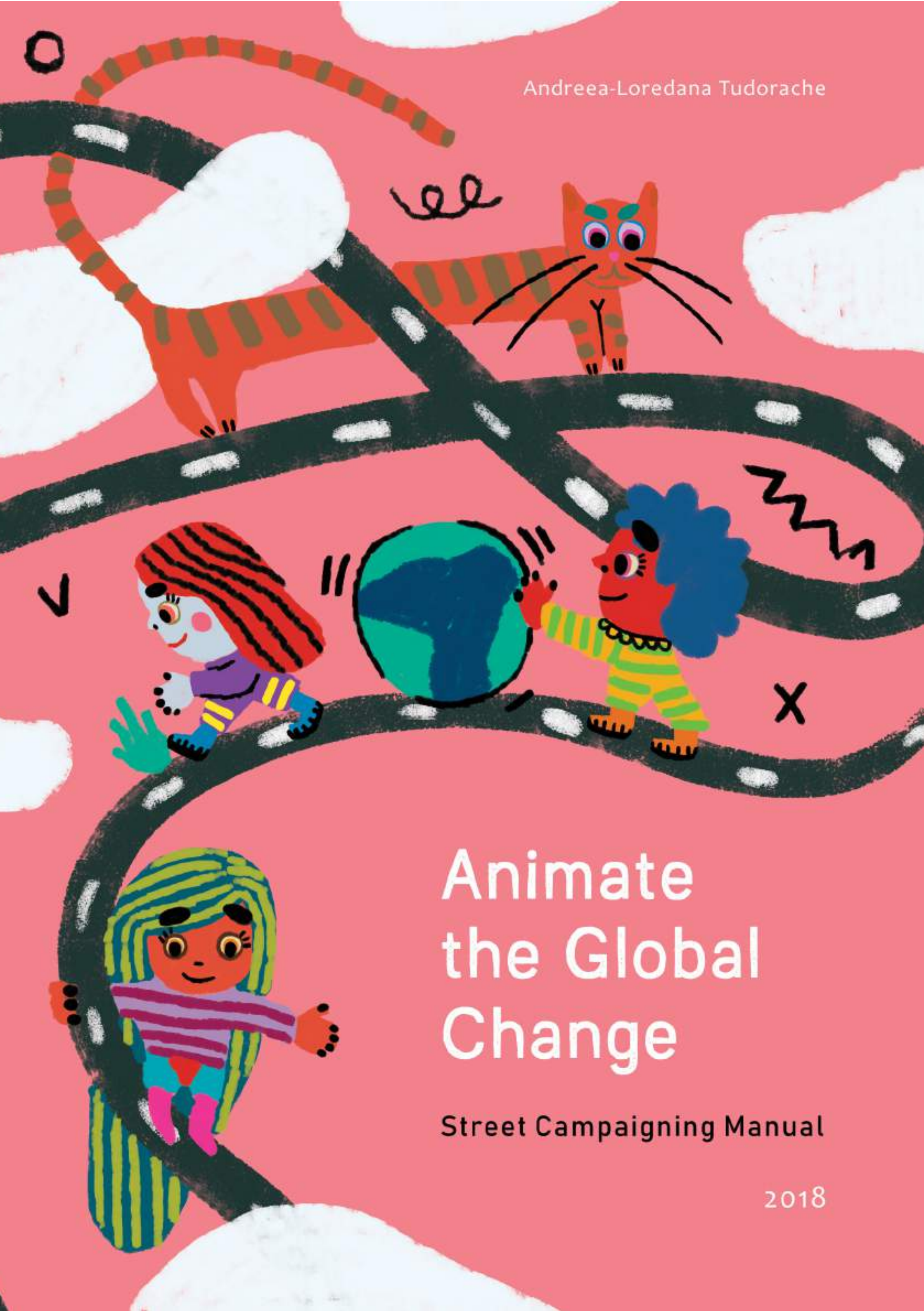


Andreea-Loredana Tudorache

Animate the Global Change

Street Campaigning Manual

2018

Animate the Global Change

Street Campaigning Manual

2018

This material was created as a dissemination publication in "Animate the Global Change" project (funded with the support of the Erasmus+ Programme of the European Union, through Key Action 2 – Capacity Building in the Field of Youth)

The opinions expressed in this material belong to its authors and do not reflect the position of the European Commission.

Co-funded by the Erasmus+ Programme of the European Union

This educational material was developed by **Andreea-Loredana Tudorache**, based on the field experience of **"Animate the Global Change"** consortium members: **Casa do Povo de Camara de Lobos (Portugal), A.R.T. Fusion (Romania), Innovaform (Hungary), SNRDIMU (Poland), Hopespring (Ghana), ACDR (Nigeria), ACET (Togo)** and **TAYCO(Tanzania).**

Proofreading and Editing: Aleksa Savic
Graphics design and layout: Iulia Ignat (*www.iuliaignatillustrator.com*)

**The printed version of this publication is made from recycled paper*

A.R.T. Fusion Association
2018

All correspondence related to this publication should be addressed to:

A.R.T. Fusion Association
Address: Marin Serghiescu Street, no. 14, apt. 6, sector 2, Bucharest, Romania
Email: *art_fusion_romania@yahoo.com*
Web: *www.artfusion.ro*

ISBN 978-973-0-27541-4

"Nothing will work unless you do."

Maya Angelou

Table of Contents

7 **Introduction** - What is This Manual About?

10 **"Animate the Global Change"**- project overview

14 **Street Campaigning - Intro** • Definition • Why to do it?

Street Campaigning Methods

20 1. Attracting Attention

(object manipulation, balloon modelling, music, dances, clowning, energizers)

28 2. Spreading the Message

(theatre, educational games, visuals, demonstrations/tasters, flash-mobs)

42 **Street Campaigning** • Structure, Roles, Examples

55 **Street Campaigning – Step by Step**

(Explanations, Considerations, Mistakes)

56 1. Need

59 2. Team

65 3. Research and Documentation

71 4. Aim and Target Group

77 5. Objectives

80 6. Activities

86 7. Preparation

94 8. The Campaign

100 9. Evaluation and Impact Assessment

111 10. Follow-up

11 **Preparation of the Street Campaigning Team**

Session Plans

116 1. Getting to Know Each Other and Team Building

129 2. Introducing the Campaign Topic/s

149 3. Introducing Street Campaigning Methods

164 4. Communication Skills in the Context of a Street Campaign

172 Code of Conduct

175 **Critical Reflection Points**

181 **Final remarks**

We were out on the streets, this time in Krakow, after already a few days of preparing, campaigning and touring around Europe *(in what was my first street campaign and also the biggest I got involved in so far: Eurizons2007)*. It has been quite a roller coaster of experiences in a very short time – learning about totally new topics, brainstorming theatre ideas, trying to juggle, rehearsals, helping other working groups, interacting with so many different people, feeling ridiculous and embarrassed, dealing with different reactions and issues, confusion, feeling lost, stress, wanting to be in all places at once, feeling the time is flying way too fast, etc., but somehow, on this day, during one of the activities we were doing again and again, **it "hit" me**! From that moment I just let it go, I relaxed and refocused from myself to the people around, to what was happening there: we were doing something really special there, a bunch of cool activities (for which we worked hard to even come up with ideas for), strongly believing in some deep things and truly wanting to send a message to those people around (to as many as we could).

Indeed, maybe not all those people cared about us, but the ones who did and stayed worth more than anyone else. In this big square of Krakow I felt a very powerful freedom – I was free to experience as much as I wanted, to challenge myself and the others as much as I desired, I could stop anytime, I could change on the way, I could improvise and I was free of people's opinions of me. It was a blissful moment, because from that moment all pieces came together, it finally made sense for me and I wasn't consuming myself unnecessarily. We were all part of a unique opportunity – only today and now, they, the audience, and we, the campaigners, happened to meet in this place - it was really up to us if we would take the most out of this moment and, also, up to them if they would take this ride with us. Learning to lose control but still be in control was the key - I think that only in that moment I finally became a real member of that street campaigner team and I became passionate about street campaigning.

Of course we were doing many things wrong and we were, by far, a team with many issues, because we were trying to deliver a huge, very ambitious campaign, and we learned mostly on the way. I was a total novice in this field, it was a lot to take in a very short time, but from that moment many things changed. It was still the beginning! That campaign took about 20 days, with us, the campaigners, travelling from country to country. We had good and bad days, we experienced lots of frustrations, but also huge satisfactions, and at the end it was difficult to say whether we did or not achieve our aims – as a team, we were quite ambitious and critical as well. Definitely, for many of us it was not the last street campaigning project we got involved in or were in charge of.

10 years later, I observed another group of campaigners from different countries campaigning in a city (for most of them, new). I coordinated their work, reflected on their behaviours and reactions, and understood what was happening to them, but I felt they would not experience the same moment of “getting hit” like I did. I was pushing them because few weeks later they were supposed to do it back at home again, so it had to “hit” them now!

Street campaigning comes with many challenges. It is not the easiest methodology to embrace, because it comes with a package of emotions you have to deal with, situations and reactions (of yourself and others) you don’t expect, or you don’t want to deal with, or even if you do, you still get surprised and you have to activate and use many competencies. It is quite a demanding methodology to work with, but it’s very rewarding, for the people you target with this work, and for yourself (since you will grow as you have never thought you could).

This manual aims to offer a pathway to follow in order to become a street campaigner and deliver powerful street campaigns in your community.
It will tackle most of the aspects you need to know, providing you with enough details and, also (in the same cases), with sources for getting additional information. We envision this material as a guide, with steps, tips, explanations, examples, and sufficient inspiration or motivation to start your own street campaign. You have to be in the street, delivering a street campaign, to get “hit”, to get “the bug of street campaigning”, but this manual will hopefully make it happen faster.

This manual is designed for activists, members of different non-profit organisation or, generally, parts of the civil society structures, interested to use street campaigning for social and global change in their communities.
In 2010 we published another toolkit (https://goo.gl/J8PTRn) which offered more of a brief introspection of some terms used in the field, various methods for street animation and street campaigning, the general steps to follow, and examples of concrete projects, as well as a huge list of resources to back up the learning process of those methods. It’s a good material to start with and to get comprehensive background information, relevant not only for street campaigning, but also for other types of street actions, as in that manual we covered street art and animation in general, done for purposes other than campaigning.
From 2010 until publication of this manual, the experiences and lessons gained in a wide variety of street campaigns across the world signalled the need for a more updated and upgraded material, with more in-depth and structured information, specifically for activists interested to be street campaigners and have a coordinating role in the process.

Therefore, in this manual we will exclusively tackle aspects relevant for street campaigning as a methodology to bring about change regarding various social and global problems.

We are open to any suggestions, ideas, comments, criticism, and feedback, after you read and/or try out some of our suggestions, so feel free to approach us at any time, using the provided contact details.

Enjoy the reading,
Andreea-Loredana Tudorache

Casa do Povo de Camara de Lobos (Portugal) and **A.R.T. Fusion Association (Romania)**, together with their partners, developed this project to answer to different needs detected in partner organisations’ countries and regions. In youth work field there are not enough educational opportunities for youth workers, which can enable them to bring the global dimension to their beneficiaries and reach more young people in their communities by using alternative innovative methodology. This project gave the opportunity to youth workers and leaders to explore deeper global topics and global citizenship, as well as to bring these topics in their work by developing advanced competencies in street campaigning.

The project was implemented between September 2016 and August 2018.

The aim of this project was to raise the capacity of 8 youth organisations from Europe and Africa to contribute to a cohesive sustainable society through alternative innovative methodology, such as street campaigning.

The project achieved the following objectives:

• To provide a space for sharing best practices among youth organisation in Africa-Europe youth cooperation field;
• To set up the bases for a street campaigning network active in global citizenship area on both continents;
• To increase the level of innovation and creativity in youth work field;
• To stimulate mobility of youth workers between continents and within their own continents;
• To develop strong proactive attitudes towards global citizenship among the direct beneficiaries;
• To increase the knowledge level of young people and youth workers in topics like: global interdependencies, pollution, sustainable lifestyle, consumerism, social and global justice, etc.
• To motivate all the beneficiaries (direct and indirect) to act as responsible active global citizens in their day-to-day life;

The project’s main beneficiaries (43 youth workers) took part in a long-term training course focused on developing practical working competencies in global citizenship field and street campaigning.

The training approach was designed as the following:

1) **An initial training course for developing basic competencies in global citizenship and street campaigning** for the future multipliers (it took place in Lome, Togo, in April 2017);

2) **A practice phase in each of the partner countries** (Ghana, Hungary, Nigeria, Poland, Portugal, Romania, Tanzania and Togo), where the multipliers, as trained street campaigners in global issues, prepared and implemented campaigns for more than 2400 young people in their communities between May and December 2017. The topics tackled in their campaigns were: pollution, waste, responsible consumption, sustainable life style, etc.

3) **The practice phase was followed by a second training course** (which took place in Busteni, Romania, in November – December 2017), for assessing the first practice phase results and for developing advanced competencies in the street campaigning and global citizenship. The main aim of the training was to complete the set of competencies of the youth workers to become independent street campaigners.

4) **A second practice phase took place in the partner countries,** where the multipliers transferred their competencies in a new round of street campaigns for more than 3200 young people in their communities.

5) **A final evaluation meeting** was organized in Portugal, Madeira, in May 2018, in order to evaluate and assess the impact of the whole project and plan how the network will continue to work in a coordinated manner from now on.

6) **Each partner disseminated** the project results (including this manual) **in their communities**, to interested people and other organisations, in order to increase the interest of the civil society towards global citizenship and its crucial role in the context of the global agenda and towards street campaigning in general.

The main project results were:

• **A network** of strong and competent organisations active in the global citizenship field, which are using street campaigning in different African and European countries;

• **43 experienced**, competent and independent street campaigners in global issues;

• **331 additional young volunteers**, who developed their competencies in various performing and public methods, which were used in different campaigns for global issues;

• **20 street campaigns** implemented in 8 countries on the topics of sustainable lifestyle, responsible consumption, food waste, pollution, etc.

• **13878 direct beneficiaries** of the local street campaigns (implemented by the national teams), who developed their global citizenship competencies;

• **64445 indirect beneficiaries**;

• **A resource movie** based on the project development and experience; (available online on https://m.youtube.com/channel/UC5ORrYpU7NUAqP2TpRkmd7Q#menu)

• **This manual** (which you are reading at the moment), to support youth workers in using street campaigning for global citizenship and other topics;

• **Training modules** for training street campaigners in global issues in North – South context;

Street Campaigning - Intro
Definition; Why to do it?

What do we talk about when we talk about Street Campaigning?

This is a question for which, ironically, even some practitioners (by this, we mean people who actually do/did street campaigns) are, also, sometimes looking for answers. It's one of those questions that, although simple or clear at some point, becomes an interesting "never-ending philosophical" trigger. Typical destiny for other questions, as well: Why do we do it? What do we really change with street campaign? What is the real impact? And so on…*to some of these questions we will come later in this manual.* Although such philosophical thoughts or discussions can be productive, very often they are also blocking, and are, in fact, not constructive – by this, we mean the following: **don't get stuck in definitions!** This is a recommendation for this term and for future concepts we will refer to, as well. We will try to explain them, provide our working definitions, tested and used in the field (by us and other practitioners), but nevertheless, feel free to modify or create your own terminology if that makes more sense to you. There is no need to waste time to analyse, deconstruct and reconstruct terms, if that is, actually, stopping or blocking you from advancing or doing a street campaign.

A useful rule of thumb, if you do end up defining anything in this field in your own way, be aware that the same terms may be used out there with different meanings and/or that they might not make any sense for others – if you will use your new terms in communication with the "others", have that in mind. Generally, the terminology used in this field is rather for internal help, for the working teams, to understand what they are doing and, to some extent, externally, when you plan to attract people, volunteers, partners, etc.

What is (not) a street campaign?

• In a very broad approach, any campaign done in public spaces (hence streets) is a street campaign. Campaign, *as a noun*, is a course of actions organized to achieve a goal, and *to campaign* means to work in an organized and active way, towards a goal. Pretty clear so far, but such a broad term does not really help (it is close to falling in the trap: it's anything we do on the streets), so we will narrow it down a bit more.

• A street campaign is an **organized process**, with a **variety of actions** and activities, which **targets a specific problem** that affects people from a certain community directly or indirectly. **The purpose of a street campaign is to generate a positive change regarding that specific issue.** The team involved in preparing and delivering such campaigns should be motivated by the change they want to bring about, and they could do it on voluntary basis or get paid for it. **It has to take place on the streets.** By this, we mean public places that could be: parks, sidewalks, markets, central plazas, gardens, shopping areas, bus/train/metro stops/stations, campuses, beach, parking lots, etc., any area that is public and has a good enough traffic of people *(we will explore what good enough can mean later).*

There are other terms that use either street, either campaign, as words in their formation, but they shouldn't be confused for a street campaign.
A street campaign isn't and it shouldn't be:

• **A marketing campaign** (which aims to sell a specific product(s); but one-to-one communication often used in such campaigns is also used in street campaigns);

• **A political or election campaign** (which aims to promote a certain political party/figure or be against one, even if some methods found in street campaigns are used here as well);

• **Street animation** (which aims to animate/entertain people on the streets; animation can be part of a street campaign but isn't the only part);

• **Street art** (which aims to perform art or introduce art to an audience);

• **Street show** (which aims only to entertain, but stage methods can be used in street campaigns);

• **Street action** (which usually has only one activity and takes less time; a street campaign incorporates a variety of actions);

Examples of problems, issues that are often targeted in street campaigns, include:

• Human-rights-related topics: different types of discrimination, low level of tolerance, refugees, violations of workers' rights, children rights, etc.;

• Social exclusion;

• Social and/or global injustices (inequalities, poverty, power abuse, etc.);

• Violence (against women, against minorities, school bullying, mobbing, etc.);

• Corruption;

• Health-related issues (abuse of substances, mental health, healthy lifestyle, etc.)

• Environmental problems (pollution, climate change, waste, sustainable lifestyle, mining, land degradation, deforestation, etc.);

• Consumption (responsible consumption, critical thinking, boycotting, etc.);
• Lack of participation, volunteering in a community, social apathy;

• ….

We listed general themes.
There can be more, and each one of them could be divided in more specific topics, which can become the core of a street campaign, depending on the location, target group, the gravity of the problem itself, the effects in the community and many more.
In the next chapters, when we will detail on the specific steps needed to develop and implement a street campaign, we will zoom in on how to choose a certain topic, how to research about it and how to set up realistic objectives regarding them.

Duration

A street campaign can take few hours *(recommended: at least 2 hours)* to a full day, a couple of days, and even a full month. The duration of a campaign is heavily influenced by the available resources (or possible to attract), regardless of whether they are financial or human ones. It also influences or is influenced by the objectives of the campaign and number of activities, along with other aspects, which we will explore in details in the next sections.

Why to do a street campaign and not something else?

When we talk about social change, we use streets in order to send different messages about the topics we care, and we hope that after these campaigns the people who were there and took part in our activities will be different in a way *(depending on what we initially aimed for)*. As activists, members of non-profit organisations and, generally, civil society groups, we use a variety of approaches to reach people and "change" something about them. We go to schools, communities, institutions, festivals; we organize workshops, conferences, games or movie evenings, theatre, exhibitions, etc., aiming to make a change. **Street campaigning is yet another methodology that can be used by us, the activists and the civil society members.** It's complementing other types of work done in the field. It comes with advantages and disadvantages, but then, again, all other approaches do so, as well.

Some of its
Positive Aspects:

• It can reach a large number of people in relatively short amount of time *(this is conditioned by some aspects such as good choice for a location, time of the day, duration, attractive activities, weather, etc.);*
• It takes us, the street campaigners, to people who, maybe, we wouldn't reach with other approaches;
• It's very diverse in terms of types of methods and interaction with its audience;
• It offers a great space for creativity and innovation in sending across various messages;
• It can be implemented anywhere we want *(and we are allowed)*;
• It activates a large spectrum of competencies among the campaigners;
• It's very visible and attractive for the community members *(hence an advantage for the organizing structures);*
• It has a strong fun/enjoyable element which engages both the audience and the team members;

Some of its
Limitations:

• It's very unpredictable and exposed to many external factors and risks (often not able to be controlled);
• It's rather difficult to have a very profound impact on the beneficiaries;
• It's rather difficult to measure the long term impact of such campaigns;
• It can be dangerous, especially during campaigns targeting taboo or rather delicate topics;
• It requires a rather high number of team members *(ideally, at least 20 people)*;
• It needs authorities' cooperation in terms of providing or allowing a campaign to be implemented at a certain location;
• It can send the messages which are wrong or different then the intended ones, to the audience that doesn't actually get involved in the activities of the campaign;

There is a large variety of methods that can be used in a street campaign, which take in consideration the features of public areas, the type of people frequenting those areas, the time aspects and topic of the campaigns.
We will divide the methods in two categories, based on their main characteristics and their role in a campaign. As a result we have methods for attracting attention and methods for spreading the message of a campaign. Both of these categories are needed and important in the structure of a campaign.

Attracting Attention Methods

They refer to different techniques which are successful, as their name is suggesting, in attracting people to a certain place/location. Among such methods are: juggling, music, dance, clowning, balloon modelling, acrobatics, stilt walking, fire shows, energizers etc.

In order to attract the attention of people, these types of methods are based on any of the following:

• some exceptional skills of the performers, which are unusual among general population;

• strong and/or particular sound system effects;

• catchy and captivating visual features;

Majority of these methods, with few exceptions, are quite individual. They don’t necessarily need a team to be delivered and very often can be self-thought and rehearsed. From the previously mentioned list, we selected the ones that are most often used in street campaigns, probably due to the fact they have levels and are suitable for both beginners and advanced users.

Attracting Attention Methods

• Object manipulation
• Balloon modelling
• Music and dance
• Clowning
• Energizers

Object manipulation

This represents a big category of activities which require a specific set of skills to work with certain objects. The most common and popular subcategory is juggling, which usually refers to the skills of tossing around at least 3 different objects (balls, clubs, rings, etc.). As a non-written rule, the more objects tossed, the more impressed the audience is. Another popular type of object manipulation is called poi-poi, which is inspired by a type of performing art originating from Māori people (New Zealand). To manipulate poi-poi means swinging two objects of similar weight through a variety of rhythmical and geometric patterns. Since they are more and more popular, we add, as well, devil stick, diabolo, plates spinning and hula hoop.

Generally, such methods wow the audience due to the complexity and difficulty level of the moves and techniques of manoeuvring the objects.

The industry around such objects developed a lot in the last years, especially as this is the most generous field for street artists and performers, who are making a living out of this. The internet is flooded with video tutorials for developing skills in manipulating such objects and, also, making your own items *(if you don’t want or can’t find readymade)*. One example of such website is https://www.homeofpoi.com/us/lessons/teach/ which includes a huge number of teaching videos for different objects: poi, balls, devil stick, staff, diabolo, plates, fire, etc. Juggling objects and poi can be made from such a huge variety of materials that this causes the least inconvenience for someone wanting to practice such a method.

Considerations regarding Object Manipulation methods

• It is 100 % based on personal determination! With or without an instructor or using just internet tutorials, it ultimately entirely depends on the time and effort invested by the learner to develop such skills. Generally, in about maximum 2 hours, a person can learn how to juggle with 3 balls, and some people manage faster than that. This time is just to get an idea; there is no clear recipe in that sense, as it depends on how a learner engages in the process.

• The beginners in these methods may experience a high level of frustration while practicing, especially if they don't learn the desired skills as fast as they want (usually in unrealistic short period of time). It's a very suitable method to develop patience and discipline, as they are both fundamental in the learning process.

• It can be practiced/rehearsed almost in any space, even indoors, and practicing in front of a mirror really helps the learning process.

• Practicing involves a certain level of physical risk, but usually, the fear of such risk is higher than the actual pain coming from an accidental hit by a juggling ball.

• **To use such methods in street campaigning doesn't require an advanced level of manipulating the objects.** A team member can learn just few tricks, which is sufficient for the purpose of using such method in a campaign.

• Many of the suggestions on making your own materials include food (such as rice) for fillings of the balls. From a more ethical perspective, we strongly advise not to use food for such objects, and explore other materials for stuffing your juggling devices: sand, soil, modelling clay, etc.

Balloon modelling

The method, in simple terms, refers to shaping inflated balloons in various forms: animals (dogs, cats, birds, etc.), objects (flowers, hearts, swords, etc.). There is a need for special type of balloons (usually long and skinny) and a balloon pump

which may not be available in shops all over the world (online shopping could be considered). Depending on the shape aimed for, only one balloon or multiple balloons are used in the process. Similarly as for object manipulation, there are many tutorials (online or books) that can be used to learn this method.

Considerations regarding Balloon Modelling method

• It is usually very attractive for children, as they are fascinated by the process, and it can be used to indirectly attract the parents as well. The biggest impact, in terms of attraction, is when we offer the resulted modelled balloons to the attracted audience *(and, preferably, engage these participants in other activities of the campaign, as well);*

• In some countries there are professional balloon artists/benders who sell their products on the streets. It is important to have this in mind if you will use this method in places where such professionals are active.

• For using this method in a campaign there is no need to have skills necessary for making very complicated shapes - they usually take more time to be finalized. Mastering 3-4 figures (such as dog, birds, flower, heart or sword) will be sufficient for a street campaigner, in order to attract enough attention.

• Have in mind environmental concerns regarding the use of balloons, especially the balloons that are released in the air (without control of where they end up), as they are toxic for the land and dangerous for the animals. If you do decide to use them, be careful not to leave any pieces of balloons behind you and be careful with where you dispose them *(check, as well, if they can be recycled in your area).*

Music and dance

These methods are, as the names suggest, quite self-explaining in what they are about. They are usually part of street shows, animation, open air spectacles, etc. and they are catchy, as people are naturally drawn to places where they think such events will happen, or it triggers their curiosity. In principle, they are a rather simple tool to use, especially if the campaigners are not performing, but there is a sound system playing music.

Considerations regarding Music and Dance methods

• The amplification level of such activities is regulated from country to country. There might be a need to get approval and there may be limitations to how loud you can be in public places. Nevertheless, you definitely shouldn't bypass the possibility of doing other activities (in qualitative terms) for the sake of the music sound.

• You can either use music that was already created by other artists, or you can develop your own songs, especially for the topic of the campaign.

• Copyright regulations apply in different countries, regarding the source of the used music, so it is advisable to check these aspects before using music obtained in unregulated way. There are different websites that offer a relatively diverse choice in terms of free-to-use selection of music.

• Dances can be used as a show for the audience but also an interactive tool, to engage the audience in the created dances. Choreographies created together with thematic songs are the most suitable to help pass a little bit of the message, not only to attract attention.

• Dance can be used as an invitation for the audience to engage in your activities. You can set-up a dance area in that sense, where the audience can just freely dance or express themselves using music.

• Dance and music elements are used, as well, in clowning and energizers.

Clowning

Clowns are one of the most representative (if not the most popular) figures of street art, performance, shows, animation etc. It's a very versatile character, which uses different techniques suitable for various types of audience. Usually, a clown can be identified after the following features, which don't have to be simultaneously used, if a person wants to become a clown:

- **White mask** covering the whole face or only around their eyes and mouth;
- **Exaggerated lips** (size-wise) with the help of face-paint or lipstick;
- **Their eyes** can have a contour coloured red;
- **Red Nose** made from sponge, rubber, plastic or just coloured with paint – but the last option will not have the same effect, because its size will not be exaggerated ;
- **Colourful clothing** : red, yellow, orange, light green, etc. and combination of these colours in a variety as crazy as possible;
- **The principle of size exaggeration** can be kept for any other accessory as well, like shoes that can be extremely long or supersized;
- **Wig:** either coloured in a very strong colour or in some mixture of colours; this accessory has to attract attention and can, therefore, be very big, long, curly, puffed or bouffant;
- **The exaggerated** elements (the lips, eyes, shoes, pants, hands) can have a strong colour which attracts attention easily;

Techniques used by clowns in their performances:

• **Jokes, funny, crazy stories, fairy tales, anecdotes**, etc. they can personalize the jokes and adapt them to the public, location, space or even to the present or past local political situations; sometimes they make mistakes intentionally;

• **Music and dance** – songs that use funny lines, happy melodies, the way of singing (imitating aphonic people), broken dance and unnatural elements;

• **Simple acrobatics or juggling** that can be even intentionally mistaken;

• **Behaviour directed towards themselves,** self-hitting, self-blaming, self-offending, putting their body in uncomfortable positions or even grotesque (grimaces);

• **Diverse tricks, with various accessories,** appearing and disappearing of objects, taking many flags from a hat, magic acts for beginners, etc.;

• **Ironize or imitate celebrities,** people who are passing by, the ones that leave from the performance or pass by without wanting to participate in the campaign;

• I**nteraction between clowns:** they can play tricks on each other, take revenge, be in competition, they can team-up for making other jokes or farces to the passers-by , they can tell stories together (lines or phrases one by one), common acrobatics or dances, etc.

• **Face painting** for children or other people who wish so;

• **Balloon modelling;**

• **Involving the members of the public** as targets of their show elements (jokes, tricks, imitating) or for inviting them to the scenic space to do different actions together with them;

Considerations regarding Clowning method

• Depending on the style of clowning it can be a provoking element for the audience or a fun segment of the campaign.

• If the fun atmosphere created by the clown is exaggerated, it can conflict with the thematic of the campaign (which concerns social problems) and could send a wrong message.

• It demands various competencies of the performer, which are usually shaped in specific workshops, training courses. Nevertheless, a person with some experience in acting, improvising and performing/presenting in public spaces can try and experiment with this role.

• It's one of the roles that can be more exposed to ridicule and negative reactions from the audience members.

• It can be dangerous for the performer if they get carried away by the improvisation and some of the "mistakes" they deliberately do, and they can fall or hit themselves.

Energizers

This specific method isn't very "traditional" for street work. It's mostly inspired by non-formal educational settings, where it is usually used in workshops and training courses to energize groups in certain moments in the process. It has a short duration, can include a song, simple movements, gestures, sounds, etc. Some childhood games from various regions have been adapted and used as energizers.

Considerations regarding Energizers method

• They can be done exclusively by the campaigner team or they can be interactive with the audience;

• They need a team in order to be done, and the bigger the team the bigger the attention-attracting impact;

• There is a risk of being taken as rather silly and aimed for children, not for adults;

• There are different energizers found in internet, as they are used in almost all training sectors. Useful keywords for searching (besides energizers) are also: ice-breakers, warm-ups;

• Special attention should be paid while using the new energizers, so that they don't use unknown words, apparently invented, that could actually mean something in other languages (which could be offensive);

• At the same time, special attention should be allocated to the way different genders or groups are sometimes joked about in different energizers. Although by their nature energizers are "silly games", they could send subtle problematic messages, especially when done in public places.

They are the second category of methods that should be used in street campaigning. These methods are passing the key points, content and essence of the campaign's main aim and objectives to the audience. There are different types of methods that can possibly be used in this sense and it's advisable to use a variety of them in a campaign. Some people will favour some methods over the others (based on personal preferences), and in this way one can maximise the potential impact of the campaign. These methods should be catchy and interesting enough to convince passers-by to stop for few minutes.

They should offer the participants an enjoyable experience, from which they will have learning benefits connected to the campaign topic.
In the following lines we will explain some of the techniques we have used in different campaigns. We will include general descriptions and some considerations to have in mind while using such methods. In the next chapter of the manual we will provide examples of concrete campaigns we delivered and we will illustrate with concrete activities based on these methods.

Spreading the Message Methods

- Theatre
- Educational Games
- Visuals
- Demonstrations/ Tasters
- Flash Mobs

Theatre

Acting and performing different situations (inspired by reality or just invented) is the essence of what theatre stands for. It has a long history with many different types of theatre existing, theories and philosophical thoughts around it. Theatre touches hearts and minds of people, and because of that, people will be able to retain the message of a certain performance for longer time. This is one of the main reasons it's such a powerful and commonly used method in street campaigning, specifically for informing and creating awareness on certain issues.

Concerning street campaigns, acting field is quite a generous working playground, with many different elements that could be used and no strict rules to follow in terms of compositions, directors, scripts, flow or props – only "street rules", which are included in the considerations section.

Considerations regarding Theatre method

- **Any performance has to have a very clear and simple message.** At the same time it shouldn't be longer than 5 minutes, which means it has to be dynamic and focused on the message. Our potential audience definitely wasn't planning to see a theatre play in that specific moment of the day, and public space is very unforgiving – people are usually not particularly willing to stay for long if they are not interested from the very first second/minute, or they get bored.

- In order to make the message clearer and easier to be understood quickly, it's advisable to **use visuals to help the content**, such as labels on the actors' chest/forehead, or posters/banners in the act or in front of the stage, to complement the action and help the audience get the point more easily.

- **The performances could be static or in motion**, depending on their aim and the way they're designed. When working with Living Statues *(A living statue is a street actor who poses as a statue, sometimes with realistic statue-like makeup, for various periods of time; there are also group statues/images, made by a group of actors)*, one of the actors or another team member should take the role of a communicator and talk to the audience about the performance. Otherwise, the performance should include eye-catching visuals explaining the act.

- **When using speech, if the acting team is not able to project their voice** loudly and clearly or the street noise is too strong, it's better to use microphones, megaphones or modify the performance into a speechless version – if the act's essence is in the speech which is not heard/ understood by audience, it will be a failure.

• **As far as the creativity goes, in using theatre on the streets, there are no limits**, teams can develop performances combining speech, pantomime, music, dance, singing, costumes, puppets, face-painting, etc. whatever is needed or felt needed in order to send a clear, simple message connected to the objectives of the campaign.

• **An act can be designed in such a way, to be interactive with the audience**, as it happens in Theatre of the Oppressed, for example. The interactivity could be brought directly by the actors (who can mingle with the audience and invite them on stage) or moderated by an external person. The purpose of the interaction can be to bring solutions, ideas, comments, or debates to the issues presented in the sketch. No audience member should be forced, not even with a slight social pressure, to join such a process. The interactivity is optional, and only an invitation for the public.

• **The team needs to have some basic training and preparation before acting in public spaces.** They do not have to be professional actors, but rather to have a minimum set of developed competencies, which could be through a specific theatre workshop. These workshops include particular exercises for expressing feelings, body language, mimics, acting, improvisation, etc. and generally prepare the learners for acting in public places. You can check the chapter on preparing the street campaigner team; we have included session plans to train the team.

• There is a possibility to have **mobile acting teams,** which can go to the crowds during the campaign, perform in front of them, and change locations for new audiences, instead of always staying in a fixed location and waiting for the audience to come.

• **Invisible theatre** requires more advanced competencies and more specific street performing experience. It's a variety of street theatre that could be used, highly recommended only for experienced groups, which are, at the same time, willing to take the justifiable risks of this method. It's also inspired by Theatre of the Oppressed, and its main feature is that, although it's a performance, an acting scene (reproducing a real life situation), it doesn't look like theatre for the "audience". They, actually, think this is just a real situation, which leads them to get involved in so0me way, encouraged also by the team members, placed "undercover" in the audience. Since it would be a part of a street campaign, and we aim for the audience to make the connections with other activities, it could be revealed to them that it was a staged performance done in the campaign. This can come with a high risk of some audience members feeling tricked by what happened and getting angry.

Educational Games

This is a rather loose name for a category including many types of activities, which, for easier understanding, could be framed as games. In fact, many of the activities listed here where created during free brainstorming sessions in the development process of various campaigns. We framed them as "games", so we can classify them in some way and separate them from other types of methods.

Educational games can be created or designed in such a way, to be suitable for any age group, theme and location. This is very generous methodology, in terms of providing a campaign-related content to the audience, as many games are using information, details and facts from the topics of the campaign. We want to emphasise the educational part of such game-activities, and that's why they are named "educational games". Any game that is used with the purpose of spreading the message should have a strong educational dimension, which has to be seriously taken in the account while designing the activities. The source of inspiration for some of the games we list here are: childhood games, non-formal learning methodology, sport competitions, TV programmes, and, to some extent, just nature and life. Educational games are always interactive, and they are not meant to be done by the campaigner team, but by the audience, with the support (in same cases) of the team members.

Type of games/activities

Missions
Treasure Hunts
Role-Plays
Simulations
Storytelling
Bingo
Guessing/Matching/Ordering Games
Quizzes/Tests
Hopping Games
Competitions/Races
Board Games
Auction Games

Missions – represents a type of method which can be used in almost any given context or topic. Basically, it consists of a set of tasks given to the audience members, that could be done individually or in groups, through which they have to explore the surroundings of the campaign area and do different tasks: to find, to identify, to build, to discuss, to discover, etc.

Treasure Hunt – can include similar tasks (as in the Missions method), but the difference is that the player is guided by different clues from location to location, where they find their respective tasks. The concept of treasure hunt leads to an idea of a competition, with more individuals or groups starting at the same time. The first one to finish wins some sort of a prize; the name comes from this, hunting for treasure you find at the end, which only the winners obtain. It can be adapted for the street campaigning context in various ways, with symbolic or significant rewards given to the players (to the *winner* or to all), but the rewards should preferably be related to the campaign content and the message.

Role Play – individuals from the audience receive a specific role to act out; the role includes details such as gender, age, family status, employment status, personality traits, views on different matters, etc. The role aims to represent a specific person from real life. The given role is acted out in a specific situation, where we know the place, the context, etc. and the idea of the role play is to reproduce one aspect of reality in order to provide some insights and learning. In a street campaigning context, when a person decides to take a role, they will join the team members who will play other roles in order to support the reproduction of that specific situation.

Simulation – the players receive a specific context or situation in which they have to behave as themselves or they are given a draft role. The given situation can be a real one, an invented one – but inspired by reality or an artificial task to complete. There are no more details, in order to shape the role - the player has to decide on all the specific features of the role: personality traits, role's decisions, behaviour and actions they will take in the given situation, etc. The outcome of a simulation is never known, because it's developed by the players, based on whichever way they act and decide upon various dynamics. Every simulation can have a different process and different results when the group changes.

Storytelling – two or more people collaborate on creating a spontaneous story about a given topic, theme or even a concrete, draft beginning. In the process, it can involve different devices helping the story teller, like images, objects, words, etc. that have to be used in the construction of the story. It can have a minimum proposed length or a clear ending to get to. It can be combined with the role play by impersonating the roles in the story and acting them out.

Bingo – This method was, in fact, adapted from a lottery game, very popular in different countries around the world. Originally, the lottery ticket has different numbers pre-printed in a table. The game organiser selects various random numbers from a pile and, if they match with the ones on your table - you win *(if you match all of them)*. The adaptation in educational settings is that the table, instead of numbers, has different sentences (which can be about personal things, different information, questions, etc.), and the players go around asking others about those issues. The players could be audience members or team members who will ask the audience members. Like for treasure hunts, it can include meaningful rewards to motivate audience members to play it.

Guessing/ Matching/ Ordering games – A guessing game is a game in which dynamics use guessing to discover some kind of information, such as a word, a phrase, a title, or to identity an object or its location. Examples of such games are lateral thinking puzzles, Hangman, Guess Who, etc. Matching games require players to match similar elements; they could find a match for a word, picture, or card. Ordering games usually require the player to put in a certain order a list of words, images, objects, combination of such items, etc., in relation with a certain topic. Also included in this category are different types of puzzles: Jigsaw, Crosswords, Sudoku, can be bi/tri dimensional, made out of images, text, geometrical shapes or mind puzzles. In this type of games, we can include factual information, with correct and accurate information, which we aim to give to the audience through the game. It can also include opinions or statistics of opinions regarding certain issues. Then we can discuss the results or follow-up with more information.

Quizzes/Tests – A quiz contains some sort of measurement of knowledge, expertise, experience, etc. It should focus on measuring objective information and not so much subjective, in order to avoid misunderstandings or even conflicts. Nevertheless, in the right context and with the right introduction, a quiz can be adapted to more subjective issues. The results/score one gets can be discussed further and followed up with other activities in the campaign. Alternatively, they can be done through an online version, so players can do them online as well, in real time (which will help monitoring and documenting their answers a lot) and/or as a competition between individuals or groups of people. Generally, the

questions should be clear, neutral and not misleading. The answers should be backed by the latest data from reliable sources, which you should offer to the public members after they finish the test. There is a possibility they might disagree with some of the right answers (if they are different from their answers) and you need to back the right answers by the sources you used.

Hopping Games – this refers to the games that many children (used to and still do) play around the world. Different paths are drawn on the floor, with numbers or symbols included in different areas. Players have to throw a stone in one of the marked areas and hop over the path to reach that specific place. This can be adapted by adding questions, tasks, and information given when hopped on any of the specific areas of the path.

Competitions/ Races – this includes any type of game, based on the idea of a competition or race among players / groups of players or individual challenge. We find here, for example, throwing games (bowling, darts, etc.), obstacle races, collecting quests, etc. The players can be audience members together with team members, or alone. Also, there can be a competition among only campaigners *(who are, for example, costumed, or impersonating certain characters)* and the audience has to support a certain side. The items, meanings and symbols used in such races are connected to the topic of the campaign.

Board Games – it's a huge variety of games which combine different levels of strategy, chance and skill, and have different mechanics, dynamics and degrees of complexity. Some of these games can be adapted and used as inspiration to the street campaigning context, and for spreading the message of the campaign. Here are few examples: chess, roll-and-move games, Pictionary, word games (anagrams, scrabble), just to give you some ideas. In practice, any game could inspire the team to transform it in an activity which will support spreading the message of the campaign.

Auctions Games are games which use an auction as a game mechanic. An auction is a process of buying and selling goods or services by offering them up for bid, taking bids, and then selling the item to the highest bidder. Auction games can be developed around this idea and adapted for a street campaign in various ways, by having goods or services relevant for the topics tackled in the campaign or the payment currency transformed to other types of currencies, etc.

Considerations regarding Educational Games method

• **This type of games present two high risks:** they can be either too fun or too boring, and none of these options are desired in a street campaign. They have to combine fun elements and learning process in a balanced and smart way. The enthusiasm of the team developing such games can often blind the creators making them unable to notice these potential pitfalls. From time to time, they need to activate their extreme critical thinking in the creation process, or alternatively, involve external people to provide feedback on their ideas. If time and resources allow, they can also test some of these ideas in public places. This is advisable, especially for big-scale campaigns, either in terms of target number of audience or duration.

• **Logistics of such games have to be really thought, planned** and even rehearsed in advance. There are various questions that need to be answered in this sense. How many people can play the proposed game at the same time? The answer to this question depends on the game logic or on the required materials which can or cannot be multiplied. How many people from the team have to be responsible for facilitating the playing process? Having these aspects in mind, together with the number of people you have in the team, think of how many games can realistically be implemented in parallel? The needed materials should be prepared in sufficient numbers and, if possible, (depending on the game) in supersized version – especially for competitions or board games. A game that can be played on a table will be played by 2 people – the same game, constructed on a large scale, can be played by 2 teams of people.

• **No game should be left unattended by the campaigner team.** No matter how well or clear instructions could be drafted for any game, a direct explanation will be more efficient (time-wise, as well) and with higher probability for motivating the audience to play the games. Additionally, a team member's presence is also important for providing more information about the campaign topic, encouraging them to participate in other activities, and monitoring the number of people participating.

Visuals

Here we include any type of visuals that can be used for spreading the message of campaign, such as:

Posters/Banners – They will illustrate relevant information, statistics, questions, messages, images, graphics, info-graphics, etc.

Interactive Boards – The board can either encompass a trigger question, to which audience members have to provide answers, a trigger word, which they make free associations with, community discussions about certain topics, an exchange (the participants can take something from the board in exchange for something else), etc.

Hanging Messages – Depending on the location, one can use some supporting systems (ropes, pipes, pillars, etc.) to hang (like clothing left to dry, for example) various messages. They can, also, be interactive, by offering the audience members possibility to add more messages or take some with them.
"Human Posters/Lines" – team members can be covered with posters, with information on both sides, and they can interact directly with the public. There can also be a "human line", made by a specific number of team members with messages in their hands or on their bodies, messages that could be fixed or could change in time. Each person can have a set of info-boards, which they can change regularly. One by one, campaigners change the individual messages they are showing, revealing the next ones. For example, the campaigners can share their identity through different layers, which can be written on different papers, held only one at a time. While changing, one aspect of the identity could be something surprising (in this example, shared information doesn't have to be personal/true about the campaigners);

Exhibitions – It's a public display of works or items concerning the campaign topics: photos, maps, postcards, drawings, graphics, articles, quotes, cut-outs from magazines/newspapers, products made from various materials, handicrafts, sounds, videos, etc. (the last two examples are heavily dependent on bigger financial resources). The exhibitions can be passive or interactive; the audience can just observe or actually work with the items, while the team observes their reactions, etc. Combined with "living statues", you can also have "human exhibitions".

Selfies/Snapshots/Photographing – This includes “face/head in the hole” boards designed especially with themes and messages relevant for the campaign; They can be made for one person or more people, be static or mobile; Various frames which people can use to photograph themselves in, with frames carrying messages of the campaign; There can be various messages written on boards/signs, that audience members can hold and be photographed with (this can, also, be implemented with specialised equipment that can provide the photos immediately).

Considerations regarding the use of Visuals

• This method is often helpful in complementing other activities, and it should be done in such a way, to be very clear and easy to read and understand what is written on the involved visual materials, even from further distances.

• Handwritten text and printouts are both fine, as long as they are written clearly, correctly, and have adequate size for its purposes.

• As production materials, it is advisable to use cardboard or textiles, as wind and other weather conditions could easily destroy thin paper visuals. Similar attention must be given to the “human” versions, and it is preferable to find solutions that leave the team members hands-free during the activities as much as possible so they are able to do other things in the campaign.

• Logistically, there is a need to check the location in order to see exactly where it is possible to hang, tie, and post different materials. In some cases, there might be a need for additional approvals from private entities, to set up such temporary installations on their property.

• When using photos of people or groups you can contact, you need to have their approval for using their images in such campaigns. If you don’t know them personally or the photos are taken from various public sources, you need to be sensible and careful with which images are used and how they portray certain situations and groups. It can be useful to have in mind a set of guidelines, a code of conduct for the use of images in public spaces: (this is an example https://www.dochas.ie/sites/default/files/Images_and_Messages.pdf)

• When taking photographs of people (in the specific activity with this purpose, or in general, in the campaign) it’s mandatory to have their approval for publishing or using the photos by your organisation further, for campaigning or other purposes. If it was promised to them that they will get their photos, send the photos to them - this promise has to be kept.

Demonstrations/Tasters

This type of method refers to any activity through which the audience members can learn how to make certain items, products or experience how it is to be/ do certain things. Usually, they target more specific skills and hands-on experiences, like do-it-yourself workshops, cooking lessons, testing various applications or programs, inventions, etc. but it can also be more of an abstract experience, such as interviewing people with different life experience or, for example, reading a “living book” (*read more about Living Library method here: http://www.artfusion.ro/docs/doc2016/ghid_biblioteca_vie_engleza_s.pdf)*

Considerations regarding Demonstrations method

• Whatever is chosen to be demonstrated to the audience has to be mastered by the team. Very often, some things sound very promising as a concept and potential impact, but the delivering team actually has very poor skills in teaching other people how to do/make similar things. This can happen because the team is not experienced in teaching in general, they didn’t develop the right competencies to teach these specific skills yet, or the complexity of the process of doing/making those items is highly underestimated. If the group doesn’t have the right expertise, then they should practice in advance, as many times as needed, with different materials and in different conditions, in order to be able to answer to all potential questions and issues that might come up in the process.

• The products made during demonstrations can also be part of an exhibition in the campaign, which will motivate the public to learn how to make them and participate in the micro-workshops.

• Usually, in the practice, the products made by participants remain with them, which means some serious mathematical estimation has to be done for the needed supplies, and make sure there are enough utensils (needed in the process) available.

• If some of the demonstrations involve food and drinks, you need to check your country's regulations in that regard, and avoid any fine or legal issues.

• In case of the testing of various applications, technological products, inventions, etc. it is very important to check the electrical sources, if there are any, where they are (pay attention to the length of the cables), for how long you need them, and make sure all these elements are ready before the campaign starts. Same advice applies for the internet connection, if it is needed for any of the try-out activities.

• In the case of abstract, personal experiences (such as Living Library, virtual reality set-ups, sensorial devices, etc.), make sure all the conditions for such tasters are set in qualitative terms: there is enough adequate physical space for the experience, as well as for the discussions (if they are included), the safety measures are in place and, also, there are enough possible experiences available for the audience members.

Flash Mob

General characteristics of a flash mob are the following:

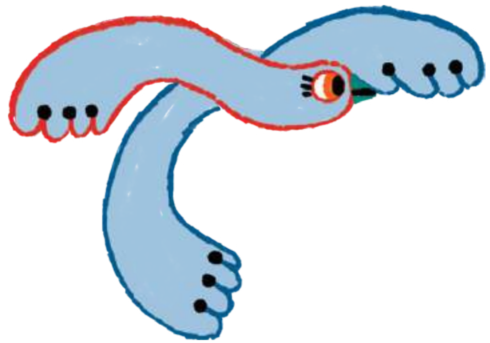
• It looks like a spontaneous gathering (even if everything is planned and organized in advance);
• Its main action is something very simple and short (about 1 minute);
• The action itself doesn't have a beginning, middle or ending part;
• There is no limit (minimum or maximum) to the number of people who can participate; the number is relevant only in regards with the impact on the public;
• It is easy to repeat it;
• It is open for everybody to join, even after it already started.

Considerations regarding Flash Mob method

• In the countries where flash mobs are popular, they are often associated with something fun, irrational or atypical, done in various public places *(for example, pillow fights, dancing a specific choreography, slow walking or freezing , no pants in the metro, etc.)*. In street campaigning, the idea is to use the gist of such actions and to transform it in a meaningful message that could be sent through a flash mob.

• The impact of a flash mob is taking crowds in public spaces by surprise; they happen very fast and they send a very quick message. This has to be very carefully planned for a campaign, which includes other activities at the same time – the "surprise" factor should still be strong.

• The bigger the number of team members, the bigger the impact of such actions. It's more suitable for a team bigger than 15 people and, if the team is smaller in number, the idea of a flash mob could be transformed in a theatre play.



In the previous chapters we have introduced some basic information about street campaigning and we listed some of the methods that can be used in this field. In this chapter we wish to explain the way street campaigns are structured, to introduce the roles campaigners have in a campaign and, also, to provide examples of concrete campaigns we did in the past, which can illustrate the used structure.

The Structure of a Street Campaign

A street campaign is like a machine. Not the most romantic association, but the closest to our definition. A machine is an apparatus having several parts, each with a definite function, all together performing a particular task. If one of the elements of the machine would stop working, do their job poorly or overwork, then the overall task the machine has to fulfil would fail. Exactly like this is how a street campaign functions, we have different components with a defined work and purpose and only all of them together can reach the campaign's aims. If any of these components would be missing, or it would malfunction (by underperforming or over-performing) the overall campaign would be seriously affected.

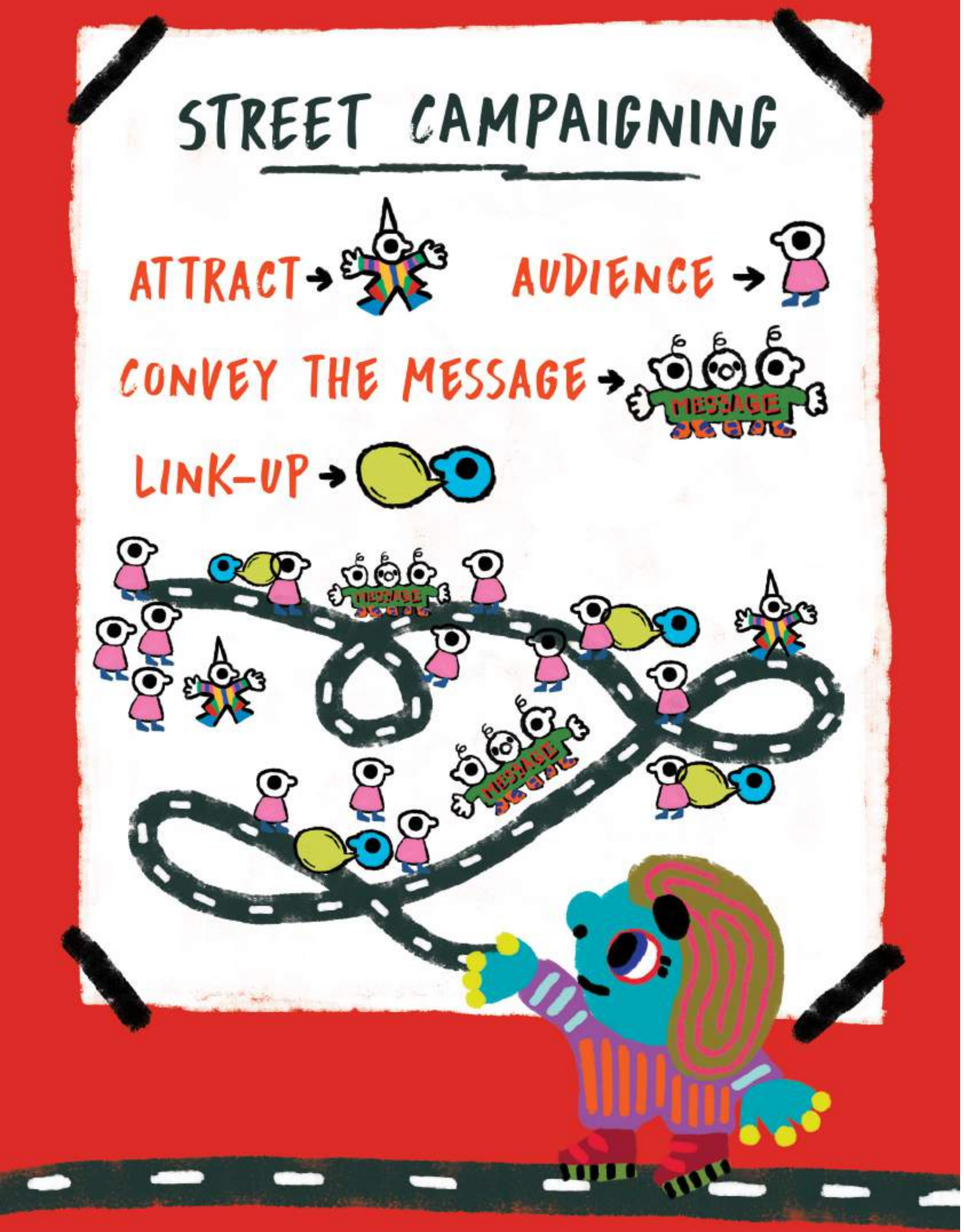
There are three main action units in a street campaign:

Attract

– the purpose of this unit is to attract crowds to the campaign location and to the activities implemented in the campaign by the Convey unit. Attract unit has to be very visible, colourful (as much as possible), loud (at times) and catchy. All these things are achieved by the way people are dressed and their tasks. This subdivision makes use of all the methods for attracting attention, mentioned in the previous chapter. It's a mobile unit; they constantly scrutinize the campaign area and a little bit outside of it. They detect potential crowds or bigger flow of people and they place themselves in their proximity in order to attract their attention and then, to direct them to other campaign activities (done by the other units). Also, they should constantly have an eye on what Convey unit is doing, so they could move and place themselves in order to attract audience or participants to their activities. They should always analyse if their activities are disrupting the activities of Convey unit, by taking away audience from their activities to their own actions or, maybe, through the noise or their work, and if that happens (sometimes unintentionally), they should re-plan their location/specific activities for that moment.

Convey the Message

– the purpose of this unit is to provide the audience with information, knowledge, details, etc. on the topics in line with campaign objectives. This unit is responsible for all the activities which are using the methods for spreading the message described in the previous chapter. The activities delivered by this unit have to be diverse in type and dynamics, but also in terms of learning objectives - if a public member wants to get involved in more than one activity, they should be able to gain different things from each activity. Some of the activities done by this unit can be mobile, some are fixed and they need to be placed in such a way around the location to help, not to obstruct each other. They should maximize the way campaign space is used by positioning where the usual traffic flow of people coming from different directions is found. The members of this sub-division shouldn't be in competition with each other. There is a wide variety of offered activities, but if audience members prefer some more than the others (sometimes, some of the activities not at all), teams responsible for less popular activities should support the teams responsible for the others. Nevertheless, all team members should invite and encourage the public to participate in the other activities, which can be briefly introduced, if needed, by any member of this unit.



Link-Up
– the purpose of this unit is to make sure the audience members, who get involved in the activities, observe what happens or just pass by the area, get to know what the campaign is about, and engage in deeper conversations on the topic (in the direction set by the objectives). These unit members spread around the previous two working units, observe public interest (people just looking around or actually getting involved in the activities), conduct conversations (sometimes deeper) on the campaign topics, and link-up the people with the more profound aspects of the campaign. The members of this unit don't conduct any activities in particular. They are the Communicators; they are attentive to the audience and conduct the link-up conversations with people who show various degrees of interest. Depending on who the people they talk to are, they either introduce them to the topics and motivate them to get involved in the activities (in case they are just observing at that specific time) or they underline the message of the campaign (in communication with the people who already engaged in some other activities), "hit the nail on the head" regarding the learning points people extracted. It often happens that audience members watch a theatrical performance or some parts of the exhibitions and they move along. The Link-Up team, by one-on-one communication, makes sure they got the message of those activities, and adds additional food for thought to them. One-on-one communication is very effective and has a strong potential impact on the public. Conversation can go deeper and people remember them longer. These unit members are always scanning the area and they are on the move. Preferably, they should be dressed in a distinct manner, to be able to be addressed easily, in case public members are curious about the campaign.

Each of these units has its specific purpose, but at the same time they are heavily connected with the other units. They support each other and, to some extent, they are interdependent, in order for each of them to function adequately. Sometimes their actions might overlap. We refer to situations when, for example, members of Attract also perform the role of Link-Up by communicating, having even deeper conversations; or when the Convey team (especially the mobile part of it) succeeds in attracting attention of the crowds around; or when Link-Up members explain some of the games or activities done by the Convey team, if all of them are already engaged in some work at that time, etc. All these examples happen naturally and they don't mean that the team members change roles during the campaign. Each unit has a clear purpose and the dominant part of their work is for the purpose of their unit. At the same time, they all work together, helping each other for the bigger purpose – the campaign aim and objectives, and whenever the situation requires, they might do some tasks of other units. These units are not framed in rigid structures and their members do not automatically perform exclusively the roles given within that unit. There is fluidity and flexibility, but at the same time, a general framework. *(For these things to happen the campaigners have to be ready for supporting the work of any unit, if needed; these aspects will be tackled and explained further in the Steps and Preparation of the Team chapters)*

As a very important consideration, not even in special circumstances, such as having a smaller team or lack of interest *(from the campaigner team)* for a certain action unit, should one of the units be sacrificed! **Doing a campaign with only one or two of them considerably decreases the potential impact of the campaign:**

- It could be argued that having only Convey or Link-Up could be sufficient because they are the ones more connected to the message and the campaign objectives, BUT without sufficient people to actually give that message to, it's not going to work. Attract unit brings / helps bring more people to the activities done by the other teams.

- Another perspective could be that Attract and Link-Up can successfully work together, attention of the audience is attracted, and then we have deeper conversations with them, which ensure passing the message. In practice, that could end up in a boring campaign (on one side), and (on another side) direct communication cannot replace activities in which more people can get involved at the same time. There is such a big variety of people joining our campaigns – some are more into practical activities, some are more reflective, the others are more talkative and critical, and so on. Convey unit incorporates activities that can answer to all these styles and give more options of things to do to the potential audience.

- One could, also, think that Link-Up unit could be just taken over by the Attract and Convey units, and they could have a more complex role to deliver. In practice, this doesn't work most of the times. Each unit has its purpose. When you add the Link-Up tasks to the other units, it creates too much workload and campaigners have difficulties to do both at the same efficiency level. Attract unit members end up doing insufficient attraction and, also, making superficial or fewer conversations (because, at the same time, they need to do the other task, as well). Convey unit members either give little attention to how different activities are explained, monitored, etc. either they make superficial or fewer conversations. Focus is important and, if a unit is losing its focus, it will easily create more of a chaotic atmosphere.

It is important to note the reality, that there are practitioners who use different structure or way to define the work they do during the campaign itself, who might also disagree with the things mentioned here. They might strongly support some of the cases just explained (which we do not recommend) by stating they made impact without such division we suggest. Yes, as we mentioned before, they can make, and for sure they made impact with other approaches or fewer working units. We surely did, as well, in our earlier projects and campaigns. **What we want to underline/emphasize is that the structure we suggest, which we developed through our practice, can increase/maximize the impact of a campaign.**

The things mentioned about these 3 action units are the ideal way things should happen in a street campaign. To a very high extent, the experience (in street campaigning and, also as a team) of the campaigners influences how they act in their respective units. It takes practice to make certain competencies function smoothly and, also, for certain teams to cooperate efficiently. Additionally, there are different personality traits which heavily influence the progress of a person on their journey as a street campaigner; some of them include big egos, stubbornness, arrogance, shyness, etc. which will also negatively influence the work of their particular unit. We will tackle these aspects, sometimes really problematic, in the chapters “Street Campaigning – Step by Step” and “Preparation of the Street Campaigning Team”.

Coordination and Roles of the Unit Members

We listed the three action units that operate in a street campaign. The work of these units has to be coordinated by one or two people, who are not directly engaged in any of the mentioned units. They monitor the time, the flow of activities and dynamics during the street campaign.

During the campaign, **the Coordinators:**

• Notice if Attract or Link-Up teams need to re-locate, to target certain groups/ people;

• Direct mobile groups from Convey units to certain locations;

• Locate specific areas in which there is a need for a certain team to be there;

• Change team composition based on the flow and interest of people (cancel some activities, supplement people for certain tasks, etc.);

• Announce and change shifts of the campaigners (if the campaign is designed with role shifting or rounds) and breaks (according to the previously agreed plan);
• Support the campaigners with extra emergency materials if needed (tape, ropes, stickers, etc.);

• Collect monitoring data from each unit, in terms of people they talked to or interacted with (this can be done periodically, after each round, if the campaign has rounds, or in the breaks);

• Generally, if there are issues or interaction with authorities, media, partners or other stakeholders involved in the campaign is needed, they have to discuss and fix any matters that occur on the way.

A street campaigning team should have at least 20 people *(preferably more)* and, depending on the number of team members, there could be other independent roles in a campaign, or such roles could be merged with the existing ones. (*This opportunity emerges only for teams bigger than 40 people)*

Roles of campaigners (during the campaign itself):

• **Members of a unit**: Attract, Convey or Link-Up (in balanced number); their tasks were described previously;

• **Coordinator of a specific unit** (only one unit) – such role is needed when the campaign is big and we have at least 15-20 people in one unit. Such person can be a full member of the unit, with this additional role, or exclusively coordinate the unit and support the general coordinator (especially for monitoring part);

• **Coordinator of all the units**, generally, coordinator of the campaign, one or two people, not more, even if the campaign is very big, in which case each unit will have coordinators and they will work together;

• **PR responsible** (it could be a team if the campaign is very big; if not, only one person) who talks to the media if they come to the location, gives interviews, manages the social media promotion of the campaign and (if there is no Photographer) takes photos and documents the campaign activities and audience involvement. For a small campaign, this role is taken by the Coordinator of the units.

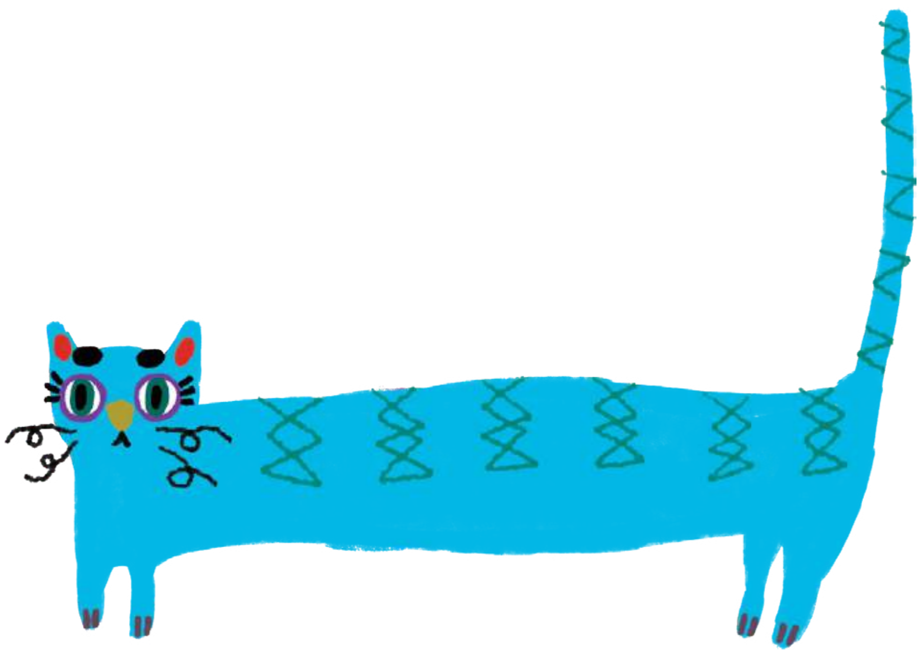
• **Photographer/s –** This role could be particularly needed if the campaign is a part of a bigger project, or it is very important for the organizing team, and these photos could be used for reporting, show-casing the results, etc. In a case of a smaller campaign, this role could be taken by the Coordinators and, at times, by members of each unit. It can be helpful to partner with Photographers (volunteers or paid) with an exclusive role to photo-document all the campaign.

• **First Aid Responsible** – it doesn't have to be a separate role, unless it is a huge campaign with hundreds of people involved and thousands of audience members targeted. Ideally, one or two members of the team should be trained to provide first aid support, if needed. If there is no such expertise in the group, then one person will be responsible for the first aid kit (which should include standard material for such purposes). This means that, in case of any situation, this person will intervene. It is an additional role any campaigner can take besides their tasks.

In order to exemplify the street campaigning structure in practical terms, and, also, type of used methods, we will detail two of the campaigns done in the "Animate the Global Change" project

(which allowed this manual to be created - see the first chapter).

In this project about 20 campaigns were implemented locally in 8 countries. The examples we will detail next were the campaigns done by international teams (as a part of their training process) in countries different from their own *(with few exceptions)*. We chose these ones because they were the base of what was implemented in each country later; many of the activities done here were transformed and adapted for the local context and, also, for similar topics. At the same time, being an international group, unfamiliar with the local language (only around 5 people from the team were able to work in the local languages), it may give the impression they had very difficult conditions to deliver a good outcome campaign and we want to demonstrate that, despite these factors, the impact was even higher than expected.



Friday, 7th April 2017, Togo - Lome

Location: Totsi Gblinkomé, in front of the Catholic Church - this is, actually, a local market with a constant traffic of people.

Team: 30 campaigners from 8 different countries

Duration: 2 hours (13:30-15:30)

Target group: the sellers and regular customers from the areas. At least 200 people hoped to be reached.

Aim: To raise awareness among the neighbourhood about the negative use of plastic.

Concrete Objectives:
- To inform the audience about the negative impact of plastic on the environment.
- To inform them about alternatives and examples of reducing and reusing plastic waste.

Activities done in the campaign and number of people in each unit

Attract unit (6 people): juggling, music (drumming), clowning, energizers

Convey unit (13 people)
- Theatre play about proper disposal of trash, especially plastic. It was a mobile theatre group which went to crowds around the market area.
- Thematic song about reducing and reusing plastic products. The lyrics were simple and there was a choreography designed for it, which included plastic products – it was easy for public to join either the song or the dance.
- Informative posters with drawings and statistics about impact of plastic on the environment.
- Exhibition of products upcycled from plastic waste, such as bottles, bags, etc. (taken only from disposed trash); among the repurposed final products were: toys, containers, decorative products, etc. (it was, also, demonstrated how to make these products)

• “Head in the hole” photographing – there were two predesigned boards with pledges about future behaviours: I pledge that, from now on, I will use only textile bag instead of plastic and I pledge that I will reduce the use of plastic in my life. Depending on what they wanted to commit to, the audience took photos.

Link-Up unit – 9 people

Overall coordination (plus documenting the campaign) – 2 people

Quantitative Results
• Total number reached in the 2 hours of the campaign surpassed 550 people (almost 3 times more than the initially expected number);
• Predominant age group was between 16 and 30 years old, and second group was children, up to 10 years old (more children then it was, actually, aimed for);

Sunday, 3rd December 2017, Romania – Brasov

Location: Sfatului Square – this is, actually, the main centre of the city, with many pedestrian roads and big traffic of people (locals and tourists)

Team: 28 campaigners from 7 different countries

Duration: 2 hours (14:00-16:00)

Target group: Tourists from other cities or countries, but also locals found in the area. At least 200 people hoped to be reached.

Aim: To contribute to a more sustainable community of people.

Concrete Objectives:
• To inform the audience about concrete sustainable behaviours (regarding waste, energy, water, biodiversity, etc.).
• To encourage them to change their behaviours.
• To create a positive attitude about sustainable lifestyle.

Activities done in the campaign and number of people in each unit

Attract unit (5 people): juggling (balls, poi, devil stick, and diabolo), music and dance

Convey unit (14 people)
• Theatre plays about sustainable behaviours. One was about encouraging audience to place the recyclable objects in the recyclable containers. It included a thematic song. Another play was about changing light bulbs in the house with the ones that are eco-friendly (and it, also, helps reduce the bill).
• Exhibition of products upcycled from various products/ crafts from waste: bottles (plastic or glass), bags, etc. The ways to up-cycle were also demonstrated to the public. Among the repurposed final products were: wallets, folders for papers, toys, containers, decorative products, etc.
• Taster – meeting the Fortune Teller who explains about the future of the planet;
• Check-lists of sustainable behaviours which the audience was invited to check, discuss and, optionally, take away with them as a “Christmas Card”;
• Bingo and Sustainability Test – audience members take the test; then, they have discussions on their results and sustainability in general;
•#AGlobalChange – frame for photographing. After discussions or other activities, the audience take photos using this frame.

Link-Up unit – 7 people

Overall coordination (plus documenting the campaign) – 2 people

Quantitative Results
• Total number reached in the 2 hours of the campaign surpassed 630 people (more than 3 times more than the initially expected number);
• Predominant age group was between 16 and 40 years old, as aimed for;

In this chapter we will introduce the concrete steps that are needed in the street campaigning process. It has common elements with the steps of the project life cycle, in general; therefore, people familiar with project management might follow their logic easier. At the same time, we will include plenty of technical advices, recommendations and suggestions, all based on years of experience, direct work with street campaigning in various contexts and, the most important, on the many mistakes we have done, which we hope other practitioners won't repeat.

The steps and their flow are the same, no matter if the campaign lasts 2 hours or 2 days, if the team includes 20 people or 100, if there are no financial resources or there is a huge available budget – the only thing all these aspects influence is the time required to go through these steps. We have gone through this process in 2 days or in 2 months, based on some (but not only) mentioned factors. Of course, more allocated time usually helps; it allows teams to work on various aspects more and to mitigate potential errors in time, so whenever it's possible, it's better to allocate more time.

While we introduce each step, what is needed for each phase in this process and what influences the complexity of the included tasks will become clearer. Generally, each step builds up on the work done in the previous step, and that's why it is important to, adequately, do the tasks indicated at each step. The process follows a "funnel" logic, from very broad, general work, narrowing down, step by step, to more concrete and specific tasks, until the actual campaign.

The Steps of a Street Campaign

1. **The Need for a Street Campaign**
2. **The Team**
3. **Research and Documentation**
4. **Aim and Target Group**
5. **Objectives**
6. **Activities**
7. **Preparation**
8. **The Campaign**
9. **Evaluation and Impact Assessment**
10. **Follow-up**

Depending on the context of the actual street campaign, the first and the second step could be interchangeable. It's either one or the other. In very simplistic way, there can be a topic around which a certain team will gather and continue the process, or, there can be a team which will identify a topic and continue the process. None of these significantly influences the rest of the process, but, nevertheless, partially arbitrary, we will introduce the steps as in the following order.

Step1:
The Need for a Street Campaign

This step offers the reason and, also, the main direction the campaign will follow. The need refers to **a specific problem** of the people from a certain community, which affects them directly or indirectly.
The community members might or might not be aware of the problem, which doesn't make it less of a possible issue to be tackled in a campaign. The campaign can be designed in such a way, to make people aware of things they didn't consider before the campaign, for example. The chosen topic has to be important and, also, has to be more of a general problem, connected to a bigger number of people. Street campaigning is done in public places and we target general audiences.

There are more or less subjective/objective tools which could be used in order **to identify a potential problem**.
Here are some:

• It's a topic which worries people, they talk about it and express their concerns towards it;

• It's a topic which transpires from mass-media coverages (news, shows, interviews, etc.);

• Researches, statistics, analyses done in a certain periods and communities can show some of the important issues which could be tackled;

• Projects of other active organisations in a specific area of topics or in the community can also reveal or point out possible problems to be tackled.

Considerations for the Step 1 (Need)

• **The decision on the exact need** could be taken by the street campaigning team, by an agency supporting its realisation (an organisation, an institution, etc.); it can be suggested by the political social and global agenda of the local or national authorities, or even by a potential sponsor/donor willing to finance such a campaign.

• It can happen that there is **a list of potential relevant topics**, with no clear way to decide which one to tackle.
This often happens due to subjective attachments of people taking the decision (personal preferences, experiences, emotions, etc.).
In these situations, one way to decide is to identify objective criteria (number of projects on that topic, urgency, number of people affected, etc.), give points for each of them, sum up, and come to the topic.
Another way would be to, if there is, already, a targeted community, do an initial research in the community (or study other researches, if they exist), talk to the members of the community, and see what is more relevant or needed for that community.

Mistakes done in this step

• **Deciding on the aim, target group and/or location of the campaign.** It often happens that ideas around a topic flood and the answers appear, with the teams already agreeing on them. All these thoughts are more than welcome; they can represent good material for analysis, but at a later stage in the process. Example: “We should do a campaign on responsible consumption in the local market area, to make the customers more responsible”. The chosen problem is “responsible consumption”, but there are other tasks which have to be completed before deciding on the aim, where and for whom to do the campaign. These tasks are explained in the next step, “Research and Documentation”. If the next step is ignored or delivered superficially, it will limit the possibilities for a more relevant campaign. Other locations may be more suitable for such topics; the angle of approach to the topic could be different, the main target group could be another one, and so on – all these possibilities, which actually increase the impact of a campaign, may not exist at all, if those decisions are taken too early.

• If an **initial research is conducted to choose the topic** *(as mentioned in the considerations section)*, consider this research as the main one needed in the entire process. However, no initial research can replace the in-depth and complex documentation and research needed for the campaign *(explained in the Step 3).*

At this step it should be clear who is going to, actually, do the street campaign, not only on the streets, but, actually, be involved in all the process required before the street campaign actually happens, until later stages, evaluation, impact assessment and follow-up. From a financial point of view, the team members can be involved as volunteers (no covered costs), with partially covered costs (such as transport, meals, accommodation, if needed) or as full-time staff members (with salary and additional covered costs). It happens that such conditions apply to all members in a team equally or differently (e.g. some are fully employed, such as coordinators, the others have partially covered costs, or they are all staff members with different fees, etc.). This is influenced by the experience and expertise of team members, the available financial resources, involved partners, the scope of the campaign, and so on.

Considerations for Step 2 (The Team):

• For some potential team members, **the financial aspects** influence the decision to get involved in the campaign. A budget for covering certain costs can exist since the beginning, but it can also be established at a later stage, through fundraising and partnerships. In any case, it has to be clearly communicated to the team, and they should be aware of the fact that to-be-attracted funds are not guaranteed. They should take a decision having this risk in mind, and not change their mind later, if those potential funds are not showing up (basically, they should take a responsible decision).

• Financial aspects should, by no means, represent the **main motivation** of a team member to get involved. Regardless of any financial benefits in the process, one of the main motivations should be driven by the need for the campaign and the desire to make a change through street campaigning. This is, of course, the ideal motivation which, we hope, stimulates campaigners to get involved. In reality, they can be more motivated by the street campaigning as methodology which they might enjoy practicing, or by the personal development such a process can bring them (new competencies, learnings, relevant experience for their field of work, etc.), which are valid reasons to stimulate interest. We do want to emphasise that, no matter which the dominant motivation is, a genuine, high interest and concern towards campaign topics are extremely important. This has a heavy impact on the way campaigners design the campaign, act out in their roles and pass the message to the audience, and that's why it is very powerful and important.

• **The competencies** one might have before getting involved in a street campaign will differ from person to person, and some of these competencies might or might not be needed in the process. Definitely, there are no preconditions in terms of what expertize or experience one potential member of a street campaign should have prior to their involvement. The spectrum of capabilities influences the time needed to prepare and train such teams, in the topic, required methods and management in general. When such time is limited, there might be a preference for people experienced either in the topic or in the methods, in order to ease the preparation process. We want to emphasise one more thing – whenever there is a strong motivation *(not financial)*, the campaigner will find the right context to develop the required competencies, at least to the minimal level.

• **The age of a street campaigner** is another aspect which needs to be carefully addressed, especially if the campaigners are bellow legal age *(*which differs from country to country)*. This comes with additional aspects, which require attention, legal liabilities in case of incidents, parents' approval for their involvement, additional safety measurements, involved costs *(definitely, there shouldn't be any payment for their services, not to enter into the topic of child labour, regulated differently in each country),* and so on. Generally, diversity in the age of team members comes as a strong point in the process, as both the team and the campaign benefit from different points of view, ways of life and ideas. There are questions to be reflected on when we have children as young as 5-6, up to 10-11 years old involved in campaigns, sometimes the majority of the campaigners coming from such age groups. The concern refers to the influence that could come from the adult supervisors in the process, and the possibility the children could be manipulated or tokenised for others' purposes. Especially when they campaign for issues concerning adults and their target group is adults, which also raises

the question of how knowledgeable they are in such topics. Children as initiators and campaigners for issues concerning them and for their own age group are very welcome, with the condition that all decisions are taken by them and not by their adult supervisors.

• Depending on the previous aspects, **the origin of street campaigning team members can be very different**. In case of paid positions, there are clear systems in each country, to get candidates. In case of volunteers, most frequent ways to find/attract them are: to contact friends/family members of the people already involved, to invite volunteers from different organisations or activist groups (active in the topics of the campaign or similar ones, working, as well, with street campaigning, having similar visions, etc.), open calls for volunteers (in schools, universities, youth centres, clubs, bars, shops, malls, online groups), etc. In the case of non-paid involvement, mostly young people, without fixed, demanding or rigid occupations and families (with children) are more willing and available to get involved in such projects.

Preparation of the Team

There are many variables *(see previous notes)* which influence how, for how long and on which subjects a street campaigning team needs to be prepared. We mention the standard aspects required for new teams with rather low level of competencies in street campaigning, as well as in the topics of the campaign. Of course, with more experienced teams some of the things suggested here could be considered less or not at all.

The subjects needed to be tackled in the process of the team preparation:

• Getting to know each other and team building
• Campaigning Topic(s)
• Street Campaigning Methods
• Communication (in the context of a street campaign)
• Management (project, conflicts, risk, etc.)

We will expand on the preparation part in the next chapter, "Preparation of the Street Campaigning Team", where we included training modules (which we used in training different street campaigning teams).

Mistakes done in this step

• Ignoring the diversity of expectations, motivation and interests team members bring in the process. When you have some individuals very motivated by the topic, some by just being on the streets and others by their personal development, combination which is not rare at all, enough time has to be allocated for creating a common foundation on which the rest of the campaign will be built. Team members have to be aware of their different interests, but at the same time, not judge each other and focus more on their common goals and visions, which should be created together in the process.

• The preparation of the team part, especially team-building part, is done superficially (often unintentionally) or it is assumed it will happen anyway, through the process of planning and doing the campaign. A good street campaign depends on a solid and strong team, which is able to deal with crises and special circumstances. A weak team will fall apart in front of the first storms and challenges and then it will drag itself through the process, leading to low quality results (and, also, lose team members on the way).

• Selecting/gathering just “the right” number of street campaigners. Even if it is hard to find team members, we should always strive to have more then what we need (as minimum). It’s just natural to lose people on the way; this is a fact and should be treated not as a risk, but as certainty. What attracts people to join a project, change when they understand better what it is about, have to work with other people, invest certain time, manage their other life issues, deal with different working styles, etc. and will make some people drop out.

For sure, measures can be taken to decrease the dropping number, but some people will still withdraw. Always set-up the minimal needed number higher than the actual real number.

• Lack of transparency.
Team members tend to be suspicious when not all information is revealed, especially financial ones, if there is money available, what is covered, how much and who gets paid in the process. Of course, some of this information is confidential, but as much as it's possible, what can be shared should be communicated or, at least, be honest with what can be revealed or not. Secrecy is felt in a group and it's like a poison which feeds scenarios and conspiracies contaminating the team process. Generally, honesty is the way to go, a team is built on trust, and honesty is a part of the trust building process – honesty doesn't mean revealing delicate information, but openly explaining what can be revealed or not.

• Time Management
in the planning and preparation phase insufficiently analysed, case by case with each team. What often appears, are the cases of peculiar team processes, regarding their efficiency under time pressure or the lack of it. There are teams which work at their maximal efficiency in under time stress, and at very low (even dissolving) when this stress doesn't exist or barely exists. Of course, there are teams that work better in the exactly opposite way. The issue is that team members are often not even aware of the way they operate. Generally, teams say they don't want to work under stress or that they need more time to do things better, but what they say and how efficient they actually are doesn't always match. Individuals experienced in working in different teams and conditions might be aware of their personal efficiency, and this can be used in the preparation phase. At a team level, if it is their first time working together, the conditions needed for their team efficiency might be revealed on the way. Nevertheless, it is advisable to have some level of time pressure involved, to adjust it on the way (if possible) and to avoid extremes (no pressure or too much pressure).

In this step the campaigners have to research about various elements needed to prepare the campaign and take important decisions at later stages. The work required in this step should be divided among the team members and there should be micro-teams responsible for various tasks.

In this step the team should research and find answers to the following points:

The problem

• What is the situation in the country, city, and community regarding the problem? Are there any researches or statistics showing the progress, changes and projections for the future?

• Who are the groups and actors directly affected by the problem? What about the ones affected indirectly?

• Who are the actors who influence (either positively or negatively) the context of the problem?

• What other projects have been implemented in this regard? In which way did they approach the topic? What were their results? Is there any outcome you can use for this campaign?

Location

• What are the potential locations for the campaign? Which are the areas of the community with a big flow of people? Is a there a difference in flow during the day or within the week, and if there is, how is that reflected? Are the people passing in rush or not? Who and why are they passing through these places?

• What are the attributes of the areas with traffic of people? How big are these places, how complex are they in terms of buildings, objects, cars, nature, and so on? What are the helping and blocking elements for a street campaign?

• What locations could be used as back-up places in case of unsuitable weather conditions? What are their characteristics in terms of potential traffic of people?

• Who is the owner of the potential places for campaigning? Public authorities or private companies?

Legal aspects

• What authorisations are needed for the street campaign? To which institutions do you need to address your request? How much time do they need in order to be issued? What documents are required in the process? Are there any involved costs?

• Can this bureaucratic process be done with help of external consultants? By externalising the process to specialised persons/companies?

• If the campaign will be done without permissions from the relevant institutions, what are the risks and, especially, the potential fines?

Other events, campaigns

• What other events *(of any nature: musical, political, marches, protests, etc.)* or campaigns are planned to happen in the next period in the targeted community? In which locations are they planned? How strong is their promotion and visibility and what is the projected number of their audience? Are any of them connected to the topics of your campaign?

• Is there any period in which there are no significant events happening in your location?

Potential partners

• Who could be interested to join forces and be a partner for making the campaign real? Which organisations are working on the topic of your campaign? What about media, other institutions, activist groups, authorities, etc.?

• Which private entity could be motivated to financially support the campaign? Which company is based or active in the community? What are the corporate social responsibility policies of companies from your region? Can any of them be linked with the campaign?

• Are there any available financing calls that could support the campaign? Which institutions are managing such calls? Municipality, ministries, agencies, embassies, etc.? Can they be contacted regardless if they have an open call or not?

Considerations for Step 3 (Research and Documentation)

• **Sufficient time has to be allocated to this step;** it requires quite a lot of work, reading, interviewing, visiting places, observing, etc. and this takes time if wished to be done adequately. It will be helpful to distribute the tasks to the teams based on their competencies, e.g. persons who are more reflective or coming from academic field could deal predominantly with the theoretical part of the documentation, while the people who like interacting and talking to people could deal with the tasks which involve visiting and exploring.

• At times, **some of the points of the research are already determined**, such as location, partners, time, etc. In these cases, the research still has to be conducted and the pre-determined aspects have to be explored and analysed through different angles. The team should, also, try to collect information that could improve the pre-set conditions.

• **Keep written records** of such research and documentation work. Amusingly, memory tends to be selective and reproduce what stacks as exceptional, associated with stronger positive or negative emotions, etc. and if not recorded in written form, the results will be altered by the subjectivity and personality of the researcher. Ideally, there should be a standard format in which team members can keep their notes, and no conclusion should be drawn individually. Nevertheless, any written form, even if not very structured or standardized, is better than none. All potential conclusions should be extracted based on the whole group's notes, after all research data is put together.

Mistakes done in this step

• Making assumptions for most of the questions listed before.
Answers can be guessed for each of these questions, and very often the speculated replies seem reasonable to be taken for granted. This is a huge error, which teams should try to control and avoid as much as possible, because it leads to incorrect foundation of a campaign. Usually, this mistake is made due to the limited available time, leading to sacrifice and replacement of this step with speculations. Assumptions or guesses have to be verified and backed-up by the research. All the data and materials collected in this phase will come very handy for the next stages and they contain precious needed information.

• Collecting data from single sources.
Depending on the researched item, to generalise the information received from one particular or limited source is as bad as guessing those answers. There are many perspectives in the society and, as a part of the research, they should be explored as much as possible, in order to detect tendencies and, also, gather materials which could be used to develop activities relevant for all sorts of positions.

• Rushing to conclusions
by getting overenthusiastic about some of the results, treating them with more attention and rather ignoring other collected data which could help you see the bigger picture. It's important to keep cool and calm in the process, so that all the data is used adequately.

In this step the campaigners analyse all the data and information collected in the previous step and decide on the following issues:

- Aim of the Campaign
- Target Group
- Location

There is no order of deciding, as these points are connected and influencing each other, and very often the discussions will address them in parallel. In this step, all three have to be finally settled, even if some might have been pre-set or imposed by external factors (partners, donors or circumstances).
The process combines technical aspects, such as how to formulate certain sentences with concrete analytical work with data. It's not a very creative and active phase, as the process is very rational and conceptual.
At this stage, there should, also, be a clear indication of how long the campaign will last, as this influences the scope of the aim.

Considerations for Step 4 (Aim and Target Group)

• If the work from previous step is done adequately, there is probably lots of gathered information, useful for this step, but also for the next ones (in designing certain activities). After the collected information is shared, t**he team have to make relevant connections among the data** and extract potential aims, location or target groups. The initial proposed ideas are later on reviewed and the final ones are decided.

• The most important decision is definitely regarding **the aim of the campaign.** The problem had been researched and documented from different points of views and the aim represents the conclusion based on all the data collected. The aim of the campaign, as it is usually the case with the aim of any project, should give the direction, and is, somehow, the light at the end of tunnel. It's far, but not too far; it should be general, but not too general and describe the change intended towards the tackled problem. This decision comes with challenges, especially for teams that are not very experienced in formulating aims.

• **An aim** will, in its statement, include the problem, the change intended towards the problem and, optionally, the target group. The aim of the campaign (as well as the objectives) has two roles: on one side, to help the team structure and design the campaign, and on the other, to promote the campaign to the outer world (potential partners, media, donors, larger audiences) and, therefore, it is for the best of everyone involved to have the aim and objectives clear and realistic.

Tips to articulate an aim for street campaigns

• **Use a measure of change such** as: reduce, increase, contribute, raise, etc. depending on the angle of approaching the problem of the campaign (e.g. "To reduce the level of waste in a certain area", "To contribute to a more sustainable community", "To increase the level of awareness regarding discrimination of minorities").

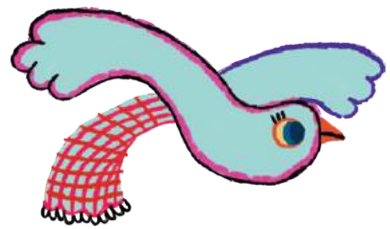
• **Do not use absolute terms** such as eradicate, stop, complete, all, etc. (e.g. "To stop discrimination in all its forms", "To make our environment clean again"). It's impossible for a campaign, regardless of how big it is, to have such results. Every problem is complex and has many layers; through our campaign we tackle only one side of it, so we bring a change only to some parts. At the same time, it's a fact that not all community members will participate in our campaign. They will not be there in those days or, even if they will, not all will join the activities. Indeed, aiming high could push for better results, but at the same time, any aim (big or small) should be realistic within the frame given by the context, location, team, budget and many more.

• **Street campaigning can trigger changes in other fields and areas, but the aim of a street campaign shouldn't be about these changes.** It should be only about the targeted problem and group. In any case, if the second wave of changes happen, maybe as a result of the successful campaign, it will be difficult to make the direct link between them. For example "To stimulate the creation of a recycling system in a community" compared to "To increase interest of community members towards recycling". Or another example: "To modify the laws regarding …." compared with "To motivate people to get involved in the law making process regarding…". There are limits regarding time and which groups we can reach. The change has to concern them, instead of aiming for a change that could happen in the community because we changed these specific groups. Being aware of this aspect helps the campaigning team calibrate and focus their projected aim.

• **The target group of a street campaign is linked with its aim; the desired change concerns the members of a certain community.** The problem is affecting people, directly or indirectly, and trough the street campaign something should be different in those people (at least, the ones that actually took part in the campaign). When working with street campaigning it is more difficult to target very specific type of groups, as in public places there is little control of who is actually there. Nevertheless, the profile of various locations gives clues about the general profile of the people passing by. For example, in student locations, such as places where the dorms, universities, library, etc. are, it is more likely to find students; in office neighbourhoods, at certain hours, we already know who the dominant groups are; same thread of thoughts applies to parks, bus/train/metro stations, shopping malls, sport competitions, religious institutions or any institution area, etc. and we can presume the predominant profile of people who can be found there.

• **In relation with the aim, the criterion used to decide on the target group is the answer to this question:** who needs to change the most? Or who is the most responsible regarding the tackled problem? Therefore, all the potential locations explored in the previous step, together with the info about the groups linked to the problem, should give ideas about what could be the best location, in order to find the right audience targeted for the planned aim.

• During the process, it is recommended to use **written records, in order to visualise proposals and take decisions.** The final aim, target group, location and later on, the final objectives and activities should be written and kept in a very visible way and place. They will be used in the process, to remind the team about them, make reference to them and maintain the focus of the working groups in the right direction.



Mistakes done in this step

• Rushing the process.
Sometimes the aim, location and target group come into sight very clearly, and the data gathered in the previous step suggests a clear way to go in the campaign. But, other times it's not like this. This doesn't depend on how well the previous step was done, as this is not a mathematical process, there are so many variables in all the discussed issues and it's not always easy to navigate among them. When teams rush, and ideas don't come easy or there are too many of them, they end up choosing something (which could be a poor choice) just for the sake of advancing in the process. At a later stage the team might realise the starting point is not clear, not helping, not relevant, etc. and they probably have to revisit that discussion. Rushing the process might actually cost more time, even if it initially appears as saving time.

• Lack of critical attention to how the aim is formulated.
Teams that are not very experienced in project management and setting-up aims, or they are predominantly more active and into practical work (and less into conceptualising tasks) struggle at this step. They get confused or stuck in which words or sentence should be used better. At the same time, they might consider it is not important which words to choose when they, anyway, know where they are heading to. The right words, in this rather conceptual part, do come of help later, even if in this step it doesn't seem so. The right words for the aim help choose the objectives and clearly communicate with the outer world. The right words make the teams thoughts (clear internally) clear to the outside as well. If, in a team, there are one or more people actually interested, they can work with the proposals and suggest some final versions to the group, in order to be approved by everyone.

To design a street campaign means to follow a kind of "funnel" logic *(as we indicated earlier in this chapter)*. Therefore, in this step the team narrows the course of actions needed to reach the aim. If the aim was *the light at the end of the tunnel,* the objectives are the stops needed to pass through, in order to reach that end of the tunnel.

For the Aim we recommended, and insisted on general statements. For setting up Objectives we insist on being as concrete and specific as possible. The way to go is to deconstruct the aim in concrete pieces and to transform each of those pieces into objectives. Reaching the objectives will achieve the aim.

The information from the research phase is needed at this step as well. For example, the aim "To reduce the level of waste in a certain area" will be deconstructed based on different answers collected earlier: What type of waste is predominant? Who are the responsible ones? What are the reasons for that waste? What are the possible solutions? and so on. The answers could lead to draft objectives, such as: To inform (…) about negative consequences of waste in (…); To present/recommend alternative ways of disposing waste to …(…); To motivate (…) to be proactive towards the waste in their community. These examples of objectives are just hypothetical, meant to illustrate how the process goes. In practice, each team chooses according to the available context and data. There is a multitude of specific aspects that could emerge, but at this stage **only 3-4 should be chosen for the objectives of the campaign.**

Considerations for Step 5 (Objectives)

• Deciding on the objectives can be **a full-time group process or combination of small group work with whole team decisions.** The list of pieces deconstructed from the aim can be brainstormed in a big group. Then, smaller groups could choose the main ones to focus on and formulate them as objectives.

• As for an aim and, in general, for any important decisions in this process, the objectives, as well, **have to be agreed by the whole group.** Even when they are proposed by subgroups, they have to be validated by all the others. This validation will also check if they make sense, if they are clear and suitable for reaching the aim. The approval of the group increases the feeling of ownership towards the designed campaign, and the motivation of the members.

• **Some objectives are easier to reach, while some are more difficult.** For example, informing people is easier to achieve then making people aware/ conscious about a certain issue. They are both achievable in a street campaign, but one will be easier to reach then the other. It's a strategic decision which type of objectives to have. Usually, it is good to work with a cascade approach, and have different levels of depths which will be adequate for all types of audience. It is important to not forget the limited context given by a street campaign where the audience members will spend between 5 and, maybe, 20 minutes of their time participating in the campaign. The spent time can change something, but how deep can this change be? This reflection should be reflected in the chosen objectives.

• **More then 3-4 objectives** lead to an overly complex and loaded campaign, with difficulty to focus coordination, which will make it harder to reach all the objectives to the same extent.

• **For each objective, the team has to decide on the number of people they want to reach;** very often this number is a part of the objective itself *"to inform at least 50 people about…".* Otherwise, it is mentioned separately, as target audience for the whole campaign, in which case it means that, for all the objectives that specific number of people has to be reached.

• In order to make sure the objectives are clear, specific and concrete, it is recommended to make sure any proposed objective **passes the SMART test.** This is an acronym to help a group revise and formulate adequate objectives or,

as it says, "smart" objectives. **S** stands for specific, **M** for measurable *(anything stated should be able to be measured, in order to see if it was achieved or not)*, **A** for achievable (*in the context of the team, date, available resources, can it actually be achieved)*, **R** for relevant *(it's strongly connected with the aim and the tackled topic)* and **T** stand for being time delimited *(which usually comes along with being specific and measurable, and in the context of a street campaign, the time frame is pretty clear).*

Mistakes done in this step

• **Having overlapping or repetitive objectives.**
For example, "To inform about plastic waste…." and "To impart knowledge about different types of waste in a community" – although they look different at first, at a closer look, it appears that the second one could also contain the first one. More inexperienced groups can easily miss nuances and details which can make a difference. Teams have to check and revise, as many times as needed, and be sure each objective addresses a different section. If possible, an external person (*experienced in project management in general, at least)* can have a look and give feedback before advancing to the next step.

• **Phrasing "incorrectly".**
This includes general objectives (phrased more as aims), and confusing, vague or senseless objectives. An unspoken rule says that well formulated objectives immensely help the next steps and vague or confusing ones bring obstacles. It is for the good of any team to put the effort and work on a clear set of objectives. In the "project" world, there is tendency to use some words excessively; making the language used in that field a rather "wooden" language. In the attempt to use appropriate terms we end up using wooden language, which is reflected in troublesome objectives. It's better to use simple terms, and even better to use words understood by any audience (from the simplest to the most sophisticated ones), and avoid complicated and long sentences.

In this step, the team, based on the concrete objectives agreed on in the Step 5, lists and agrees on the activities needed for reaching the objectives. As stated in the chapter "Street Campaigning Structure", there are different Action Units and the activities have to be distributed among the respective units.

One of the simplest ways to come up with the activities is to split the team in smaller working groups which will brainstorm all possible activities that could be done. This brainstorming gathers anything that comes to their mind in relation with the planned objectives (either for all of them or each group deals with one objective and brainstorms only for that one). At this stage, the proposed ideas are only draft ideas, not fully developed yet. The lists are shared and exemplified to the other groups in order to be cut down *(if needed)* to the final list of activities. It's important to note that this brainstorming predominantly includes activities which will be delivered by the Convey unit. Activities for Attract unit could also be mentioned, if there are suggestions for some specific activities for the campaign, but depending on the skills of the team (and available materials), what could be done in this unit is more or less known.

The brainstorming usually stimulates plenty of ideas
and there will be a big list of potential activities, which needs to be "handled" in a structured way. Since the moment they are introduced, they should be posted or written on a board, in different categories: either by Action Units, by type of used methods or by Objective, whatever makes it easier for the team to work with the proposals.
This offers a visual perspective with factual information – how many activities are suggested in each section, for each objective or/and for each type of method. If possible, the number of people estimated for the implementation of each activity can also be added to the table.

The campaign has to be balanced
regarding the type of activities offered to the audience, and also consider the number of people in the team, available for implementation. The visual map is used to detect possibilities of merging and/or combining various activities, as well as to remove or move activities that are abundant in some categories. In this process, different criteria are used: the relevance for reaching the objectives, the estimated time to prepare, needed materials, the potential impact on the audience, group members' willingness to be part of it, etc.

Considerations for Step 6 (Activities)

• **All decisions have to be taken as a group** and, as much as possible, by using consensus. Building a campaign is a shared process and the group should have the ownership of it. This will increase their devotion and motivation to invest their time and efforts. In the brainstorming phase different individuals provide input, and might feel more entitled to defend and push some of these ideas subjectively, because those are their own ideas. The group needs to detect such behaviours, remind each other about the criteria used in the selection process and stick to them.

• **In the preparation process, which is in the next step, some of the activities that were selected now might be removed,** or just get lost in the process. This can happen due to inefficient time and human resources management, but also due to the fact that some activities, as they are only draft ideas at the moment, are underestimated in terms of their preparation process (how complex, how long, how expensive, etc.).

• **If there are still too many activities** during the decision making process and no real progress seems to be done in deciding on the final list (because all of them seem so cool, suitable, relevant, etc.), they can also be left in stand-by, either to be reviewed later, or left in the hands of smaller teams. The campaigners can divide into working groups on various units or types of activities (such as theatre groups, educational games, visuals, or fixed-station activities or mobile ones) and once they start working on them, decide which ones to keep or leave out. The big team entrusts the working groups to take these decisions.

• **In the rare cases, when the brainstorming process doesn't yield enough ideas,** the team could have a look at the list of the methods (listed, as well, in this manual) and see how they can be used for the objectives of the campaign; they can check other campaigns and get inspired from the activities delivered there. Activities done in a street campaign don't have to be original or creative, so there should be no pressure on the team to come up with super-cool and mind-blowing proposals. Some team members, depending on their personality, might be really eager to come up with something unique and original, but this isn't the purpose. If the activities are repeating or adapted from other examples *(from other campaigns or projects),* they can still be suitable and could have great potential to achieve the objectives of the campaign.

In this step the campaigners don't know
which roles they will have in the campaign. The role division will take place at a later stage, not to influence the way team members engage in the process. Everyone's input, opinions, efforts are required for all the activities and process, regardless if they will be in charge for them or not.

Mistakes done in this step

• Failing to notice activities not related to the campaign and still wishing to implement them. Team members often get extremely enthusiastic about ideas which are very cool and interesting, but they don't actually support any objective, or only to a small degree. The extent to which team members can get so passionate by some of the proposals can get so high that they become blind to the fact they might not actually be relevant or useful, and refuse to accept when such feedback comes from outside. This situation leads to investing energy and work in activities which do not help the campaign, and waste time during it (with audience members getting involved in them instead of other relevant activities). Managing such situations proves difficult in team-oriented process, where decisions are taken by the group – in a case when the group takes wrong decisions *(especially if they are not taken through consensus)*. What could help is having a coordinator or, maybe, an external person giving feedback and their views on those activities, which could make the team reflect on them more. Another solution is to have this potential situation discussed in advance, during the team preparation stage. To agree, together, what to do and how to signal to the group and make them aware that this is the exact type of the situation which has been discussed previously. Nevertheless, if nothing makes the group change their mind, they should go ahead with their idea, implement it, and analyse its results later, at the evaluation part. It's a situation where the team has to learn from their mistakes; the team shouldn't be forced not to do an activity (*unless it is extremely risky and dangerous for themselves, the audience members, or presents ethical issues).* If they are so passionate about it and not allowed to actually do it, they will lose a big amount of motivation for the whole process in general. That will be even more harmful for the campaign.

• Team members being extra polite with each other and not critical to people's proposals. This behaviour, prevalent in new groups which didn't build as a strong team, has a fatal effect on the designing process and the quality of the activities. Only by critical assessments and feedback things improve and the best of the best emerge. Unconditional praising and appreciation doesn't help any team and decreases the value of the products designed by team members. If everything is perfect, the standards of the campaign get lower and lower. Critical voices and thinking have to be initially activated in the team preparation phase, while now, in this phase, they must be awoken in case they are sleeping.

• Rushing the decisions, which, in this phase, forces the teams to make wrong choices because there is no sufficient time allocated to present and discuss each activity. If there is no sufficient time for group decisions, it is better to leave the decisions to smaller groups (like we mentioned earlier) rather than to decide what to keep or eliminate in a rush. The smaller group can discuss more in-depth and faster than the big group, and in this way each activity has a fair chance in the process *(which also means each person, who contributed with those ideas, has a fair chance in the process).*

• Having an external person choosing or indicating which activities should be implemented. Depending on the context, this person might be a representative of donors, the organization supporting the campaign or even public authorities, if they are partners in the campaign, for example. We have already repeated few times, and we continue: street campaigning is a group process which will survive and have a high level of efficiency if decisions are taken by the group and the campaigning activities, in whichever form, are being proposed, created and decided by the team members. The group has to have the ownership of the process. When external people impose their views, it demotivates the team members. Also, their suggestions/decisions might, actually, be wrong for the campaign concept, as they haven't been involved in the previous steps as well. What could help is either knowing, from the beginning, about the role some people might have in the process, for the team to be aware or ready for that (also, to negotiate if that is needed). Otherwise, to put in clear terms, with all sides involved in the campaign, what they can or cannot do in the process. Generally, as much as it's possible, such external influence in the process should be avoided.

Step 7:
Preparation

In this step all the work, required to have the campaign ready, is finalised. By now, all the important elements have been decided: the team, time, location, aim, objectives and which activities are planned. All the logistics, practicalities and details are handled in this phase of the process. The tasks that should be concluded in this step are listed below. This list is not exhaustive and, also, it is not obligatory for all campaigns to have all of these tasks delivered, as they depend on a multitude of factors (one of them being time).

Campaign Activities

- Finish the concept and structure of all activities;
- Design, produce, develop, buy, etc. all needed materials;
- Create and rehearse all the acting/performing activities;
- Practise methods of attracting attention;
- Study topic-related materials/documents;
- Analyse the location, plan the use of space and the distribution of activities;

Authorisations

- Prepare all documentation required to get the needed authorisations;
- Get the permissions in useful time and, if possible, for a second location as well *(the plan B location, in case the A plan isn't approved);*

PR work

- Prepare press-releases, articles, posts for online communication/promotion;
- Set up event page on social media networks *(if relevant);*
- Design flyers, t-shirts, bags, banners, gadgets, any other promotional materials which will be used in the campaign;
- Inform and partner with media organizations which can cover the event;
- Communicate with venues from the location of the campaign (if there are), such as shops, restaurants, etc.;
- Promote the campaign to all relevant people, institutions, partners and others;

Fundraising

- Prepare all documentation needed in this sense;
- List and contact all potential donors (private bodies, companies, embassies, schools, agencies, etc.) which can contribute in kind or financially;
- Search for the calls for financing and write funding project proposals;

Networking

- Contact all potential partners and engage them in the campaign;
- Get in touch with other institutions connected to the topic of the campaign;

Logistics

- Organize transportation *(if needed)* of the campaigners and materials;
- Make arrangements for providing the campaigners with food and drinks during the campaign;

Considerations for Step 7 (Preparation)

• **The previously listed tasks are** executed by different working groups, based on their interest and competencies. Regular meetings should happen among the working groups, to update each other, to revise previous plans, to change team members or, in case of finishing some parts of the preparation early, to join other groups.

• If possible, a part of the **rehearsals should be carried out in public space,** to get used to being in public while doing those activities, and dealing with various reactions from audience.

• **If new activities are created in the campaign** it will be useful to test them with external persons/groups, to get the first feedback and feeling of their impact in real context. This testing can be used to modify and adjust them for a higher impact.

• **Regular breaks or social time should be organized** with the groups. No work is done, but the groups stay together. In some cases, it becomes tiresome and boring to carry out some of the preparation tasks for long time. Team members can get demotivated and the role of such organized breaks, meals, and social time together is to help keep the team spirit high and, also, to boost the motivation.

• **Generally, each working group, depending on their tasks, should make use of the materials responsibly.** The team should critically think about the required materials and their amount for the campaign. Excessive shopping or wasting while creating the activities should be avoided. Not only they cause financial losses, but more importantly, environmental ones. Sustainability principles should apply throughout all process. In this matter, any potential hand-outs and flyers should be thought through, if the campaign is really going to benefit from them. If yes, they should be created / printed in reasonable numbers, and handed to audience members only with a discussion associated with them.

• **Role distribution should be done when most of the work regarding the concept and materials needed for activities is done.** It's recommended to do it this way, so the team members engage in preparing all activities to achieve their full potential, regardless if the team members will end up implementing those activities. This will also make it easier for team members to switch among Action Units in the campaign, and take over responsibilities in other sections *(if it is needed)*. In addition, it also gives a deeper understanding of the campaign concept, message and potential, which enriches their performance in the campaign. *(*There are arguments against this approach – one valid example could be that, in this way, it takes more time, as the team members have to learn and be ready for more activities)*. Based on the many positive sides of this approach, and our experience with different working structures, we strongly recommend that the team members should be ready to take over any activity in the campaign.

• **During the campaign, the team has to be divided between the 3 Action Units** (Attract, Convey and Link-Up – *see "Street Campaigning Structure" chapter for detailed information)* **in a balanced way**, plus 1-2 coordinators. Besides this aspect, different factors exert influence on the **distribution of the roles:** personal preference, individual preparation, relevant competencies, involvement in the process, etc. Generally, we suggest that each team member chooses in which Unit they want to be engaged during the campaign, while ensuring that there is balance among Units. At this stage, it might happen that some individuals have to make compromises and work in their second-choice, or even third-choice Unit, if those Units need more team members. If there is no assigned or appointed coordinator, and it also didn't emerge naturally, throughout the process, this role could be taken by the most active and involved individual in the process so far; or they can be nominated by the group.

• **For campaigns longer than 2 hours (but also for the ones lasting 2 hours, if the team desires), we suggest using a system of 3 shifts** *(exceptionally 2 shifts)*, each with an equal allocated time, and with a break of about 10 minutes in between. In each shift the team members can be involved in a different Unit, so by the end of the campaign each person will have experienced the event from all angles. The shift system is very connected with the previous point, regarding the decision on the roles in the process. Of course, the campaign can be fully implemented with team members remaining in their respective units, but this recommendation comes in order to deal with the team members' needs unsatisfied with the role distribution, to offer a more rich experience to the campaigners and, also, to prevent monotony from affecting the process. It was also noticed that the change of energies in delivering certain activities changes the audiences they attract. If a shift system is used, enough time should be allocated for each shift, to make a plan and coordinate team members' work, so that, when the campaign happens, they can take over various tasks easily.

• **In the case of campaigns done by big teams (more than 50 people) there is an option for the campaigners to use a "group affinity" system.** Big groups implement more activities and they are spread over bigger areas, therefore, in case of crises (unforeseen events, emergencies, etc.), it is difficult to bring the whole team together. This system could be of help in this sense – each campaigner is responsible for another member in the group *(to be aware of where they are, to know if they feel good or not, what their psychological state is, to offer support if needed, etc.).* In this way, when the situation requires, the group can be gathered faster and more easily, or any emergency could be dealt with immediately. This system also helps in cases when campaigners have to move to another location (if it was planned) or when activities happen out of sight of the other members (when mobile groups get carried away and go too far away from the rest of the group). It decreases the risks of team members getting lost or becoming isolated.

• **Risk Management has to be included** in the preparation process. The team should make a list with potential risks which could exist during the campaign, concerning the campaigners or the project in general. Examples of risks can be: hostility towards the campaigners, sexual harassment, low traffic of people, low interest towards the activities, attracting groups of drunks or drugged people that will keep away the other members of the public, low receptivity from the public, bad weather, etc. The list should include all the realistic and probable risks, based on the existing information of the context, location, target groups, etc. (from research steps), experience and personal opinions of the campaigners. The risks should be analysed and the team should discuss about contingency actions in case any of them happens, but also what can be done in order to prevent them from happening.

• **One of the most dreadful risks for any street campaigner out there is the weather conditions.** It's difficult to prevent, especially if you planned the exact date of the campaign long time in advance, and when it's happening, it can totally ruin a campaign. A storm or rain is definitely going to destroy a street campaign from all points of view (no traffic of people or, even if there is, they will not stop for the activities, materials will be blown away or get wet, the morale of the campaigners will drop to its lowest). If it's possible to change the date of the campaign in short notice, then this is one of the solutions that can keep the group viable, but this is conditioned by the possibility of changing the authorizations *(if they have been requested)* or having them valid for multiple days since the beginning. If changing dates is not an option, a second location should definitely be chosen as a plan B, a location which is still public, but is not affected by the weather and preferably close to the originally chosen location. Such locations can be: underground passages, bus/train/metro stations, covered markets, etc. The team has to plan, as well, how the activities will be implemented in the case of changing locations and how this influences them (some might suffer changes due to the change of locations). As a safety measure, authorisations for the plan B should also be taken in advance. If not, then the other risks are taken by the team, if they move and campaign on the new location illegally.

• **Last meeting before the campaign** is very important in order to look at the schedule as a team, check all the materials, make sure they are all ready, and awake the team spirit. Focus the meeting on boosting the positive atmosphere in the team, if some things are missing or they are not finished, there is no more time to correct those things, so keeping the discussions on negatives aspects doesn't help. Just before the campaign the campaigners should feel confident, motivated and ready to do the campaign. This meeting should take place within 2-3 hours before the campaign, so that the last details can be fixed and discussed as a group, which will then move to the campaign location together.

Mistakes done in this step

• Distributing the roles among the campaigners way too early in the process.

This very often leads to a fractured team and, to some extent, to an unconsolidated campaign. Individuals tend to focus on and care only about the part they are responsible for and, sometimes, even if there is more help needed in the other groups, don't feel responsible for finishing or helping finish the other groups' tasks. They lose the sense of common purpose of the whole campaign and it's difficult to bring them together. Team members campaigning for the first time might express the desire to know their roles in advance, and this should be prolonged as much as possible, based on all the reasons stated so far.

• Ignoring group's dynamics, which signals the need for emergency team building.

The preparation part, especially the deeper content development, rehearsals and material development can bring in personality traits that are not easily

digested by teams, such as: big egos, strong personalities, stubbornness, passive-aggressive or aggressive communication, feeling offended easily, etc. which could either lead to open conflicts or, worse, to tension which is latent and eating the group process alive. When noticed or signalled, some activities should be organised only for building the group and addressing the difficult behaviours, even if the time is scarce and many things still need to be finished. A tense group will not function in the streets properly, and that's why, no matter what, "emergency team building" should happen.

• Focusing predominantly on concrete and practical activities (from Convey and Attract) and leaving the preparation of the Link-Up unit for the end.

Underestimating the preparation needed for Link-Up unit is usually done by beginners, who fail to understand the complexity of such role because they haven't done the preparation for it before. Another reason for leaving such preparation for the end is because it's perceived more as an individual preparation of each team member. Adequate time should be allocated for preparation for Link-Up work, not only in terms of amount, but also in terms of the structure of that time. In this sense, the team should meet, share strategies, tips and approaches to the audience. Exemplifying through role plays can help a lot and, also, brainstorming about negative reactions of audience and how to deal with them. The team needs to be aware there might be more negative reactions than the positive ones. These are just the way things are regarding the street dynamics and it's not related to the team members' skills or personalities. If possible, mini-trainings should be delivered to help the campaigners be emotionally ready to receive negative reactions.

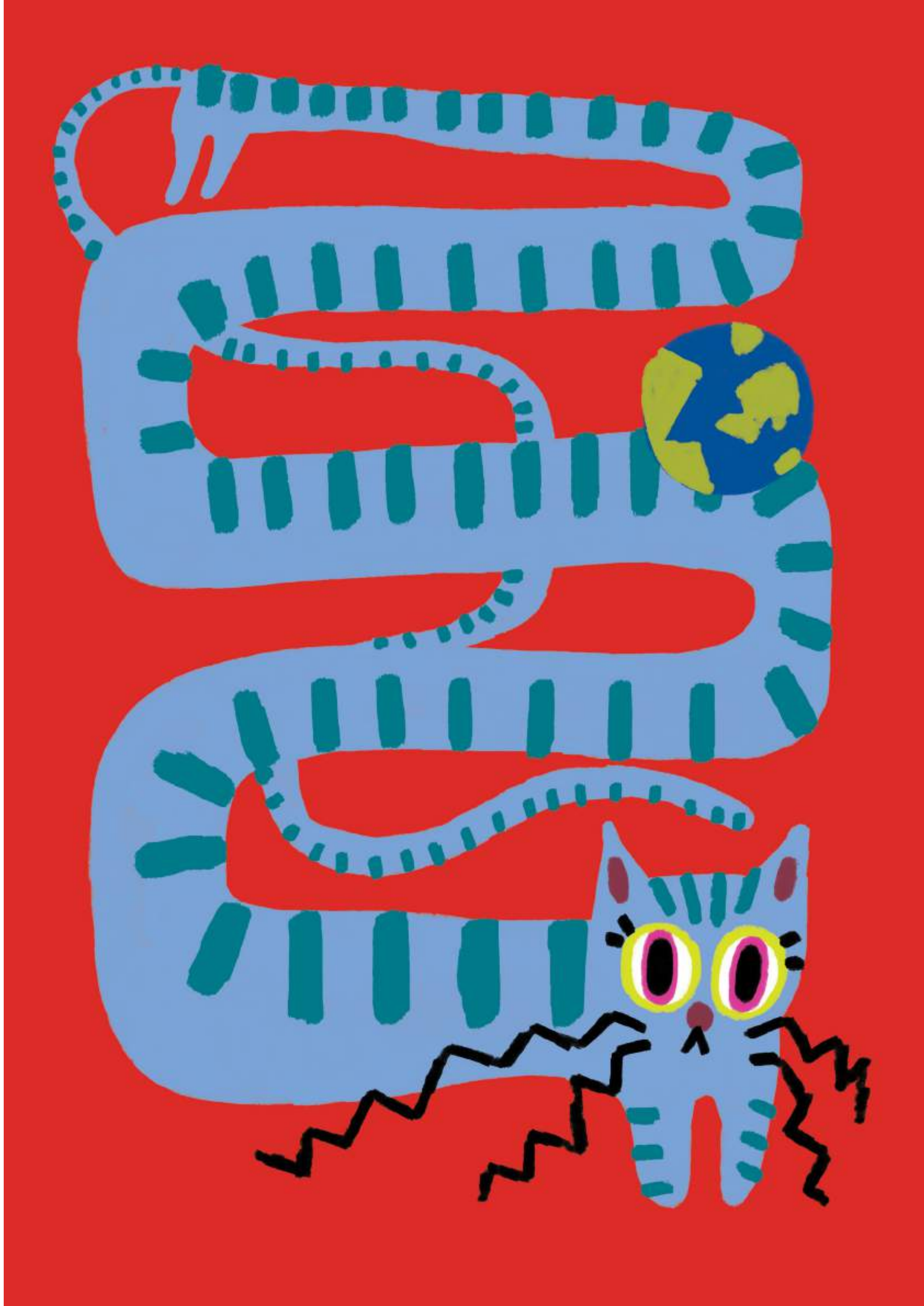
Step 8:
The Campaign

Seven steps were necessary to, actually, be able to do the eighth one, which is The Street Campaign itself *(and it's, also, not the last one).* This step could take couple of hours to a full day, but also few days for lengthy campaigns. All the previous steps and efforts were made fully in order to make this big day(s) happen. There are lots of expectations and excitement from the campaigners and that's not all. All the hard work that has been invested, was invested to make this day the best possible, to reach more people than initially aimed for and to make a change even bigger than the one hoped for.

In the previous chapter, "Street Campaigning Structure", we introduced the structure and the roles of the campaigners during the campaign itself. Essentially, on the Campaigning Day all those elements and dynamic materialise.

The naïve expectation of the street campaigners (and maybe organizers, as well) is that everything will be perfectly organized and happen smoothly, according to the theory introduced so far, and the planned process. To some extent it will and, with a serious attention and dedication to the previous steps, even to a high extent. But, it will almost never be perfect, especially, really especially, with a team which is doing that campaign for the first time.

This is a public place, there are many factors uncontrollable by the team, and anything can happen, including the fact that people can forget what they have to do, they can panic on the spot, or get overly carried away with their roles. We will tackle some of these aspects in the following text, but this is a healthy reminder to aim for perfection, but to be aware that we can never have it.



Considerations for Step 8 (The Campaign)

• **At the campaign location there should be *a point, a zone,*** preferably less exposed to the public, where you can deposit materials or belongings *(if they cannot be kept by the team members in their working units)*. In this place, the team can meet and discuss, decide on changes or other important aspects, if needed. This point, away from audience, is important for the campaigners to withdraw and be alone or not exposed to the public. There is a need for the existence of such space, for wellbeing of the team members, as street campaigning involves an intense contact with different crowds and individuals, a big exposure to people and it can be very consuming energetically. This space represents a hide-out for recovery and for regaining balance, if they need it. Regular breaks should be foreseen in the schedule for the same reasons, to prevent the campaigners from burning out.

• **Right before the campaign officially starts,** it's helpful to do an energizer/ game with the whole group, something that can be loud and attractive by itself. It's like an opening ritual and icebreaker of the campaign start, and also to make the audience aware that <u>something</u> will happen around there.

• **The team and coordinators should agree on a communication sign** which they can use throughout the campaign, if there's a need to gather the whole group (for breaks, for changing shifts, for important announcements, for decisions which have to be taken, etc.). This symbol should be visual *(it's usually a gesture/symbol made with the hands above the head)* and whenever one campaigner sees it shown by another team member, they should repeat it as well, and go to the planning zone. Team members continually show this sign, until they all gather in the meeting point. *(Depending on how the campaigning area is set up, some people might be permanently needed in some stations, which means they cannot join these group meetings and they will be updated afterwards)* This sign shouldn't be overused and these meetings should be organized only when it is really mandatory, as the campaign area cannot be empty of campaigners too often.

• During the campaign, when changing shifts in some of the breaks or meetings with the whole group, there should be **quick updates regarding the way activities work or not in the campaign;** in these gatherings they can decide to remove certain activities, to change them in some ways, and so on. Nothing is fixed in a campaign; it can adjust and change on the way, based on the reality faced by the campaigners. If there aren't restrictions regarding the permission to stay on the location, even the duration of the campaign doesn't have to be as planned. The campaign can continue and last longer if the team wishes so.

• **The break system** can be for all the team at the same time, so the campaign takes time off every now and then, or alternatively, for different groups, especially in the case of big campaigns, where the campaign has to roll all the time.

• **The campaigners' basic necessities should be catered for; water should be available** during the whole campaign, access to toilets, as well as food for longer campaigns. The logistics for these aspects shouldn't affect the course of actions. Very often campaigners prefer to eat after the campaign is finished or have only a snack or sandwich during the event. In the case of low-budget campaigns, these aspects are self-arranged by each campaigner (conditions that should be accepted by each team member in advance).

• **Depending on the country where the campaign takes place, there can be more or less importance given to the safety aspects** *(which will be reflected in the campaign itself)*. They have been mentioned in the preparation work as well, but during the campaign there might be a need for giving extra attention to safety. Some actions or aspects can seem safe in the planning phase, but not so much in the implementation one. If there are legal liabilities for any accident or injury happening to a campaigner or audience members, extra caution has to be taken. In some cases, the legal representative can decide if some actions will happen or continue happening, regardless if the team is really willing to do them nevertheless (as they are not legally responsible).

• **The way the campaigners present themselves visually contributes to approaching the audience more easily.** A group of people dressed in a similar way (same T-shirts, bags, gadgets, colours, etc.) will raise the curiosity of the audience, send the message that this is an organized event, and it will facilitate the contact with the audience. Of course, the budget of a campaign influences this aspect, but low-cost solutions exist as well. The campaigners can decide to dress in the clothes in the same colour, or carry the same detail *(e.g. textile material cut in smaller pieces that all team members wrap around the head)*. The colour choice has to be thought carefully. Strong and live colours are preferred, as they attract looks faster. Nevertheless, any crowd dressed in the same colour will raise the interest of passers-by.

• **After the campaign is over**, it is important to make sure all the materials or installations are collected from the location and, also, that there is no trash left behind. The location should be left the way it was found *(if not even in better conditions)*. Lost objects have to be taken as well; probably, the people who lost them will contact you *(especially if you had online promotion of the event, so the contact details are easily found)*. It's strongly recommended to organize a meeting for the whole group <u>immediately</u> after the campaign is over. The main purpose of this meeting is to offer space for the group to close their campaigning experience emotionally. Maybe the campaign ended in the streets officially, but for the team it didn't end yet. The closure should happen in a group, the way the campaign started as well. This gathering should be rather light, in terms of process and content, as the campaigners are probably tired, maybe even exhausted and emotionally drained. It could include some games to de-stress the group, to have some fun and, maybe, a part for processing the emotions experienced during the campaign. Everybody should have the space to express their feelings and how they experienced the streets, go through the most important parts of the day, highs and lows, etc.; to take out everything that they, maybe, couldn't express during the campaign. It should be a rather freestyle *(less structured)* meeting, so that the group members can do and talk about whatever they want, but most importantly, to be with each other. If this is the last chance for the group to meet as an entire group for a longer time, then this meeting should also include an initial evaluation talk. Even if the group is tired, we need to have their views and opinions about the campaign, which will get lost later on (if the next meeting is too far ahead). It is not the most qualitative evaluation, considering the conditions, but it is better than not having it at all. If the group can meet in the next days (max 2-3 days later), the evaluation meeting per se should happen then *(evaluation meeting is independent from the fact that group should spend time together after the campaign).*

Mistakes done in this step

• Getting carried away with the entertaining part of the campaign.
Although there is a plan and concept to follow, changes are made on-spot and occasionally, some street campaigners end up attracting attention and having fun with the audience or by themselves, instead of making sure the campaign message reaches the crowds. This usually happens unintentionally, as they get some sort of adrenaline rush during the entertaining activities, and they don't realise what happens. The coordinator has to be very strict in this situation, and cool down the campaigners, maybe even ask them to take a break; they can also be overexcited with the street energy.

• Giving up on some activities after the first "failures".
First reactions are not an indicator that all the reactions from that moment on will be the same. Campaigners can get more comfortable with their role, they develop strategies to deal with audience on the way, and they might end up doing a better job than at the beginning. In fact, we had cases when the second part of the campaign was more successful than the first part, or when the team for different activities changed, the reactions were different as well. The activity itself is not sufficient to make an impact; it depends, a lot, on how it is implemented and by whom. Shuffling the teams when some activities seem to not work is a solution, but also to remind the group about the reality of the streets, and to be patient. Things can change on the way, and very often they do.

• Getting demotivated by negative reactions fast.
It is not really a mistake, but more of a personal issue that some campaigners have to deal with, which can affect the dynamic of the group and the campaign. It can appear during the campaign even if it was tackled in the team preparation phase. If campaigners are aware that they can get demotivated by some reactions, it is preferable to place them in teams with people who can handle such cases better and boost their morale during the campaign. The breaks can also be used to uplift the energy of the team, if needed. During the campaign the energy level will fluctuate, which is normal. It is important not to let the negative reactions put down the spirit of the person more than it should.

• Forgetting to do the monitoring work required in this stage.
We will expand more on it in the next step *(Evaluation and Impact Assessment)*, but in order to evaluate the impact of a street campaign, there is work which has to be done during the campaign itself. More specifically, the monitoring work. If it is forgotten, it is difficult to measure some of the results and impact of the campaign. It's done in cooperation among the coordinators and various responsible persons from each Action Unit, and the information is gathered periodically, in order to not lose figures on the way. When this job is forgotten or overlooked, at the evaluation step people start to guess, assume things happened in certain ways, which numbers where more or less than the target, etc. Most of these assumptions are extremely subjective and influenced by team members' personalities. Usually critical individuals consider lower impact and more relaxed and optimistic ones remember bigger numbers and higher impact. The monitoring work will bring objective information to balance personal opinions in the group.

In this step, the work done in the previous steps is analysed from different points of view, with objective and subjective tools. Different types of conclusions are extracted regarding the process, the results, and impact of the street campaign (short-term and long-term), which are relevant for the decisions in the last step of a street campaigning process.

The work done in this step will give clear information on the degree of change made by the campaign, the level of achievement of the objectives, the process that led to the results and indications on what to repeat or not, next time such a campaign takes place.

The Evaluation must be planned thoroughly, in order to extract accurate data and information, targeting various aspects:

- The level of achievement of the objectives and the aim;
- The short-term and long-term impact on the target group;
- The additional effects of the campaign (not planned, but still triggered);
- The process of the team work and designing the campaign;
- The impact (short-term and long-term) on the campaign team;

The information that needs to be collected is divided in two categories. One category includes everything regarding the impact of the campaign on the target group, in relation with the planned objectives. The second category looks at the details concerning the team, their process and the impact on them. This separation will help the evaluators analyse the data accordingly, on one side the results and, on the other one, the process which led to them. They could be compared and processed in order to understand the whole practice more deeply. Next, we list all the data which needs to be collected in each category.

1. Information needed for result and impact assessment

(of the campaign on the target group, in relation with the planned objectives)

Quantitative

- Number of people who took part in the campaign activities;
- Number of people the Link-Up team talked to *(which percentage of the audience they represented?);*
- Number of people who asked questions or wanted more information (during and after the campaign);
- The average age of the public;
- The social status of the people *(if it can be known)*;
- Which activities reached/attracted the most people;
- Number and type of partners engaged in the process;
- Number of external people (*that were not in the campaign*) who got to know about the campaign;

Suggested tools:
Monitoring sheet (see an example on the next page);
Individual reports from key campaigners
(responsible for monitoring of additional tasks);
Partnership evidences (contracts, list, etc.);
Received e-mails; Online reports
(such as numbers of views, reactions, comments, shares, etc.)

Qualitative (short-term)

• Reactions of audience members *(curiosity, indifference, aggression, arrogance, support for the cause, etc.)*; which ones were predominant?

• Opinions expressed regarding the methodology itself *(like, dislike, appreciate, discourage such activities in public places, etc.);*

• Which activities contributed to reaching the objectives the most;

• Changes declared by audience members, regarding the topics and planned objectives *(none, more informed, reflecting, wants to do something, etc.);*

Suggested tools:
Individual reports from key campaigners
(responsible for monitoring of this additional task),
especially from Link-Up and Convey units;
Media coverage of the event
(usually including such feedback received from the audience members);

Qualitative (long-term)

• Memory of the campaign *(what the audience members still remember from it);*

• Impression about the campaigns in general *(among the community where the campaign took place, and the audience members who were involved);*

• Long-term changes audience members applied as a results of the campaign;

• Other initiatives and developed projects, triggered by the campaign *(not planned by the team);*

Suggested tools:
Audience members could be contacted after some time *(via phone number or e-mail address which could be collected during the activities)*, and asked pertinent questions about the campaign and the impact it had on them; they can also be invited to a focus group for this long-term evaluation;
Interviews with different stakeholders/actors from the location of the campaign;
Questionnaire sent to all partners involved in the project;

2. Information that needs to be collected for internal evaluation (of the team and process)

• Number of campaigners and their number variation throughout the process;

• Team members' involvement throughout the process;

• The motivation factors;

• Team building process;

• Strengths and weakness of the overall design of the campaign and preparation process;

• Impact on the campaigners themselves (changes, learnings, etc.);

Suggested tools:
Self-assessment done by the campaigners;
Personal reports;
Feedback sessions;

Monitoring Sheet (example)

This document is intended to help you monitor the quantitative impact of your campaign during the campaign itself. In order to work with it you need to fill in various details in the following table. During the campaign or immediately at the end of it, collect the information from the people in charge of respective Units.

Instruct team members in advance, to keep track of the number of people they work with, in order to provide the accurate numbers at the end. It's important to keep track of relevant people, *(who actually stay, participate, talk, etc.)* not the ones that just pass by.

The following table is made for a 1-shift campaign; if there will be more shifts more columns can be added for each shift (when people change roles).
You need to fill in the exact activities that you will be doing. Add additional rows depending on the number/group of activities you will be implementing.

Place and date of the campaign: **Starting Time:** **Duration:**

Action Units	**People in charge during the campaign** *(write down their names)*	**Number of people reached** *(each person from previous column will have to give a number)*
ATTRACT *(List the activities which will be done)* - -		
CONVEY *List the activities; if necessary, separate rows for each activity if requires a specific number of people*		
Convey Activity (…..name it)		
Convey Activity (…..name it)		
Convey Activity (…..name it)		
LINK-UP		
TOTAL		

Considerations for Step 9 (Evaluation and Impact Assessment)

• **The aim is general and not measurable;** the objectives are measurable, so, while assessing the impact, the focus is on the objectives. If the objectives have been met the aim has been reached. You cannot have a 100 % reached aim if the objectives weren't reached in such proportions as well. Each of the objectives should be addressed in the evaluation process specifically and equally as the others.

• **The evaluation tools** have to be designed and planned accordingly. A small team should be responsible for this task. For each aspect mentioned before, prepare specific documents, structure and concepts for the evaluation tools. These tools will be based on the campaign objectives, activities, team and any other specificity which has an influence on the data which needs to be collected. These tools should be easy to apply, include only relevant needed information *(avoid "nice to know, but unnecessary" information)* and be diverse *(e.g. to combine observations with personal accounts, reports and questionnaires)*. The tools can be explained and introduced to the entire group, to shape them even better and have the group awareness of the process *(and its importance).*

• **People are less willing to provide feedback unless it is something that concerns their own interest,** and in this case, it is the interest of the organizers, not of the respondents. Because of this, wooden language should be avoided, and simple and friendly approaches should be used, for example, in the way questions are framed and introduced to the potential respondents. This will increase the willingness to actually provide feedback. As recommendation, whenever e-mails are sent, avoid bulk e-mails in favour of personal e-mails. Personal approaches have a better outcome then the bulk ones; people feel valued and think their own opinion, instead of any opinion matters, which makes a big difference.

• **The responsibility for conducting the evaluation** should be shared among the campaigners, depending on their roles throughout the campaign and their interest in measuring the impact of the campaign. It's helpful to have one evaluation coordinator, who will be in charge of the process, delegating, providing the tools, collecting the data and, also, to have the evaluation meeting with the team. Usually, this person is the coordinator of the campaign, but this role can also be taken by another person (who can be doing exclusively this task).

• **The long-term assessment** can vary from 1 month after the campaign to 3 or 6 months. It depends on the scope and scale of the campaign. Generally, it is recommended to conduct an evaluation 1 month later, when the memory of the campaign is still strong enough and people are more willing to provide feedback. If information is collected at this stage easily *(audience members and other stakeholders are providing feedback and answers, for example)*, then it can be repeated after 3 months.

• **Based on the complete evaluation process, some conclusions have to be extracted.** These conclusions consider the targeted problem in the campaign, the campaigner team, the campaign itself and also campaigning in general. They will be discussed and agreed by the campaigner team together with the other sides involved in the process – donors, partners, etc. The conclusions regarding the problem tackled in the campaign will be used in the last step of the street campaigning, Follow-up. In the matters of the campaign, it will be decided which changes should be made if such campaign should be repeated, in a similar location or a different one, for the same target group or a different one. The team itself will decide if they want to continue working together as a team, in similar projects or different ones, and which changes need to be made in their team management process, as well as in their preparation.

Mistakes done in this step

• **Not doing a complex, structured evaluation.**
To put it bluntly, this actually means to not do an evaluation at all, but in reality, the subjective evaluation (without any structured and objective tools) happens anyway. Campaigners' personal impressions are used as evaluation, even if it is not named as such. They might say: *it was a successful campaign, we achieved lots, it was a waste of time there, etc.* or even more general: it was great, fantastic, amazing job, it was a mistake, etc. and when asked based on what they have these opinions, the lack of diverse and objective tools is revealed. Such statements of personal opinions need to be put together with more objective

and structured information. If not, they will mean almost nothing regarding the real results of the campaign. Not knowing what was actually achieved with a campaign is a huge mistake which affects street campaigning as methodology in general. Relevant numbers and data give strength to such approaches, making them more attractive to other potential practitioners. **This mistake is very prevalent among practitioners, especially beginners, but unfortunately, not only them.** Evaluation part is left aside, done superficially if done at all, and insufficient attention and dedication are allocated to it. One of the reasons is that the main focus in the previous steps concerns the campaign itself, and this additional evaluating work, which also needs to be planned in advance (in order to use proper tools during the campaign), is left out. After the campaign is done, if no evaluation tools have been used during the campaign, the only assessment left is the subjective one.

• Not evaluating in relation with the objectives of the campaign, but other criteria, or no clear criteria at all.

This is very common mistake as well, due to the complex street campaigning process which involves creating, preparing, studying and dealing with so many details of the campaign, causing that campaigners lose focus from the actual objectives. For example, a concrete objective was teaching the audience members how to repurpose trash items, and when we evaluate, we ask how much they learned about protecting the environment. The concrete objective could have been to inform people about negative consequences of discrimination in a society, and we evaluate how much more tolerant they became. These are just some examples to illustrate how this mistake is made in practice. It is crucial to follow the objectives while designing any evaluation tool in the process. No tool should be used without adjustment to the planned objective. This applies to personal judgements of the campaigners as well. Their comments should target the changes stated by the objectives. They might have opinions outside of this scope, but those opinions should remain as such, and not as evaluation material for the campaign. This mistake is misleading the campaigners in thinking about what they achieved and, ultimately, they don't really measure the change they intended, but remain blind of that aspect. Measuring other changes is contra-productive and diffuses the analysis into irrelevant areas.

• Being overly critical because of hopes for bigger and/or second-wave changes.

Very ambitious teams tend to desire to achieve more than they actually aimed for. They agree during the objectives set-up step for "lower" standards, just to be sure they will achieve them, but in fact, throughout the process and especially at the evaluation part, they declare the bigger ambitions they targeted. These opinions are not constructive and they can also disrupt the analysis of impact assessment by considering non-relevant aspects. There are specific stages when objectives have to be set and, if groups take some decisions, they need to be undertaken responsibly. **If certain objectives have been agreed on, they have to be used as reference in the evaluation part.** No other objective should be used, and this shouldn't be negotiated at all. The fact that some individuals, or even the group agreed to have "lower" standards just to make sure they will reach them, doesn't justify why evaluation should be conducted in reference to the "bigger" objectives which were never adopted. Yes, the results could be bigger than what was aimed for, and that would be a positive aspect of the campaign which should be celebrated and appreciated. But, if they aren't bigger, it doesn't mean the campaign failed. The failure has to be assessed only, but only in regards to the planned objectives. It will be demotivating to do otherwise, especially when done on wrong grounds.

• Focusing predominantly on the quantitative results (numbers) of the campaign.

Numbers are important, but single numbers are not. Big or small numbers actually mean nothing, if the deep meaning of those numbers is not inspected. We include here, for example, number of people who were reached, but also numbers given as marks (*such as scales used to measure levels of achieving an objective or impact of an activity*). A big crowd can get so little from the campaign, small groups can get so much, and the opposite is possible as well. Also, marking an objective that was achieved in proportion of 80 % is not enough if you don't know why and what made it like that. Once again, this underlines the fact that we shouldn't omit any aspects of the objective while evaluating. There is a tendency to take the number of people and assume these people changed in the way we aimed for. To simplify, this takes away the possibility to look at the campaign more critically; did all of them change in the same way?; Did all of them change according to all the objectives?; How do we know that? These are important questions which should be discussed and shouldn't be omitted, as they reveal details such as which activities worked better, which objectives were achieved to a higher extent, and so on. As a simple reminder for the campaigners in this process, single numbers mean nothing; you should always gather additional qualitative data to complete the assessment process.

Step 10:
Follow-up

This is the last step of a street campaign process.
In this step the conclusions extracted from Evaluation and
Impact Assessment are used for a new initiative targeting the problem.
The entire process started with the Need for a Street Campaign,
the problem that affected a certain community and its members.
The campaign triggered a desired change regarding the issues,
and it was measured.

As a result of the campaign, does the problem still exist?
Probably yes. It is very unlikely that, with a street campaign, a problem
will disappear. In fact, it requires multiple actions done by a multitude
of actors, over a longer period of time, for that specific issue to be fixed.
Hopefully, the campaign triggered an improvement of the situation.
Based on this amelioration, and the way it was delivered,
you should decide how to continue bringing
about the change to the problem.

Follow-Up can include any of the following options:

- To repeat the campaign in the same/a different location for the same target group;
- To repeat the campaign in a different location for a different target group;
- To develop another type of initiative *(not street campaigning)* for the same/a different target group/community on the same topic;

Considerations for Step 10 (Follow-Up)

• **It has to use the results and conclusions from the evaluation process.** The most adequate and logical way of implementing a follow-up is to base it on the results of the impact assessment. The conclusion extracted there will clearly show the way to continue. Not always the campaign has to be repeated. Maybe some other actions can bring more changes regarding the issue, so the team should explore all possibilities.

• **For any of the follow-up options, once pursued, the 10-step process will start again.** It is a cyclic process, because whichever option is chosen as a follow-up, it requires starting the whole process from the beginning. All the tasks needed in each step have to be done again, as each process has its own specificity. The problem needs to be reviewed again, the team as well (if it stays the same or it changes); a specific research for the new initiative has to be done, there will be a new aim and objectives, and so on.

• **The follow-up work can be done by this team or another one.** This step concerns the problem and bringing about changes to it. Therefore, there is no condition that the same team has to implement this step as well. It could definitely help the process if the same team continues, but nevertheless, it doesn't need to. It is often the case that a team gathers, works only on one specific project and does not continue in the post-project project, which is actually the follow-up. Some might do that, if they are really interested and motivated to continue making changes regarding that problem, or the new project is also suitable for their other interests.

• **The follow-up does not always happen.** There are various reasons for that, one of them being the lack of structural or financial support for it. There might be a clear follow-up concept, but as we already mentioned, it requires the whole process of 10 steps to start again. This requires time, a team, organisational support and finances. All of this can be gathered on the way if determination exists, but if the team doesn't want to get involved in the follow-up and, also, the structure is not interested to invest in it, for example, it is unlikely that something will happen. Some of the follow-up ideas are left in stand-by mode and they might be picked up later, by other teams, in more favourable conditions. Maybe they never will.

• **This step is the most overlooked step in the process.** This is because with this step we open the road for a totally new process to start again. Therefore, it might seem to actually be a totally new project which is not part of this project. Partially, this is true. The follow-up is a project which emerged and builds up on the results and experience of another project. Even if the team will not be engaged in the second project itself, they should still list and think through what would be the best follow-up actions to pursue.

Mistakes done in this step

• Repeating everything from the first campaign.
This usually happens when the evaluation was superficial; when the negative aspects were not critically explored and assessed; when the minuses from the first campaign are justified by external factors, not by internal ones, as something that the team could do differently. The team will repeat the same campaign in different locations or for other groups, without changing anything and leaving the responsibility for the negative aspects to external conditions (not controllable by the team). Of course, this mistake starts from the previous step, but whenever a team decides to do exactly the same thing one more time, an alarm should awake the group. That should be a signal that some things about the new campaign should be discussed more deeply, as almost always there are things that could be done differently, which could improve the impact of a campaign.

• Making assumptions about what happened after the project.
This is a mistake done mostly by teams or groups that end their involvement in the process at the evaluation stage. They assume that the follow-up activities are done by other people. This is usually declared in various contexts, and there is no proof that they actually happen. These assumptions could be based on the conclusions extracted in the evaluation and the strong belief that they were taken further. The intention is not necessarily negative; the team is, actually, trying to show that something did happen afterwards. The consequences, on the other side, could be indeed negative, as in fact they might be untrue. Lying about the follow-up is like blowing a balloon that could burst at any time. The truth could eventually be discovered and it will affect the credibility of the practitioners. If there is no follow-up, it doesn't mean the campaign didn't have impact and results, which were, anyway, discovered at the previous step. The honesty regarding the reasons there is no follow-up will give a more accurate and realistic perspective of the way things happen in this field.

• Forcing a follow-up action.
Since this is a step in the process, some teams push for something to happen. Things shouldn't be forced, rushed or done only for the sake of doing them. It will eventually be superficial and a waste of time and resources. It has to be thoroughly thought, if it is realistic to pursue a follow-up action, which will demand the 10-step process. If the conclusion is that the time, resources and structural support are weak or insufficient, it is better to wait for more suitable time. Definitely, doing things for the sake of doing them shouldn't be an option for any team, not only in this stage, but actually at any time during the process.

In this chapter we list specific advices, considerations and concrete modules, which a team coordinator can use in order to train and prepare the campaigner team. Besides the detailed learning modules, we also mention other materials, resources and relevant manuals which could be utilized to develop other type of sessions, not included here.

In the previous chapter, especially at the Step 2, regarding the Campaigner Team, we pointed out various aspects which influence the composition and involvement of team members in such a process. All these factors, together with existing competencies of team members, have a strong say in the preparation duration and topics which should be included in this part.

This chapter is mostly addressed to new coordinators, who have to work with groups rather inexperienced in street campaigning and beginners in the topics targeted by the campaign. These coordinators, beginners in this role themselves, usually need more guidance and support in preparing and facilitating the process of their teams. Other team profiles could make some of the steps presented here faster and more easily.

Training a Street Campaigning Team

In the next pages we will detail a concrete module of 3 full working days, or 18 hours, which could be expanded or spread through more days/weeks, depending on each particular team profile and needs. We could say this is a minimal time needed for a quality team and campaigning process.
This training is required and implemented at the Step 2 in the campaigning process. You should advance to the next steps *(previously explained)* only after such learning modules take place.

The training incorporates different sections, which should be approached in the order suggested below. We mentioned he time frame as an interval, which could be used by a coordinator, as a reference for their planning. For each section we detail specific session plans which could be used or adapted for different teams and contexts.

Training Structure and flow:

1- Getting to Know Each Other and Team Building (3 to 6 hours)
2- Campaigning Topic/s (6 to 12 hours)
3- Street Campaigning Methods (6 to 12 hours)
4- Communication (in the context of a street campaign) (3 to 5 hours)

This phase of the process represents, in fact, the basis for future steps of a street campaigning development. It's a required phase in any kind of group process or educational program (on any theme). Therefore, the area of activities which can be used in working with groups of different sizes and backgrounds is very large and easily accessible (via internet).

One thing that we need to emphasize is that, although there are many examples of team building activities which could be used, they also have different aims and focus on various group dynamics (competition, collaboration, communication, decision making, coordination, leadership, group feeling and awareness, frustration management, etc.). We need to choose specific activities which help the team work on their collaboration, group awareness, feeling of the group and inclusive and consensus decision making. These elements are the key fundaments for a functional street campaigning team.

In street campaigning process each member is equally important and valuable and everybody's ideas are included in the final shape of the campaign (regardless of each member's background or experience – each campaigning process belongs to each member of the group).

Even the role of the facilitator (of certain sessions or phases in the process) should never be perceived as one of a leader (either for the facilitator themselves or for the group). In fact, this also increases the motivation, feeling of ownership and dedication of the participants in later stages of the process.

Generally, it is preferred to take decisions in the campaigning process with everyone's agreement, hence with a consensus. For a group to be able to do that, they need to value each other's opinions, the group process and its wellbeing in general, since the beginning of the learning atmosphere.

Group rules

There are educational practitioners who, in any session/workshop (especially when the same group has to go through a longer process) set up rules for the working process with the participants (usually aiming at aspects related to: punctuality, mobile phones on silent mode, talking in turns, etc.) and sometimes they also agree on a kind of “funny” punishment system for the ones that break the rules: giving candies to everybody, singing something etc. We do not recommend this approach, although in the early working years we have used it as well. The main reasons are related mostly to the fact that the rules are often not decided by real consensus (so there will be people who might not agree with some of them but who are “forced” to follow), there are people who hate rules by default and might act in a rebellious way just to make a point or statement, that any idea of punishment (in a learning context) could create inhibition, frustration and would go against flexibility and understanding and – it can affect the learning process.

At the same time we want to focus on creating an open atmosphere based on motivation and personal responsibility of each member to advance in good spirits and smooth working conditions.

If, at any time, various problems occur in the process, they can be openly discussed in the group, who can decide together where to go further. However, setting strict frames (rules) is not a solution, since it could actually harm, instead of helping the process. It is important that the facilitator is well engaged in the process, has good observation and addresses any disturbing issue which might affect the group. For example: people talking on their phones during the sessions/meetings, people smoking in case you are doing outdoor activities and some others are disturbed by it, people offending each other (or being perceived as offensive), etc.

The activities explained here are some examples extracted from our experience. They are listed in a 1-day-session format, but they can be used independently of each other and/or combined with other activities.

- Intro – 5 minutes
- Shaking Hands – 5 minutes
- Cross the Line – 30 minutes
- Three Truths and One Lie - 25 minutes
- Project Introduction – Expectations/Contributions – 25 minutes
- Blind Square – 50 minutes
- Blind Counting – 30 minutes
- Mission Impossible or Treasure Hunt – 2 hours

Detailed explanations

1 – Intro – 5 minutes

Welcome your group;
shortly explain why you are here and what will happen in this specific session. Introduce yourself and who you are in this context. Mention that, for the beginning, you want to provide space for each of you to know each other better and then, a bit later in the session, you will go into details related to the project which gathered all of you.

2 – Shaking Hands – 5 minutes

Aim – to stimulate the participants to get into direct contact one with another

Description – Each participant has a task to shake hands with everybody in the group. When they do that they have to say their name (and one more thing – you can choose from the following: where they come from, if it is an international or national group / their profession / what they study / why they are here / etc.). The trick is that once they have met a person and shaken their hand, they cannot remove their hand until they connect in another shake with another person by the other hand – only then they can release the first person from the shake. They continue until they have met every person in the group.

3 – Cross the Line – 30 minutes

Aims – to support the participants in getting to know each other better, and to have a better perspective of the group

Description – The group is asked to write 2 things about themselves on 2 different papers – one aspect that they think they have in common with everybody in the group and one aspect which, in their opinion, makes them unique. It has to be more abstract and something that is not easily perceived at the first glance (for example: I speak 5 languages, I have travelled to 3 continents, I want to change the world, I am bisexual, etc.). It is important to mention that they should write aspects which they feel comfortable sharing with the others. They don’t have to write their name on the papers and once they are ready, they hand them to the facilitator. The group is asked to stay in one line and to imagine a line in front of their feet. The facilitator then says: "Cross the line if you…." – and mentions one of the things participants have written on the papers. The participants who feel that it relates to them (regardless of whether they wrote it or not) take a step forward. They look at who crosses the line with them – who didn't, and they go back in the initial line. The facilitator continues with all the papers from the participants and tries to keep the similar aspects out.

Recommendations

- Prepare some additional sentences that could be used for the purpose related to the project (for ex. *I have experience in street campaigning; I have never been a volunteer before, etc.)* or deeper aspects for the group to explore (for ex. *I am religious, I don't believe in monogamy, etc*.)
- After the facilitator finishes, participants can be invited to ask the group to cross the line for something they are interested to ask the other members.

Debriefing/Processing the activity

After this activity – especially if very deep and, maybe, provoking aspects were mentioned, ask the group: What impressions do you have from this activity? How do you feel now, after the activity? Do you have any other comments?

4 – Three Truths and One Lie – 25 minutes

Aim – to facilitate a deeper and more personal getting to know process in the group; to encourage the participants to interact personally with everybody in the group;

Description – Instruct the group that now they will have the chance to get to know each other in a more personal manner. Each person is invited to think about 4 aspects that they want to share about themselves (it could be something related to what they like to do, what they did, which dreams they have, something amazing they did in their life, something special and surprising, etc.) – they have to choose what they are ready to share with the others. You can provide an example – which could also exemplify the kind of things that people are encouraged to share (something more personal, deeper). They can be drawn or written on a paper (which is divided in 4 squares/areas). Out of these 4 aspects one thing must be, in fact, a lie (and it shouldn't be something obvious – as any of the other aspects as well). After everybody prepares their own papers (they should also put their own name on it) they interact with each

other and try to guess which ones are right and which one is a lie. The aspects the people mentioned often lead to deeper communication and contribute to a good general atmosphere in the group, as everybody has the chance to talk with the others.

Optional – you can provide each participant with a set of candies/small chocolates/dry fruits (whatever you can) and give an extra flavour of competition to the game. Each participant has the same number of items and once they interact, if they manage to guess on the first try (which one is the lie) they can take a candy from the other person. Same applies in return, if the other person also guesses on the first try.

5 – Project Introduction – Expectations/Contributions – 25 minutes

Depending on the context and framework of the project or initiative in which this street campaigning team is involved, you need to provide information to the group about it. For them it will be important to know: why and for what this project/initiative is (the reasons, the context), the timeline of activities, what their role in the project is and what is expected from them. It is important to add that the process is designed as a package and it's important that everybody is present in all the meetings and sessions. If they cannot commit fully, now is the time to reconsider their participation. Of course, at later stages, once the foundation is set, depending on circumstances, some people could miss some meetings, but the group needs to understand exactly what kind of commitment is expected from them. Provide an answer to any potential question and clarify any misunderstanding. It would also be good to ask the group about their perspective of the project (to ask what their main expectations from their involvement are and how they can contribute to make this project impactful). You can use small papers, or post-its where they can write these aspects (anonymously or not) and collect all of them, so the whole group can read and have a picture of the group expectations and contributions.

6 – Blind Square – 50 minutes

Aims – to stimulate the group to reflect and acknowledge what their instinctual/ natural ways of communication in the group are and what are the aspects needed to improve them.

Description – The group stands in a circle. The facilitator hands the group a rope which will be held by each member of the group (the rope is tied in the shape of a circle, and placed inside of the circle of people – so the facilitator will tie the ends of the rope). The facilitator doesn't participate in the exercise. It is explained to the group that they have to fulfil a task with their eyes closed, but they are able to talk with each other. During the task everybody has to be in contact with the rope. They are requested to close their eyes. Then the task is given: "Place the rope in the shape of a perfect square". The facilitator needs to be sure they have their eyes closed all the time (if you can use blindfolds for everybody, it would be even better). There is no time limit, but if they take extensively long time you can introduce time limit at some point. Remind the group that they need to be sure they have a perfect square before they can open their eyes – so you can, at one moment, ask them if they are sure they have it or not. No other involvement or input is needed from the facilitator's side. Once they are ready, they can open their eyes and see the result. At this stage it is important to **debrief/process** this part of the activity. Suggestions for questions:

- How did you feel in the activity?
- What happened? How did you come up with this result?
- What were the key aspects which helped you in the process?
- What were the main difficulties that you encountered in this task?
- How did you decide on a specific strategy?
- How did you make sure everybody was included in the decision?
- What could have been done differently?

NOTE – groups which have previously been in trainings or workshops very often tend to use the cliché words without actually reflecting on the activity itself and what happened in it: "it was team work", "we all cooperated", "leadership"…etc. This is why, as a facilitator, it is important to push the group tendency (if this is happening) beyond this superficial layer and ask very specific questions (Did everybody know what was happening all the time? Is there anybody who has a different perspective on the exercise?) and you can also provide your observations of the activity (if they don't come from the group): "You say you all agree with that idea, but you never asked the group if they agree or not… You say you cooperated and communicated well but very often there were many people talking at the same time" – and then go back to the questions, make the group assume their behaviour and reflect on the ways to improve it.

If you have time you can ask them: "If you had to do it again what would be the most important thing which would help the group achieve a better process and result?" They will mention different aspects and then you will tell them that the second chance will take place right away – they close their eyes and you give them another task: "make a perfect triangle", "a five-pointed star" or any other shape which is challenging enough.

Afterwards – process the activity (using some of the questions mentioned before) and, also, focus on what the main differences in their processes were. Ask them, as well, if they put the things they said they would do differently (or that are important for the group) into practice – and reflect on them – why some of the things couldn't be put into practice, etc.
At the end ask them to reflect on what the main learning outcomes are (from this exercise and discussion), which could be used in further stages in working in this group. Optional – you can write them down (together with the things mentioned before, in terms of what is important for the group, etc.) and have them on a flipchart which can be a reminder for the group during other sessions (if it becomes necessary).

7 – Blind Counting – 30 minutes

Aims – to stimulate the group to explore deeper layers of group dynamics; to develop a strong group feeling; to encourage the group to be more aware of each member of the group;

Description – The group is seated and it is explained to them that they will have a group task – to count to 20 (or 15, if there are less people in the group) in consecutive order, without repeating one number and without 2 people saying the same number at the same time – if this happens, the counting starts from 1 again. The trick is that they have to do that with their eyes closed and no time is allocated for discussion or strategizing – once the instructions are clear they will be asked to close their eyes and whenever they are ready to start. If the group asks questions related to potential strategies or if they are allowed this or that – just explain that everything they need to know has already been told and they could start at any time. Depending on the group, there will be different attempts in which they will manage to get to the number. Optionally, you can also tell them that the given number is just the minimum, and they can continue until they make a mistake.

Debriefing/Processing the activity

Suggestion of questions to be used for the discussion after they finish the task
(these are more for the start of the discussion – depending on their answers, you can later focus on specific aspects more)

- What kind of feelings did you experience during the counting?
- How did you manage to get to this result?

• What were the key elements for achieving your aim in this exercise?
• Did everybody say a number?
• When you don't have time to strategize, what is needed in order to move forwards in whatever you need to achieve? How do you cope with potential negative feelings which might come along?

After the debriefing you can mention that in street campaigning – especially because there is a lot of unknown and unpredictable, the team needs to be synchronized and feel each other, in order to react to the changes coming from outside – and that's why we have chosen this specific activity.

8 – Mission Impossible or Treasure Hunt – 2 hours

Aims – to support the deeper group building process, to explore the outdoors and public places, to get more relaxed and comfortable to talk with strangers, to prepare for the researching phase from the next step.

Description – The task is implemented in the city/town/public area, wherever the meetings are taking place. The task could be either a mission, either a treasure hunt. A "**Mission**" consists of a set of tasks given to the participants, (preferably divided into smaller groups), in which they have to explore the surroundings (preferably outdoors) and do different things: to find, to identify, to build, to discuss, to discover, etc. "**Treasure hunts**" can include more or less the same tasks, but the difference is that the groups are guided by different clues from location to location, where they find their tasks one by one. We have used predominantly Missions but, nevertheless, Hunts are suitable as well, and they can also inspire the team which can use them later on, for the campaign activities.

For missions, the group is divided in groups of 4-5 persons, who receive the instructions (see an example below), have to go out in the city and actually do the mentioned tasks. The specific assignments could be little bit different for each group (but not necessarily) and they also have to be adapted to the time frame and location. The groups are instructed to be back by a certain time when the discussion will take place, with everyone present.

City Challenge (example)

You are about to engage in an exciting adventure in X! This will give you the chance to experience and get to know X in a unique way – by interacting with its inhabitants, by feeling the spirit of the place, by getting to know the aspects of life in this city that you would, otherwise, not know!

You have 1.5 hours to complete all the tasks** mentioned bellow (or as many as possible). **There are several rules to follow:

• Take notes of all the data you gather, because you will be asked to share them later on with the people from the other teams.

• All the answers related to the task-solving process (including the answers related to the location of several places) need to be taken from people you find on the streets (even if people from your group know the answers).

• For the duration of the whole task try to feel the city and how you feel in it!
• You need to do all the tasks as a team!

We wish you a pleasant experience!

These are the tasks:

• Find (….some important place, often forgotten/ignored) and find out something about its history.

• Talk with 3 young adults about night life in X.

• Identify the place in the city which, in your opinion, has the biggest traffic of people – a potential location for a street campaign.

• Talk with shop keepers, street sellers and people passing by about the (social) problems that concern them and why!

• Find out 2-3 superstitions that people still strongly believe in.

• Talk with 5 young people about street actions, campaigns, etc. in X (what is happening – if it's happening, what is their opinion on the matter, etc.)

• Find the place in the city where young people go in order to experience something new;

• Find out what is the most important place in X for local people (according to the opinion of at least 4 people).

• Choose a symbol that represents how you felt the city during the task.

Recommendation – if the topic of the campaign is already known, it could be included in the task as well, so the group already starts working with the theme. If team members have never interacted with strangers (especially in such structured ways), they might find it quite hard and frustrating at times, so dynamics need to be carefully addressed in the debriefing part. Clearly insist on the groups' task to monitor their time in order to be back by the mentioned deadline. When they are out in the city it is difficult to track them down; it could be helpful to have at least one phone number from each group, which could be used in case they get lost or carried away with the tasks too much.

Debriefing / processing the activity
After all groups have returned you should start by checking their feelings; everyone should share how it was by expressing through one word, and after the one-word round some can expand on the feelings they had and what made them feel like that. It often happens that there is a lot of frustration felt by participants due to the lack of cooperation from people on the streets, or better said, because of the low level of cooperation compared to the one expected. Some groups will experience more rejection than the others and now is the time to talk about it. It's very important not to leave the group in a negative state, which could actually demotivate them from pursuing any street campaigning after this experience. This was their first experience, maybe they had very different expectations and for the future situations they will have a different state of mind, be more ready and prepared.

Suggestions for questions to help with the discussion

- What kind of feelings did you experience during the task?
- What made you feel like this?
- What was the best moment during this experience in the city?
- What was the worst one?
- What feeling did this city give you?

Each group can exemplify their symbol and explain.

- Did you do all the mentioned tasks?

At this stage, you could split the group in mixed ones, with representatives from each mini-group, in order to share their findings with each other. In this way the discussions are flowing easily and more people get engaged. Later, in the big group, focus on some of the conclusions each mixed group has for some of the tasks.

- What are your main learning points from this experience in the city?
- What can be used for the next stages in the street campaigning process?

For more group and teambuilding activities you can explore this resource website: https://www.salto-youth.net/tools/toolbox/ where you can find manuals, but also, just examples of activities other practitioners and educators around the world uploaded for free use, for any interested people.

As part of the team building process, special attention should be allocated to the social time spent together, besides the organized time during the sessions and meetings. Going out as group to some place (café, bar, park, event, excursion, concert, cinema etc.) will help strengthen the group cohesion, sometimes even more than the structured sessions.

This part of the preparation of the team has to provide the campaigners with sufficient information and competencies in order to work with the campaign topic in the next steps of the process. It’s crucial for the campaigner team to be acknowledged and aware on the topic at hand, much more than the audience of the campaign. As it happens with some topics, much more time is needed for an in-depth learning, weeks or even years, but the campaigners in our campaign don’t have to be subject-matter experts. This has to be understood from the beginning; this campaign will not be equal to a long-term educational process on the topics and shouldn’t be considered as such. At the same time, it’s not desired to have a superficial or even distorted comprehension on the topics.

Therefore, this session is meant to cover basic competencies and trigger the participants to read and document themselves on the topics more. This part also aims to motivate and increase the interest of the participants towards those specific issues (if this didn’t already exist). As we mentioned few times before, campaigners might have different reasons to engage in such processes, but we need to make sure their motivation towards the topic is on a high level. They need to care and be concerned about the topics, which will heavily influence their involvement in later stages.

This manual emerged from a project which focused on global issues, and here we introduce the activities we have used to prepare the campaigner team. For other topics, possible subjects of street campaigning, we will present a list of relevant resources (*after we detail the session plan on global education).*

The activities explained here are some examples extracted from our experience in developing global citizenship competencies.
They are listedin a one-day-session format, but they can be used independentlyof each other and/or combined with other activities.
The manualused as inspiration in the process is focused on global education and provides more examples and details about global citizenship and how to develop global awareness among various groups. It can be found here:
http://www.artfusion.ro/docs/doc2016/manual_global_education_final_s.pdf

- Global Bingo (60 minutes)
- Labels (60 minutes)
- Responsible Consumer Behaviours (90 min)
- Eco Footprint (90 minutes)
- The Invisible Water in Our Lives (60 min)

1 – Global Bingo (60 minutes)

Learning objectives: To provide a space for the participants to exchange views and experience in various global areas, to set up the foundations for the next stages in the workshop; to increase motivation;

Group size: any size

Details and description of the activity: The participants are introduced to the fact that they will play a game now, a bingo game. If there are people that don't know what a bingo game is, it is explained. This time it is a special bingo, because it is a global bingo. Their task is to use the provided hand-out (in which there are also instructions on how to play the game), go around the room and find people who correspond to the descriptions you have in the hand-out. You need to find different people for different questions and write their names in your table. Once a person fills out all the places in the table they can shout BINGO, and we stop the game.

Debriefing/Suggestions for Questions: Optionally, at the beginning, you can go through each item and see how many people in the room fit in each category, or ask the ones who found people to say their names.

Suggestions for questions: How was it to play the game? Did you find out something you didn't know? Can you give an example? What other impressions do you have from the discussions you had?

Needed Materials: A copy of the global bingo for each participant or to have it written on a big board, pens, and papers; See an example we used below, which can serve as inspiration to you.

Recommendations for using the activity/adaptations: The example we provided is just an example; if it makes sense to you it is great, but think more about it – maybe you can create something more adequate for your group and setting. Bingo, as a game, can be used for anything you want. It can be a simple game to get to know each other, so, you will put out more personal aspects or a good "excuse" to make the group discuss global issues and find out who does what in the field, for a more serious discussion. You have the liberty to choose the appropriate topics which you want to include in the list, but make sure you don't put something very hard to find (don't make an impossible bingo), and also include different types of topics (some practical, some personal, some about opinions, some fun), to give a little bit of entertainment to the activity. In debriefing, be careful not to give too much space to some very competitive and ambitious participants who want to tell the group everything that they found out or did (this exercise tends to offer the space for that). Some of the items on the list are more important than others (and you know that as a facilitator), so make sure you spend more time on them and not on the funny or more superficial ones in the debriefing.

Global bingo (example)

Your task

You have to go around the room and find people who can relate to the following sentences from the table. You have to find minimum of 2 different people for each section. In case of an answer, please write it down with the name of the person next to it. And, in case of the task, the person needs to prove it and actually do it for you.

You can have the same name in more squares, BUT try to talk with as many people as possible. You shout BINGO when you have found people for all the mentioned sentences.

According to my understanding I have done global education before (give some example) 1) 2)	I prefer to eat local products (made in the country/region where you are situated) 1) 2)
I know the meaning of the acronyms, IMF and WTO (request the proof) 1) 2)	I participated in an environmental protest (details...) 1) 2)
I can make different objects out of tetra packs! (what kind of objects and proof needed) 1) 2)	I usually get updated about the news and situations in other continents! (why? how?) 1) 2)
I boycott certain companies! (which ones and why?) 1) 2)	I recycle different products. (which ones?) 1) 2)
I am quite pessimistic about the future of our world/planet. (What is the reason?) 1) 2)	The global issue that concerns me the most is....... because…... 1) 2)

2 – Labels (60 minutes)

Learning objectives - To understand the concept of interdependency; to reflect on the reasons behind global interdependencies; to think about them critically; to set-up the base for future discussions on global responsibility;

Group size: at least 10 – up to 30;

Details and description of the activity: Explain to the group that on the floor they can observe an outline of the world (drawn with a chalk or made of paper tape, rope, etc.) and we will use it for the next activity, to look at it through the perspective of our own products. Divide the participants into groups of 3-4. Each group receives a bunch of small pieces of paper/post-its. Their task is to look at all the objects they have on and with them at that moment (clothes, accessories, electronics, stationery, food products, etc.), to read their labels and see where they were made (not bought from, but made in). For each item they need to write the type of product (ex. T-shirt, mobile phone, etc.) and the country where it was made (Romania, China, etc.) on a different piece of paper. For the items that do not have the label anymore they can make a guess, but they have to specify that on the paper: ex. T-Shirt-Guess-Turkey. The group needs to think twice when they make the guesses, not to automatically consider that the product was made in the country it was bought from. It would be preferable to have as fewer guesses as possible and have most of the papers with information about the label. Even if, in one group, there are more items which are similar in name and have the same country of origin, they have to be written on a different paper for each one of them. They do not have to sign the paper. The role of the groups is more to help each other read the labels (if they are placed in more inconvenient places) and collect the answers.

Once a group has all the papers for all the items, they have to put/stick the papers in the appropriate areas of the world. If they are not sure where a certain country is they can ask the facilitator. Once the entire group has done this the discussion can start.

Debriefing/Suggestions for Questions:

What impressions do you have when you look at the map?

How does this look to you?

From where do we, as a group, in this moment, have the most of our products?

How many of you had all their products made in their own country? *(most probably nobody).* How many had 1 of their products made in their own country? How many 2? How many 3? How many 4? Is there anybody with more than 4? What is the maximum?

What other products do we use (but maybe we didn't have with us at the moment) that are produced in other countries? *(here you can give examples from the food industry, if they don't come up with any)*

What about products that, even if they are made in our country, contain components/ingredients that can be found only in other countries/continents? *(if the workshop is taking place in Europe, you can mention chocolate for cocoa; if you are on another continent and you are not from a country that has lots of oil you can mention plastic (which is made from petrol) – feel free to suggest any other product appropriate to your group/setting)*

What does this tell us?

How would your life be if you had to use (and survive with) only the products produced in your own country? Do you think that is possible? If the answer is no, why is it like that?

Looking at this reality, it seems that we need products from other countries and others need products from our countries – what does this mean? *(if the concept of dependencies and interdependencies has already been mentioned you don't need to address this question)*

We are all dependent on each other (as countries and as individuals). Do you think this is a good thing or a bad thing? What are the good and bad aspects of this? Justify your answer.

What role/power do you have in this? What can you do to reduce the bad consequences? Make a transition to the next activity that should follow-up on these discussions.

Needed materials: an outline of the world has to be represented on the floor, with its continents (either with chalk, paper tape or rope, depending on the floor) – it can be just schematic and not very accurate (its meaning will be explained to the group, if necessary); little sticky papers (you can try with papers that don't stick, which can also be made from reused paper, but it depends on your room – whether there is a draft/wind that can blow them away); pens

Recommendations for using the activity/adaptations
It is very important to limit the concrete suggestions you make to the group and rather push and take them from participants themselves. It is an exercise that provides enough visual material to help the group come up with answers to your questions.

This activity can be used in order to focus on the topic of responsible consumption. You can combine the two and have a broader discussion that touches global interdependencies and then focuses on responsible consumption.

Some examples of questions you can use during debriefing in order to focus on responsible consumption:

... Why are the most of our products made in other countries, on other continents?

What do you think are the negative consequences of this fact?
(if they don't come up with relevant examples, you can give some from an environmental perspective, social, economic)

How often do you think about the conditions in which these products are made, the working conditions of the workers and the workers themselves?

For how many of these products (from the map) could you have found alternatives made in your own countries?

Do you look at the labels of the products you buy? If yes, for what reason do you do that?

Based on what has been said up to now, related to the products we use/have and the way they get to us (*here you can list some of the negative aspects that came out of the discussions)*, who are the responsible ones in this system?

Who has the power to make a change and why?
(*if not mentioned, ask:* What is the responsibility that we carry as consumers? What can we do differently?

After our discussion, in which way has the criteria you use for buying products changed? Give some examples.

3 – Responsible Consumer Behaviours (90 minutes)

Learning objectives: To reflect on the responsibilities of a consumer; to learn about different concrete behaviours a responsible consumer can have; to critically analyse the behaviour of a responsible consumer; to self-assess their own behaviours; to get motivated to become more responsible; to better articulate the reasons for becoming a responsible consumer;

Group size: at least 10 – up to 30;

Details and description of the activity:
It is important to introduce this activity as linked with the previous one, which pointed out the role of the consumer and the responsibility they carry for a more just world. This activity will explore the options that a consumer has in order to become and act as more responsible. Explain to the participants that they will be divided into smaller groups. First they will have to do a task individually and later they will have to do the same task, but as a group. The task consists of ranking a series of behaviours which a responsible consumer might have. The ranking criteria is "what is more important in order to be a responsible consumer?"; the participants have to number the behaviours from 1 to 12, 1 being the most important behaviour and 12 the least important. Below you can find the list which you can modify to be more suitable. It is important to highlight they have to make an effort in order to really rank all of them and not give the same number to more or to all of listed behaviours. After the individual ranking, they will have to share and come up with a common ranking they all agree with in a small group. It is forbidden to do mathematical calculation to extract the average choices for the group; the new list has to reflect the beliefs of the group members. About 25 minutes will be allocated for this task. The discussion will continue later, in the big group, based on the process and results they came up with in the small ones.

Debriefing/Suggestions for Questions:

How was it for you to do this task? What type of feelings did you experience during the task? *(stop the participants if they start sharing how they ranked, the question is only about their feelings)*

How easy was it to make your individual ranking? How about the group one? Did you manage to have a common ranking or not? What were the reasons in either case?

How much is the group ranking different from your individual one? What made you change your mind (if that is the case)?

At this stage you can ask one group to share which behaviour they decided is the most important and why. What about the other groups? Did you list the same or a different one?

You can provide some space for checking the first mentioned ones and also the least important ones (there is not enough time, and it would be very contra-productive to check full lists of each group – sharing their most important and least important will be sufficient for the purpose of this discussion)

What do you think about these examples of behaviours? How much they can change the world?

In your opinion, which ones are more easy or difficult to do?

Are there others things a responsible consumer can/should do,
which are not listed here?

How many of them do you already practice yourself?

Which new behaviours would you like to practice from now on and why?

What other comments and thoughts do you have, regarding
the responsibilities and behaviours of a responsible consumer?

Needed materials: a list of behaviours *(see below)* written on a board/ alternatively, it could also be printed on small papers, for each individual; pens

Recommendations for using the activity/adaptations
You need to be strong in insisting that the behaviours shouldn't be ranked on the same level; they are all important behaviours indeed, but through this exercise they have to analyse each of these behaviours and their implications much more deeply.

Another point which needs to be highlighted is the fact that each group should have a consensus regarding the group lists; no voting or calculations of individual ranking should be performed; if they fail to do so, it will affect the learning outcome they could extract from the exercise.

During the discussion in big group it's important to keep a structured process, as it can easily get confusing and tiresome if in the big groups the small ones start repeating all the discussions they already had. Do not make space for that, as it is not beneficial to the group; follow the proposed structure of discussion or whichever structure you planned as well.

What is more important in order to be a responsible consumer?
**give a number from 1 to 12; 1 being the most important behaviour and 12 the least important*

A. To buy seasonal food products.

B. To buy from second-hand shops.

C. To check the origins of products you buy.

D. To get informed about the companies (from which you use products) and how responsible or ethical they are.

E. To buy local products or products made in the region close to you.

F. To boycott certain companies for which you know they are not ethical, responsible.

G. To constantly reflect on your needs before buying any item.

H. To advocate for severe fines and taxes to companies that carry out actions which are harmful to the environment and human rights.

I. To avoid buying unnecessary items (symbolic, not useful, not wanted, etc.) as gifts / for different occasions, etc.

J. To sign petitions to change the practices of a certain company/shop/restaurant. etc.

K. To inform your close ones about the things you know and encourage them to be responsible consumers as well.

L. To check the list of ingredients of the products you want to buy.

4 – Eco-footprint (90 minutes)

Learning objectives:
To get to know the concept of eco-footprint and Earth Overshoot Day; to make the link between one's lifestyle and the impact on the planet; to increase the level of responsibility they have for their lifestyle; to stimulate them to get more informed in the field; to motivate them to reduce their own eco-footprint;

Group size: any

Details and description of the activity: The group is introduced to the concept of the eco-footprint (EFP). They are asked if they know what EFP is. If somebody knows they can explain to the others, but you need to make sure that it is clearly understood by the group, so you can add extra details. Ask the group if they have already measured their own EFP. If yes, when was the last time they did it? Mention to the group that, in fact, it measures the impact of a person for the current year and it is recommended to do it every year, for a regular assessment of our impact. Often, few people have measured their print and if they did so, it was not recently.

Briefly explain how the tool was developed and what dimensions it measures, and also mention that the most accurate calculators are the online ones. There are different websites of relevant organisations which provide the possibility to measure your EFP online. We recommend the one from "Global Footprint

Network": *http://footprintnetwork.org/en/index.php/GFN/page/personal_footprint/*

On this website you will also find more background information in relation with this topic, research results and data from the field. It will help in delivering this session and also for supporting the knowledge needed by global citizens.

Tell the group that we invite them to measure their EFP in this session. If you have the possibility (internet connection and devices for every participant) it is advisable to ask them to do the online one.

If not, you can use an offline version that is more of an approximation or the results obtained via the online calculator. If you go for the offline option you will need to project the questions to have them visible to everybody, and guide the group one by one through all the questions and calculations. Check the recommendations part for details regarding the offline test.

Once everybody has found out what their EFP is (from whatever tool you used) you can ask the group what answer they got. Who had less than 1 hectare? Who had between 1 and 3? Who had between 3 and 5? They can raise their hands and everybody can have an overview of the group level.

After you ask the first set of questions (provided in the debriefing sections) you can optionally provide the latest data in terms of Countries' EFP. If you work with an international group you can mention the EFP of their countries.

Then you can introduce the concept of Earth Overshoot Day (details about it are on the same link provided above; in 2018 this day was 1st August). You can ask if they know what it is; you can provide some details and also show the video from the website. Answer potential questions from their side. Ask the second set of questions.

Debriefing/Suggestions for Questions

• First set of questions

How do you feel now that you know your impact on the planet?

How would you feel if everybody on the planet lived the way you do?

Who is surprised by their results? Why is that so?

What are the areas that have the higher mark?

• Second set of questions

How do you feel now that you found this out?

How much do you think you are contributing to this situation?

Do you think it is possible to live your life in a different way in order to reduce your footprint? What changes can you make? (here you can invite them to share ideas with one of their colleagues, in pairs, and then take a few ideas in the big group)

How motivated do you feel to implement these ideas in your life?

What can help you or prevent you from doing it?

How can we support you in this process?

(see the adaptation section with ideas for follow-up from this activity and depending on how you want to continue you will have a different ending at this stage)

Materials needed: offline version of the footprint test; projector; speakers; papers; pens; online connection and a computer for each person, if you decide that the group will fill out the online version;

Recommendations for using the activity/adaptations
There are various tests in an offline version but you need to be aware of the simplification they make of personal information and different levels of inaccuracy they have. It represents an approximation and should be taken as such, but some tests are closer to or further from the results an online updated calculator would provide. Therefore, we advise you to try out various offline versions yourself (which you can find with a simple internet search) and then compare with the online test and choose the one that is more appropriate.

In our work we have used a translated version from a tool developed by a French organization *http://www.passerelleco.info/IMG/pdf/Test_Empreinte_Ecologique.pdf* and it was helpful in the European contexts, where we applied it. We have modified this version of the test in our work on different continents or in mixed groups, in order to include dimensions of life existing in different settings, and to include relevant questions for our participants.

From this session you can continue with another one, which looks into what the participants could do in order to reduce their footprint.

• The group can be divided into smaller groups, which can brainstorm on ways to reduce their footprint, using these ideas to motivate each other when they reunite in the full group.

• Based on this brainstorming you can also allow the participants to have personal reflection time on what commitments they are willing to make. They can write a letter in which they mention these decisions, to themselves. This letter can later be sent back by the facilitator, to remind them and support them in their process of changing their lifestyle.

5 – The invisible Water in Our Lives (90 minutes)

Learning objectives: To understand the concept of Water Footprint, visible and invisible; to make the link between one's life style and the impact on the water at global level; To create awareness of water consumption in daily activities; To identify alternatives to reduce their water footprint; To increase the level of responsibility they have for their lifestyle; To motivate them to reduce their own water footprint; To develop curiosity to learn more.

Group size: any

Details and description of the activity:
Tell the group that in this session we will talk about water, our water consumption and what impact it has on a global level. You can start the session by addressing a few general questions about water as setting up the context: "How much water do you drink per day?", "How important is water in our life?" "How long can we live without water?" "How present is water in our life?", "Nowadays, do we have more or less water than before?" etc.

You can introduce some statistics about water, and ask if they knew about them and what they mean for them when they hear them.

• Around 700 million people in 43 countries suffer from water scarcity today

• Two thirds of the world population currently live in areas that experience water scarcity for at least one month a year.

• Roughly 75 % of all industrial water withdrawals are used for energy production.

• By 2025, 1.8 billion people will be living in countries or regions with absolute water scarcity, and two thirds of the world population could live under water stress conditions.

• 70 % of the global water withdrawals go to agriculture.
**data from the website of UNWATER in 2018 - http://www.unwater.org*
“Do you have any problems with the water in your communities or countries?”, If yes, could you give some examples? / If nobody says yes you can ask: “Do you think there is any connection between these problems and the water consumption in your country/or your own consumption?”

After this, ask the group if they know that the water we consume can be classified as visible water and invisible water, also called virtual water (or direct and indirect uses of water). Check with them if they know what the terms mean and clarify their meaning.

You will exemplify the concept of invisible water by using a product they suggest (it can be a potato, banana, table, etc.). Then ask them to identify the process of making/producing that specific product and find the stages where water is needed. You can ask the group additional questions, so they do not leave out any step of the production (for example, for coffee: planting, growing and taking care of the crops, the harvesting process, cleaning the products, processing the products into other elements, maintaining the tools and machines needed in the process, packaging (more packaging means more water use), transportation of different sorts, cleaning, cooking it, etc.). Of course, at this stage, the point is in not knowing exactly how much water is used in each of these phases of the production, but rather, to identify all the areas which need water in the process. Depending on the product, more or less water is used in the process.

Optionally, you can try to make these analyses for 2 types of products. You can try to write them on the flipchart while you take the answers from the group.
Introduce the concept of Water Footprint, what it means, what it measures and how one person can find out what their own WFP is. (Mention that they can measure it from the website provided in the recommendations section).

Each product has its own WFP calculated by estimations based on analysis in different contexts of production and by taking into consideration all the areas that require water in the process (as they tried to identify them before).

Now you can introduce the poster (with various products and their WFP) or project the images on the wall and show real data in terms of the footprint of certain products from water perspective.

Divide participants into 3 smaller groups and give them the following task:

“You will receive a period of the day (either morning, lunch, evening) and you need to list all the things you do in relation with water (visible and invisible) at that time”

Give each group one of the 3 options of the day and instruct them to start working.

After 10 minutes ask the groups to mention the elements from their specific period of time, where they consider they consume a lot of water.

Ask the questions from the debriefing part.

Debriefing/Suggestions for Questions

How do you feel when you look at these numbers (from different products) and at what you do and/or consume on a daily basis?

Is there anything surprising, shocking, disturbing for you in this? To be more exact, what, and why is that so?

To what extent do you think you are contributing to the water situation in the world? Why do you think so?

What is the responsibility we have in relation with water consumption (regardless of the place you live in)?

What can you do in this sense?

What are the next steps you will take in this direction?

How motivated are you to make a change? How can you get even more motivated?

Needed materials: paper, pens, projector/poster, flipchart paper, marker;

Recommendations for using the activity/adaptations
Background information, more details, studies, posters, gallery of products and their WFT, as well as a personal calculator, which can be found at this link: http://www.waterfootprint.org. It will be useful to present them examples of products they use or eat and their associated WFP, so they can use this information in delivering the task.

If you have time at the end of the session you can give them a final task (after the discussion) in the same groups as before, or even for individual reflection: “In the same groups, now try to identity potential alternatives in reducing your WFP for the actions you already do! How can you replace certain actions in order to reduce your WFP?” Then you can use these ideas for closure and motivation for future transfer – this means you will modify the last part of the debriefing in order to accommodate to this change.

You can also try to have the participants fill out the online test, or look for some offline options (not many at the moment of writing this manual) and do a version of the sessions on Eco Footprint, but this time on Water Footprint.

Resources for Creating Modules for Introducing Other Topics

Below we provide some examples of resources which you can use to develop learning modules on other topics, which could be tackled in street campaigning. These examples are coming from our experience of using materials developed by different institutions. Nevertheless, our experience is limited and it's very possible that other materials, which might be more useful, have already been developed. Beyond the list provided here, any facilitator should search for more, as new materials are published regularly, by various institutions in the world.
One very generous searching tool for education materials is https://www.salto-youth.net/tools/toolbox/ which we strongly recommend for using.

Human Rights

– COMPASS is manual for human rights education developed by Council of Europe. It includes large background information, methodological notes and 58 learning sessions covering all sub-topics included in Human Rights field. I t's by far the most comprehensive and complete manual available for interested educators.

http://www.eycb.coe.int/compass/en/pdf/compass_2012_inside_FINAL.pdf

Intercultural Learning

– there are many manuals in this field; we chose to recommend more comprised ones, which include background information, methodological input and a list of the most popular and used educational activities among different practitioners using non-formal education on this topic.

https://issuu.com/sciint/docs/_toolkit_intercultural_dialogue – A toolkit developed by an organization working on peace making and international volunteering projects since 1920.

https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-4-intercultural-learning Tool kit developed by Council of Europe and European Union (this version is the second edition). On the same website there are also very useful materials on the following topics:

Social Inclusion

https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-8-social-inclusion
More relevant and tested material on inclusion and diversity you can also find here

- *https://www.salto-youth.net/rc/inclusion/inclusionpublications/*

Conflict Transformation

https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-12-youth-transforming-conflict

There are two types of methods (as it was explained in earlier chapters), methods for attracting attention and methods for spreading the message. Hence, this part of the preparation of the team will be divided in two parts, each targeting the different type of methods.

We recommend starting with attracting attention and then to continue with the message methods. The main reason for this is due to the fact the attracting attention methods require more time to be individually practiced and properly learned. Therefore, more available time helps in the process.

We allocated around 3 hours for introducing Attracting Attention Methods.

After the introduction part, each campaigner continued to practice in their own time; the 3 hours allocated for the introduction do not guarantee each campaigner will be skilful in those specific introduced methods. Some people can learn very fast and others need more time. The required time depends on the personal characteristics of each person (such as pre-existing dexterity, motivation, ambition, etc.).

The 3-hour sessions can start with a small workshop for creating/making the materials for later use (balls for juggling or poi-poi, for example). This is recommended especially in low-budget campaigns when there are no funds available for buying ready-made products. This session can also help develop a stronger sense of responsibility towards the objects. When people make things with their own hands they tend to care about the objects they created more.

The methods shown in this session strongly depend on the skills that facilitators or other team members already have. Very often, people who are attracted to street campaigning have juggling as some sort of hobby. If there are persons in the team, who already know how to juggle, they should be the ones sharing their skills with the others. If there are no such people, the facilitator should have some of the basic skills in such methods (which can, with enough motivation, be learned in few hours) or external expert(s) should be invited just for the purpose of this session. Alternatively, the team could engage in a group self-learning process by using video tutorials, trial and error, and helping each other.

These 3 hours can be structured like this:

• **10 minutes**
– Intro to the methods, what type of methods there are and demonstration of what will be learned in this session;

• **30 minutes**
– Creating your own juggling materials (balls for juggling and poi-poi);

• **90 minutes**
– Learning and practicing basic moves in juggling, poi-poi and balloon modelling (30 minutes for each method). If balloon modelling is not an option, more time could be allocated for each of the other two. Teaching process will use demonstrations, individual practice, feedbacks and lots of repetition.

• **10 minutes**
– Discussion on the experience of practicing the methods; if it was the first time trying, it could have been quite frustrating or emotionally very intensive. Remind the group that the time was allocated in order to just introduce these methods. From now on, they should continue practicing, which is the only way they will actually become competent. Remind them, as well, that they shouldn't aim to become professional jugglers, but just be able to do 2-3 tricks which are sufficient for a street campaign.

• **40 minutes**
– Learning and Inventing Energizers which can be used in a street campaign. Different energizers are shared and practiced (it is very likely that a lot of participants will have different examples to share). The group is also invited to modify childhood songs or games, in order to be used as simple energizers. Additionally, they can even make use of words that could be related to the campaign topic. Some of these energizers could be used later, in the campaign, if they consider them suitable. *(Different energizers from across the world can be found through a simple search online)*

We allocated around 4 hours for introducing Spreading the Message Methods.

This time is mostly allocated for theatre preparation, which is the most complex one to acquire and become confident in using. This session should be implemented close to a public place where the groups could go and perform some of the theatre pieces they created in the session. It's important to experience performing in a public place as soon as possible, and during such session, there is an adequate context to do that with less pressure, as it isn't the campaign itself, and it will take much less time.

These 4 hours can be structured like this:

• **10 minutes**
– Intro to the methods, what type of methods could be used in this category; give concrete examples and mention the focus on theatre, which will happen in this session

• **120 minutes**
– Preparatory exercises in theatre – see their description below

• **60 minutes**
– Street theatre (preparing and implementing) – see details below

• **50 minutes**
– Discussions and actions plan – see details below

The exercises explained below are extracted from a manual on theatre of the oppressed which can be used as a source for more learning activities in this stage of the preparation. The manual can be found at this link: *http://www.artfusion.ro/docs/doc2016/methods_for_social_change_image_and_forum_theatre_2014_engleza_s.pdf.* If needed, for more work on improvisation skills, besides the previous manual you can also make use of the biggest reference in matter of improvisation. *http://improvencyclopedia.org/download/book.pdf*

Preparatory Theatre exercises – part 1 (55 min)

Aims – To warm up the group, to develop their coordination, focus, attention, rhythm and synchronization, to explore and work with the space and the group in different settings, to practice working with their body; gestures and expressions; to develop trust in each other and in the campaigning process;

Description – Briefly introduce this part and mention the fact that it is planned as an experiential approach and they should let themselves engage the process – and their experience will be discussed after the games.

Description of exercises

Pass the Beat – 10 minutes
Space exercises – 20 minutes
Blind Shake – 10 minutes
Mirrors – 15 minutes

Pass the Beat

The group stands in a circle; the facilitator explains that this exercise will be done in silence and its key element is eye contact. The facilitator can start by "passing the beat", which in fact, represents a clap – 2 people look into each other's eyes and they have to clap (their own hands) at the same time – so we can hear only 1 clap and not 2. The beat is passed on in the circle, from person to person – trying to keep the same rhythm and play with it – to become faster or slower. The first round (a complete circle) will be more of a trial round; until the participants get in the mood – when more beats could be introduced – constantly trying to synchronize with the developed rhythm.

***Option for advanced level** – the beat can be passed anywhere in the circle – here, the participants need to pay attention to all the other members of the group in order to be ready to receive the beat and to pass it along.

Space exercises

Stimulate the participants to reflect on how they feel in the group and in the provided space, to work with different types of space in different ways, different speeds; Increase their flexibility and group awareness level.
Participants are invited to explore the space – at the beginning by themselves – without talking and interacting with each other. During the time they walk the facilitator can encourage them to go to places in the space that they didn't pay attention to before, to try to go to every corner/square of the space, to use a different route all the time (not to

go in circles); to explore how they feel in this space – which part of the area they like the most and why – they can be invited to go to the place they enjoy the most in the space, and also to the place they dislike the most;

The facilitator can continue providing guidelines or questions for reflection for the group: they should now pay more attention to the people around because they are sharing the same space; make eye contact with the people they meet and smile at each other; reflect on how they feel about their presence in this specific space; The group can be asked to walk backwards for a while (and, at that moment, to reflect on how easy it is, how they feel, how they take care of each other – if they do...) – they can alternate between backwards and forwards, in terms of walking, to feel the difference and also to make it easier to shift between directions.

The facilitator can introduce different settings for exploring the space – for each of the following suggestions (feel free to use settings as diverse as possible for the participants to experience), leave the group to walk in that specific setting a little bit - to get in the mood and the atmosphere (to imagine sounds, smells, etc.)

Examples: to imagine they are on a hot floor; in a forest; in a market, on a train; underwater; on top of the mountain; on another planet; that they are in the middle of the storm; they are in a soup (or some other food dish); trapped in a box; in a room full of mosquitoes;

If the group is not tired you can also instruct them to perform in different speeds – 1, 2, 3, 4 – 1 – slow motion; 2 – regular walk; 3 – hurry; 4 – super hurry and agitated (but not running) – these are just different speeds of walking); you can also use colours instead of numbers – use your imagination as you want).

And while they are asked to walk in a specific speed, different guidelines can be addressed (How do you feel? How easy is it for you? In which situation do you find yourself walking like that? How much are you still able to focus on the group? Are you more focused on yourself? Etc.

You can say at some point: 0 – they stop and you can ask them to make a circle in order to explain the next activity.

Blind Shake

Develops coordination in unknown places and trust in different spaces and people; Supports the group in growing closer to each other;

The facilitator asks the group to make pairs for the beginning of the next activity; the pair will change during the exercise. The facilitator demonstrates how the exercise goes and all the participants copy the same movements in their pairs. They change pairs during the exercise and repeat the same with other partners as well. The activity goes like this – the 2 people in the pair shake hands and then stay still; they close their eyes at this moment – then they have to "un-shake" and keep the hand in the position (as it was in the hand shake) and take 3 steps backwards. Then they can check with each other if they are ready, because they will have to come back to the initial position. The first few times participants usually find themselves in different positions from the initial ones but then they learn how to assess the space and their own coordination with eyes closed.

Mirrors

Encourages the groups to expressively use their body in different ways; to release their creativity, to work on coordination and synchronization among group members.
The group is divided into pairs (you can use the last pair of the "Blind Shake" activity if you want to). In these pairs they have to mirror each other – one person has to do the actions (but rather slowly, focusing more on expressions, various gestures and mimics) and the other person has to copy in real time, as accurately as possible.
They switch roles after 5 minutes – the facilitator announces the time.

Ask the group not to make sudden movements – as they are impossible to mirror in real time. If you still have time you can try the next level, which implies that the whole group stands in a circle and one volunteer goes in the middle – now each of the persons from the circle is the mirror of the person inside – according to the angle they are positioned towards the person in the middle. For the person in the middle, having so many mirrors reflecting them is a strong sensation. It is a little bit more challenging for the persons standing behind the volunteer - that's why it is advisable to ask the volunteer in the middle not to face just one direction but to be more dynamic. You can ask some volunteers who would like to be in the middle to do it, and then you can close the activity and the session.

Preparatory Exercises – part 2 (65 minutes)

Samurai – 5 minutes
Bear and Princes (or adapted versions) – 10 minutes
Emotions 1, 2, 3 – 4, 5, 6 – 15 minutes
Statues and Emotions – 10 minutes
Museum of Emotions – 20 minutes
Brief discussion on the games and exercises – 5 min

Aims – to work on group coordination and focus, its members' capacity to express various emotions with their voice, body and facial expressions; to stimulate the group to deal with various emotions expressed around them or to them, to prepare the group more deeply for acting.

Description of exercises

Samurai

Warms up the voice, trains the actor to talk from the diaphragm (which is better when acting – because it projects a louder voice. The letter H always engages the diaphragm while talking – a good exercise before going on stage, as well; energizing.
The group stands in a circle. They are informed that they are all samurai who will attempt to kill each other in the exercise. Every samurai has a sword (which is represented by both hands being close to each other (symbolizing the sword).

When somebody wants to kill somebody else, first they prepare by firmly raising the sword on top of their head (and also saying very loudly). Then the person chooses their „victim" and very firmly directs their sword towards that person (at the same time, they have to very loudly say: "HE"). Then the targeted person also raises the sword (to prepare for attack and loudly says: "HA") – at this moment the persons standing on the right and on the left (of the person that is about to attack) will both attempt to cut them by waving the sword towards their belly, both of them at the same time, very loudly saying: "HE", - the middle samurai will bend, as to avoid the attack, and then immediately attack somebody in the group – as explained before. It has to go very fast, very loudly and very firmly.

Of course, it goes without saying that in this exercise nobody gets hurt physically. In this version HA and HE are used – you can also use just one, like HA. For more advanced groups you can use the order: HA, HE, HI, HO, HU – for example: the person attacks by raising the sword with HA – the neighbours attack with HE, the samurai attacks somebody with HI, the victim prepares for an attack with HO, the neighbours with HU, the attacking one with HA ...and so on... – in fact, people just have to remember the order and continue doing the exercise – in this version, the activity of voice is much broadened.

Bear and princes

Prepares the group for getting into different roles (with different emotions); warms up the body and the voice; relaxes the group members in terms of acting and being silly; it also develops focus and concentration. Depending on the country where you do this exercise in, you can change the roles and appropriately adjust them to the fairy-tale background from your culture or from the culture of the people you will be working with.

This exercise needs to be explained very carefully at the beginning – so it can have a proper start (it is difficult to clarify after you start).

The group is divided into pairs in which one person holds the other by the arm. If there is anybody in the group who knows the exercise they can volunteer to help you explain. If not, you can ask for a volunteer from the group. If the number of participants in the group is even and you want to play as well, a pair can be a trio and the middle person is held by each arm.

Explanation: The pairs are in a magic forest (that is the setting) and they are standing in that space randomly. One pair (that volunteers to start) will not be standing.

The next part needs to be demonstrated by the facilitator and one volunteer, so that the group can get an adequate understanding. It would be good to demonstrate in slow motion and stop at times, to explain why it is like that.
One person is the bear (that needs to make sounds and gestures as a fearsome bear). The other person is an innocent princess (that needs to make sounds and gestures according to her role as well). The bear runs after the princess in the forest and the princess tries to escape from the bear.

There are 2 options of what can happen next.

- **The bear catches the princess (he touches her)** – if this happens, then, since we are in a magic forest, the princess suddenly becomes a bear and the bear becomes a princess (and tries to escape from the bear) – they switch roles and the game continues this way.

- **The princess escapes by attaching herself to one of the pairs that are standing in the circle** (she needs to hold the arm of one person) – she is safe now, BUT the other person from the pair becomes an angry bear and the previous bear suddenly becomes a princess who needs to escape from this new bear (and the run continues).

There will always be a bear running after a princess (following the "rules" explained previously). Usually, people get confused (so you need to emphasise on these aspects) by role switching, when the bear touches the princess, and also by role division, when the princess attaches herself to a pair.

It is important that the pairs are standing in the forest. Not in a circle, but as randomly as possible, with no other objects or obstacles in the way – as you can see, it is quite a running activity. If the group is enjoying the activity a lot, you can allow more time for it.

For an advanced group (or at later stages in the process) – you can give different emotions/moods for the bear or princess (and change them during the exercise) – drunk, crying, desperate, crazy, diplomatic/polite, nice, robot, alien bear/princess;

Emotions 1, 2, 3 – 4, 5, 6

Helps the group express a variety of emotions and feelings in interaction with another person, makes is easier for the group to get into different roles and express different emotions in later stages.

The group is divided into 2 groups which stand in a line facing each other. Each person has to have a corresponding person in the other group.

The lines stay few steps from each other. The facilitator explains that in this exercise, they will have small conversations with the person in front of them. One line of people is instructed to use just the following words: 1, 2, 3 (nothing else, nothing more) – just these 3 words. The second line is instructed to use just these words: 4, 5, 6 (nothing else, nothing more).

The procedure goes like this: the facilitator will give an emotion, a feeling, a mood and the 2 lines have to come in the middle (to come close to each other) and have a small conversation using the words they are allowed to use, but expressing the provided emotion, and then they go back in line (not expressing that emotion anymore). If possible, the facilitator should make a demonstration, also to exemplify the duration of the discussion (which should be rather small).

Suggestions for emotions, feelings and moods which could be used in the activity:

long-lost friends, snobs, shy, rude, arrogant, annoyed, sad, angry, bored, extremely polite, scared, shocked, desperate, old enemies, suspicious, flirting, funeral, as if the other person is your idol, jealousy, giggling, proud, in a big hurry, after a break-up, excited, very tired, in love, using a very strong accent, etc.

Statues and emotions

Works with body postures and helps the group express different emotions by using their body; prepares the group for later phases in working with body postures and expression of different emotions.

The group is divided in 2 – participants can count 1 – 2, so each member is either 1 or 2. It is then explained that they have to walk around the space in silence and, at some point, the facilitator says out loud one number (either 1 or 2) and an emotion/feeling/mood out loud. All the people that have that number have to freeze and make a statue that expresses that specific emotion (wherever in the space they are at the moment).

From that moment, the other half of the group is present in a spontaneous museum and invited to observe the “pieces” of that thematic museum.

They stay for a couple of seconds, encouraged to make sure they have a look and observe all the statues. They are also requested not to touch or interact with the statues. The group needs to be reminded of this rule, in case they are having too much fun and they are touching the statues or trying to make them laugh. The facilitator closes the museum and then all the people continue walking around the space. The exercise continues by saying a number and an emotion again (it is advisable to do at least 3 rounds for each number group).

Suggestions for emotions/states that could be used: sad, happy, proud, frightened, frustrated, dreamer, troubled, powerful, powerless, etc.

Museum of Emotions

Develops capacity of group members for standing as statues longer, their observation and analytical skills, prepares the group for deeper discussion on social issues.
The group is divided in 2 again. One group is invited outside; to wait until the group inside is ready. They are informed that they will visit a museum, observe the statues and have to figure out what the theme of this museum is. They are not allowed to touch the statues, to interact or to disturb them – their only task is to observe. The group inside is instructed that they all have be statues in a museum with a theme; if possible, the theme should be related to the topic of the campaign; this is an example:

Destruction of Environment *(it could also be: aggressor, corporation, shops, etc.)*. They all have to think individually, and once they decided what kind of form/type of environment destruction they want to show, they can practice the posture. Announce that they might have to stay in that position for a longer time, so they should choose a position that allows that.

Tell them that the others will be invited inside, to observe their statues. Once the other group is in the museum, invite them to analyse and observe the statues with guiding sentences and questions: Make sure you observe each statue; Try to feel the atmosphere in this museum; How do you feel in this museum? What are the similarities in the museum? …

Additionally, you can also go from statue to statue (especially if you have a small group) to check with the group what they see: What is this person doing? Where are they? Why do you think they are doing this? Check all the statues fast and then ask them at the end to tell you what the theme of this museum is (based on their experience in it). Then the statues can come back to life. Clarification could be provided if there were puzzling statues, and also if they assume it is a different theme than the one provided. Then, the statues are invited to go out and the process is repeated. For the persons inside, the theme is:

Victim of Environmental Destruction (they could, but are not obliged, to express it based on their experience as visitors of the museum).
At the end you can ask some questions: How easy was it to choose which statue you wanted to have? Based on what did you choose? How easy was it to understand what the other statues expressed? What were the main aspects that made it easier for you? What was hard or challenging in this process? Do you have any other comments/ impressions from this exercise?

Brief discussion based on the games and exercises:

Suggested questions that you can use:

- How do you feel now after at the end of today's session?
- What activity was the most challenging and why?
- What was easy for you? How easy is it for you to express emotions that you do not feel? What can make it easier for you?
- How is it for you to use your body in order to express certain feelings or situations?
- In what way do you feel the session prepared you?

Street theatre (preparing and implementing)
– 60 minutes

Aims: to learn the key features of street theatre; to develop competencies in building and creating a street theatre performance; to practice street theatre; to critically review and analyse street theatre examples; to get prepared to perform street theatre during the campaign;

Description: This part should take place immediately after the preparatory exercises. If this module is split into more days, you need make sure it will happen on the same day as the preparatory exercises, as they are creating the right foundation for this task to be delivered. The participants will be divided in groups of 4-5 and will be requested to prepare an example of street theatre on the topic of the campaign (which was introduced in the previous module). According to their preferences, they can choose any sub-topic or point of view on the bigger topic. There a few guidelines they need to have in mind while designing the play:

• **Maximum 2-3 minutes** – it should be focused, straight to the point and shouldn't demand too much time from the audience.

• **Only one subject** – from the large area of the campaign topic only one specific aspect should be covered in the play; this will keep it simple and help audience focus in shorter time.

• **Simple** – linked with the previous points, the play should be simple and easy to understand; avoid metaphoric expressions, abstract or vague. The play should send the message very directly.

• **Clear** – the play shouldn't be confusing or sending multiple messages at the same time, so that people passing by can capture some parts of the message easily.

• **Props** – use any props which can help the previous aspects, to make it easy to understand and capture the message: any visuals, clothing, objects, etc.

• **Use words only if necessary** – if the message can be sent without words, choose that option; if words are needed, rather work with key words that can be repeated, or few words; use props to support or visualise words; the longer the conversation the higher the chance people will miss some parts of the message.

The groups are preparing for about 20 minutes; they should brainstorm and develop an idea on the way; they can have more options and choose one to show to the rest of the group. Remind the campaigners that these pieces don't have to be parts of the campaign; it is meant to be part of their training. They will have to show their performance in a public place, which (as we mentioned) should be close to the meeting/training place. One by one, the groups will show their performance, and after each play, you can ask the other groups (that were in the audience):

- What were the key messages you got out of this play?
- What is the catchiest part of the play?
- What is the least catchy part?
- How can this play be even clearer, simpler, and more easy to understand; how to send out its message better?
- What other comments about the play do you have?

Discussions and action plan – 50 minutes

After all the plays have been performed, a structured discussion has to be implemented with all the campaigners;

- How was it for you to show your play in the public space?
- What are the main things from the street theatre plays you performed, that you can use in the street campaign?
- What are the main learning points you extracted from these performances, regarding street theatre and street performing in general?
- What do you need to be more prepared and confident in this matter?
- Do you have any conclusions that could be used at later stages of our campaigning process?

Discuss and agree with the group on the aspects that should be remembered for later stages. They should be written, so you can easily go back to them during the phase of brainstorming of activities the group wants to implement in the campaign. You can also check with the group if they need more training in methods, and organize additional sessions in this sense.

This module prepares the campaigners to communicate with the audience during the campaign adequately. The campaigners communicating with the audience the most are the members of the Link-Up unit, but generally, whichever role they have, the campaigners interact and conduct discussions with the audience members.

The aim of this module is to develop campaigners' skills in this area, to increase their confidence and to reduce the stress level associated with talking with strangers or facing difficult situations.

There are different types of conversations campaigners have with the audience:

- **To explain and describe the campaign**, its objectives and activities; also, to answer different questions they might have about the campaign in general *(who is organizing it, who gave money for it, how long will it take, why here, etc.);*

- **Topic-related discussions**, which could be just to inform and briefly introduce the tackled subjects, or they can be profound debates or challenging discussions, which can potentially shift points of view of the audience members.

At the same time, there **are three different ways** in which a campaigner can start a conversation with an audience member:

- The campaigner approaches the public and starts a conversation;

- An audience member comes to one of the campaigners and asks questions;

- The Campaigner talks to an audience member who was directed by another campaigner;

For campaigners, the most challenging and rather difficult task is initiation of conversations and having deeper topic-related discussions.

It's recommended that all campaigners develop their competencies in handling all mentioned types of conversations, in whichever conditions they might appear. This recommendation is regardless of their specific responsibilities and roles assigned during the campaign. Besides their initial roles in the campaign, the team has to be ready to deliver various other tasks. Parts of these competencies are developed through the direct experience they gather during the street campaign. The session introduced here can set-up the foundations and prepare campaigners for more challenging moments which might appear.

It's preferred that this session takes place in the preparation step of the campaign and not in the general preparation phase of the team. After the campaign objectives and activities are decided it will be easier to work on specific competencies relevant for the campaign, in line with the concrete information and message aimed at the audience. The session is created based on the principle that there is a lot of wisdom within the team itself, if space and right context is created for them to activate it. Some of the activities listed below don't require input from a specialist, but rather a structured space for the team to identify the best strategies that will help them as communicators.

The structure of this module:

• **10 minutes** – Introduction to the module and its main aim;

• **20 minutes** – Introduction and clarification of communication tasks campaigners have during the campaign *(in which action units, in which moments, what type of conversation they have to handle, etc.);*

• **60 minutes** – Guideline Preparation (see description below);

• **90 minutes** – Communication role practice (see descriptions below);

• **90 minutes** – Managing challenges (see descriptions below);

Guideline Preparation (60 minutes)

Aim: To structure the communication tasks associated with each type of conversation needed during the campaign; to internalise the concrete steps and main points which should be mentioned in the conversations;

Description: The campaigner team is divided in three groups: 2 groups in charge of activities of Convey unit and 1 group for Link-Up. The division doesn't have to be related to the specific roles the campaigners have in the campaign. The groups dealing with the activities of Convey unit divide themselves in 2 categories (if there is any evident criterion) and work on them separately. If there is no clear criterion (such as fixed station vs. mobile ones, knowledge-based or acting-based activities, etc.) , a random division is done to separate the activities in two groups; smaller groups work on this task more efficiently, hence the necessity of such separation.

In these groups, the participants have to draft the guidelines which will need to be followed by any campaigner who will communicate with the audience members. The guidelines should include: opening lines, the points which should be mentioned and their order, different lines of alternative discussions which can follow, and closing lines. The guidelines should be drafted specifically for each activity of the Convey unit and all possible interactions of the Link-Up team.

The structure of such draft can look as the following:

Link-Up (example)

• Opening line……………….(*could be formal or more informal, depending on the choice of the team or individuals)*

• Introducing the campaign/activity *(if the person is connected with some of the activities)*…………………………………………………………….......................

• Questions/Interesting facts for the audience *(to trigger interest for the topic)*…………………………………………………………………......................

• Topics for follow-up conversation with the audience *(depending on the available time and interest)*…………………………………………….................................

• Invitation to join other activities in the campaign……………………..............

• Closure ……………………………………………………………………................

Convey unit (example for an Educational Game activity)

• Opening line……………….*(could be formal or more informal, depending on the choice of the team or individuals)*

• Introducing the activity *(explaining what the game is about, game-related instructions)*…………………………………………………………..........................

• Follow-up conversation after the completion of the game *(about the topic, their insights, etc.)*……………………………………………………….............................

• Invitation to join other activities in the campaign……………………..............

• Closure ……………………………………………………………………................

For each specific case possible in each action unit of the campaign, the guidelines should include examples of statements and/or main topics which should be covered in each part of the discussions. The groups take about 30 minutes to draft out the guidelines, introduce them to the other groups later, and then explain and modify them based on others' suggestions. It's helpful if they are written on bigger papers, in order to be visually presented to the other members, and easily remembered and used in the next part of their preparation process.

Recommendations

It is important to propose many and detailed readymade sentences and formulated points of talk, for as many scenarios as possible. This exercise is very useful for the campaigners, as they identify and list many possibilities which can easily be used later, in the direct communication with the audience members.

The created guidelines and drafts have to be understood as flexible formats and be used by communicators, if needed. They shouldn't be followed by a campaigner robotically or rigidly, but one should rather adjust each draft to their own personality and concrete experience with each audience member.

Communication Role Practice – 90 minutes

Aims: To use the previously developed guidelines in concrete situations replicating real life scenarios; to develop basic competencies in specific street campaigning communication; to increase team confidence in managing conversations;

Description: The participants are assigned two roles; they are either audience members or campaigners. Depending on the number of persons in the group and the time available for the session, each person can either have only one role or both.

A list of campaigner roles is prepared and includes members of Link-Up unit or Convey unit (with a specific activity to manage). The audience member roles are drafted by facilitators or by the team itself. They should list the types of possible audience members they might encounter, including some of these profiles: interested person, enthusiastic about initiative, very critical, paranoid about government, knows lots of things about the topics, knows nothing about the campaign topics, has time to spend, in hurry, asks unrelated questions, etc. (this list should be completed based on previous experience or life experience in general). An audience role can include one or more of these characteristics, even aspects such as age, gender, professional or educational background, etc.

The roles are written on small papers and arranged in piles – one pile with campaigner roles, the other with audience member roles. The campaigners select one role from the piles, according to the type of character they have to act *(campaigner or audience)*. Half of the group will be campaigners, the other half audience members.

They have about 10 minutes to prepare for the task. The task for a campaigner is to communicate with an audience member, based on their specific assigned role and the guidelines for that specific role, developed in the previous session. The audience member has to enter the drafted profile and prepare to act it out realistically, without exaggeration or unnecessary drama (which doesn't help the process at all). Without any specific order, 2 persons (acting as an audience member and as a campaigner) play out the roles in front of the group. The play takes maxim 5 minutes, after which the group is invited to provide feedback and suggestions for the campaigners. If the audience member is not playing realistically, they are constantly reminded about this aspect (by all members of the group). The acting couples change and the feedback sessions continue until all the roles have been played out. If time allows, the audience members in the first round can try to be campaigners in the second round. If two rounds are possible, it's better to create or draft different roles for each round, but the sessions can work with the same roles as well.

Debriefing/Suggestions for Questions

How did you feel in your specific role?

What was easy and what was hard while you acted your role?

How easy was it to apply the guidelines in the discussions with the audience members?

What are your observations of the role-plays of all pairs?

How different do you think the reality is from the way the role plays were showcased?

What things should be kept for the campaign and what should change?

What recommendations or suggestions do you have for the team at this stage?

What should they focus on more, or get prepared for better?

Managing Challenges (90 minutes)

Aims: to prepare the team for handling various challenges during the campaign; to brainstorm solutions for various challenges; to increase the confidence of the team in different situations;

Description: The campaigner team is divided in 3 or 4 different groups, depending on the size of the team (not more then 5-6 people in one working group). In these groups, they brainstorm all possible challenging situations they might encounter during the interactions with the audience members. This list should include all negative possibilities, such as people being aggressive, offensive, indifferent, harassing, pushing, etc.

Besides listing these challenges, they should also brainstorm what strategies can be used to tackle such situations. They should be written on a bigger paper as well. Each group should select one of the challenges, for which they either don't know any solution or they wish to have more solutions/strategies. From practice, the reactions which are the most difficult to handle are indifference and lack of interest of people. Campaigners take rejection emotionally quite hard, when they put all their hearts and good intentions in the process. In the end, 3-4 different situations (equal to the total number of groups) should be selected, and the facilitator can intervene in order to make sure each group selects a different challenge. The groups prepare small plays to show how that specific challenge looks in reality. The play should be as realistic as possible, without exaggeration. It should include only one negative reaction from the audience, not a combination of them (which is not very realistic).

For this process (listing challenges, brainstorming solutions and preparing the play of one chosen challenge), groups need about 30-40 minutes.
In the second part of the session, each group performs their play. They show a campaigner(s) experiencing a difficult situation. After the play, the facilitator asks the group what the campaigner could have done differently to manage such audience members. They are invited to replace the campaigner from the play and show a solution to the showcased problem. After such solutions are shown, the group is asked what they think about them, if they are changing anything and if these solutions are something that can be used in the streets. For each play, all the proposed solutions are shown and discussed.

After all the plays have been performed and discussed, the papers with challenges and strategies, prepared by each group, are placed on a visible spot. The other challenges mentioned by each group could be discussed as well. The group is invited to reflect on their own position regarding such challenges, how ready they feel for dealing with them and how they can be more prepared in this sense.

A code of conduct is meant to safeguard the campaign aims and objectives and to regulate the behaviours of the ones involved.

It incorporates all the behaviours a campaigner should have or not, during the campaign itself. In the following lines we introduce a draft code of conduct which can be used by a campaigner team, in their preparation and during the campaign.

This code doesn't refer to the behaviour of campaigners prior to the campaign, but during the campaign.

If there is a need for a code of conduct for the team meetings and preparation of the campaign, it should be clarified in the getting to know each other and team building part of the process. Parts of this code have been mentioned previously, in the responsibilities description. Some parts could be considered self-evident, and others might be new points of reflection for any team.

This proposal is meant as a draft and as a suggestion for any team. It can help any campaigner review what they have to do or not, and concentrate on during the campaign itself. It can also be used by the team, to signal any breaches of this code to each other, and correct them when they appear. The team should agree on its final format together, by modifying this list or making a totally new one, which is suitable and they all agree with. It is very important that all team members to agree with this code, in order for it to have an actual meaning. Optionally, the team can agree on some forms of sanction for people breaking the code,

which can ultimately be the exclusion from the campaign. The main rationale behind this code is the fact that different messages can be propagated by campaigners' actions, especially when those actions are not related to the campaign and could look harmless at first sight, but very easily interpreted by random audience members in a wrong way. There are many things at stake in such campaigns: the integrity of the team, the coherence of the sent message, the image of the organizers and the overall trust of the general audience in such public events. This code is meant to protect and ensure all these.

The Campaigner Code of Conduct

- To be punctual for the last preparation meeting on the day of the campaign;
- To respect the time schedule for which they sign up during the campaign *(not leave before their assignment ends*);
- To follow and act upon the responsibilities given to their respective action unit with rigor;
- To wear or carry the campaign's t-shirts/colours/devices *(depending on the case)*;
- To be flexible to change roles and responsibilities, if needed;
- To solicit help whenever it is the case, in order to deliver activities or satisfy personal needs;
- To not argue and fight with their colleagues;
- To refrain from using any bad language towards audience members, regardless of how they are addressing them;
- To not force *(even amusingly or subtly)* any person to join the campaigning activities;

• To not pay or offer any kind of reward to audience members *(even if they are street beggars)*, if it wasn't previously agreed by the team;
• To not radically change the activities they are in charge of without consulting with the coordinator/team;

• To not use any form of physical violence towards a team, audience members or animals present at the location (except if it is needed for self-protection);

• To inform the coordinator if they are going away from the campaign location for any duration of time;

• To not talk negatively (offend, ridicule, be rude, disrespectful, etc.) about other team members, organizers, partners, supporters who made the campaign happen (this is valid, not only for the duration of the campaign, but generally, in all the process); To not talk with audience members about other audience members in such ways;

• To not express contradicting views of the campaign aims and objectives;

• To "walk the talk" in all aspects regarding the campaign content and vision;

• To not expose indecent behaviours *(whatever that means in the specific community)* during the campaign;

• To not discriminate or exclude any person from participating in the campaign activities;

• To not litter on and around the campaign location;

• To show respect for the use of materials during the campaign;

• To clean the location after the campaign is finished;

• To not consume alcohol before or during the campaign (in any form);

• To not smoke while campaigning (except only in the breaks, preferably away from the campaign location);

In this chapter we wish to introduce some of the issues we have encountered in our practice – some of them in reality, the others raised by various campaigners, based on their experience, beliefs and values. This chapter is meant for a deeper analysis of some of these aspects, with no clear position expressed from our side. These are dilemmas which will, to some extent, stay dilemmas, and thinking about them brings in new dimensions and food for thought for a campaigner team. They can share their own dilemmas and debate around them. It could eventually help them shape or decide upon some other issues in the planning process.

It is not recommended to have campaigner teams debate about various critical reflection points too early; they are meant for more advanced and little bit more experienced groups, which can, actually, grasp the implications of some of these issues deeper.

For each of the issues presented below we offer different viewpoints coming from various perspectives.

• To offer gifts to the audience members or not?

By gifts, we mean physical products, objects, food or drinks, etc. which could carry the messages of the campaign or not. They can be created and done by the team members, donated by various partners or bought from various shops.

* If they are gifts connected to the topic, they can help spread the message of the campaign, if they incorporate messages of the campaign and they are generally relevant for the campaign activities.

*Partners or supporters (especially donors) can wish to increase their visibility in the community by offering some of their products to the audience (regardless if the products are connected to the content of the campaign), and this can be one of the conditions for their support for the campaign.

*It can attract audience members to the activities of the campaign.

*It can alter the real impact of the campaign, if the audience members are coming in because there are different gifts offered.

*They can be offered only conditionally, upon public member's involvement in some of the activities of the campaign.

• To tackle "dangerous topics" or not?

By dangerous topics, we refer to sensitive issues such as taboo or controversial ones, which awake mixed feelings, sometimes even violent behaviours, in a society. In this category we might include topics which might be "don't touch" topics of the law of certain societies, which will make the campaign illegal itself.

* Targeting sensitive issues will bring more attention to these topics, make people acknowledge their existence and the necessity to talk about them more often;

* We need to take risks if we care about certain issues; if a community is ignorant or against a certain group in the society, we need to do a campaign especially about that, and raise their awareness;

* It is potentially very dangerous; violence can erupt; we can get hurt or even be arrested; do we really want to take such risks?

*Taboo topics cannot be introduced to the general audience with a street campaign; it is very unlikely the audience member will join our activities;

*Street campaign is a good approach for topics that challenge the audience only mildly; if we challenge them too much, we might end up scaring them or even sending the wrong message.

*A beginner campaigner team should, by no means, start with such a campaign; they should first gain experience in safer campaigns.

*It is very unlikely that we will find sponsors or supporters for a controversial campaign; they do not want to be associated with such topics; financially, it will be hard to do such a campaign.

• To do a campaign on a political issue or not?

By political issues, we mean points on the political agenda for which there are opposing views in the political arena. There are opinions which claim everything is political and/or has political connotations, and by this definition every campaign is, basically, political. The dilemma presented here is for practitioners who reflect on political issues present on the political agenda concretely and directly.

*Taking a side with one of the political views will make us (in front of our audience) supporters of that specific ideology; basically, supporters of a certain party, which we may not be.

*There is always a bigger picture of some of the issues discussed on the political level; if we are not aware of all the stakeholders engaged in the process we might be doing a favour to the "wrong" people.

*Those issues concern us, the people; we need to be able to say something about them or stimulate others to have a say in them.

*The implications of the elected ones' decisions affect the life of all citizens (no matter if they voted for them or not); therefore, a campaign meant to make people aware of such decisions should be welcomed; we need to be careful to send our own message, not a political message.

*Messing with politicians is not what we should do with our campaigns; we are civil society members, not political activists.

- **To do a campaign with (potentially) controversial support or not?**

By controversial support, we mean receiving money or in-kind help to organize the campaign, from a company, institution or other stakeholder which is, or may potentially be controversial (has practices harmful to environment or people; is corrupted; is a subject of various problematic accusations; is engaged i n disputable processes (directly or indirectly linked with the topic of the campaign)). Some of these allegations might be true; the others might be only suspicions.
*We cannot associate ourselves with such companies; it will stain our whole campaign and our message.

*This is a greenwashing action from their side and we shouldn't let ourselves be used in such a way.

*Without their support our campaign might not happen; the fact that we can deliver our message to so many people is more important than the suspicions associated with that stakeholder's actions.

*Any company can redeem themselves and start doing good things after they did many bad things.

*The issues they are accused of are not connected to our campaign; the society we live in functions in such a way, that our message will be more powerful if we cooperate with them.

• Should a group of foreigners do a campaign in a community which they don't live in/come from?

Foreigners could mean campaigners from another country, who may also not speak the language of that specific place, or they could be from same country, but different region, sometimes also not speaking the same language as the local community. It's very unlikely that a team will be 100 % made of foreigners, without involvement of any local person, but here we refer to the teams whose majority of members are outsiders.

*With enough time allocated to the research and preparation of the campaign, any group of people can deliver a street campaign; even if they will have to face language barriers in the process, it's not impossible.

*In such situations, when foreigners are involved, the topic should be a general one and easy to work with, not something very deep and specific for a certain community.

*The presence of foreigners can actually attract audience members, as they will become curious or even more polite, because outsiders got involved.

*The language barrier and the fact they are not locals will make the campaign have a limited impact and superficial outreach.

*Some outsiders can be criticised for hypocrisy if they go to a certain community and change it regarding some issue, which they may haven't even faced themselves, and they probably have their own issues for which they should campaign back at home. It can also look as arrogance or preaching – "They came to tell us what to do".

*Why does this team want to begin with such a campaign? Are they more aware of what a foreign community needs than what their own community members need?

Most probably, this manual is not complete. At the same time, it should probably be like this, similar to a street campaign, which can never be perfect, complete, and like any before or after.

I tried to impart as much as I could, from all the experiences and lessons we had in the last 11 years, and wished to put all this knowledge in a form which is clear and easy to be understood and used by any potential practitioner.

I strongly hope this manual will represent a handy tool for any street campaigner, from anywhere in the world, especially when they find themselves at the beginning of the road in this field.

The most important desire is that all the information included here will not demotivate anyone from pursuing this road. Yes, it is not the easiest and smoothest process, but nothing is even close to it, in terms of complexity, richness, endless possibilities and surprises. You have to try it out at least one time!

Writing this manual gave me lots of enthusiasm and inspiration, which wasn't really the plan at the beginning (again, like in street campaigning, as well). While re-readingdifferent parts of the manual over and over again, I added more and more excitement and passion towards street campaigning, and I can hardly wait to start the process for the next campaign. For sure, the first street campaign after writing this manual will be special, and I hope it will be the same for you, after reading it!

Andreea-Loredana Tudorache

A project by Casa do Povo de Camara de Lobos, Portugal and A.R.T. Fusion Romania with the support of Erasmus + of European Union.

Co-funded by the
Erasmus+ Programme
of the European Union

ISBN 978-973-0-27541-4