Session Plan

##### Day 1:

##### 9:30-10:30 Introductions, Expectations & Icebreakers

##### 10:30-11:00 Why We Campaign?

##### 11:00-11.15 Morning Tea

##### 11.15-12.00 Identifying Issues

##### 12:00-13:00 Goals & Objectives of a Campaign

##### 13:00-14:00 Lunch

##### 14:00-15:15 Campaign Strategies / Activities

##### 15:15-16:00 Campaign Planning

##### 16:00-16.15 Tea Break

##### 16:15-17:30 Using Digital Tools in Campaigns

##### Day 2:

##### 9:30-10:00 Review of Day I

##### 10:00-11:00 Guest Speaker

##### 11.00-11.15 Morning Tea

##### 11:15-12:45 Facebook for Campaign

##### 12:45-13:45 Lunch

##### 13:45-14:45 Twitter for Campaign

##### 14:45-16:15 Campaign Presentation

##### 16:15-17:30 Wrap Up, Evaluation and Further Action

**Course Objectives**

* To impart knowledge and practical skills to the journalist unions’ key people to integrate digital platforms in campaigns
* To develop a national level campaign with e-advocacy component out the training workshop
* To increase the journalist unions’ digital-platform based participation in regional and global campaigns on freedom of expression and journalist rights

**Key Messages**

*(To be reinforced throughout the workshop)*

* SMART Goals
* Strength of the Internet for advocacy.
* Multi-layered approach for successful campaigning.
* Strategy is the key for campaigns; technology/platforms are just the tools.
* Unions with engaging members are important for advocacy.

**List of Digital Campaigns**

***Note:*** *The List of Digital Campaigns is for the use as examples during the course. It’s up to trainer to pick some of them to show as examples during the course whenever needed. It’s also may be used as handout to provide the participants for them to look and explore more.*

1. Sri Lanka: Free Tissa Campaign
   1. @FreeTissa
   2. <https://www.facebook.com/pages/Free-Tissa-Campaign/236666073031>
   3. [www.freetissa.com](http://www.freetissa.com) (access using waybackmachine.org)
   4. <http://asiapacific.ifj.org/en/articles/free-tissainayagam> (access using waybackmachine.org)
2. Global: #EndImpunity Campaign
   1. <https://daytoendimpunity.org/>
   2. <https://samsn.ifj.org/campaign/impunity/>
3. Global: #FreeAJStaff Campaign
4. Pakistan:
5. Maldives: #FindMoyameehaa
   1. <http://findmoyameehaa.com/>
   2. https://www.facebook.com/findmoyameehaa
6. India: Pink Chaddi Campaign
   1. <http://thepinkchaddicampaign.blogspot.com/>
7. Bangladesh: Bengali Blog Blackout 2013
   1. <http://en.wikipedia.org/wiki/2013_Bengali_blog_blackout>
   2. <http://en.wikipedia.org/wiki/Worldwide_Protests_for_Free_Expression_in_Bangladesh>
8. Global: Blue Ribbon Online Free Speech Campaign
   1. <https://www.eff.org/pages/blue-ribbon-campaign>
9. Nepal: #Fillthebucket Challenge / India: #RiceBucketChallenge
   1. <https://www.youtube.com/results?search_query=fill+the+bucket+challenge>

### Session 1: Trainer’s Notes

# Introductions, Expectations & Icebreaker

##### Duration: 60 minutes

##### Aim and Objectives

To introduce participants to each other, understand expectations and introduce the concepts of the course.

By the end of the session, the participants

1. will understand the purpose for attending this workshop;
2. will identify the participants’ proficiency in using of social media
3. will determine each participant’s personal experience with campaigning
4. will understand the benefits of using digital platform for campaigning

**Trainer’s note**

Successful icebreakers are very useful to break down a formal atmosphere as well as people’s normal shyness about meeting strangers. At this point the workshop trainer may briefly outline any administrative details.

**Session Activity (30 minutes)**

Begin by introducing yourself.

Pair the participants and give them 5 minutes to talk to each other so that they can introduce each other by talking about following information:

Name / Media / Union

What campaigns they are involved in in the past.

Then each person must introduce the other person to the group using this information (Challenge them to finish introduction in 60 seconds).

**Trainer notes: Introduction to Digital Campaigning (Lecture, 5 minutes)**

Explain meaning and importance of digital campaigning.

IFEX terms digital campaigning as e-advocacy and defines it as: The use of Internet-based technologies for activism, campaigning, fundraising, lobbying, and organising is called e-advocacy.

Tools for communicating—such as cell phones and computers—are becoming more accessible and affordable. Many non-profit and activist organisations are benefiting from this shift by using online and mobile tools in their campaigns in an effort to communicate faster, reach a wider global audience and create more connected virtual communities.

The Amnesty International called activities involved in digital campaigning an ‘e-activist’. The AI defined e-activist as an individual who uses information and communication tools such as mobile phones, blogs, emails or social networking sites to act for human rights, who may also organize, mobilize and inspire online communities of individuals to take action.

Digital Campaigning involves technology therefore for effective digital campaigning, it’s important to learn the skills. Digital Campaigning also needs clear strategy, and it’s important to understand that all the advocacy works we do may not need digital components. Digital Campaigning is most effective when you want to create a mass buzz on the issue or put pressure on authorities using the mass or reach a large audience.

Activity: Spectogram (15 minutes)

Ask participants to pick colored paper & go to four corners of the room according to following:

Those who have Facebook but use it very less (novice)

Those who have Facebook and uses it regularly (intermediate)

Those who think they are master of using Facebook (expert)

Those who think they are super users who can provide training to others about using Facebook (Super User)

Ask them to rearrange the spectrogram for Twitter!

Then ask participants to go back to their seat and write down their expectations for the course and give them a few minutes to do this. When finished, paste the expectations on the visible place (preferably a pin board).

**Handout 1**: Digital Campaign Skills Course Outline

**Handout 2**: Digital Campaign Skills Objectives

Give participants of a couple of minutes to go through the course outline. Ask the group to identify expectations that are likely to be met and those that won’t be met.

### Session 2: Trainer’s Notes

# Why we campaign?

**Duration**: 30 minutes

**Aim and Objectives**

To explore participants’ understanding of the campaigning, their participation and discuss the use of campaigning for journalists rights.

By the end of the session, the participants

* will understand what the campaign is
* will understand why we campaign
* will understand who the audience of campaigns are

**Trainer’s note**

**Session Activity #1: Reasons to Campaigning**

**Ask: WHY journalist’s unions run the campaigns? (10 minutes)**

Make a list on butcher’s paper. Ensure as many as following points are covered:

* to achieve the aim of the union
* to achieve a short-term or long-term goal of the union
* to have an impact on people’s lives
* to organize the members into collective actions
* to bargain for better working conditions and pay
* to ensure press freedom
* to gain public support for a cause
* to raise awareness on an issue of common interest
* to pressure authority to change position/policy
* to ensure implementation of laws
* to create solidarity by networking
* to brand union as the defender of press freedom and journalists’ rights
* to protect violations of rights
* to ensure public sphere discussion on an issue

**Handout 3: Why Campaign.**

**Ask for Hands On: who have used social media in the campaign?**

Explain that with advancement of technology and social media, no need of union or big group to launch a campaign, individuals can start own campaign but we need more like-minded people to make it stronger, so unions are better placed.

**Session Activity # 1: Audience of Campaign (10 minutes)**

Ask participants to identity general audience for the campaign:

* Who do we campaign for?
* Who do we campaign against?

Make two lists on the white board/butcher paper.

Let the participants discuss on the audience and stakeholders for 5 minutes.

### Session 3: Trainer’s Notes

# Identifying Issues

**Duration**: 45 minutes

**Aim and Objectives**

To explore participants’ understanding of issue and help them identify and prioritize issues.

By the end of the session, the participants will

* be able to identify issues to campaign on
* understand the process of prioritizing issues

**Trainer’s note**

Campaigns are based on overall vision of the union. Each campaign is designed based on its goals, objectives and strategies. The strategies are keys to achieve the objectives of any campaign. And, the success of each campaign is measured through the fulfilment of its goals.

The vision is an overarching, sustaining ideal that your union wants to achieve all the time. For example, the vision of your union is ‘ensuring press freedom and rights of journalists’.

So each campaign should have clear objectives – and sound strategies based on those objectives. The objectives should be clear, concise, concrete and most importantly fully or party achievable through the campaign. When we plan a campaign, it’s important that we give ample attention to the objectives.

**Ask: What can we do to make our union better and perfect? Can it be done overnight?**

Explain that the answer is we are going to move up is by small wins and small gains. Step by step. How do we do this?

The answer is “Organising” and there is an organising equation:

**Organising = Issues + Activists**

As leaders, we must encourage organising in our unions. This means encouraging organising in everything we do.

Let’s now focus on the first of these two: **issues**

**Session Activity #1 (15 minutes)**

Using snowball exercise, identify the issues for campaigning in the region. Ask the participants to write down two most important issues that need national campaigns and another two most important issues that need regional campaigns.

Ask the participants to pair up and compare the issues they have written and come up with two national and two regional issues.

Make the participants group of four and agree on two national and two regional issues. Ask them to tell aloud those issues – and take note on the whiteboard / butcher paper. Ask the participants to vote on national and regional issues.

**Session Activity #2 (15 minutes)**

**Handout 6: Choosing an Issue  
Handout 7: Choosing an Issue: Checklist**

Ask the participants to use worksheet (Handout 6) to do prioritize issues and add up to see if there is difference in the choice between popular votes and logical choice of issues.

Explain: What these criteria mean. Widely felt – the issue is of concern to a large number of people in the workplace; Deeply felt – workers care very strongly about the issue; Winnable or partly winnable – can you win the issue (or at least a bit of it)?

These three criteria are necessary to determine whether it is possible to organise or campaign around any issue. The issue needs to meet all three criteria. And, also the urgency to act should be considered

As a group, ask the participants to rate the issues 0 – 3, 0 meaning no, 1 a low score, and 3 a high score. This will involve a lot of debate, but be guided by the overall feeling of the participants. Score each issue on the board from 0-3 for each column (widely felt, deeply felt, winnable/partly winnable*). [If the participants are discussing on local or country level campaign, the participants representing area should do this.]*

Identify issues with high scores.

Explain that logical analysis of the issue is important to begin any campaign.

### Session 4: Trainer’s Notes

# Goals & Objectives of Campaign

**Duration**: 60 minutes

**Aim and Objectives**

To enable participants to set out goals and objectives of a campaign.

By the end of the session, the participants will

* understand importance of defining goals and objectives for campaign
* differentiate between goals and objectives
* set goals and objectives for campaigns

**Trainer’s note**

After an issue is identified to campaign on, we need to set out goals and objectives. The most important is that goals and objectives need to be **SMART**:

* **S**pecific
* **M**easurable
* **A**chievable
* **R**elevant
* **T**ime-bound & **T**argeted

Goals are more theoretical in nature and are broad primary accomplishments that you want to attain on the campaign. The aim of the campaign is the goals.

Objectives are more practical in nature and thus measurable targets. Objectives are more specific targets that help achieve the set goals through some actions.

*Examples of goals*: 1. Improving legal structure to ensure safety for journalists

2. Ensuring payment of salary of journalists in time

The objectives for the above goals could be:

* Preparing a draft set of recommendation for legal revision

Setting meetings with publishers / managers to pressure them on the payment of salary in time

* Organizing journalists to write to their management on the issue.

**Handout 4: Objectives of a Campaign**

**Group Work #1: Defining goals and objectives** (30 minutes)

*(Group formation at this exercise is important, as the group will work through out the workshop developing the campaign so it’s important to carefully form the group rather than just choosing randomly.)*

Form 4 groups of participants.

Ask two of them to work out on national issues and two other on regional issues to formulate goals and objectives of the campaigns on a poster paper.

They should come up with 2 goals and 4 objectives.

**Group Presentation** (20 minutes)

Give 5 minutes to each group to present their goals and objectives. Ask the other participants to provide constructive feedback to the goals and objectives.

Tell the groups that they are free to revise / improve on the goals and objectives as we go forward.

### Session 5: Trainer’s Notes

**Campaign Strategies / Activities**

**Duration**: 75 minutes

**Aim and Objectives**

To help participants understand strategy and activities of the campaign and chart out activities on the Campaign Operational Plan.

By the end of the session, the participants will

* understand importance of clear strategy for successful campaign
* list out list of activities that could be conducted in a campaign
* create a campaign operational plan

**Trainer’s Note**

After we have the issue that needs to be campaigned around, clear and concise goals and objectives of the campaign, we need to plan the strategy and activities to achieve those goals by campaigning. According to IFEX, ‘a campaign strategy is the path you need to follow to achieve the changes you would like to see implemented. A good strategy will lead to a successful campaign.’

IFEX: A successful campaign strategy

* Can be a fundamental communications tool for engaging key supporters and stakeholders, including financial donors
* Provides people both within and outside of the organisation with a blueprint of the campaign
* Shows how your organisation is working to achieve its desired goals

A good campaign strategy has not only the specific campaign objectives but also:

* **A stakeholder analysis**: identify the people who have an interest in or influence over the objectives of the campaign.
* **A plan of action**: decide on the activities to be carried out that will directly impact the campaign objectives.

**Handout 5: Strategies of a Campaign**

**Session activity # 2: SWOT Analysis** (25 minutes)

|  |  |  |
| --- | --- | --- |
| Positive Factors | Negative Factors |  |
| *STRENGHTS* | *WEAKNESSES* | Internal Factors |
| *OPPORTUNITIES* | *THREATS* | External Factors |

Explain that SWOT (Strength Weakness Opportunity Threat) Analysis provides a picture where the union stands in relation to the campaign issue and provides a picture of where campaign actions should be directed to counteract weaknesses and threats.

A SWOT Analysis also builds on the strengths of the union and takes on opportunities for wins and achievement.

Explain the idea of each component individually:

* **Strengths**: characteristics of the union or campaign that give it an advantage over others.
* **Weaknesses:** characteristics that place the union or campaign at a disadvantage relative to others.
* **Opportunities**: elements that the campaign could exploit to its advantage.
* **Threats**: elements in the environment that could cause trouble for the union or campaign.

Also, explain that Strengths and Weaknesses are internal factors; and that opportunities and threats are external factors:

* **Internal factors** – the strengths and weaknesses internal to the union
* **External factors** – the opportunities and threats presented by the environment external to the union

Ask the group to conduct SWOT analysis of the issue of their choice**.**

***[Energizer]***

**Session Activity #2: Activities of a Campaign** (25 minutes)

Ask the participants to remember one of the campaigns they’ve participated in. Ask them to list out activities that were conducted during the campaign.

Write it down on the butcher paper (*We will need the list in Session 8*).

Ask other what else activities they can name for a campaign (*except anything that’s related to the Internet*).

Some of the possible answers for activities:

Public speeches Petitions Flags Pamphlets

Boycotts Strikes Black band Mass resignation

Sit-ins Demonstration No work Public statements

Rally Wall painting Mockery Publications

Use of media Slogans Lobbying Symbolic actions

Bulletins Pickets Fund raising Marches

**Explain:** When you think of any activity to conduct as a part of the campaign, it’s really important to think of which of the objectives it’s going to fulfil.

Also important is to set out expected outcome of the activity and also the timeframe for the activity. Timeframe is the exact date or duration when the activity will be performed. Remember that any activity has to fall in line of calendar alongside other activities.

For any activity to be fulfilled efficiently, the union should think the person or group of people who will be responsible to organize the activity and also the possible stakeholders who need to be or could be part of the activity.

**Handout 10 and 11: The Campaign Operational Plan**

Ask each group to prepare Campaign Operational Plan with activities.

**Group Presentation** (20 minutes)

Allow groups to present their SWOT Analysis and COP to other participants for constructive feedbacks.

### Session 6: Trainer’s Notes

**Campaign Planning**

**Duration**: 30 minutes

**Aim and Objectives**

To help participants plan a campaign by understanding the campaign cycle.

By the end of the session, the participants will

* understand the steps involved in the campaign
* decide on key messages of the campaign
* plan a campaign

**Trainer’s Note**

Campaigns are most likely to fail to achieve their objectives and results if there is no rigorous and effective planning and implementation. Here are IFEX’s steps needed to ensure all you hard work creating a campaign strategy rolls out as smoothly as possible:

**Step 1: Create a Campaign Operational Plan**

The Campaign Operational Plan should include

* Goals / Objectives
* The plan of action
* Assignment of responsibilities
* Monitoring tools

**STEP 2: Identify Key Dates (Timeframe)**

Identify internal and external key dates to ensure your activities have the greatest possible impact. Also keep in view national or international commemorative days.

**STEP 3: Draft Key Messages**

A key message is not the same as a slogan, although some key messages could easily be translated into one.

You can be creative with how your key message is communicated. Options are: images, music, website banners, video, posters and reports.

**STEP 4: Assign Tasks and Responsibilities**

The person in charge of implementing the activities should develop a specific work plan that covers the different stages of each activity and which resources are required at each stage.

**STEP 5: Mitigate Against Potential Conflict**

Be aware of the possibility of conflicts and be prepared to manage them as they surface. It’s only natural that some internal conflicts may arise.

**STEP 6: Use Your Monitoring and Evaluation Systems**

Monitoring is a continuous process of gathering and recording internal and external data. Evaluating is a periodic process of reviewing monitoring data and drawing conclusions from it.

Finally, don't forget to implement the monitoring and evaluation systems you established in the strategy. Keep in mind two questions:

* Is the strategy being implemented exactly as it was designed?
* Are the results of the activities what were expected?

**Handout 8: The Campaign Cycle**

**Group Work #1: Timeframe and Responsible (10 minutes)**

Ask the groups to discuss on the timeframe in a logical order; and also discuss on assignment of tasks within a union.

**Group Work #2: Slogans (10 minutes)**

Ask the groups to think of a key message and compose 5 full sentence slogans based on the key message for the campaign.

### Session 7: Trainer’s Notes

# Campaign: Using Digital Tools

**Duration:** 90 minutes

**Aim and Objectives**

To introduce participants to the campaigning possibilities on the Internet by brining into their notice various campaigning use of popular social media tools.

By the end of the session, the participants will

* identify major available digital platform available to campaigning
* explain the importance of using digital tools
* tell benefits and shortcomings of digital tools
* be able to include digital tools in their campaigns

**Trainer’s note**

The campaign plan of action consists of calendar of activities to be carried out under the campaign. Activities are important tools to achieve the goals and objectives of the campaign and are also important for union to keep the members organized, active and involved in the union.

The development of the Internet and platforms based on it, such as Facebook, Twitter or YouTube, has given us opportunity to do all those activities more efficiently and effectively.

With hundreds of platforms available, it’s easy to reach the targeted audience – be it a small group or the general mass – with powerful messages that could use all forms of media – text, sound, video, animation, pictures, animations and interactions.

**Session Activity # 1: Digital Activities (10 minutes)**

Turn back to the list of activities on the butcher paper and ask the participants if they could add activities based on the Internet to those activities:

Possible answers for new tools / activities could be:

Mass emails E Petitions Hashtag Placard Photos

Blogging Vlogging Podcasting Social Media

**Session Activity #2: Social Media** (20 minutes)

Social media is a common term to describe all the platforms or tools based on the Internet that people can use to upload and manage their contents – be it in any form.

To be social media, any tool or platform must fulfill all of the following:

* it should allow be many-to-many interactive communication
* it should real-time and free from moderation
* a user should be able to upload the contents
* a user should be able to manage the contents and have control over the content s/he has uploaded (delete, edit and make such decisions)

The form of the content could be: text, audio, video, and animation.

**Ask: What are some of the platforms / tools of social media nature that could be used in our campaign?**

Write down the answer on butcher’s paper. Try to get at least one examples from all the following tool categories (*it’s possible that participant name a tool you have never heard of, if so, ask to explain the service to other participants*):

|  |  |  |
| --- | --- | --- |
| **Audio sharing** | *soundcloud, audioboo, mixr* | Enable us to share audio (recorded voice, interviews or songs) |
| **Photo sharing** | *flickr, picasa web album* | Enable us to upload and publicly share photos |
| **Video sharing** | *vimeo, youtube* | Enable us to upload and share videos |
| **Blogging** | *wordpress, blogspot, medium* | Provides us platform to write opinions or articles or updates on campaign and share those contents |
| **Online petition** | *avaaz, ipetitions, gopetititon, change* | Provides platform to create petitions where people can electronically sign and send emails to authorities |
| **Community/Group** | *Facebook Page, Google Group* | Enable us to create a community of like minded people for the campaign to share updates and information |
| **Social networking** | *Facebook, LinkedIn* | Enables us to spread words about the campaign, promote & share updates |
| **Microblogging** | *Twitter, tumblr* | Enables us to spread words about the campaign, promote it and share updates |

Other tools / platforms that are useful in the campaigning:

|  |  |  |
| --- | --- | --- |
| **Mass Texting** | *FrontlineSMS* | Provides a platform to send mass SMSes to people |
| **Mass mail** | *gmail, mailchimp* | Enables us to send emails to mass |
| **Organizing**  **gathering** | *meetup, Facebook event* | The platform to organize events and invite people and keep track of it |
| **Content creation** | infographics, audio/video recording/editing, twibbon, profile or background image, website plugins, photo editing | |

**Handouts 13: Social Media Platforms / Tools**

Briefly explain features of all types of social media.

**Session Activity #2: Hashtags** (10 minutes)

Slogans for expression key message was always best when it’s direct and concise. After advent of the social media, it has become more important as Twitter only allows 140 characters.

And, hashtag has become important part of a slogan. A hashtag is a combination of works preceded by a # sign (and without spaces or symbols) that could be used to group related posts together (and monitoring the usages).

Good hashtags are short and easy to understand. Examples: #FindMoyameehaa (used in campaign to find disappeared Maldivian journalist Ahmed Rilwan); #NepalEarthquake #wewantRTIact #selfiewithdaughter

**Ask the group to revisit the slogans and find 1 or 2 hashtags for their campaign. Let them present their slogans and hashtags.**

**Trainer’s Note**

Digital Campaigning has its benefits and shortcomings. The biggest benefit is the buzz created with proliferation of the information or campaign. This is important when we want to create a public opinion or put on public pressure; but may not be good in some advocacy campaigns where you audience is small.

Participation is digital campaigning is high because it’s a click away (clicktivism). Another important aspect of using digital platform is something called slacktivism. It’s easy for people click a mouse button to express support or so share or act, but the online click doesn’t always count as effective as offline actions. If 100 people said they would attend an offline action (like on Facebook event), it’s high chances that very few of them will actually show up.

The biggest challenge of digital campaigning thus is converting online action into offline action.

**To end the session, leave them with two questions**:

* How could digital tools integrated into your existing campaign or future campaign in effective way?
* How could online action be converted into offline action?

### Session 8: Trainer’s Notes

# Review of Day 1

**Duration**: 60 minutes

**Aim and Objectives**

At the end of the session participants will be able to:

* Review the first day
* Remember the key messages from the first day
* Present the Campaign Operational Plan

**Trainer’s notes**

Ask each participant to remember one thing they have learned on the first day and write it on the butcher’s paper. Go back if necessary!

**Group Presentation (10 minutes each)**

Ask each group to present the Campaign Operational Plan that they have developed in Group overnight.

Allow other groups to question and comment.

Day 2: Optional Session 6: Trainer’s Notes

Guest speaker: Running a campaign

##### Duration: 30 minutes

**Aim and Objectives**

To understand the practical use of digital campaign and understand it’s difficulties and impact.

**Trainer’s Note**

Your session should take in a digital media approach to campaigning by focusing on examples of successful campaigns from around the world and the country where the workshop is being held.

Guest Speaker should be someone who has ran campaign focusing on digital platform to talk on experiences – especially lesson learnt, successes, shortcomings and opportunities.

If no guest speaker is available, show a video of power of social media! And, also talk about some of the campaigns from the list of examples of digital campaigns.

The session is useful to swiftly enter into digital tools/platforms for the campaigning.

Day 2: Session 8: Trainer’s Notes

Practical: Using Digital Tools for Campaigning

##### Duration: 120 minutes

**Aim and objectives**

To provide the participants a hands-on opportunity to basic use of Facebook for the campaigning.

At the end of the session participants will be able to:

* Identify the differences, benefits and shortcomings of Facebook as digital tools for campaigning
* Use Facebook and Twitter for campaigning
* Differentiate between Facebook Profile, Page and Group

# Perform basic tasks of campaign on the digital platforms

# Communicate, and interact on the digital platforms

Supplies  
Data projector

Laptops/desktops with Internet access

**Trainer’s notes**

**Ask**: Let me ask you the most simple question of all: What are the two most popular social media sites?

The definite answer is: **Facebook** and **Twitter**.

Explain that Facebook is the #1 social media site and Twitter is #2. On June 1, 2015, Facebook had 1.4 billion users whereas Twitter had 700 million users. They are also the most popular social media sites in South Asia.

Because of the popularity and high reach of Facebook and Twitter in South Asia, it’s important to use both of them as much as possible for any campaigns. They not only act as a very good medium of information flow, but also are very good at organizing activists, creating buzz, increase visibility and garnering public support to the campaign.

Facebook is especially useful for international communication as well as organizing as it provides facilities such as Group, Page and Event apart from normal user profile.

**Ask**: Do you know what are the differences between a Profile, a Page, a Group and an Event?

**Handout 14**: Facebook Pages vs Facebook Groups

Ask them to read the handout carefully and clarify if needed.

**Session Activity #1 (15 minutes)**

Ask the participants to find Facebook pages and groups related to IFJ or SAMSN or their own unions and list them out. The trainer should write down them on a butchers’ paper.

Divide participants into group of four. Ask each odd numbered group to create a Facebook Page and each even numbered group to create a Facebook Group.

Once they finish, ask the group, what they find good and bad about.

**Session Activity #2: Using Facebook (30 minutes)**

Ask each participant to do the following:

Post to a Facebook Page

Post to a Facebook Page with a Photo

Post to a Facebook Group

Post to a Facebook Group with a Photo

Comment on other’s post

Like other’s post

Share other’s post

They should note down if there is the difference between posting in Facebook Page and Facebook Group.

***Note: Use a short fun activity!***

**Session Activity #3: Let’s Tweet (30 minutes)**

**Ask:** Let’s create a slogan and hashtag for this training. What you suggest?

Ensure that slogan + hashtag is less than or equal to 140 characters so that it can be posted on Twitter. A slogan may contain hashtag as it’s part.

**Examples of Twitter slogan + hashtag:**

Mr. PM, #WhatAreYouDoing to #EndImpunity on crimes on journalists.

#FreeAJStaff: Journalism is not a crime.

#NepalEarthQuake / #YouHikeTheyRise #April25 #IndiaVote

Once a slogan and a hashtag is agreed, ask each participant to:

Tweet a couple of tweets using hashtag.

Retweet at least one tweet by a friend.

Reply a tweet by a friend

Follow @ifjasiapacific

Tweet with one photo

Write a tweet mentioning @ifjasiapacific

**Handout 15: Using Facebook for Campaigning**

**Handout 16: Using Twitter for Campaigning**

**Handout 17: Twitter Rules**

**Group Work (30 minutes)**

Ask the group to add digital component to their campaign Plan of Action.

Day 2: **Session 9: Trainer’s Notes**

Campaign Presentation

##### Duration: 60 minutes

##### Aim and Objectives

At the end of the session participants will be able to:

present a detailed plan of a campaign that could be run with their association on the relevant contemporary issue

Supplies

Flip chart and markers

Data projector

**Trainer’s note**

Allow groups to present their detailed campaign plans including the use of digital platforms for their campaign.

End the session by distributing following handouts:

**Handout 18: Resources for Further Reading**

**Handout 19: Examples of Campaigns Using Digital Platforms in Effective Ways**

**Session 10: Trainer’s Notes**

Wrap Up, Evaluation and Further Action

##### Duration: 60 minutes

##### Aim and Objectives

To wrap up and evaluate the program and share ideas for use of digital campaigning components in future campaigns.

At the end of the session participants will be able to:

Identify the most important things they learnt at the workshop;

Identify how they will implement what they learnt in in future campaigns.

Supplies

Flip chart and markers

Data projector

**Trainer’s note**

An important element of a workshop is to bring it to closure – to have a clear ending. The preceding Final Exercise serves as a way of summarising, digesting applying to their work much of the information presented during the workshop.

The closing session needs to give participants an opportunity to reflect on the implications of the lessons learned from the workshop on their own lives, their work and the activities of their organisation.

This session achieves these objectives by asking the participants to consider two questions. Then participants are asked to summarise their answers to these questions for the participants in plenary.

The other mechanism to bring closure to the workshop and to ask the participants to reflect on its value to them is to complete the evaluation. Although the purpose of an evaluation is typically regarded as a form of feedback for the facilitators and workshop organisers, it is also a vehicle for the participants to think critically about their experience and to reflect on what they have learned.

The discussion here should pull together the major threads of the workshop while looking forward to what actions journalists can and/or should take to promote a safer environment for journalists, respect for the work of journalists and the highest standards of professional and ethical journalism in conflict settings.

Ask the participants to take five minutes to think about the following questions and be prepared to respond to them in the plenary:

### Handout 20: Evaluation form

Distribute the evaluation form and request that all participants fill it in entirely. Emphasise that the feedback received is critical to improving the workshop in the future.

### Wrap-up and closing remarks

Remind participants that they must make a concerted effort to implement the lessons they have learned at the workshop. Congratulate them on their hard work during the workshop and ask them to complete the evaluation form now if they haven’t already done so.

# Distribution of Certificates

# Group Photo