

# Campaign Planning 201: Anatomy of a Campaign

## Learning Objectives:

*Skills, Knowledge, and Attitude which learners should take away from this session.*

- Understand the components that make up a strategic campaign
- Understand the difference between tactics and strategy
- Learn how to plan strong long- and short-term campaign goals

## Achievement Objectives:

*Tangible steps learners will take to advance real or simulated campaign work.*

- Craft goals and strategy for SIM campaigns

**Time needed:** 120 minutes (2 hrs)

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Normal = say out loud

Underlined = flipchart this!

*Italics* = trainer notes/instructions

**Bold** = key point

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**Anchor:** The ANCHOR step invites learners to reflect on past experiences which relate to the learning of the session. (e.g. “Think back to a time when \_\_\_\_\_. What did that feel like?”)

## 1) Blanket Game [20 mins]

*(This tool is from [Training for Change](#)).*

*Place a blanket on the floor. Have the group stand on the blanket. They should be only slightly packed on the blanket, so you may need to split into two groups and use two blankets.*

*Then, give them the challenge: they must flip the blanket over without anyone stepping off the blanket – no leaving the blanket, leaning on walls, etc. If anyone steps off the blanket, they have to start over. Some groups will take longer with this than others. Try to give them as much time as needed, but end the game after 10 or 15 minutes even if not everyone has been successful.*

*After everyone has completed the task successfully, debrief to reflect. The debrief can be short, but be sure to give some space for immediate reactions or feelings: “What was that like?”*

*Next ask some more campaign-related questions: “What was the **goal** of this game? What **strategy** worked to achieve the goal? What **tactics** did you use to implement that strategy?” In this case, the goal was given by the facilitator: flip the blanket over. The strategy was the method devised to achieve the goal, and the tactics were the particular actions the group took along the way to implement the strategy.*

*Make sure everyone understands the difference between tactics and strategy! Check for clarification: “So, what’s the difference between tactics and strategy?” Help drive these definitions home and connect to the larger world by giving brief real-life examples of strategies vs tactics, ideally from a grassroots campaign.*

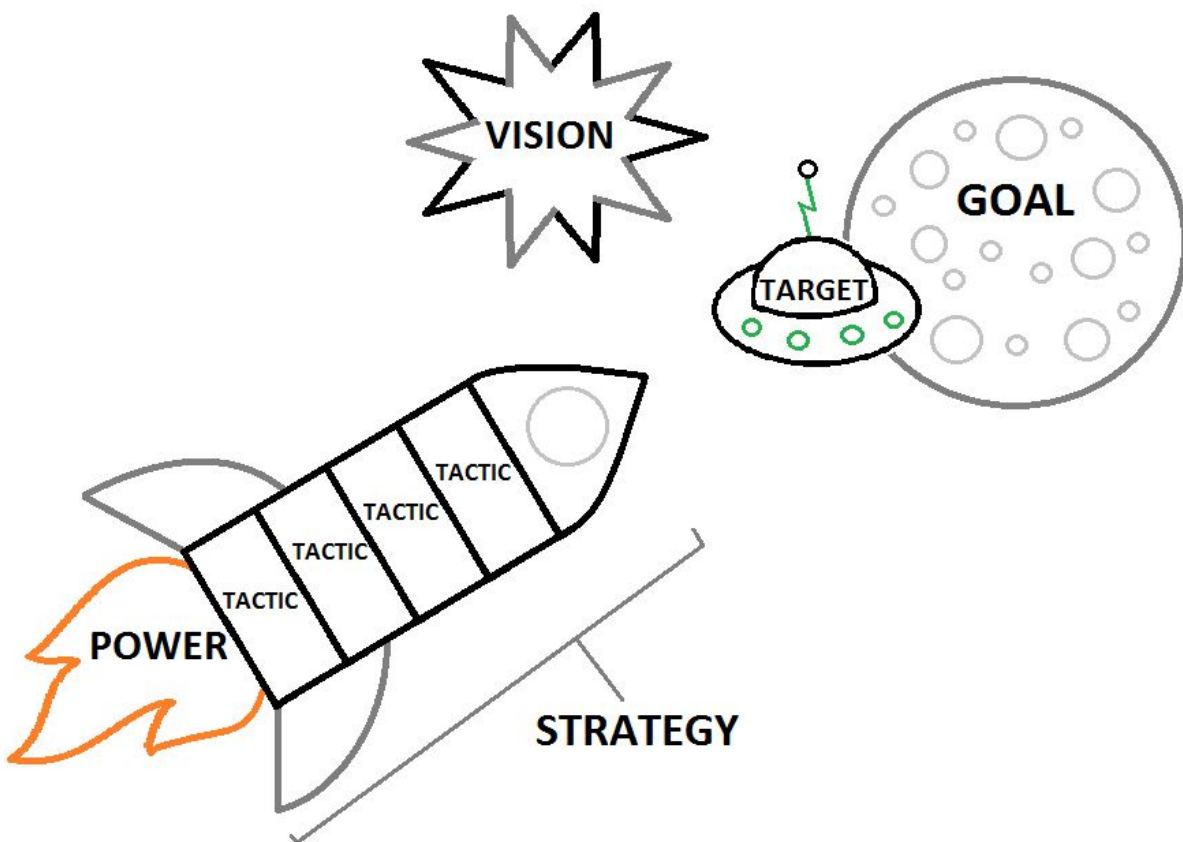
*Announce that this training will dig deeper into the pieces that make up a grassroots campaign. Flipchart*

and read Objectives.

**Add:** The ADD step introduces new information and tools for learners to consider.

## 2) Anatomy of a Campaign [10 mins]

Now, we all know what makes a grassroots campaign different from education or volunteer work. It's time to take a closer look at what goes into planning a grassroots campaign. This is a visual metaphor to help understand the essential pieces of a strategic campaign (Flipchart the rocket ship diagram. Hang it in a visible place and leave it up for the duration of the program):



*Briefly define each component of the diagram briefly:*

- **Power:** The flame that pushes us forward! What are the three types of power again?
- **Goal:** The specific change we're working to win from a target.\*
- **Strategy:** The whole arrow is our strategy, our plan for how we're going to achieve our goal.
- **Tactics:** The little blocks that make up the arrow. As we just discussed, tactics are the specific steps that bring us closer to our goal, implementing the strategy.

- **Target:** The person who can give us what we want.
- **Vision:** This is our ideal world, our imagination of a world in which all of our values are realized. The rocket isn't heading directly towards the vision because no single campaign will get us there. Over time, many different campaigns and movements coming together can transform the world to make our visions into reality.

All of these pieces together make a campaign: the flow of Power, through the Tactics, using the Strategy, to pressure a Target to win a Goal that brings us incrementally closer to our Vision.

**\*Clarify this point about goals:** When we talk about campaign goals, we're talking about things we **win** from a person who has the power to give us what we want. Collecting 150 petition signatures or getting 20 people to come to your meeting aren't campaign goals, because they aren't things that you win from a target. *Check for comprehension:* Does this make sense to everyone? Who has a question about that?

### 3) Goals [20 mins]

#### Setting Good Goals [10 mins]

Has anyone ever worked on a campaign or project that didn't have good goals? What happened?  
*Take a few responses, and follow up:* What did it feel like? What didn't work about those goals?

*Ask them to turn back to the strategic campaign story from Campaign Planning 101. Give a few minutes for them to reread the story and identify the goals of the campaign (the story should include a long-term and short-term goals, so there will be more than one right answer).*

So, what was the goal of this campaign? Did anyone come up with a different answer, or any other goals?  
*Accept long-term and short-term goals as answers at this point.*

**What works about these goals?** *Flipchart* responses on a list titled What Makes Goals Work. Ask follow up questions as needed to pull out specific qualities of strong goals. (Answers might include: measurable, fit with the bigger picture strategy, within the team's means/ability to accomplish, exciting or motivating for team members).

*[ALTERNATE: Tell a story about campaign from your experience and have Sproggers draw out lessons from your story. Ideally, tell a story about a campaign that started out with bad goals and then tightened them up. Invite Sproggers to name how the goals changed and what made them better.]*

#### Long-Term vs. Short-Term [10 mins]

What a great list! You're all goal-setting masters now. But there's another piece: strong campaign have both **long-term** and **short-term goals**. Has anyone ever used short-term goals to help you finish a big project, like a big work project or school assignment? Raise your hands! *Call on 2-3 people and ask them to tell a little about the project and how setting short-term goals helped them get the work done.*

Long-term goal: The ultimate goal of the campaign.

Short-term goals: Smaller goals that are stepping stones towards winning your long-term goal.

In campaign organizing, short-term goals are like mile-markers that we need to reach before we can win the long-term goal. If you have to drive a car 200 miles down the highway, then you'd better be sure that you'll have enough gas at the 100 mile mark to get you to the end.

*At this point, use a story to illustrate the usefulness of short-term goals and the difference between short- and long-term goals. This can be a challenging concept for new organizers! You can use the grassroots campaign story from CP 101 or tell a different story about a campaign you know or have worked on.*

- *If you tell a story of your own, try starting from the end: name the long-term goal, then explain how the campaign team identified short-term goals that they'd need to hit along the way.*
- *If you use the CP 101 story, refer back to the list of goals that Sprogers already identified from that story. Ask them to pick out which is the long-term goal, the ultimate goal of the campaign. Then ask: How did winning each of these short-term goals help the campaign team move closer to winning their long-term goal?*

**Apply:** The APPLY step invites learners to utilize the new information in a task, challenge, or focused conversation. (e.g. practice, application, case studies, compare, etc.)

#### **4) SIM Campaign Goals [20 mins]**

*Have Sprogers move into SIM teams. Have teams turn to the Campaign Goals & Strategy Worksheet in their Sprog packets and come up with a **long-term goal** and 1-2 **short-term goals** for their campaigns. Encourage teams to reference the list of What Makes Goals Work to help them refine their goals and to refer back to the Target & Constituent Info for their SIM campaigns. Remind them that goals are things we **win** from a target!*

*Time check: At the end of this activity, you should be **70 mins** into the training.*

**-- Break [5 mins] --**

**Add:** The ADD step introduces new information and tools for learners to consider.

#### **5) Target [5 mins]**

Part of planning a strong campaign is choosing the right person as a target. The **Primary Target** of a campaign should be a person who has the ability to say YES and make the change you want happen. Be specific – your target should be an individual person. To figure out how to influence a target, you'll need to know their values and priorities and be able to build a campaign that's powerful enough to influence them.

*Ask the group to think back to the story about the strategic campaign from Campaign Planning 101, and have them **name the target** from that story. This would be another good place for a trainer to give a short campaign story about choosing a target!*

#### **6) Strategy [10 mins]**

We've arrived at strategy – that heart of a **strategic** grassroots campaign. Your strategy is the logic that tell you how you're going to get your target to give you what you want. Think of it this way:

Goal = WHAT change you want to see

Vision = WHY you want that change

Target = WHO has the power to make that change

Strategy = HOW you're going to win

One tool that can help us get clear about our campaign strategy is a Strategy Statement. This is an **If/Then/Because** statement that describes the expected outcomes if we take a particular course of action.

*Examples of strategy statements:*

- *If we collect 5,000 petition signatures, then our representative will vote for this bill because they want to please their constituents and win reelection in the fall.*
- *If we organize a series of escalating student protests, then the college administration will shut down the campus coal plant because they will be concerned about the school's reputation.*
- *If we organize a mass boycott of this product, then the company will change their policy because our boycott will hurt their profits.*

*Ask the group to think about the strategic campaign story again, and to **think of a strategy statement** that describes the logic of the campaign in the story. You can give Sproggers a minute to think, reread the story, and/or discuss with their neighbor before taking responses. There may be many correct answers to this question, especially if the story described a campaign with multiple phases or short-term goals. Make sure the group gets to the right answer before moving onto the SIM Strategy activity!*

**Apply:** The APPLY step invites learners to utilize the new information in a task, challenge, or focused conversation. (e.g. practice, application, case studies, compare, etc.)

## 7) SIM Strategy [20 mins]

*Back into SIM teams! This time, they have 15 minutes to come up with a strategy statement for their campaign, using the worksheet in their Sprog folders. Encourage them to think about what values and priorities their primary target might have. Trainers should float attentively during this activity.*

*Optional: In the last few minutes, come back to the big group and have each SIM team share their strategy statement.*

**Away:** The AWAY step invites learners to connect their new understanding to the real world context of their lives. (e.g. a personal action plan, commitment, projection into future, etc.)

## 8) Debrief [10 mins]

*Flipchart a circle, square, and triangle. Give Sproggers ~7 minutes to journal responses to...*

- : What's one thing that's still **circling** in your head? (i.e. lingering questions and confusions)

- : What's one thing that's **squared** away? (*i.e. something they learned and understand clearly*)
- △: Name **three points** that you will take back to your community and apply to future work.

*Hear a few responses. If you like, you can scribe responses – that way, you can record the “circles” and follow up about those questions later.*