



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. Many parts 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**
- Information from your recent energy, water, or waste audits
- List of action ideas from brainstorming sessions

Procedure

The **Campaign Planning Worksheet** here is 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.

Destination Conservation Saskatchewan

A Better Planet Begins in the Classroom

Campaign Planning Form

- Select campaign.** This is the behaviour you want people to change.
- How will you measure your success?** (Example: number of classrooms with lights off, fewer bags of garbage per week)
- Barriers and Benefits.**

Barriers – the things that might keep people from changing their behaviour.

 - _____
 - _____
 - _____

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

 - _____
 - _____
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- Develop plan.**

Who can help – List the people in your school or community who can help you with specific tasks, or provide expert information about the project (e.g. a local environmental group, the caretaker, principal, teachers, student leaders, etc.).

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A Better Planet Begins in the Classroom

Communication – Let people know what you want them to do by creating newsletter articles or posters, presenting at assemblies, etc. 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?

- Test run and adapt plan.** Try your plan out with one class or group. What changes need to be made to make it more successful?
- Analyze campaign results.** How can you promote lasting behaviour?
- Campaign steps.** What needs to be done, who will do it, and when will it be done?

- _____
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- 1. Select a campaign.** Focus on the behaviour you want people to change. Usually we decide on a project based on issues we know exist at our school. For example, many plastic bags in our lunch garbage might mean we focus on bringing more reusable containers in our lunch. Lights left on in empty classrooms might have us doing a campaign to turn out unnecessary lights. Do an **audit** or assessment of current behaviours at your school to give you a clear idea of how people are behaving, what the environmental issue is, and help you choose an action that can make a difference.
- 2. Determine how you will measure 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 of the campaign. Use current behaviour to choose reasonable goals. For example, if 50% of classroom lights are left on when no one is in the room, and the campaign is to have more lights turned out, what percentage of change would you be happy with? Do you think that you can get everyone to turn out unneeded lights, or would you be happy to have an additional 25% of lights turned off? Deciding what success means will help you communicate your goals more clearly to others.
- 3. Identify 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 is why it is a good idea to think about what those are before you get started. For example, barriers to recycling might be that the garbage is closer, or easier to use than the recycling bin. 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 recycling example, a benefit might be that there is less garbage going to the landfill, or that you get some money from returning juice cans. Playing up the benefits of the behaviour in your campaign will help it be successful.



4. Develop your plan. Here are some tools to use in developing your plan.

- **Who Can Help (School):** List the people in your school who can help you with specific tasks (e.g. the caretaker, principal, Student Leadership Council, teachers, School Community Council, etc.) 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. For a list of some of the people who can help, see Appendix 1.
- **Who Can Help (Community):** Find community partners who can help you understand how to accomplish your goals. Many organizations have experts who can provide information on the issue you have chosen. For example, the [Saskatchewan Waste Reduction Council](#) have composting experts and videos on their website to help you set up a compost system at your school. The Saskatchewan Environmental Society can help you audit your water use, or provide support with idle free campaigns and energy projects.
- **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 or in each classroom, 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 2.
- **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, place a bright sticker near the light switch, where people see it as they leave the room. 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 3.
- **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 two 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 4.



- 5. Test run, and adapt plan.** Before you launch your campaign with everyone, try your plan out with your class or with a small group. How did it work? What changes would make it more successful? Is it easy to understand the message you have created, and is it easy to actually to make the behaviour change? The results will provide ideas to make your campaign more successful.
- 6. Analyze campaign results.** If you did a pre-campaign audit, do a post-campaign audit afterwards to find out if your campaign made a difference. Make a chart or graphs and let everyone know how well things went. Do you want the behaviour to last? How can you promote that? For example, if you want people to continue turning off vehicle engines over time, you may need to remind them every few months. Think of ways you can promote, and reward the behavior you want to continue to see.

Curriculum Connections

An action project or campaign that:

- Identifies an area of inquiry
- Sets goals for behavior change and carries out the plan
- Evaluates success and opportunity for further growth,

Falls within the following cross-curricular competencies of K-12 education:

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

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.



Appendix 1

Who Can Help Examples

- **Caretaker:** Help weigh garbage, hang up an idle free sign, approve placement of lights out signs, and help stir compost at night, or turn off computers.
- **Principal:** Talk to School Community Council or Parent Council about help with idle free campaign. Remind students about campaigns through announcements or assemblies. Commit to participate in campaigns and act as a leader/role model.
- **Teacher:** Help plan campaigns, keep group on track! Help research information for the plan. Talk to other teachers about support for the plan. Provide class time to work on the campaign. Provide materials for posters etc.
- **Classmates:** Do research for the campaign, help make posters, signs, prepare announcements and presentations. Participate and be role models for other students in the school.
- **Student Leadership Council:** Help to organize and promote celebrations or campaign kickoff days. Participate and be role models for other students in the school.
- **Parents:** Read the newsletter information that comes home about events. Support campaigns by helping prepare a garbage free lunch, or helping to arrange a safe bike route to school.
- **School Community Council/Parent Council:** Support plans by providing money for a compost bin, or provide snacks/drinks at bike or walk to school week. Promote a garbage free lunch campaign with garbage free hot lunches.
- **Community Partners:** Present information about the environmental issue you have chosen. Provide expertise on how to plan and implement a campaign. Show support for campaigns by coming to kickoff assembly. Help to analyze results from the campaign.



Appendix 2

Communication Examples

Announcements:

Shorten your showers: Even using a low flow showerhead of 4.7 litres per minute, a 10-minute shower uses 47 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 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, and reduce greenhouse gas emissions by 67 kilograms per year.

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

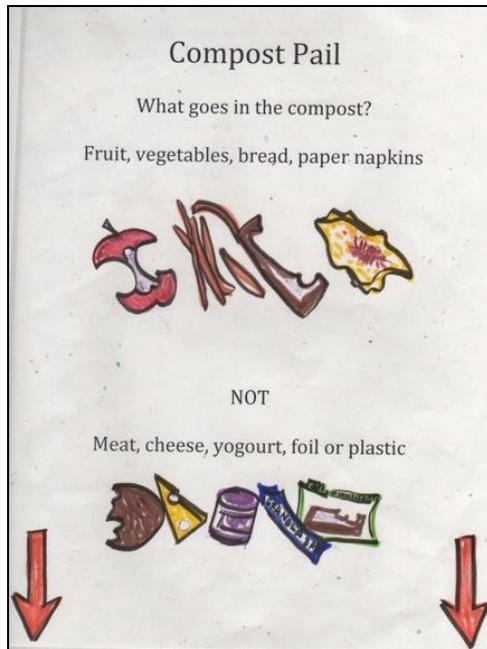
We will be serving hot chocolate inside on Wednesday, so come in and warm up!



Appendix 3

Reminder Examples

Posters, stickers or signs placed near where the behaviour happens



Appendix 4

Commitment Examples

- Create an online pledge and encourage students and families to sign it.
- Have students agree to what they will do, and sign it (e.g. "I will bring a garbage free lunch at least 3 times a week.")
- This lawn sign shows a commitment to not using pesticides.





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6. **Analyze campaign results.** How can you promote lasting behaviour?

7. **Campaign Steps.** What needs to be done, who will do it, and when will it be done?

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