



CAMPAIGN TO SAVE OUR RESOURCES!

A Campaign Journal by _____

Date _____

Step 1: Get the facts - Research

My Research Topic: _____

*Use this page (both sides) to make your research notes. Don't just copy the text you are reading; restate things in your own words. A point form outline is acceptable. Remember to **keep copies** of as many of your sources of information as you can.*

Campaign to Save Our Resources!

Step 1: Get the facts – Campaigns

Explore at least three campaigns and answer the questions below.

Which campaigns did you look at?

- 1.
- 2.
- 3.

Which campaign did you think was the **most effective**?

Why do you think it worked so well?

Which campaign **affected you the least**?

How would you change it to make it more effective?

Step 2: Get inspired

Think about a campaign that had a personal effect on you.

What was it about the campaign that made you stop and think?

How did it make you feel?

Did it cause you to change any of your behaviour? If so, how? If not, why not?

Step 2: Get inspired

Use this page for group discussion notes.

Step 2: Get inspired

*On your own, use this page to brainstorm **at least three** possible ideas for campaign products. Re-read your notes on effective campaigns, and think about how you would like your campaign to affect others. Your campaign needs to answer the three questions:*

- **What's going on?**
- **Why should I care?**
- **What can I do?**

Remember, a campaign product could be anything: a brochure, a podcast, a song, a poster... the more creative, the better!

Step 2: Get inspired

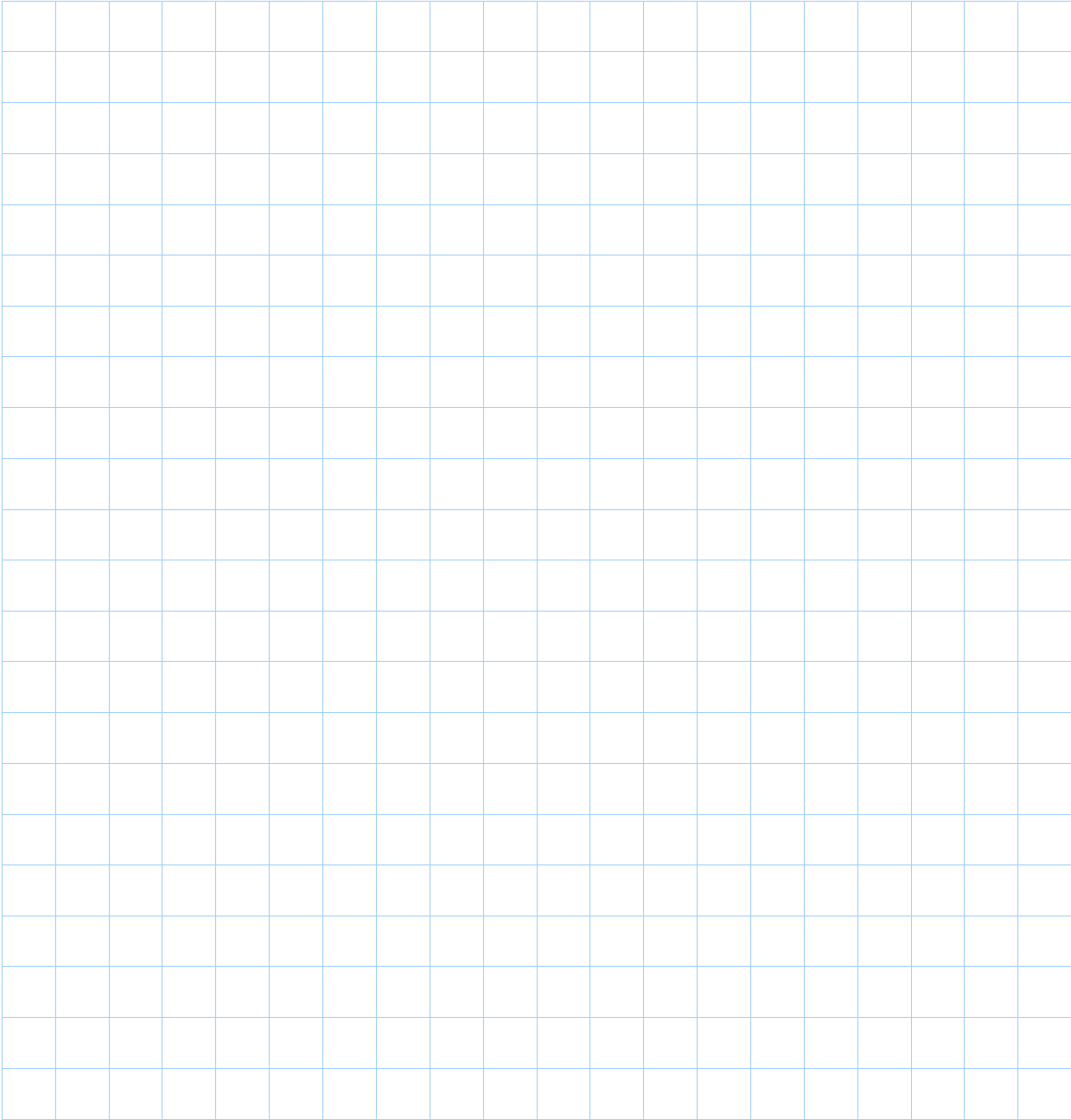
Use this page for group discussion notes.

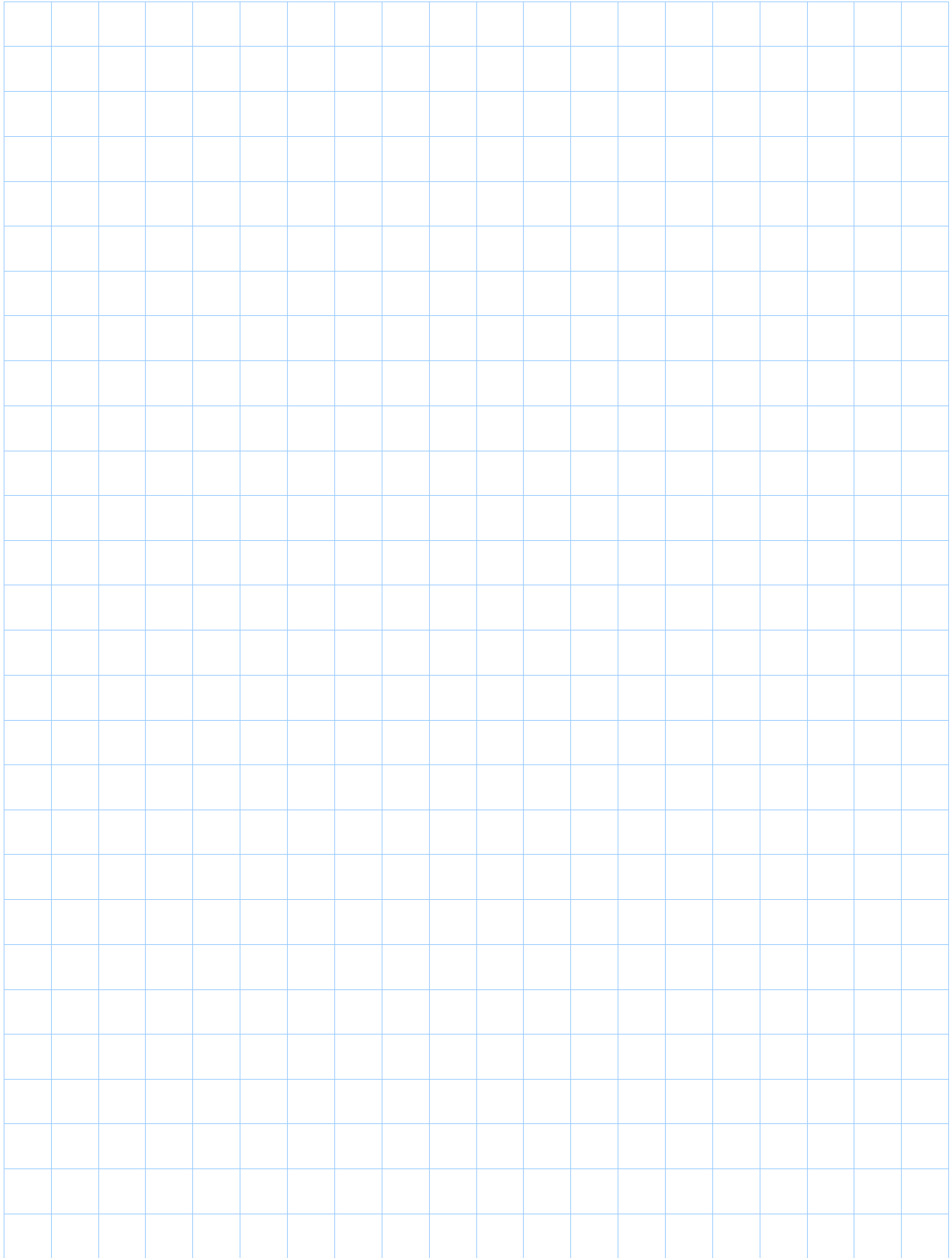
Step 3: Get to work

Designer's section

Only the Designer should fill in this section.

Use this page (both sides) to draw, sketch, storyboard, or write the script for your product. Don't forget to make sure each step or task is assigned to a member of the team.





Step 3: Get to work

Presenter's section

Only the Presenter(s) should fill in this section.

You are responsible for showcasing your product in front of the class.

Be as creative as possible: write a song, perform a skit, use props and visual aids—whatever helps you get your point across! If you're really stuck, follow this model:

1. Start off with a **provocative** statement, something that gets your audience's attention. If the topic of your campaign was smoking, you might want to start off by saying something like, "the contents of this purse could kill you."
2. Relate to your audience by using **analogies**. An analogy is when you compare something that's new to something that your audience already knows, to help them understand your concept or message in simple terms. Still using the smoking example, you might explain the damage smoking can do by saying that the body is like a beautiful lake, and smoking is like dumping nuclear waste into the lake.
3. **Reveal** the product in a way that gets people excited about it: you might ask your audience try to guess what it is, with prizes for the correct answers.

Notes:

Notes:

Step 3: Get to work

Campaign Evaluator's section

Only the Campaign Evaluator should fill in this section.

Your job is to measure the success of your campaign by recording your audience's reaction. There are a few different ways you can do this: you could have the presenter give a quiz during the presentation, or you could distribute scorecards for your classmates to fill out.

Below is a sample scorecard that you can use. Print it out as it is, or edit it on the computer to suit your needs.

Our Campaign

Group members:

Date:

Product:

How did we do?

Please use the following scale to answer the questions: 1 = Needs Work

2 = Okay

3 = Not Bad

4 = Pretty Good

5 = Awesome

	5	4	3	2	1
The product was interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The product was informative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The product was convincing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Once you have the audience's feedback, you need to **record the results**.

If you gave a scorecard or survey, you can do this using an Excel spreadsheet, or you can do the calculations yourself:

1. Add together **all** the answers for **one** category.
2. Divide that number by the **number of surveys** filled out. This number is your **average**.

The averages are a good way to get an idea of the audience's overall reaction to your product.

If you gave a quiz or did an in-class activity, make a graph or chart of how many correct answers were given, and how many questions your audience didn't answer. Include it with your campaign journal.

Report your results in the space below. Was your campaign product successful? Why or why not?

Step 3: Get to work

Research Coordinator’s section

Only the Research Coordinator should fill in this section.

As the Research Coordinator, your job is to collect the complete assignment package, and create a **cover** and a **table of contents** for your report. Here is a checklist to ensure you haven’t forgotten anything:

Item		Comments
Campaign journal from each group member	<input type="checkbox"/>	
Copies of research sources from each group member	<input type="checkbox"/>	
Copy of product	<input type="checkbox"/>	
Scorecards or surveys filled out by classmates (if applicable)	<input type="checkbox"/>	
Cover	<input type="checkbox"/>	
Table of contents	<input type="checkbox"/>	
	<input type="checkbox"/>	
	<input type="checkbox"/>	
	<input type="checkbox"/>	
	<input type="checkbox"/>	
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