facilitator should pay attention to common themes for this set. Starting with the same person who read the yellow slip, have them read their green slip, but go in the different direction. Pay attention to common themes for these rules (the ones they couldn’t stand tried to break) as well.

   **E.** Ask participants to reflect on our group’s rules. Some questions you could use to debrief might be:

   - Where there similarities in the rules we all followed, and in those didn’t and broke or tried to break? Why or why not?
   - Why are rules important? Is it important to always follow rules?
   - Was it easy to come up with rules? Why or why not?
   - What was the most surprising rule to you?

   **F.** Conclude intro activity by tying family rules to laws and policies. Suggested points to make are below:

   - Rules are everywhere, in our families and our schools, in our community and in our country. Some rules we like some we don’t like. Rules can be helpful—they can keep us safe, make things fair, and help us be better people. Some rules are can keep us down, make our life more difficult, or give advantages to some of us over others. And sometimes the problem isn’t about the rule, but whether it’s enforced. Anyone who has a sibling probably has a story about when a rule was enforced for you but not your sibling, and how unfair that felt. Whether we like them or not, rules are very important, and can make a big difference in our families, in our communities, and in our country.
• Our country’s rules are called laws—can anyone think of a rule that has been really helpful for people in our country? Can anyone think of a law that was wrong and needed to be changed?

• [ask for participants to share their thoughts]

• Today we are going to learn more about policies, which are another formal name for a rule. We are going to learn about the different kinds of policies and explore how policies get made in our city (or town or county or school or school district). Knowing what policies are, and how they are made are critical if we want to change them.

2. What is policy?

   A. Reveal PowerPoint slide or flip chart with the following definition. Ask for a volunteer to read the definition.

      Policy—a rule, decision or regulation on what a person or a group of people can say, do or have.

   B. Explore who makes policy. We just talked about family rules—we could just have easily said family policies—it’s the same thing. We also talked about our country’s laws—we could just have easily called them our country’s policies. Besides families and our country, where else can we find policies? Ask participants to brainstorm and collect results on flip chart paper.

   C. Next, reveal a separate list with different places where we find policies. This list should include:

      • Family Policies
      • School Policies
      • Company policies
      • City Policies
      • State Policies

      Explain to participants that government policies are important, but policies of these other “institutions” (star or check school or company policies on the chart for emphasis) are also important. Give an example:

      Like your weekend? Well 75 years ago this country didn’t really have 2-day weekends for most workers. Employees and employee unions had to organize to change corporate policies so that workers could get these two-day weekends.

      Transition to the next part of workshop by saying—so we have one example of a policy that got changed for which we all benefit. Next we will think about rules or policies we want to change now.
3. Activity—Policies we want to change

A. First ask participants to find paper and pen. Then have participants pair up and face each other. If participants sit side to side ask them to orient their chairs so they are looking directly at each other. Explain that they will individually and silently reflect on a school or work policy that they would change if they could. Once they have a rule they want to change, they should write it down what they would change about it and why. Give a simple example like...

   Our school starts at 7:50 AM. We should change it to 8:50 AM or 9 AM. I am really tired for the first class and so are my peers. Most high school students do better when school starts later.

Write up these three directions on flip chart paper. Each person should take 5 minutes to answer these questions silently, and then share with his or her partner. Encourage pairs to use active listening skills like making eye contact, head nodding, or uh-hums to show you are listening. Tell participants they will be reporting out on their partner’s policy or rule change so they really need to be paying attention.

B. Once both in the pair have shared, go around the room and have participants share back their partner’s rule, the change they’d make, and why.

C. Debrief the activity. some questions you could ask include:

   • What stood out for you in doing this activity?
   • Was it hard to identify policies or rules they’d want to change in their school or work?
   • Is it clear to you how what steps you would need to take to change these policies?
   • What do we know about policies now compared to when we started this activity?

D. Conclude the activity by explaining that if we want to change rules and policies we need to know more than what we’d want to change. We also need to know the process or steps that one has to go through to see change. Schools, cities, counties, states and even companies have a way that rules and policies are created—we are now going to learn about one of them.

4. How Policies Happen at the local level—Policy Puzzle Race

A. Introduce the activity.

In our city (or town or county) we have a process to create or change our policies. These processes are very specific, very detailed and have many steps.

In teams, we are going to get a set of these steps, but totally out of order. Your job is to get them in order as quickly as possible—this is the policy puzzle race. You must work quickly as a group to figure out the order you think is correct.
Explain to participants that this could be hard for most of us to get it right—they should focus on educated guesses and don’t worry if you have doubts about whether your order is correct.

If you think you have it right, send a runner over to me and ask me to come and look at the order. If you correct (and the first) I will declare you the winner! If not I will tell you it’s wrong and you will need to go back and try again. Once you have a new order, you must again send a runner and I will come to you. If I am reviewing one group and you are ready for me to review yours, you must wait till I am done and then I will come over (unless the group for whom I am reviewing their pieces gets it right first!)

Check for understanding, and get participants into groups of 2-4. Have them come up with a group name and shout it out. Then Give one set of puzzle pieces to each group. Ask groups to hold off on reviewing pieces until you say go.

When you’ve identified a winner, present the prizes and have participants go back to the circle. Reveal the winning order on a flip chart and using additional info you’ve gathered about your community’s policy process give additional detail about each step.

B. Do the activity.

Add some playful stress to the activity by doing running commentary based on how you seeing groups making progress on arranging the pieces (like a horse racing announcer...And they are off...looks like [group name] is off to a fast start).

C. Review and Debrief

After reviewing the correct steps in order, debrief this part of the activity with participants. Some questions you might ask include:

- How much of this is new information for you? What key things did you learn from the policy puzzle race?
- Why is it important that we know each step in the process?
- Is it enough to know each step in the process to see policy change?

5. Activity conclusion

A. Summarize some of the key pieces of the entire activity, also noting any specific learnings or observations participants made at the different parts. Reference the question from the last section of the activity (puzzle race) about whether it’s enough to know each step in the process to see policy change. Share with participants that at each step, there’s a lot happening. Knowing what can go right and wrong is also really important and we will also learn about this in our next policy workshop.

B. Conclude with Una Palabra (one word) by directing participants to share a word or phrase that captures a feeling or thought about this activity.
Attachment 1-A: Policy Process for Puzzle Race

Use or adapt these nine steps in the policy process for puzzle race. [These are the official steps in San Francisco—other cities or counties will have differences]. Create individual slips of paper for each step, being careful to ensure that pieces are not in order and that #’s have not been included.

1. Community member or group educates Supervisor about a problem or concern that needs a policy solution.

2. Supervisor proposes new policy or policy change based on education by community

3. Supervisor directs the City’s legal office (called the city attorney) to write an ordinance based on the proposed policy

4. Supervisor formally introduces the ordinance written by the city attorney

5. There is a hearing on the ordinance by a committee of Supervisors. Public Testimony is heard.

6. The Committee votes to approve the ordinance and sends it to the full board of supervisors for a vote

7. The Board of Supervisors votes (need at least 6 of 11) to pass the ordinance.

8. The ordinance goes to the mayor’s desk for his signature

9. The mayor signs the ordinance—it becomes law.
2. Don’t Get Played: Know The Policy Game

**Description**
This workshop uses a fun board game to illustrate the policy development process at the local level focusing on the different things that happen at each stage of the process. The board game is the core activity, and helps participants understand that each step in the process is important, that much can go wrong (or right) at each step, and that knowing the pitfalls, challenges and opportunities at each step can make a big impact in your efforts to see policy change at the local level.

**Learning Objectives**
*Participants will be able to:*
- Understand how policies get made at the local level
- See that policy advocacy can be fun, even if it's not a game!
- Grasp how many different things can happen at each step of the policy making process
- Understand how the education of policy makers by community members of policy makers is important in the policy process

**Time**
50-60 minutes

**Advocacy vs. Lobbying**
This activity explains a legislative development process, but is careful to show that group contacts with a legislator are for issue and solution education, not lobbying for specific passage of legislation. The activity is equally suited for advocacy for school districts or other institutions which don’t fall under the lobbying designation by the IRS.

**Flip Charts**
Detailed Policy Development Process (see Activity 1)
Rules of the Board Game

**Materials Needed**
- Blank flip chart paper and markers
- Attachment 2-A: Sample Game Board
- Game pieces—enough for one per group, one die, and Board Game on flip chart paper
- Attachment 2-C: List of questions for game
- Playing Cards (Attachment 2-B) cut out from attachment and (optional) taped onto playing cards

**Handouts Needed**
- List and description of names of elected officials from your local county or city’s website (you’ll need to gather this in advance).
- Detailed Policy development process handout that you adapt from the previous workshop and create or gather from official county/city website

**Agenda**
1. Icebreaker—your favorite board game – 5 minutes
2. Refresher on policy development process – 5 minutes
3. Board Game – 30 minutes
4. Reflection and Closing – 15 minutes
Workshop Instructions

1. Icebreaker
   
   A. *Begin this workshop by with a question icebreaker. Ask:* What was a favorite game board game or other kind of indoor game they played with their when they were a kid (ten and under), and one reason you liked it? *Give an example and check for understanding.*

   B. *Conclude by saying:* For a lot of us, the best games were a combination of luck and skill—the person who won the most was the person who really knew the game, but being lucky certainly helped! This is a lot like policy advocacy—it’s really important to know how to play the game, but sometimes a little luck can’t hurt either.

2. Refresher on Policy Development Process
   
   [Facilitator’s note: this activity assumes that you have already conducted the first workshop on policy basics, which included the policy puzzle race and an overview of steps in the policy process.]

   A. *Start by referring back to the activity in which participants learned about the policy development process, and did the policy puzzle race. Review the steps one by one, checking for understanding periodically.*

   B. *Explain that if you want things to change in your community, you need to know how the game is played.* Say: Now we are going to play a game to learn more about how policy is made so we don’t get played.

3. Don’t get played: Know the policy game.

   A. *Bring out the game board and show it everyone. Then, introduce the game.* Here’s the game we are playing. We just went over the steps in the policy process, so we know each step in the process is important, but what’s more important is how you are able to move from one step to another. This game is about how that happen.

   B. *Go over the rules of the game which are also written on flip chart paper:*

      1) The winning team is the first one to the finish line

      2) You advance by rolling a single die.

      3) When your team advances to a major step (labeled 1, 2, 3, 4, 5 or finish) you must answer a question. [Facilitator note: see Attachment 2-C for a list of questions. You may add or subtract as many as you like, but make sure you have at least 30 pertinent questions and know the answers.]

      4) If you answer the question wrong, you must pick a card from the “Got played?” pile of that specific step and follow the directions. [Facilitator’s Note: in the Got Played piles, all but one card will force the team to go back 1-5 spaces. If they are lucky, however they could draw the single card in that pile which allows them to advance.]
5) If you answer the question right, you must pick a card from the “nicely played” pile of that specific step and follow the directions. [Facilitator’s Note: in the Nicely Played piles, all but one card will force the team to go forward 1-5 spaces. If they are unlucky, however they could draw the single card in that pile which allows them to go back.]

[Additional rule for game facilitator—make sure that cards from each pile get put back in the pile and that the facilitator shuffles each pile after each team picks from that pile. By doing this, it ensures that each team has the same chance of picking the “unlucky” and “lucky” cards.]

C. Break participants up into groups of 2-3. Give them a game piece. Explain that before the game starts, they need to prepare. Give them key materials on local government officials and the local policy process. Include your personalized list of the policy development process for your specific district. Explain that you are going to give the group 5 minutes to study these materials, and then you will collect them. They more they study, the more they will be able to answer the questions correctly.

D. Have participants complete the game until there is one winner. If time, have other teams have the chance to cross the finish line as well, so that everyone can experience the entire process.

E. Debrief the activity in small groups first. Group participants into Triads (3) or dyads (4) and have them discuss the following questions (post questions on a white board or flip chart)

1) What stood out for you most when playing this game?

2) What was the most interesting part of this game? The most frustrating part?

3) What’s the biggest take-away for you [a “take-away” is a learning or lesson you will take and apply in the future]?

F. Ask groups to report back some of their responses – to save time, direct each group to report back on only one question. After each group has shared its response to a particular question, ask other groups if they had other perspectives or thoughts to share on that question.

G. Provide closing thoughts to this activity. Some points you should hit are the following:

1) There are lots of things that are difficult to control in a policy process

2) However, there are some things that you can control—like how prepared you are, or how many people you can mobilize to back you up.

3) In the policy game, knowing what the steps are, and what can happen at each step, is really important. Without this information, you could get lucky and see a policy change happen. But most of the time, success comes from knowing how to play the game, and that means prep and practice.
Playing the Policy Game
Playing the Policy Game

1. Supervisor decides to sponsor a policy to address your issues

2. City Attorney writes official ordinance language

3. Supervisor introduces proposed ordinance

4. Committee holds hearing on proposed legislation

5. Full board votes on legislation

FINISH! POLICY BECOMES LAW

Attachment 2-A: Sample Game Board
### Attachment 2-B: Board Game Cards

Directions: Cut out cards place in piles or envelopes by Major Step. Separate out Nicely Played or Got Played cards by Major Step.

**“Got Played?” Cards for major steps 1-5**

<table>
<thead>
<tr>
<th>Step</th>
<th>Event Description</th>
<th>Next Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Supervisor decides to sponsor a policy to address your issues</td>
<td>Go back 5.</td>
</tr>
<tr>
<td>2.</td>
<td>City Attorney writes official ordinance language</td>
<td>Move back 3.</td>
</tr>
<tr>
<td>3.</td>
<td>Supervisor introduces proposed ordinance</td>
<td>Go back 1.</td>
</tr>
<tr>
<td>4.</td>
<td>Committee holds hearing on proposed legislation</td>
<td>Go back 1.</td>
</tr>
<tr>
<td>5.</td>
<td>Full board votes on legislation</td>
<td>Move back 8.</td>
</tr>
</tbody>
</table>

- Your meeting with the Supervisor doesn't go well. She doesn't think the issue is important and isn't interested in your policy suggestions. She suggests an alternative supervisor to talk to. Go back 5.
- City attorney writes the ordinance language, but supervisor doesn't like it and wants it re-written. Move back 3.
- Supervisor is dealing with difficult budget negotiations. Delays introduction of legislation by 3 weeks. Go back 1.
- Members of the public speak about the issues that the legislation addresses, but the committee is lukewarm about new legislation. Committee decides it needs another meeting. Go back 1.
- Many supervisors are nervous about supporting this legislation. The vote fails 5-6. Move back 8.
- Your talk with the supervisor has been pretty good and he is kinda responsive, but he wants to know if there are other groups in this community who think your issue and possible solution are important. Go back 3.
- City Attorney finds legal problems with an important part of the policy. Supervisor feels like she needs more research on new policy solutions other communities have adopted to address the issue you are working on. Go back 5.
- Supervisor decides she wants 2 more supervisors to sign on as co-sponsors before she introduces the legislation. Go back 3.
- Opponents mobilize 30 of their supporters to urge committee to reject ordinance. Committee decides to schedule another hearing date to consider opponents points. Go back 5.
- You didn't do a good job educating all the supervisors about the issues that are being addressed in the legislation. You learn the hard way that most think the issue is insignificant when the legislation is crushed during the full vote. There is 3 votes for and 8 votes against. Move back 9.
### “Got Played?” Cards for major steps 1-5 (continued)

<table>
<thead>
<tr>
<th>Step 1: Supervisor’s aide sounds excited to talk to you but the supervisor is on vacation. Asks you to come back in a month.</th>
<th>Step 2: Supervisor’s aide forgets to send the policy idea to city attorney. Two-week delay is the result.</th>
<th>Step 3: Legislation is introduced, and President of Supervisors assigns the legislation to a committee that has at least one supervisor that is really against the legislation.</th>
<th>Step 4: An expert witness on the issues addressed by the legislation gives very poor testimony at the committee hearing. Committee is not impressed with the arguments about the merits of the ordinance. They schedule another hearing date to learn more. Go back 3.</th>
<th>Step 5: The sponsor of the ordinance becomes lukewarm about it due to lack of community support, and gives up trying to convince some skeptical board members to vote yes. The legislation only gets 4 yes votes. Go back 7.</th>
</tr>
</thead>
</table>

| Step 6: Supervisor agrees with your concerns and proposed solutions, and decides he wants to start creating a policy for the city. However, he needs to talk to at least supervisors to get their support before he’s ready to move forward. | Step 7: City Attorney assigns inexperienced attorney to draft ordinance language. The attorney is nice but the ordinance language needs a lot of work. | Step 8: Committee votes to send proposed legislation to the full board, but with some changes you are lukewarm about. | Step 9: There is a mediocre turn-out of community members at the board of supervisors, and the sponsoring supervisor confuses her peers on the ordinance. The full board decides to send ordinance back to committee for reworking. | Step 10: A very narrow majority of supervisors voted yes for the legislation, showing a real split in the board and making the Mayor really worried about supporting this legislation. Move forward 1. |
“Nicely Played” Cards for major steps 1-5

<table>
<thead>
<tr>
<th>1. Supervisor decides to sponsor a policy to address your issues</th>
<th>2. City Attorney writes official ordinance language</th>
<th>3. Supervisor introduces proposed ordinance</th>
<th>4. Committee holds hearing on proposed legislation</th>
<th>5. Full board votes on legislation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor agrees with your concerns and proposed solutions, and decides he wants to start creating a policy for the city. However, he needs you to talk to at least two other supervisors before he’s ready to move forward.</td>
<td>City Attorney Drafts strong ordinance that really addresses the issue your group is concerned with.</td>
<td>Legislation is introduced, but there weren’t as many supporters in chambers when the policy was introduced as she had hoped. The Sponsoring supervisor is a little annoyed but remains positive.</td>
<td>Committee votes to send proposed legislation to the full board, but with some changes you are lukewarm about.</td>
<td>A very narrow majority of supervisors voted yes for the legislation, showing a real split in the board and making the Mayor really worried about supporting the legislation.</td>
</tr>
</tbody>
</table>

| 1. Supervisor agrees with your concerns and proposed solutions, and decides he wants to start creating a policy for the city. He knows two other supervisors who are willing to move forward and support this policy too. | City Attorney drafts ordinance that is mostly on track but needs a bit of work. | Legislation is introduced, and President of Supervisors assigns the legislation to a committee that has at least one supervisor that is really against the legislation. | There is solid expert testimony on the issue and many concerned residents are in attendance. The committee votes to send proposed legislation to the full board with no changes to the proposed legislation. | The Board of Supervisors chambers is packed with a large and diverse set of supporters, and there was a great editorial that talked about your issue leading up to the vote. Supervisors vote 8-3 to support the legislation. |
### “Nicely Played” Cards for major steps 1-5 (continued)

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Supervisor agrees with your concerns and proposed solutions, and decides he wants to start creating a policy for the city. He knows one other supervisor who is willing to move forward and support this policy too. Go back 3.</td>
</tr>
<tr>
<td>2</td>
<td>City Attorney assigns inexperienced attorney to draft ordinance language. The attorney is nice but the ordinance language needs a lot of work. Move forward 1.</td>
</tr>
<tr>
<td>3</td>
<td>Legislation is introduced, but committee that is assigned this ordinance has a full plate. There is a wait of 60 days before the first committee meeting. Move forward 2.</td>
</tr>
<tr>
<td>4</td>
<td>Committee votes to send proposed legislation to the full board, but there is some negative coverage of the meeting and the proposed legislation in the newspaper. Move forward 3.</td>
</tr>
<tr>
<td>5</td>
<td>There was a good amount of public support for the proposed legislation and the vote passed 7-4. The mayor’s position the legislation is not clear but it is likely that she signs. Move forward 3.</td>
</tr>
<tr>
<td>6</td>
<td>Supervisor’s aide sounds excited to talk to you but the supervisor is on vacation. Asks you to come back in a month. Go back 1.</td>
</tr>
<tr>
<td>7</td>
<td>Supervisor’s aide forgets to send the policy idea to city attorney. Two-week delay is the result. Go back 1.</td>
</tr>
<tr>
<td>8</td>
<td>The committee most likely to vote to in favor of this ordinance is selected to hear it and they will take it up in just 30 short days! Move forward 5.</td>
</tr>
<tr>
<td>9</td>
<td>Members of the public speak about the issues that the legislation addresses, but the committee is lukewarm about new legislation. Committee decides it needs another meeting. Go back 1.</td>
</tr>
<tr>
<td>10</td>
<td>A very narrow majority of supervisors voted yes for the legislation, showing a real split in the board and making the Mayor really worried about supporting this legislation. Move forward 1.</td>
</tr>
<tr>
<td>11</td>
<td>Supervisor is dealing with difficult budget negotiations. Delays introduction of legislation by 3 weeks. Go back 1.</td>
</tr>
<tr>
<td>12</td>
<td>There is a mediocre turn-out of community members at the board of supervisors, and the sponsoring supervisor confuses her peers on the ordinance. The full board decides to send ordinance back to committee for reworking. Go back 6.</td>
</tr>
</tbody>
</table>
Attachment 2-C: Questions for Board Game

Below are a sample list of questions (based on the SF policy process) to ask when players reach major steps. Adapt to your specific policy process. Make sure that you have at least 20 to 30 questions (and answers!) ready to ask. You may also add questions about the issue or policy area you are working on here to be sure you have a list of 30 questions.

1. Who is the president of the board of supervisors?

2. What is the name of the office that writes proposed legislation for supervisors?

3. Why is our elected officials called supervisors and not city council members?

4. How many votes are required to override a mayoral veto?

5. How many supervisors are on a typical committee?

6. Who is the supervisor of district 6—SOMA, TL, Downtown, etc.

7. How long is the official waiting period between when an ordinance is introduced and when it can be discussed in committee?

8. Who is the elected official who assigns proposed legislation to particular committees?

9. What is the name of our Mayor?

10. How many votes are required for legislation to pass out of committee?

11. Who is the supervisor of district 8—which includes the Castro, Noe Valley and Twin Peaks?

12. Can the public testify in support of proposed legislation during a full board meeting?

13. Can advocates ask an expert to testify in support of proposed legislation during a board committee meeting?

14. What district does Supervisor Cohen represent?

15. Who is the newest supervisor on the Board?

16. There is a public comment period at all regular board meetings (T or F)

17. City laws or policies that are approved by the Board are called what?

18. What does the CONS committee stand for?

19. How many supervisorial districts are there in SF?

20. Which elected official has decision-making power to assign proposed ordinances to specific committees?
3. Who’s Got The Power: Understanding Power And Who Has It

**Description**
If we want to make long-term change in our communities—and policy is central to making this long term change—we need to think carefully about power. This workshop helps youth understand the different kinds of power that exist, and show how a technique called power analysis can be used to figure out who has the power to make important policy decisions.

**Learning Objectives** *Participants will be able to:*
- List the different kinds of power
- Give a definition of power
- Be able to identify people in different community institutions with power to make changes you want
- Complete a simplified power analysis

**Time** 90 minutes

**Advocacy vs. Lobbying**
This activity has broad application to addressing policy changes in a variety of arenas as it helps participants learn which individuals are key to making decisions. Youth groups who are doing issue advocacy need to know who has the power to address these issues.

**Flip Charts**
- Power definitions
- Definitions of power analysis
- Directions for power analysis game

**Materials Needed**
- Blank flip chart paper and markers
- Colored sheets of paper (5x8) plus masking or blue tape for intro game
- Scripts for the Who’s Got the Power skit (Attachment 3-B), plus 5x8 signs that state the role of the actors in the skit
- Group directions for power analysis activity (Attachment 3-A, one per group), plus blank flip chart paper for each group to complete power analysis activity

**Handouts Needed** None

**Agenda**
1. Power Icebreaker - 10 minutes
2. Power Definitions – 10 Minutes
3. Who’s got the power role play – 30 minutes
4. Power analysis – 30 minutes
5. Closing – 10 minutes
1. Power Icebreaker

   A. Give icebreaker directions:

      As people are sitting down, hand them each a colored paper, piece of tape, and a marker. Ask participants to think about people they know in real life, or fictional characters—who have a lot of power and write down these names in caps on the colored paper. If participants ask for clarity, tell them you need to decide what you mean by power and who has a lot of it—one other rule—no one can use President Obama—they need to pick someone else. Give an example. Without showing the name to anyone, gather in a circle and find someone you don’t know too well. Introduce yourself and then tape your name to their back and ask them to do the same. Rule: you can only ask one question, and your partner can only say yes or no. Keep asking people in the group till you figure out who is on your back.

   B. Debrief the activity

      Ask questions like:

      • Can someone explain whom they picked, and why you think they have a lot of power? (Ask a few individuals this question).

      • Were there real differences in the kinds of people we think have a lot of power?

      Transition into definitions by saying: We’ve thought a lot about who some powerful people are—now let’s get to the heart of it be considering what power is.

2. Definitions of power

   A. Ask people to shout out words or phrases that come to mind with the word power. Chart these on flip chart paper as they are shared. Ask someone to give a definition of power using some of these terms. Write out what they have, and then provide a formal definition. As you share it be sure to say that there are many different definitions but another one we can also consider is the following:

      **Power:** The ability to change or control your circumstances or the conditions you’re living in

   B. Then explain…that there are different kinds of power. Two of them that are important to us are the following:

      **Institutional Power:**

      The way society is set up. Power in the hands of a few people who make decisions that affect all people.

      **People Power:**

      The power we all have as everyday people to **collectively** make change.

   C. Transition to next activity by saying: Let’s try to think more about these definition of power from something we all know about if we’ve every lived with a parent or guardian.
3. **Who's got the power? Activity**

   **A.** *Introduce the activity* by suggesting to participants that you probably do power analysis all the time. Tell participants that they are going to do a brief skit as an example of how power analysis might work in a family.

   **B.** *Then, ask for volunteers* to play the following 5 roles: Parent One; Parent Two; Kid; Her little brother, Aunt of Parent One.

   **C.** *Meet with volunteers to give them placards to tape on their torsos and instructions on how to play their roles.* Check with each participant for understanding of their role. Ask volunteers to take a few minutes to review their roles and get ready to act it out. Encourage volunteers to confer so that the skit goes well. Ask them to try to reach some resolution during the skit so it lasts only 3 minutes max.

   **D.** While volunteers are working out their skit, *ask the remainder of participants—the audience—to be prepared think about the following:

   - Who's got the power in the family?
   - What is the Kid trying to change?
   - Which folks are on the kid's side?
   - Who is in the way of the kid?
   - What did the Kid do to make a change?

   **E.** *Have volunteers play out role for 5-7 minutes.*

   **F.** After the skit is over, ask actors to take a seat and turn to the audience to start the skit debrief. Using the questions above, go over them one at a time, asking audience members what they think are the answers. Use a flip chart set up like one below to record answers

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who's got the power?</td>
<td></td>
</tr>
<tr>
<td>What is the Kid trying to change?</td>
<td></td>
</tr>
<tr>
<td>Who is in the way of the kid?</td>
<td></td>
</tr>
<tr>
<td>Which folks are on the kid’s side?</td>
<td></td>
</tr>
<tr>
<td>What did the Kid need to do make the change?</td>
<td></td>
</tr>
</tbody>
</table>

   **G.** *After you've gotten the answers, de brief the activity further.* Questions to ask include:

   - Is this kind of family dynamic familiar to any of you?
   - Can anyone share an experience where they had to do this to get what they wanted?

   **H.** *Conclude this activity by congratulating participants for having done what's known*
in community change world as Power Analysis. State that...now that we know we do power analysis with with our families all the time, we can definitely do it when we are trying to do community change.

4. Power Analysis Activity

A. Start by revealing the definition of power analysis on flip chart paper or a PowerPoint slide.

Power analysis—Figuring out what kind of power the decision-maker has, and what kind of power you need, to get what you want.

B. Next, say that: We are all going to do a version of power analysis using a simple example of a community problem that many of us have experience with or exposure to.

C. Provide directions for this activity: in small groups you will be given a handout with an example. You need to read the example carefully on your own and then do the following as a group:

- Decide who has the power to give you want you want
- Brainstorm groups and individuals who can help you get the decision maker to make the decision you want
- Brainstorm groups or individuals who might oppose this decision.

D. Hand out the example (Attachment 3-A), plus flip chart paper and markers. Direct them to use the flip chart to create a chart like the one below to record their answers, and be prepared to have one participant share what they've come up with.

<table>
<thead>
<tr>
<th>Person with the power to give you what you want</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups &amp; individuals who are on your side</td>
</tr>
<tr>
<td>Groups and individuals who might be against you</td>
</tr>
</tbody>
</table>

Check for understanding and then break participants up into groups of 3-4 to do the activity.

E. Give participants 5-7 minutes for the activity.

F. After participants have completed the activity, have representatives share their results. Have the first group go through the results of all the columns. Ask remaining groups to share only those names that have not already been shared.
G. Then, debrief the activity. Questions to ask include:

- What did you like about this activity?
- What did you learn?

After gathering responses, go back to the definition of Power Analysis and re-read it to the group. Ask participants—We just did some power analysis, but do you feel like you know what kind of power the decision maker has? Do you feel like you know the power you need to influence the power holder? Gather answers.

Conclude by saying a first step in power analysis requires knowing who can help you and who is in your way. However, you need to know more about who the decision maker is to know what power you need. A complete power analysis would also include a more in-depth study of the person with the power. We will learn more about that in future workshops.

5. **Conclusion**

Ask participants to go around the circle and say one thing they learned about power at this workshop.
Attachment 3-A: Power Analysis Game Instructions

A middle school leadership team (7th and 8th graders) finds out that many students have been able to successfully buy alcohol at a local liquor store. This store is only 3 blocks from the school. The team is outraged and wants to find a way to stop this.

IN TEN MINUTES:

ؤول מבין נושאים המבילים את הבאים:

TARGET ("THE MAN") : הושע במעון אדם אוזן ת FileReader
PEOPLE WHO CAN HELP ("FRIENDS" OR ALLIES): People or groups who are or could be on our side. BE AS SPECIFIC AS POSSIBLE

OPPONENTS ("HATERS") : People who stand in our way

ؤول מבין נושאים המבילים את הבאים:

TARGET ("THE MAN") : הושע במעון אדם אוזן ת FileReader
PEOPLE WHO CAN HELP ("FRIENDS" OR ALLIES): People or groups who are or could be on our side. BE AS SPECIFIC AS POSSIBLE

OPPONENTS ("HATERS") : People who stand in our way

�� PUT YOUR ANSWERS ON FLIPCHART PAPER PROVIDED.
Attachment 3-B: Scripts for Who’s Got the Power

YOU ARE PARENT ONE

Your role

You and PARENT TWO have a KID who’s 17. KID wants to have his curfew changed from 10 pm on Fridays and Saturdays to 12 midnight.

You are OK about KID’ curfew changing till midnight. However, you don’t have the final say, because in this family PARENT TWO makes the final decisions. However, you know that PARENT TWO will listen to what you have to say and take it into consideration.

You also listen to the ideas of LITTLE BROTHER OF KID. You think that LITTLE BROTHER’S reasons for not extending KID’s curfew make sense, too. You are confused.

YOU ARE PARENT TWO

Your role

You and Parent One have a KID who’s 17. KID wants to have his curfew changed from 10 pm on Fridays and Saturdays to 12 midnight.

You make the decision in this family about your KID’s curfew. You are really concerned about this change—you don’t think KID’s ready to stay out that late. However, you will listen to the ideas of PARENT TWO and your SISTER (the KID’S AUNT).

You will only change your mind about KID’s curfew if PARENT ONE and your SISTER (the KID’S AUNT) are supportive of this change. Otherwise, you won’t change your mind.

YOU ARE THE “KID”

Your role

KID wants to have his curfew changed from 10 pm on Fridays and Saturdays to 12 midnight. You need to get permission from PARENT TWO to have it changed. You know that PARENT TWO is not OK about the change, but you think that you might be able to get PARENT ONE to go for it. Also, you know that your AUNT (Parent One’s sister) would be willing to back you up too. You need to know that your little brother will be against this change, because he thinks it’s not fair for you to have a curfew of 12 midnight when your curfew is 9 pm. He’s jealous!
<table>
<thead>
<tr>
<th>YOU ARE THE LITTLE BROTHER OF THE “KID”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Your role</strong></td>
</tr>
<tr>
<td>You are little brother of KID. You know that KID wants his curfew to change from 10 pm on Fridays and Saturdays to 12 midnight. You don’t like this idea—you don’t think its fair because you still have a 9 pm curfew. You complain to PARENT ONE about this because you know they’ll listen to you and take your concerns into consideration.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YOU ARE THE AUNT (SISTER OF PARENT TWO)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Your role</strong></td>
</tr>
<tr>
<td>You are the Aunt of KID and sister of PARENT TWO. You are really close to KID. You know he wants to have his curfew changed from 10 pm on Fridays and Saturdays to 12 midnight. You really like KID a lot and think KID’s ready to have a later curfew. You also know that PARENT TWO is the decision maker in the family and will go to PARENT TWO if KID asks you to.</td>
</tr>
</tbody>
</table>
4. Got Gameplan?
Developing Your Strategy for A Policy Victory

Description
Want to change a policy at your school or other institution in your community? Maybe there is a policy in place but your city or county isn’t enforcing it? You need a campaign to get it done, and a strategy is how you are going to win! This workshop reviews key elements of a game plan to win a policy change, and gives participants a chance to develop a plan based around a real or hypothetical issue they are dealing with.

Learning Objectives
Participants will be able to:

- List and describe key elements of a campaign strategy
- Be able to use the Midwest academy chart to create a draft campaign strategy on a real or imagined issue

Time
70-90 minutes

Advocacy vs. Lobbying
This activity has broad application to addressing policy changes in a variety of arenas and is most appropriate in seeking policy changes at District levels or changes in company policies. Groups who want state or local issues addressed through policy changes should know that making specific demands of a legislator or influencing others to make that demand exceeds policy advocacy and enters lobbying territory. A group can demand that a policy maker address a policy issue as long as they stay away from demands that the policy maker push a specific policy agenda. Of course, a group is free to demand that local laws get enforced, and can make demands for school district bodies as they are not legally considered legislative by the IRS.

Flip Charts
Definition of a Campaign
Formal terms for a campaign strategy
Youth friendly sentence the defines campaign strategy (always on a flip chart)
Definitions of campaign strategy terms

Handouts Needed
Definition and terms for campaign strategy (Attachment 4-A)
Roles for strategy role play (Attachment 4-B, cut-out)
Blank and sample strategy chart (Attachments 4-C and 4-D)

Agenda
1. Entourage Icebreaker – 5 minutes
2. Definitions Presentation – 15 minutes
3. Campaign strategy Role Play – 30 minutes
4. Campaign strategy Plan development Activity -30 minutes
5. Closing – 10 minutes
1. Icebreaker-Entourage
   A. This activity uses Roshambo (rock paper scissors). Ask people to get into a big group standing up. Say to participants: When I say go, find someone and do roshambo with them. If you lose, you are part of your opponent’s entourage. If you are part of the entourage, you need to cheer your leader to really encourage him or her to win. If you win, you find someone else to roshambo. Eventually there will be two people roshamboing and entourages for each of them cheering them on. Once there’s only two left, they must do two out of three to crown a winner. Encourage the winner to do a victory lap!

   B. Entourage debrief. Ask winner—was it fun to keep winning? Get his or her response. Winning feels good, but we can’t win all the time. Our workshop is about winning victories for our communities, which often means we keep trying to win and sometimes we are successful and sometimes we are not.

2. Workshop Introduction
   A. Give an overview of campaigns. Here are some key concepts to get across.

   - When we think about youth action in communities, we often think in terms of events, presentations, programs, service projects, activities, etc.

   - Because it’s what most of us learn about or participate in on a daily basis, educating or serving others is sometimes how we understand how to make a difference. But people make change in other ways. Think about the walkouts, sit-ins, marches, that groups used in the 50’s and 60’s to push the US government to end segregation laws in the south. Education alone wouldn’t have impacted segregation laws. These examples are hard to relate to because they have happened long ago, and it feels like they took too much time. However, if we want to make changes, especially changes in policies, we need to draw on the approaches these groups used took action.

   - Today we are going to learn about this way of taking action, which we call a campaign, and really focus on your campaign strategy.

3. Define a Campaign
   A. Start by writing the word CAMPAIGN up on flip chart paper (or show it on a powerpoint). Ask participants—How would you define a campaign?

   B. Chart answers from several participants, then give a formal definition, either on flip chart paper or a powerpoint slide.

   - Campaigns are the means by which you win a victory that results in a long-term sustainable change.

   C. Give additional explanation—in our definition, it’s all about winning something that will make a lasting and positive change in the community.

   You may need to help participants distinguish between the campaign as we define it above and a media campaign: Sometimes participants have given examples of
media campaigns, or public information campaigns. Explain to participants that public information campaigns help raise awareness but by themselves can’t make long-term changes in systems or policies. Read an example like the one below to illustrate:

Example: Public Information Campaign

Your group buys 6 months of billboard space across CA that encourages parents and kids to drink less Soda—its called “Rethink your drink.”

Example: a campaign that wins a long-term sustainable change

Your group convinces the city’s park and rec department to permanently stop selling soda in its vending machines at all its rec center and pools.

4. Define Campaign Strategy

A. Introduce the concept of campaign strategy.

Start by saying If you want to have a successful campaign, you need a strategy. If a campaign is like the football game you are playing, a strategy is your gameplan for beating the other team. If you don’t want to be played, you need a real strategy.

B. Using a flip chart or powerpoint for emphasis, say that a campaign strategy includes a bunch of elements, including:

A target that can give you what you want

A specific demand you are making to a target

The constituents and allies who are helping you win

The opponents who are in your way

The tactics you use to get the target to meet your demands

C. Next, reveal a more youth friendly definition of a campaign strategy. Say, sound complicated? Here’s another way of thinking about it?

A strategy is the way you organize your CREW, your FOLKS, and your FRIENDS to take ACTION and force THE MAN to give you THE GOODS while holding off the HATERS.

1 An alternative method of presenting the definition is as follows: for effect, the facilitator could write bolded all cap words on flip chart paper from the outset of the activity, and then fill in the other pieces of the sentence when it’s time to give this strong and fun definition. For example, it could look like this:

_____ Crew _____ Folks ______
Friends ______ Action ______ The Man ______
The Goods ______ Haters.

1 This definition adapted from the School of Unity and Liberation.
D. Break down each element of a campaign strategy

Review in detail each term in the strategy definition by showing the term, providing a definition, and giving an example. For each item below, create a separate slide or flip chart. The slide should include the formal name (organizers), the slang name (crew), a description, and an example. Before you review the terms, however, give some context. In the case below, the context is the problem or issue.

**Your problem or issue**

_Early AM Classes at our District’s High Schools_

**Crew – The organizers**

_Student leaders against Early Starts (SLAES)_

[Additional explanation: That’s you, your FNL chapter.]

**The demand you are making – The Goods**

_The school board must change the High School start time from 8 to 9!_

[additional explanation: This is what you want]

**Constituents – Folks**

People directly impacted by the issue

_High school students who have to wake up too early and are really tired in the morning_

[Additional explanation: Youth, high school students and others you want to organize because they are impacted just like you.]

**Allies – Friends**

People who could be on your side but might have different perspectives

_Parents, school teachers, social workers, sleep specialists_

**Opponents – Haters**

People who are not on our side and stand to lose if we win

_Parents or teachers or other school employees who like the early morning start_

[additional explanation: We might think of them being big and bad or evil. That’s not necessarily the case they just stand to lose something if you win. Their interests conflict with ours. We don’t want to make the these folks angry, we need to try and figure out how to include them in our campaign.]

**Target – The MAN**

The person or decision-making body who has the power to give us what we want
The school board has the power to change the start times

(additional explanation: You want your target to become an individual person rather than a decision making body.

Tactics - Actions
The activities you undertake to make the target meet our demand

A report about the impact of late start times on performance, meetings with board members, a citywide student rally

(additional explanation: Are like the meat of any campaign—they are what you do to get the goods.)

Resources - Backup
Things we have and things we need to accomplish our activities

We really know how to mobilize lots of youth through our FNL connections

(additional explanation: This is what we have and what we can use to help us win. We look at people we have, we have places to meet, food to sustain us, skills— the training you get from FNL.

5. Role Play—Gettin’ the Goods
[Facilitator’s note: In this roleplay, which can engage up to 20 or 30 youth, participants act out a scene in which a “crew” of youth work to mobilize their folks and friends, neutralize the haters, convince the man to give them the goods.]

A. Begin by thanking everyone for being patient as we broke down the key elements. Next explain that it’s hard to really see how this works until you play it out. For our next activity, that’s what we are going to do. Ask for volunteers for the following roles.

“The Man” (also gets a paper to hold that says “The Goods”)—one person

Crew—2-4 people

“Folks”—2-5 people

“Friends” 2-10 people

“Haters” 2-10 people

B. Once volunteers are selected, give each a sheet of paper to tape to their chest their assigned role written clearly on it.

C. Tell participants that in this role-play, the crew is going to try to get the goods from the man with help from folks and friends but needs to deal with haters along the way.

D. Before the role-play begins, the facilitator should meet with each group and give them instructions for their roles on slips of paper. [See Attachment 4-B for role instructions]

E. Ask audience members to be paying attention to the specific actions or tactics that
the crew uses to get the folks and friends together to get the man to give up the goods.

F. Have participants play out role for 10 minutes. Intervene if struggles emerge (Like if the Crew is not getting the friends to support them and the Man doesn’t feel pressure to give up the Goods; or if the “Man” won’t give up the Goods for any reason, even if its clear that the Crew is doing a great job of mobilizing Folks and Friends to put pressure on the Man), and provide coaching to get people to play roles.

G. Debrief the activity: First give props to all those who participated and thoughtfully observed the role-play. Next ask audience members—those who were solely observing—to describe what they saw. Next, ask the observers to share what the crew did well to get the goods, and what might have been done differently. Then, turn to those playing the roles. Ask reps from crew members, haters, friends, and allies what it was like to be in their roles. Finally, ask all participants what we can learn from this activity about how to get the man to give up the goods. Conclude by explaining that much of what we saw today actually plays out in a campaign, so doing this role play can really help us (the crew) be successful.

6. Your Turn—what’s your gameplan?

A. Provide an intro for the activity.

We need a strategy if we want to win, and we need to write down our strategy to be able to use it. Now we will use a familiar issue to develop a mock campaign strategy using a strategy chart. This is a tool that has been developed by the Midwest Academy and YLI has adapted it for our work with youth. This is the strategy that people all over the world use for their campaigns.

Reveal a blank strategy chart on flip chart paper and note what needs to be filled out. (See attachment 4-C for this blank chart)

B. Next show a strategy chart with a simple example filled out and review it briefly (see Attachment 4-D for this completed sample chart)

C. Set up the activity for participants

Now explain that we are going to get into pairs or groups of three to create a campaign strategy to change a school or family rule or policy that you think is wrong. [Facilitator’s note: if you have a specific issue or demand that might fit for your chapter, consider using it instead]

Ask for participants to brainstorm rules that they think should be changed. Be prepared with a few from your experience to supplement if participants are struggling.

From the list, select and # three different policies that seem clear and will allow participants to quickly allow participants to ID a specific target.

Next, assign triads to take on one of the policies. Direct groups to use the rule that you want changed in the DEMAND space of the chart, ad complete the remainder of Midwest strategy chart in 10 minutes.
Tell participants that they will be displaying the chart for all of us to look at and hand out flip charts and sample completed charts for groups to use as a reference.

D. Have participants do activity

Wander around to check for understanding at each group.

E. Strategy Chart Gallery Tour

After participants have finished the activity, direct them to place their charts on the wall so that they can be clearly seen. Next, ask them to walk in silence to view charts. Ask that they pay attention to tactics, allies or opponents that others list that are surprising or interesting. Ask them to also think of one suggestion they could offer to improve the other group’s strategy.

F. Post-Gallery Tour Debrief

Ask participants to share popcorn style some things they saw that were interesting or surprising. Using the same approach, ask participants to suggest one idea or name that could be added so that the group could be more likely to get the Target to meet the demands.

Conclude this reflection by asking participants to reflect on what is particularly useful about this tool, and what is hardest about filling it out?

7. Workshop Conclusion

A. Revisit the youth-led definition of a campaign strategy

Read it out loud and highlight key things we just did and learned in this workshop that help us develop a strategy.

B. Facilitator’s final thoughts about campaign strategy

Strategy isn’t something that is fixed. It’s fluid and it needs to change. For example, Coaches develop a strategy for a football game to win, but when they find themselves 14 points down in the fourth quarter in their own end zone on defense, that initial strategy isn’t going to be all that useful. So—wouldn’t it make sense for coaches to check in with players at that point (take a time out)?

A. Closing reflection

Here are talking points you can use: In the spirit of checking—let’s do that now. In a circle or popcorn format ask two questions: What’s one thing you feel most comfortable (or clear) about campaign strategy now? What’s one thing about campaign strategy that’s still confusing to you?
Attachment 4-A: Definitions of Campaign Strategy Terms

A strategy is the way you organize your CREW, your FOLKS, and your FRIENDS to take ACTION and force THE MAN to give you THE GOODS while holding off the HATERS.\(^2\)

Crew – The organizers
   Student leaders against Early Starts (SLAES)

The demand you are making – The Goods
   The school board must change the High School start time from 8 to 9!

Constituents – Folks
   People directly impacted by the issue
   High school students who have to wake up too early and are really tired in the AM

Allies – Friends
   People who could be on your side but might have different perspectives
   Parents, schoolteachers, social workers, sleep specialists

Opponents – Haters
   People who are not on our side and stand to lose if we win
   Parents or teachers or other school employees who like the early morning start

Target – The MAN
   The person or decision-making body that has the power to give us what we want
   The school board has the power to change the start times

Tactics – Actions
   The activities you undertake to make the target meet our demand
   A report about the impact of late start times on performance, meetings with board members, a citywide student rally

Resources – Backup
   Things we have and things we need to accomplish our activities
   We really know how to mobilize lots of youth through our FNL connections

\(^2\) This definition adapted from the School of Unity and Liberation. [www.schoolofunityandliberation.org](http://www.schoolofunityandliberation.org)
Attachment 4-B: Roles for Strategy Role Play

---

“The Man”
(also gets a paper to hold that says “The Goods”)—You don’t want to give up the goods to The Team. You want to keep the goods to yourself. Don’t give in till you are feeling a lot of heat from both the folks and the friends.

---

“Folks”
You are tight with The Crew, and will always do what they want, no questions asked.

---

“Friends”
You like The Crew, but you need a lot of encouraging and coaxing to help them out.

---

“Haters”
You don’t like The Crew and you don’t want them to get the goods. You act aggressively to prevent the team from getting the goods.

---

“The Crew”
Your job is to approach “The Man” and ask for “The Goods”. When you are turned down by “The Man”, you need to try to mobilize your “folks” and “friends” to join them, and stop the “haters” by trying to convince them to stop hating. Go to your Folks first, because they will really be there for you.
# Got Gameplan? Campaign Strategy

<table>
<thead>
<tr>
<th>DEMAND</th>
<th>TARGET</th>
<th>CONSTITUENTS AND ALLIES</th>
<th>OPPONENTS (&quot;HATERS&quot;)</th>
<th>TACTICS (&quot;THINGS YOU DO TO GET THE MAN TO GIVE YOU THE GOODS&quot;)</th>
<th>TIMEFRAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;THE GOODS&quot;</td>
<td>&quot;the man&quot;</td>
<td>[Put down specifically what you want from the Target (&quot;the Man&quot;) here]</td>
<td>[This is where you describe the people or person who has the power to give you what you want, if applicable]</td>
<td>List the things you need to do below.</td>
<td>[In the space here and below, list the date by which you will complete each activity]</td>
</tr>
</tbody>
</table>

**Constituents and Allies**
- "FOLKS"+"FRIENDS"

**Opponents**
- "HATERS"

In the space here and below, list the names of individuals who might be able to help you or give you the support you need to be successful.

Adapted from the Midwest Academy.
### Attachment 4-D: Strategy Chart Example

<table>
<thead>
<tr>
<th>DEMAND</th>
<th>TARGET</th>
<th>CONSTITUENTS AND ALLIES (“FOLKS”+“FRIENDS”)</th>
<th>OPPONENTS (“HATERS”)</th>
<th>TACTICS (“THINGS YOU DO TO GET THE MAN TO GIVE YOU THE GOODS”)</th>
<th>TIMEFRAME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THE GOODS</strong></td>
<td>Michael S. is the owner of Joe's Liquor and makes decisions about every aspect of the store.</td>
<td>Local elementary school principal, Parents of kids who go to programs at our center, Police officers who patrol our neighborhood, Our City Council Member, The local AA chapter, Pastor of the church near the store, Local businesses who see the presence of too many alcohol ads as negative thing for the neighborhood</td>
<td>Alcohol Distributors who want to see their ads stay up, Local Corner Store Association leaders who think the law is too harsh, Other liquor store owners who are also out of compliance</td>
<td>List the things you need to do below.</td>
<td>list the date by which you will complete each activity</td>
</tr>
</tbody>
</table>

- **Work with the local city council person to hold a community hearing on the general problem of too much alcohol advertising on storefronts.**
- **Collect signatures from local youth, parents, and business owners that support ad removal from store.**
- **Meet with Mike S. to present them with signatures & ask them to remove alcohol ads.**
- **Ask students from local schools to stop purchasing items till the store gets into compliance.**
- **Secure written agreement with Mike S. to keep alcohol ads off storefront and interiors.**
- **Monitor commitment by store to not put back up inside & outside ads.**
- **Hold press conf. to present findings showing extent of local alcohol ads & importance of reducing ads.**

Adapted from the Midwest Academy.
5. Going Deep: Demands, Targets, and Tactics for Policy Change

**Description**  
Here we take on three very important aspects of any campaign strategy for policy change—Tactics and Targets and Demands—that we covered in the prior workshop. We help participants clarify what a demand is in the context of a campaign, and create alt-Facebook profile pages to explore how to analyze a target. Finally we use a team-building activity to show how to choose tactics to successfully get the Target to meet your demands.

**Learning Objectives**  
*Participants will be able to:*
- Articulate what a Demand, Target, and Tactic is in the context of a campaign.
- Identify questions we’d want to ask if we wanted to know more about our target.
- Generate different kinds of tactic ideas depending on the resistance of the target to the demands.

**Time**  
90 minutes

**Advocacy vs. Lobbying**  
To comply with lobbying regulations, Demand and Tactic sections of this activity are appropriate to policy work focusing on institutional policy changes (school districts or private companies), or policy enforcement, as they focus on specific requests that could be considered lobbying in legislative settings. The Target activity is appropriate for legislative and other policy settings as a way to frame your specific policy education message.

**Flip Charts**  
Description of a strong demand  
List of clear and vague demands  
Youth friendly description of a campaign strategy – see Game Plan workshop on page ___  
Tactic definition  
Kinds of tactics  
Tactics escalation visual

**Materials Needed**  
Radio/mp3 player with speakers  
Role play assignments for Demands activity (Attachment 5-A)  
Treats for Demands activity  
Single copy of a Facebook page – with names blacked out!  
Target stepping stones sheet (Attachment 5-C, use sheet to make stepping stones)

**Handouts Needed**  
Sample target poster – Supervisor David Chiu (Attachment 5-B)

**Agenda**  
1. Making a clear Demand Mini-activity  
2. Targets – what do we want to know  
3. Tactics Presentation – 10 minutes  
4. Tactics Escalation Activity – 40 minutes  
5. Closing
1. Demands Icebreaker

   A. Pair participants up and ask them to stand in pairs in the center of the room. Then, ask them to decide who is A and who is B.

   B. Call everyone who is A over to a corner and provide each of them with a tasty treat that can easily be split in half and is placed in two small cups with an equal amount of a tasty treat (orange slices, cherries, chocolate pieces, etc.). Tell A's that they need to go back to their partners with this treat, but they should only give up half if they are asked in a clear, assertive, calm and appropriate manner for the item. Tell A's you have to give in after 30 seconds or so if you are asked politely, but even so, don’t give it up right away. Tell A's that if folks don’t ask firmly and politely that they should just respond by saying—“I am sorry, I am not able to do that at this time.” If they ask you for something you don’t have, try to give them ½ the treat. Quickly have a group practice to check for understanding. Next, ask the A’s to hang out for a minute while you walk over the B group.

   C. Give the B each a different instruction on slips of paper (see Attachment 5-A) but don’t talk to them.

   D. Start the music

   E. Ask pairs to find each other and give them 2 minutes to do the activity. Yell STOP to close it, and then direct A's to share their halves with their partners if they haven’t done so already and join back in circle for the debrief.

   F. Start with B’s first. Ask those B’s who were successful in getting their treats to say what they did. Then, ask B’s who were NOT successful to say what they did. After sharing what happened, focus on LESSONS LEARNED. Say something like—we learned about making demands last time in the Campaign Strategy Workshop. What can this activity remind us about demands? [Acknowledge that most of us have learned basic lesson that asking nicely is important, but there are other lessons too!]. Collect responses. Add the following points if not shared by participants.

      • When we make demands, we should be sure that the person who we are asking has the ability to give us what we want

      • If we don’t ask for something we won’t get it.

      • We need to be clear about what we want or we won’t get it.

2. Definition of a strong Demand

   A. Start by showing a description of a strong demand. The facilitator should read off these statements or ask a participant to do so.

      • Strong demands are Clear, concise, statements of what you want

      • Strong demands are winnable

      • Strong demands are ones that your target can actually meet (they have ability to give you what you want)
B. Next, read off a list of demands. Some will be clear others vague. Ask participants to cheer loudly or shout yeah if they hear what looks like a clear demand. Ask participants to boo loudly if they see a vague demand. Do a practice round – ask participants to really go all out!

- Vague—We demand that our schools should be better (Tell participants to boo)
- Clear—We demand that the school district stop the cuts to our school’s music program (tell participants to cheer)

C. Now read off a list of vague (V) and clear (C) demands on flip chart paper, but reveal one at a time. After each one is read and participants shout out whether they think the statement is clear or vague, confirm what type of demand you think it is.

- We demand that the Police Department suspend alcohol licenses for those liquor stores that are selling alcohol to minors (C)
- We demand that the city do something about underage drinking (V)
- We demand fewer alcohol ads in our city (V)
- We demand that all youth in our city get free passes to ride City Buses (C)
- We demand that the property owner remove the alcohol billboard across the street from our school. (C)
- We demand that the School District create a restorative justice project that has been proven to reduce dropout rates of students of color. (C)
- We demand that the city do something about the fact that most of kids dropping out of school are Latino and African American (V)

D. Debrief this activity

Start by recalling to participants the youth-friendly definition of a campaign strategy—a plan to take action to get the man to give us the goods with the help of our folks and friends. Ask: why is it important to have a clear demand? Collect answers and then provide your own answer if necessary—if you want something to change, you need to be clear about what that is. The clearer the demand, the more likely it is that you will get what you want. Vague demands allow the man to avoid commitment. Clear demands force the man to say yes or no. Close by saying that this section was about DEMANDS the next section, we will talk more about THE MAN.

3. Targets

A. Introduce the concept of target.

Start by saying that if we want to get the man to give us what we want (DEMAND), or if we want to find the right person to educate on the issue we care about, we need to know more about THE MAN (we call that the TARGET)
B. Give an example and activity directions

Let's use ourselves as an example first. Start by saying that some Facebook pages don’t tell us much but others say a lot about who we are and what we care about. Show a picture of a Facebook page and say let’s create personal Facebook pages that list things that people should know if they want to really know who we are.

Tell participants to use markers to imagine what a personal page might look like if it gave people some clues about how you might be persuaded to do something you otherwise might not want to do.

Ask participants to Consider things that are most dear to you, ideas you care about, friends you have, employers you have, values that are most important to you, personal characteristics, things you really want in your future, causes, thinks you “like”, things you “dislike”, “important” people you know, mistakes you’ve made, things you’ve achieved. (Write these ideas on flip chart paper so participants can refer to them when they are working on their pages). The facilitator should consider making his or her own “Facebook page” on flip chart paper as an example.

C. Give participants 10 minutes to create their pages.

D. Conclude Activity

Have each participant show their page to the rest of the group, and read off one thing that describes them that others might not already know.

Ask—did thinking about giving up the goods encourage anyone to write down things that they might not have otherwise? If so, have a participant explain.

Explain to participants that what we did to create our Facebook page is like the research you need to do about the man if you want him to give up the goods. If you know who your target is, who her friends are, what they like, who has influence with them, you will be a lot more prepared when you ask them to do something or consider an issue that is important to your group.

Give participants an example of some analysis that YLI youth and staff did about a policy maker that we wanted to educate. (See Attachment 5-B: Example of a Target Poster) Explain that we did this research to know what power he has and what he cared about to prep for a meeting to talk about the problem off alcohol advertising.

Go back to the user-friendly campaign strategy definition and say it aloud again—a plan to take action to get the man to give us the goods with the help of our folks and friends. Then explain that we are now going to explore tactics, which in our definition are actions to get the man to give up the goods. Knowing more about the man—which we just learned about—is vital to deciding on the actions we will take.
4. Tactics

A. Start by providing another analogy to help people understand what a tactic is:

If your campaign is a train, tactics are like the tracks that the train rolls on. They are the things you do to move forward—they are what you do to get the goods, so we are going to talk about them some more.

B. Give some well known historical examples of people using tactics.

Let’s think about a famous organizing campaign that many of us are familiar with through history classes—the 1950s Montgomery AL Campaign to win the right to have equal rights to ride in the front of city buses. Let’s brainstorm some of the activities or tactics we remember were used in this important campaign...

Gather participants ideas on flip chart paper and add additional ones that might not have been mentioned like:

- Rosa Parks arrest for sitting in front of bus
- Deliberate boycotts of buses
- Securing sympathetic media attention
- Weekly church meetings to sustain the base
- Speaking out at Montgomery City Council Meetings
- Others...

C. Provide details about kinds of tactics

Say that there are literally millions of different tactics, but we have tried to group them to make it clearer. Then Review general categories of tactics.

[directions] Go over the these categories using PPT or flip chart, and give an example]

Making your case—conduct research and use research to write a report that justified the importance of the issue

Building your base—Collect endorsements from local organizations to support your policy

Working your targets—Meet with decision-makers one-on-one to get their buy-in and support

Mobilizing your base—Gather your base to act to OCCUPY a decision maker’s space or surrounding.

Media Advocacy—Secure a guest editorial in the local newspaper that talks about the issue and your solution
How do you choose?

After reviewing tactic categories, tell participants that with so many to choose from you need a way to pick. Draw the diagram below on flip chart paper or a white board. Then give a description of each. One way is to think about it like this:

Low conflict

- Low conflict tactics are used when you believe that the decision maker will give up the goods if you ask nicely without much pressure.

- High conflict tactics are used when you know that the decision-maker won’t give up the goods without feeling lots of pressure to do so.

Explain that we start with low conflict and go to high conflict if necessary.

5. Tactics Activity

A. Give Instructions

Start by telling participants that they will have a chance to think about these kinds of tactics in our next activity.

Then, give an overview and directions for the tactics activity. Tell participants that they will work in teams to order tactics correctly but swiftly.

Group youth into 3 teams (about 6 – 8 youth per team) and give each team 11 tactics. (included 2 blank sheets for additional tactics). Sheets for tactics should ideally be in 11x14 size paper, and with rounded edges to look like stepping-stones.

Explain that each group must put tactics in the order they think makes the most sense, and then lay them across the river to get man to give the goods. Teams must use all tactics and develop 2 in addition to the 9 received. Team will put tactics in order from behind the scenes to in your office. The facilitator should make sure that the river is wide enough that the group must use some teamwork and coordination to get everyone across the river by only stepping on the stones. If one member falls into the river, the group should start again. An observer can also place obstacles randomly in the group’s way as they try to cross, as a way of symbolizing problems or circumstances that often come up as you are implementing your campaign tactics. (Placing chairs, throwing balloons, etc.)

Tell participants that the issue they will address through your escalating tactics is one of police harassment. Read the issue statement slowly.

The group has decided to take on the issue of police harassment. Lot of people in the community have seen young people, particularly young people of color, being targets for police harassment, and we think it’s going too far. We have done a lot of research on what’s going on, and what we want to change, and have agreed that we are going to press for the police department to adopt
mandatory anti-discrimination training of all police officers once a year (this is your demand). This police department has a chief of police to agree to our demands. [Lynne—do we need another example here—too controversial for the audience?]

Before dividing participants into groups the facilitator should ask for 2-3 participants to serve as judges. Tell volunteers that they will be given directions while groups are doing their initial work.

Give groups their tactic sheets (9 written tactics and 2 blank ones) and direct them to start.

B. Activity Underway

While groups are doing their work the facilitator should quickly meet with judges to give them judging instructions. Judges should evaluate each team in 4 areas: teamwork, creativity, accuracy, speed. [Accuracy is based on how close the teams are to the escalation order in Attachment 5-C.] Each team should get a score in each category with 1 being the lowest and 5 being the highest. Facilitator should encourage judges to be focused but not too serious. Facilitators should provide blank paper and clip boards or use the attached score sheet template.

As the activity proceeds, judges and facilitators should also observe the river crossing, making sure to send the entire team back if one member falls into the “water.”

C. Complete activity and debrief.

After all teams have crossed the river, the facilitator should confer with judges and use points to select a winner. Give props to everyone who participated, though.

After award ceremony, debrief this activity. Questions you might want to ask include:

• What did you learn about tactics from this activity?
• What lessons can we draw from when we develop our own tactics?
• Why is escalation of tactics important?
• How does knowing your target influence the tactics chosen?
• Explore how knowing more about someone can change your tactics. Consider asking the following questions:
  − If we knew that the Police Chief only acts if he gets a call from a City Council member, how would your tactics change? Which would be first?
  − Let’s say we knew that the police chief really, really wants to be the Mayor, and he’s planning to run for election soon. If you knew this, how would your tactics change? Which would be first?
• Confirm the importance of knowing your target before you think about tactics. The Strongest tactics come out of what you know about the target.
6. **Workshop Conclusion and Reflection**

   Go back to the definition of a campaign strategy. Remind participants that we first focused on demands then turned to targets and just finished tactics. Say that now that we have gone deep into these areas we are really ready to fill out a strategy chart like the one we did in the previous activity. Give props for focus and maintaining energy. Conclude with a go-around that asks participants to ID what's most clear to them and what still a bit foggy.
Attachment 5-A: Demand Activity Role Assignments

Directions: Cut each into a single slip of paper

---

You want ½ the treat your partner has. Stare at it hungrily. Lick your lips. Grunt.

---

You want a dollar from your partner. Ask for it politely but firmly. Keep asking even if your partner says no.

---

You want ½ the treat your partner has. Ask for it like you don’t really deserve it (say something like, “I don’t want to put you out, but if its not too much trouble, it be great to have a little piece of that.”)

---

You want ½ the treat your partner has. Demand it rudely, always in a very loud voice, almost shouting.

---

You want ½ the treat your partner has. Ask for it politely but firmly. Keep asking even if your partner says no.

---
Attachment 5-B: Example of a Target Poster

Who is he?

- Board President
- 41 years old
- Single
- Attended Harvard
- Interested in becoming Mayor

What does he care about?

- Public Safety
- Transit
- Public Health
- Small Businesses
- Affordable Housing
- Government Reform

What has he sponsored?

- Public Safety
  - Increase security requirements for parking garages and lots (2012)
  - curb violence at venues by allowing the Entertainment Commission to suspend or revoke licenses, tighten security, and monitor complaints (2012)

- Small Businesses
  - Provide $1 million for Small Business Revolving Loan Fund (2012)
  - Increase participation of small businesses in city projects (2010)
  - Decrease local fees associated with owning a small business (2009)

- Public Health
  - Limit number of stores selling tobacco in Polk Street Commercial District (2010)
  - Created program to encourage the phasing out toxic chemicals commonly found in nail polishes by recognizing nail salons free of such products (2010)

- Signage
  - Specify signage regulations for privately-owned public spaces (2012)
  - Update regulations for signs, awnings, canopies, and marquees in commercial districts (2012)
Attachment 5-C: Stepping Stones for Tactics Activity

(Tactics currently in order from lowest to highest escalation)

Write a report to Chief of Police that demonstrates the issue.

Get a meeting with your crew and the Chief of Police to ask him nicely to make a change.

Collect signatures for a petition that urges the police chief to do it.

Hold a press conference on the steps of the police department.

Present facts and findings to the Police Commission.
(Note: the Police Commission is responsible for hiring/firing of Police Chief)

Get Board of Education to pass a resolution in support of this measure.

Get a letter to the Editor published that states your demand.

Do a flash mob in front of the Police Department. Invite media to cover the event.

Occupy/Camp out at the Police Department.
6. It’s Show Time!
Meeting With Decision-Makers

| Description | In this workshop, participants learn what happens in meetings with decision-makers, and get practice in preparing for these important meetings. Participants will learn basic concepts of message development, and start creating real or hypothetical messages for a hypothetical or real visit in the future, and act out scenarios of what could go right (and wrong) in a meeting. |
| Learning Objectives | Participants will be able to: |
| • Identify key elements of a message |
| • Understand at least two things that need to be done before, during and after a meeting with a decision maker |
| Time | 75 to 90 Minutes |
| Advocacy vs. Lobbying | This activity can be applied to meetings with legislators, in which participants are delivering an educational message, or to other institutional decision makers, where participants can be more specific in their advocacy for changes in new policies or changes in existing policies. |
| Flip Charts | Elements of an effective message |
| | Other key points for a successful media message |
| | 3 Flip charts that cover what to do before during and after meetings with policymakers |
| Materials Needed | Message Development Activity (Attachment 6-A) |
| | Scripts for Good Meeting (Attachment 6-B) and Bad Meeting (Attachment 6-C) |
| | Sample message written down and ready to read |
| | Simple cut-out awards for messages (create yourself) |
| Handouts Needed | Survival Tips for meeting with elected officials handout (Attachment 6-D) |
| | Sample Meeting Agenda (Attachment 6-E) |
| Agenda | 1. Icebreaker – Slogan Slam – 10 minutes |
| | 2. Presentation and practice - Developing an Effective Message – 30 minutes |
| | 3. Presentation Play – A meeting with decision makers – 30 minutes |
| | 4. Reflection and Closing – 15 minutes |
Workshop Instructions

1. Icebreaker- Slogan Slam

   A. Give directions. We are going to have a slogan slam. In pairs or triads, you will be given 3 minutes – strictly timed – to come up with as many advertising slogans or taglines for products or services as your team can think of. You can start when the music starts, and you must stop when the music stops. The winner is the group with the most original slogans—the ones that the other teams did not think of. Here’s an example: Just for the taste of it (diet coke).

   B. Start the activity. After three minutes, stop the activity. Ask each team to go over their slogans one at a time. Ask other teams to shout out if the slogan was also on their list. The facilitator should keep track of unique slogans on butcher paper or a white board. After all slogans are shared, tally up unique slogans and crown the victors with silly hats (optional) or have them do a victory lap (also optional)!

   C. Debrief the activity. Ask—why are we able to recall so many slogans? Gather answers on white board or flip chart paper. Add the following if not already shared:
   
   • They are simple
   • They are catchy
   • We hear them over and over
   • They resonate with us personally – they evoke a feeling for us

   D. Provide bridge statement to activity to participants make the connection between slogans and meeting with decision-makers. Some points you can use include:
   
   • We might not always like corporate advertising and messaging, but we do know that they are effective and we can learn from them when we do our own work.
   
   • We need to deliver clear, simple, memorable and effective messages to decision makers and supporters if we want to see policy change. Our workshop today is about: How to have a great meetings with decision makers by:
   
   − Developing a strong messages to share with them
   
   − Learning how to prep for these meetings so they go well and we can deliver our message and demands to them

2. Developing an Effective Message

   A. Introduce the concept of message development through listening and evaluating some examples. Say: Let’s begin by listening to a brief message. Read aloud this example:

   Did you know that tobacco is still the leading cause of preventable death in our city? Despite all we know about how this kills us, there are way to many stores that sell cigarettes in [your community here]. From
our research on density, the more access people have to tobacco, the more likely people are going to smoke. Which means that they are more likely to die.

In some neighborhoods where we live, you can stand on the corner and see four different locations selling and advertising cigarettes. Doesn’t seem right, right? This is about our health, but also about fairness and justice. It’s just not right that neighborhoods that are poorest also have the most places that sell tobacco. We need real solutions to this problem. Will you join us in urging the city to take some realistic steps so there are fewer stores selling stuff that kills us.

[Facilitator note: feel free to add additional messages that incorporates key points listed below]

B. After messages have been shown, gather ideas about what made these messages effective. Ask: what did you like about them? What are some common things that you saw or heard in each of the examples?

C. After gathering ideas, list the elements of a strong message on flip chart paper or a slide:

A strong message tells the listener…

• What’s Wrong or What’s the problem is
• Why should they care? Why does it matter?
• What needs to be done (what action should be taken)

D. Share some other key points of a successful media message.¹ Use a flip chart to cover these points (and give examples)

1. Focus on what the institution can or should do to solve the problem (example: the city needs stronger laws about sales of alcohol to minors)
2. Address shared values (example: we all care about teens staying alive)
3. KIS—Keep it simple
4. Use metaphors rhymes, and comparisons (example: we are swimming in an ocean of alcohol here)

E. Give participants a chance to develop a message

• First, ask for 1 or 2 volunteers—don’t tell them what their roles are and have them stand next to you. Then, share with all participants that they will work in pairs to create a 30 second message that covers the key points we’ve reviewed. Have participants sit in silence for 30 seconds so they know how

long, or short, 30 seconds feels like. Explain that we’ll take 10 minutes to create our message. Afterwards, we’ll share our message by reading it or saying it out-loud. Tell participants that you and your volunteers will also be working, but doing something different than you.

• Give participants 10 minutes to develop their message using the hypothetical issue provided in Attachment 6-A. (You can adapt by using the campaign you are working on currently, but be sure to provide some basic info for participants to use). While most participants are working on their message, the facilitator should be working with the volunteers on setting up the presentation process and prep for giving Awards. Find a fun template for an award (go online or design your own), create special awards for a variety of topics to ensure that all participants get an award. Here are a few award categories you could consider:

  the clearest statement; most creative; the best rhyme, metaphor or comparison; for the message that best conveys our values or what we believe; best timed (right around 30 secs), Most comprehensive (give to the one that goes over time J), funniest.

• While participants are creating their messages, the facilitator should also work with volunteers to discuss HOW you can evaluate the messages in general. Suggest that this group focus their observation on 1) what’s one area we are all (or mostly all) doing the best.

• Ask participants to wrap up their messages and get prepared to present. Give them one more minute to review and tighten their messages.

• Ask participants one by one to share their messages. Confer quickly with judges to bestow awards. Then, ask observers to present their observations about the messages that groups gave.

• Debrief the message development activity. Start by asking participants about what it was like to develop these messages. Was it hard, easy? Was it tough to keep it short? What do we know now about creating effective messages?

3. Meeting with Decision Makers

  A. Introduce this section:

  • Tell participants that we are going to think about some of the skills we’ve learned in message development for a very important part of any policy advocacy process—meeting with a decision-maker. Remind participants that the decision-maker is the TARGET—the person or people with power to give you what you want.

  • Share that having a very effective message is really important for a meeting, but not enough!

  • Explain that we are going to think about all these things by acting out a good meeting and a bad meeting and using that to help us ID things that are important before during and after meetings with decision-makers and elected officials.
B. Give directions for the activity
   
   • Ask for two groups of six volunteers (if you have less than 12, only ask for six initially). Explain that you are going to give participants a script of scripts. Both groups are going to choose their roles, take 5 minutes to practice, and then “perform” their “play.” If there are less than 12 people, then the same group should do both skits. Please encourage some fresh faces to join the existing group, though.

C. Call volunteers up and give them the scripts.
   
   • Encourage them to really try on their roles, follow stage directions, and arrange the room so that it can seem more real.

   • Have volunteer actors do the Bad Meeting first, and the Good Meeting Second.

   • Ask those in the audience who did not act to give a round of applause for the actors.

D. Ask participants to take their seats for the next section. Using three flip chart papers like the image below, work with the group to brainstorm things to do to before, during and after if we want to have a successful meeting with a decision-maker.

<table>
<thead>
<tr>
<th>Before</th>
<th>During</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>[points here]</td>
<td>[points here]</td>
<td>[points here]</td>
</tr>
</tbody>
</table>

After gathering as much audience suggestions, add additional points as necessary, using the Survival Tips Handout (Attachment 6-D). Conclude by stating that we are going to keep these tips and bring them back out when its time to really get prepared for our meetings.

4. Workshop Conclusion

Remind participants of all the different things that were covered in the workshop. Ask participants to go around the room and share a word or phrase that reflects how they felt about the workshop.
Attachment 6-A: Message Development Activity Directions

1. Read this scenario first

We are a local FNL chapter that has been doing some work around storefront alcohol advertising. In the process of doing a whole bunch of store surveys, we’ve discovered that 50% of the stores in our city have more than 33% of their storefronts covered in advertising, and most of it is for alcohol. We learned from our advisor that there is a state law that says that advertising cannot cover more than 33% of a storefront.

From our research it looks like a lot of stores are breaking the law! Most of us hadn’t thought that much about alcohol advertising on storefronts before. One member of our group thought that we see so much of it, we just get used to it and assume it’s a normal part of our lives. However, when we did some research, we learned some surprising facts. First, we learned that alcohol advertising is powerful, and that it works. Alcohol companies spend $6 billion a year to get people to drink—they wouldn’t be spending that kind of cash for nothing! We looked at some university research that showed that the more kids see alcohol ads in general, the more likely they are to drink alcohol. We also learned about some research out of UC-Davis that found that middle school students who saw lots of storefront alcohol ads were more likely to drink alcohol than those who didn’t see that many. We did talk to some residents, and a checked in with some liquor store owners who were following the law found that they also were frustrated by too many alcohol ads, and were glad to hear we were doing something about it.

Some of the steps we want to take are to get the city police department to enforce this law. We also want to meet with individual storeowners, help them understand the issue, and get them to reduce ads inside and outside the stores. We are working on positive posters that the owners might be interested in putting up in their stores as an alternative to alcohol ads.

2. Come up with a 30 Second Message using the following:

- What do you want your audience to know?
- Why should anyone care?
- What action steps are you recommending?

3. Be prepared to read your message to the group
Attachment 6-B: “Bad Meeting”

Starring 6 Youth as Youth Council B

(Outside the door of an office)

Adult Ally: Oh no, we’re 15 minutes late! Let’s just go in and pretend like we don’t know we’re late, ok, everyone? Now remember what we talked about, everybody get your talking points ready.

(they go in)

Council member Steven Paul’s Assistant: Hi! Welcome to Council Member Paul’s office. Can I help you?

Youth 1: Yeah, we got an appointment right now

Assistant: And who are you with?

Youth 2: Ummm… Student Leaders.. umm… school, or, place or, something…

Adult Ally: Student Leaders against Child Trafficking or SLACT for short.

Assistant: Yes, I see that you had an appointment 15 minutes ago, but Council Member Paul is very busy and I’m not sure if he’s available now, let me check

Youth 3: 15 minutes ago? No way, man, that’s bull. We’re right on time and now you’re trying to keep us from seeing him! Let us in there, now!

Assistant: Yes, well… I’ll see if he’s free.

(assistant calls Council Member Paul and he agrees to see the group)

Assistant: Ok, well he can see you. Right this way.

Youth 4: Hey, wassup man! Been waiting to see you man. Look, my neighbor killed my dog and I think that you should pass a law that I can get that punk back by getting his cat!

Council Member Paul: What? His cat? I’m sure you came to talk about child sex trafficking or something? Who are you with again?

Youth 4: That is my recommendation, man, and we’re with ummm…

Adult Ally: YLI, we’re with SLACT and we’re here to talk about the lack of laws to protect women from being trafficked.

Youth 1: (cell phone rings loudly) Oh hold up man, I gotta get this, it’s my lady! (goes to the corner and starts talking loudly).

Youth 2: Hey look, Paul, I mean Steven, you got his back on the cat thing? Cause you’re supposed to do that too, right?

Council Member Paul: Do you have something to talk to me about?
Youth 3: Yeah, she told you! We're here about the kids and we did all this research and fundraising and stuff and now we want to you take care of it. I don't understand what you all do in here all day anyway!

Adult Ally: We've prepared this fact sheet for you, Council Member Paul, and we…

Oh shoot, I left it in the car. Well, I'm sure you know about what's going on anyway. Can you get a picture with me? (takes cell phone camera and tries to throw arms around City Council member Paul for a photo).

Council Member Paul: OK, well, I know you're Director and I'll make sure that I get in touch with her and talk to her about your visit. (walking them out).
Attachment 6-C: “Good Meeting”  
Starring 6 Youth as Youth Council G

(outside the door of an office)

Adult Ally: Oh, does everyone have your talking points ready? Does anyone have any questions before we go in?  Ok, remember that we’ll do it just as we practiced: first we introduce ourselves and then talk about our proposal just like yesterday.  OK?  Here we go.

(they go in)

Council Member Paul’s Assistant: Hi! Welcome to Council Member Paul’s office. Can I help you?

Youth 1: Hi!  We have an appointment with Council Member Paul at 10:00

Assistant: OK, SLACT right?  You’re a few minutes early, please have a seat.

Youth 2: Thank you.

Assistant: (using phone) Council Member Paul, your 10:00 appointment with SLACT has arrived. (pauses, listening) Yes, I’ll show them right in.

Assistant: Ok, well he can see you.  Right this way.

(they go into the office)

Youth 3: Hello Mr. Paul, my name is _______.  We’d like to talk with you for a minute about some anti child trafficking concerns that we’ve been following.  But first, I’d like to introduce myself.  I’m ___(the group goes around and introduces self, tells something about self like grade, age, etc).

Council Member Paul: Nice to meet you all.

Youth 4: Thanks!  We know you’re really busy and don’t want to keep you, so we’ll keep it short.

Youth 2: We’ve been working this school year on a project to raise awareness about illegal human trafficking.  In this community, and in lots of others across CA we are seeing a rise in this problem.  There could be dozens of girls our age living here against their will.  We saw a clip with you speaking about this on youtube, so we know you share our concern.  We’ve raised awareness and money at our school and in the community by selling bracelets made by survivors.  We also plan to produce a video next school year to raise awareness.

Youth 1: We’d like to ask for your support in our project by speaking at a press conference that we’re going to hold next month when we release the video.

Youth 2: Having your support is really important to us, because even though we can’t vote yet we all read your voting record and think that you have a great history with standing up for people like survivors of sex trafficking.
Youth 3: We’ve identified 2 policy approaches that cities can take to address this issue locally. We have some materials here that we’d like to leave with you that says more about our research and some solutions. We are also going to speak about this at our press conference.

Youth 4: Do you have any questions for us about our work? (no) OK, then can we count on you to speak for about 5 minutes at the press conference on May 25 at 3p.m.?

Council Member Paul: Sure! You all are doing great work and I really appreciate you taking the time to come down here and talk to me. Please let me know if there’s anything else that I can do to help support your project.

Adult Ally: Here’s my business card, please feel free to follow up with me if you have any further questions. And can I get one of your cards, too? Thanks, have a great day!

(outside in the hall)

Adult Ally: Great Job all of you!! Let’s be sure to write him a thank you note at tomorrow’s meeting. Now, let’s talk about that for a minute…
Attachment 6-D: Survival Tips for Meeting with Elected Officials and Other Decision Makers

If we want to do something important, we often need to meet with decision makers. We often need the approval or support from principals, superintendents, and city council members often to do what we want to do. Here are some tips for a successful meeting with these key officials. It’s geared toward elected officials, but it works just as well meeting with the principal!

Before the meeting

1. Call their Office: Find their number on your city or county website. You will most likely talk to an Aide. Tell them briefly the topic you want to talk about and schedule a time that is convenient for you to meet. Most officials prefer to meet at their office between 8am-5pm. Ask for a 30-minute meeting and ask where the meeting will take place. Get the name, phone, and email of the Aide who scheduled the meetings and send them a confirmation email “Thanks for scheduling a meeting with the Youth Commission at 4:00pm on May 31st at City Hall. You can contact me at…. Thanks.”

2. Meeting with Aides: The Aide might try to meet with you instead, but tell them you really want to meet directly with your elected official. After you met once with your official, schedule a meeting with their Aide to make sure they follow up on your issues.

3. Prepare for the Meeting: Meet with your group beforehand to prepare an agenda. You do not need to be an expert, but you should be familiar with the basics of the issue you will be discussing. Create a list of Talking Points for your group that includes the main points you want to be sure to cover. Preparing a one page Issue Brief to give to your elected official is a good idea. This would include: what the problem or issue is, any statistics or facts about the issue, what is currently being done about it, and what you want them to do about it now. Create an Agenda for the meeting that includes: Introductions, what your group is about, the issues you want to discuss, actions you want them to take, time for questions and new issues the official wants you to know about. If you don’t know what the official looks like, go on-line and find a picture.

The Day of the Meeting

Meet 20 minutes beforehand to assign the following roles:

- **Facilitator** – This person starts off the meeting and sets the agenda.
- **Spokespeople** – Divide up your agenda so that each person speaks about a topic.
- **Note-taker** – One person should take notes for future reference.

4. Be polite, courteous, and on time: When the Official or Aide enters the room, stand up, shake hands and introduce yourself. Remain courteous throughout the meeting; even if you disagree on an issue. It is OK to let them know if you have a different opinion. Be a good listener. Remember to dress appropriately, and keep to the time allotted.
5. **Follow Up:** Ask for the Aide and Elected Official’s cards so that you can write them a thank you note to express your appreciation and briefly restate the issues discussed and actions you want them take. Offer yourselves as a resource in the future; provide them with any information that was requested during your meeting or that will help emphasis your key points. If the elected official agreed to do anything call and email the Aide regularly to follow up and make sure they do it!

6. **Report Back:** At your next meeting remember to give a report back to your group.

**During the Meeting**

Take Charge of the Meeting and Set the Agenda.

Politicians love to talk and bring up their issues rather than yours. To avoid this you should take charge of the meeting and set the agenda.

**Who you are:** Talk about your involvement in the community and any group you may represent.

**Give Thanks:** Thank the official if you know of positive actions they have taken or events that they have recently attended, or supportive comments they have made.

**State the purpose of your visit clearly:** Remember to stick to the topic and talking points. If you feel they are trying to steer you off track by talking about too many other issues, politely return to your main idea, “While that’s an important issue, what we really want to talk to you about today is ….”

**Make your requests clear and specific:** Go into the meeting with one or two specific things you want the elected official to do.

In addition to your specific requests, make sure to ask the Elected Official what else they could do to take action on your issue. Also ask them who else they think you should talk to, and who else might support your issue.

**Don’t let them squirm away or pass the buck:** Politicians are pros at talking big but not actually doing anything. Don’t let them avoid your questions with vague answers or things like “sure I’ll support that” or “of course I support the youth”. Ask them specifically how they will support you? You might have to ask several times for what you want and don’t stop asking until you get an answer.

If they say that they are not the one responsible for something make sure to ask them who is the responsible person and ask for their phone number and email. Better yet, ask the elected official if they or their staff would contact that person on your behalf.

**Ask the Elected Official to Share their view:** Ask them to share their goals and what they care about. Share your own views and concerns.

**Recap:** Before you leave review any specific next steps that have come from the meeting or any specific things the elected official promised to do.

**Thank Them for Their Time:** Shake their hand and give them your card when you leave and don’t forget to thank them for their time.
### Attachment 6-E: Sample Meeting Agenda

**Meeting with Decision Makers**

<table>
<thead>
<tr>
<th>Who we are...(name, age, group, why you are involved)</th>
<th>Who is saying this?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What this meeting is about… (purpose of meeting, what are we here for today)</th>
<th>Who is saying this?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Identify the problem… (what we are working towards, issues we are concerned about)</th>
<th>Who is saying this?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What we’ve done and found (what have we done so far, accomplished)</th>
<th>Who is saying this?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**What you’d like to do** (what we want to happen, and plan to do as a group in the next few months)

<table>
<thead>
<tr>
<th>What you’d like to do</th>
<th>Who is saying this?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Ask what you want from the decision-maker**

<table>
<thead>
<tr>
<th>Ask what you want from the decision-maker</th>
<th>Who is saying this?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Ask if there are any questions**

<table>
<thead>
<tr>
<th>Ask if there are any questions</th>
<th>Who is saying this?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Ask for their commitment**

<table>
<thead>
<tr>
<th>Ask for their commitment</th>
<th>Who is saying this?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Additional Resources and Tools

Berkeley Media Studies Group
A treasure trove of materials and advice on how to develop strong messages with a public health and EP approach that supports systems and policy change.

See especially their media advocacy 101 section at http://www.bmsg.org/resources/media-advocacy-101

Midwest Academy’s ORGANIZING FOR SOCIAL CHANGE: Midwest Academy Manual for Activists.
This manual explores in greater depth critical resources to develop a campaign that can be used to change or influence policy.

http://www.midwestacademy.com/midwest-academy-manual

Community Anti-Drug Coalitions of America’s (CADCA) Strategizer helps clarify what constitutes “lobbying” activities for nonprofit organizations and to what extent these organizations can participate in lobbying activities in particular and the legislative process in general.

http://www.cadca.org/resources/series/Strategizer

Influencing Policy development. Community Toolbox at the University of Kansas.
This site has a variety of policy advocacy materials. Plus many other related resources. According to the site.."The Community Tool Box at the University of Kansas has a comprehensive set of resources for policy work from the perspective of community organizations. The Toolbox is a global resource for free information on essential skills for building healthy communities. It offers more than 7,000 pages of practical guidance in creating change and improvement."

These materials were produced through the California Friday Night Live Partnership with funding provided by the California Department of Alcohol and Drug Programs. 2012