

## CAMPAIGN BUILDING PART 2

Campaign Building Part 2	
<b>Overview</b>	This lesson is meant to occur after students have completed the action items on their scrum boards from <a href="#">Campaign Building Part 1</a> . In this lesson, students will break down their Campaign Organizing Proposal through analyzing power mapping, applying the 1991 EJ principles and Jemez Principles for Democratic Organizing, and reviewing past EJ campaigns to guide students through the next stage of their campaign planning.
<b>Essential Question(s)</b>	<ul style="list-style-type: none"><li>• How does power influence our society?</li></ul>
<b>Learning Objectives</b>	<ul style="list-style-type: none"><li>• Students will assess how power influences societal outcomes.</li><li>• Students will examine past and current EJ campaigns and compare and contrast them to their campaigns.</li><li>• Students will apply the EJ and organizing principles to their campaign work.</li></ul>
<b>Standards</b>	<a href="#">EJ Curriculum Standards</a>
<b>Materials</b>	<ul style="list-style-type: none"><li>• <a href="#">EJ is Democracy   A Campaign Fueled by Environmental Justice</a></li><li>• <a href="#">Scrum Board</a></li><li>• <a href="#">Campaign Building Proposal Template - Original</a></li><li>• <a href="#">1:1 EJ Principles &amp; Jemez .pdf</a></li><li>• Dry erase markers</li><li>• 1-2 laptops/tablets</li></ul>
<b>Time</b>	50-60 mins

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ACTIVITIES	LEARNING TASKS	MATERIALS/PREP
<p><b><u>WARM UP</u></b> <b>5 mins</b></p> <p><i>Goal: Students analyze the importance and relevance of power in society.</i></p>	<p>1. Write this question on the board: How does power influence our society? Engage students in a discussion around this question and write their responses on the board. <b>(5 mins)</b></p>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<p><b><u>ACTIVITY 1</u></b> <b>20 mins</b></p> <p><i>Goal: Students will analyze and determine the power structures that impact the success of a specific EJ campaign to prepare for power mapping their own campaign in the next activity.</i></p>	<p>1. Let students know that they are going to watch a video about environmental justice and EJ campaigns. Before playing, remind students to take note of who the video mentions is in power or currently has less power in determining the future. <b>(2 mins)</b></p> <p>2. Play the <a href="#">EJ is Democracy   A Campaign Fueled by Environmental Justice</a> video <b>(5 mins)</b></p> <p>3. Put the power map on the board and set up dry-erase markers for students to use. Ask students to think about the chart in relation to the video. If students need clarification, ask these clarifying questions <b>(5-10 mins)</b>: <i>Based on the video,</i></p> <ul style="list-style-type: none"> <li>• <i>Who do you think has the most power to make change?</i></li> <li>• <i>Who currently has the least power to make change?</i></li> <li>• <i>Who do you think would support these campaigns?</i></li> <li>• <i>Who do you think would oppose these campaigns?</i></li> </ul> <p>4. Students move into their campaign groups and are handed 1 power map per group. Each group should discuss the power map in relation to their campaign based on the research they have conducted. <b>(5 mins)</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">EJ is Democracy   A Campaign Fueled by Environmental Justice</a></li> <li>• <a href="#">Power map</a></li> <li>• Dry erase markers</li> </ul>
<p><b><u>ACTIVITY 2</u></b> <b>25 mins</b></p> <p><i>Goal: Students apply the organizing principles to determine the most effective tactics and targets for their campaigns.</i></p>	<p><i>Note: Now that students have completed their power mapping, they will begin to think about EJ and Jemez Organizing principles to inform their work.</i></p> <p>1. Ask students to pull out their copy of the <a href="#">Jemez Principles for Democratic Organizing</a> and read through them with students. <b>(5 mins)</b></p> <p>2. After reading through them, ask students to discuss in their groups how to apply these principles to their tactics and targets in the campaign planning doc. <b>(10 mins)</b></p> <p>3. Following the discussion, students update their scrum board with new action items based on the group's tactics and targets. <b>(10 mins)</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">EJ Principles &amp; Jemez Principles</a></li> <li>• Campaign Building Proposal Template - Original</li> </ul>

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### **WRAP-UP** **5-10 mins**

**Goal:** *Students gain clarity on their next steps.*

1. Follow up with each group about their plans and action items. (5-10 mins)

- N/A

## ADDITIONAL MATERIALS

### Supplemental Lessons

- [HS M3L3 Campaign Building Part 1](#)

### References

- [EJ Principles & Jemez .pdf](#)
- [EJ is Democracy | A Campaign Fueled by Environmental Justice](#)

### Resources

- N/A