



Campaign Planning – An Overview

Background

Creating an action plan that helps us save energy, or water, or reduce waste, can be challenging because it is about changing behaviour. There are many parts that make up a successful plan. Here is an explanation of the parts, to help you create a plan that contributes to real behaviour change in your school.

Materials

Campaign Planning Worksheet, your information from recent energy, water or waste audits, or a list of action ideas from brainstorming sessions.

Procedure

The Campaign Planning Worksheet is shown here, and described in detail below. Dr. Doug McKenzie-Mohr developed these Community Based Social Marketing concepts. They have been adapted here, to help you plan better campaigns.

Campaign Planning Form

1. **Select campaign** – the behaviour you want people to change.

2. **How will you measure your success?** (Example: number of classrooms with lights off, fewer bags of garbage per week)

3. **Barriers and Benefits**
Barriers – the things that might keep people from changing their behaviour.

- _____
- _____
- _____
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- _____

Benefits – the things that will make it more likely for people to change their behaviour.

- _____
- _____
- _____
- _____
- _____

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4. Develop Plan

Tools to use:

Communication – Let people know what you want them to do. Create newsletter articles or posters, present at assemblies. What do you want people to know and how do you want them to act on that knowledge? Does this match the barriers and benefits you listed?

Reminders – Use posters, announcements or stickers to remind people to make the behaviour change.

Commitment – What will you ask people to do, and how will you encourage them to do it?

Who can help – List the people in your school who can help you with specific tasks. Example: the caretaker, principal, teachers, and student leaders.

Test run and adapt plan – Try your plan out with 1 class or group. What changes need to be made to make it more successful?

Campaign results – Do you want the behaviour to last? How can you promote that?

Campaign Steps:

- _____
- _____
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1. **Select campaign** – This is the behaviour that you want people to change. Usually we decide what to change based on issues we know exist at our school – like lots of plastic bags in our lunch garbage might mean we focus on bringing more reusable containers in our lunch, or improving recycling. Lights left on in empty classrooms might have us doing a campaign to have unnecessary lights turned out. An audit, or assessment of current behaviours at your school will give you a pretty clear idea of how people are behaving, and help you choose an action that can make a difference.
2. **How will you measure your success?** – An audit, or your own observations will help you figure out what to do, and decide what success means. Set a goal based on what you think can be accomplished during the time period of the campaign. Use current behaviour to choose reasonable goals. For example, if 50% of the school population brings disposable water bottles each day, and you are promoting refilling water bottles, what percentage of change will you be happy with? Do you think that you can get everyone to start using refillable bottles, or would you be happy to have an additional 25% start using refillable bottles? Deciding what success means will help you communicate your goals more clearly to others.
3. **Barriers and benefits** –
 - **Barriers** or hurdles, are the things that might keep people from changing their behaviour, and keep your campaign from being successful. That's why it's a good idea to think about what those are before you get started. For example, barriers to having a bike to school campaign might be that some students don't own a bike, or travel a long way to school. Each school, grade and group may have different barriers for the same campaign, so talk about what might keep students at your school from changing their behaviour in the way you want. Then you can try to incorporate some possible solutions to those barriers into your campaign.
 - **Benefits** are the good things that come from changing the behaviour. Using the biking example, a couple of benefits are that biking to school is good exercise, and is really fun. Playing up the benefits of the behaviour in your campaign will help it be successful.



4. **Developing your Plan** – Here are some tools to use in developing your plan:
- **Communication** – Let people know what you want them to do in a variety of ways, and in ways that will effectively get the message across. For example, put a notice in the newsletter, present at an assembly, make posters, and place them in strategic places in the school. What will each say? Do they address or respond to the barriers and benefits you listed? Use humour when you can. Examples of ways to communicate can be found in Appendix 1.
 - **Reminders** – Use posters, announcements or stickers to prompt or remind people to do the behaviour. Place the reminders right where the behaviour happens. For example, if students are forgetting to turn out lights, placing a bright sticker beside the switch might be a good prompt. As well, remember to think about the barriers and benefits you identified. If students don't know they are allowed to turn out lights, the message on the sticker will need to give them permission to take action. Examples of reminders can be found in Appendix 2.
 - **Commitment** – What will you ask people to do and how will you encourage them to do it? Asking for a specific behaviour is more likely to produce a specific behaviour change. For example, some specific commitments are: *I will walk to school 2 times a week. I will bring my own water bottle every day. I will turn off the computer after I use it.* Asking students to make a verbal promise, write down their commitment, and share it with others in the school, all make it more likely that they will follow through on the behaviour. Examples of commitments can be found in Appendix 3.
 - **Who Can Help** – List the people in your school who can help you with specific tasks. For example, the caretaker, principal, SLC, teachers, and team leaders. For example, if you are doing a *Turn Out the Lights* campaign, the caretaker can provide you with important information about the energy the lights use. If you are speaking to parents about vehicle idling, the principal will want to know that you are being safe near the road, and the School Community Council may be able to help you communicate your plan to the school community. For a list of who can help, see Appendix 4.
 - **Test Run, and Adapt plan** – Try your plan out with 1 class or a small group. What changes need to be made to make it more successful? It's a good idea to test out your campaign first, and see how easy it is to understand the message you have created, and how easy it is to actually make the behaviour change. The results will give you ideas for making your campaign more successful.



- **Campaign Results** – Do you want the behaviour to last? How can you promote that? What behaviour do you want to see at your school in a month, next spring, next year? For example, if you want parents to continue turning off vehicle engines for a long time, you may need to remind people about the behaviour every few months, or when it gets cold again. Think of ways you can remind, and reward people for the behaviour you want to continue seeing.

Additional Resources

[Campaign Planning Form](#)

Audits, Campaigns and Lessons that focus on energy, water and waste, are free for download at:

<http://environmentalsociety.ca/resources/teachers/dcs-resources/>

Curriculum Connections

An action project or campaign that identifies an area of inquiry, sets goals for behaviour change and carries out the plan, including evaluating success and opportunity for further growth, fall within the cross curricular competencies of K-12 education listed below. Depending on the topic of your environmental behaviour change, the fit may be with a variety of subjects including science, social studies, English language arts, health education and physical education.

- Develop thinking
- Develop identity and interdependence
- Develop literacy, and
- Develop social responsibility



Appendix 1 Examples of Communication

Announcements

Did you know? A leaking toilet may lose as much as 330 L of water each day? (to find out how to check if yours is leaking, stay tuned for next week's newsletter)

Shorten your showers: Even at a low flow of 9.5 L/min. a 10 min. shower uses 95 L of water. Take a 5 min. shower and cut your water use in half!

Turning off computers at night and on weekends can save about \$50.00/year per computer. Our school has ____computers. Turning them all off each night would save \$____/year. That would be enough for our school to buy _____.

Turn off idling vehicles: This week we are talking to your parents about turning off the car engine while they wait to pick you up. Tell them we are helping to make the air around our school better and invite them into the school for hot chocolate!

Lights off: The grade 1 class are challenging all classes to make sure the lights are off when they aren't in the classroom. We'll be watching, and we hope to catch you with your lights off!

Newsletter Item or Handout

Next week, grade 6 students will be holding an idle free campaign. That means they will be asking you to **turn off your vehicle engines** while waiting to pick up your children from school.

Here are a few things they would like you to know:

- Children have more delicate lungs than adults, breathe large volumes of air, and because of their size, are closer to exhaust pipes.
- If one driver avoided idling for 3 minutes a day, this would reduce the use of 27 litres of fuel per year, save about \$34.52 annually, and reduce greenhouse gas emissions by 67 kilograms per year.

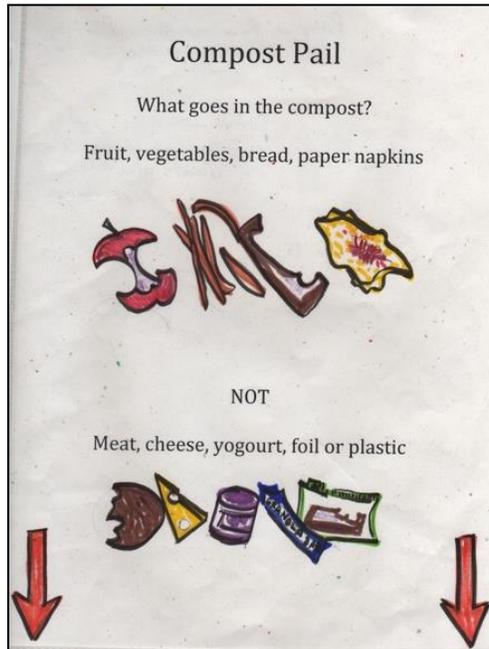
So, remember when you are waiting in your vehicle, please turn it off.

We will be serving hot chocolate inside on Wednesday, so come in and warm up!



Appendix 2 Examples of Reminders

Posters or stickers placed near where the behaviour happens



Appendix 3 Examples of Commitments

- Create buttons that support your campaign – “I bike to school”, or “I turn out lights”
- Have students agree to what they will do, and sign it. “I will bring a garbage free lunch at least 3 times a week”
- This lawn sign shows a commitment to not using pesticides.





Appendix 4

Examples of Who Can Help

(And how they can help)

Caretaker: Help weigh garbage, hang up idle free sign, OK placement of lights out signs, help stir compost, at night - turn off computers that have been forgotten.

Principal: Talk to SCC/PC about help with idle free campaign. Remind students about campaigns through announcements/assemblies. Commit to participate in campaigns to act as leader/role model.

Teacher: Help plan campaigns, keep group on track! Help research information for plan. Talk to other teachers about support for plan. Provide class time to work on campaign. Provide materials for posters etc.

Classmates: Do research for campaign, help make posters, signs, prepare announcements and presentations. Participate and be role models for other students in school.

Student Leadership Council: Help to organize and promote celebrations or campaign kick off days. Participate and be role models for other students in school.

Parents: Read the newsletter information that comes home about events. Support campaigns by sending garbage free lunch, or helping to arrange a safe bike route to school.

School Community Council/Parent Council: Support plans by providing money for compost bin, snacks/drinks at bike or walk to school week. Promote a garbage free lunch campaign with a special garbage free hot lunch.

Community Members/Celebrities: Show support for campaigns by coming to kick off assembly. Commit to turning off computer- put up photo on bulletin board with commitment sheet. Help to pump up tires at bike event.



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