

The background of the entire page is a vibrant, abstract illustration. It features several stylized human figures in various poses and colors (orange, green, purple, red, yellow). Some figures are holding up large, flat shapes like signs or banners. One figure in the bottom right is wearing sunglasses and an orange apron. The overall style is modern and energetic, with a warm color palette of oranges, reds, and yellows against a light pink background.

CANADIAN FEDERATION OF STUDENTS – NOVA SCOTIA

# SKILLS FOR STUDENT ORGANIZERS

**cfs**fcée

# LAND ACKNOWLEDGEMENT

The development of this booklet has taken place in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People. This territory is covered by the "Treaties of Peace and Friendship" which the Mi'kmaq and Wolastoqiyik (Maliseet) people first signed with the British Crown in 1725. The treaties did not deal with the surrender of lands and resources but in fact, recognized Mi'kmaq and Wolastoqiyik (Maliseet) title and established the rules for what was to be an ongoing relationship between nations.

The Maritimes office is located in K'jipuktuk (the Mi'kmaq name of the area now known as Halifax) which is still home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work in the community, on Mi'kmaq territory. Those of us who are settlers and visitors on this land must work with the original owners of this land to dismantle the binds of colonization and actively work to reconcile our minds, thoughts, and actions. We encourage you to do this work and make time to acknowledge the Indigenous land you are on right now, if not in Mi'kma'ki. Learn about the original Indigenous people of the land, their relationship with it, and how you can be in solidarity with Indigenous peoples from the place you are joining us from.

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# WHAT IS SKILLS?

Historically Skills is an in-person weekend of skill-building workshops that brings together student leaders from all over the Maritimes. Together we share knowledge about running student unions, organizing campaigns and building and anti-oppressive student movement.

This year looks a little different. With classes and events going online we will host a series of digital workshops this September that will cover some of the topics and discussions you would usually find at a Maritimes Skills so please look out for those!

# WHAT IS THE SKILLS MAGAZINE?

Along with in-person workshops at Maritimes Skills we always have accompanying materials available, that's the Skills Magazine! This time not all these workshops will be a part of Skills but that doesn't mean this doesn't hold a whole ton of useful information. This magazine has information about organizing, media, events and more. You can refer to this when you need to write a press release or need some new event ideas and we hope it will be a helpful tool for you during your time on your student's union and beyond.

# NOTE FROM THE CHAIRPERSON

Hello to all! My name is Joanna Clark, I am your Canadian Federation of Students - Nova Scotia Chairperson, recent graduate from Université Sainte Anne and mom to Mara. After a long seven years I have finally earned my Bachelor of Arts/Bachelor of Education degree. It was no small feat learning a new language and juggling student life with parenthood. While at Sainte Anne, I became involved with my student's union and was exposed to the work of The Canadian Federation Students. Over the three years I was involved with my student's union, I learned about the behind the scenes of our post-secondary institutions and the world of student organizing. I found my passion in advocating for supports for student parents, consent culture on campus and making post secondary education for accessible for everyone. Oddly enough, now that I've graduated my passion for eliminating tuition fees has only grown stronger.

This year students are retuning to school in a global pandemic and everything is looking a lot different from what we are used to. From orientation weeks, to student life, classes and student organizing we are facing new challenges everywhere we look. This is not the time for our organizing to take a back seat. We have an opportunity to expose the problems in our institutions and greater society and pressure our elected representatives to find real solutions. Students have been pushing back against institutional racism, regressive tuition policies and climate catastrophe for years and there has never been a better time to push our fight forward.

While our work this year will look different, we will be speaking up and fighting back louder and harder than ever. Our movement is more vital than ever. We have created this magazine in hopes of offering you a tangible tool that can offer support in your local planning, learning and organizing! The Maritimes Office is here to help and offer support in whatever way possible and look forward to tackling the issues that matter to you and your members over the next year!





# YOUR STUDENT MOVEMENT

The Canadian Federation of Students represents over 500,000 students and is Canada's largest student movement. Your Federation was formed in 1981, after a number of provincial student organizations came together and saw the need to create a united student voice at the national level.

The Federation represents a wide variety of post-secondary students who come from all walks of life: full-time and part-time; undergraduate and graduate; domestic and international; and college and university. The Federation has a very diverse membership which includes, student parents who balance taking care of their children while going to school; graduate students who already have tens of thousands of dollars of debt and work full-time to avoid incurring even more; and mature and part-time students who may be trying to change careers.

The cost of post-secondary education is at an all-time high due to cuts to government funding of our institutions, which have led to the increasing privatization of our institutions. As students continue to be marginalized on our campuses, and face a multitude of barriers to education, the need for a united student movement has never been greater.

Similar to your local students' union, the Federation has a dual mandate of providing cost-saving services for the membership while creating and executing campaigns on issues that affect students. A set of bylaws, a constitution and operating policies govern the operations of the organization, all of which are available on the Federation's website at [cfs-fcee.ca](http://cfs-fcee.ca).

The Federation has a national board (National Executive) and some provinces have a provincial board (Provincial Executive), which meets regularly to enact the decisions that are made at our annual general meetings. Both the national and provincial executive committees include representatives from provincial components (for the National Executive) and member local representatives (for the Provincial Executive), as well as representatives from the Federation's various caucuses and constituency groups. The Federation is a membership driven organization; everything starts from our membership.

The elected representatives of the Federation follow mandates and motives that are set at our general meetings. Dedicated staff work to carry out the day-to-day operations of the Federation in offices that are located in Ottawa (National component), Halifax (Maritimes Office).





# BENEFITS TO YOUR MEMBERSHIP

## Saving Students and Students' Union Money

The financial burden of education makes it so that students may be too broke to afford food or a train or bus ticket to go visit a family member. One core value of the Federation is to make the lives of students easier and to relieve the high cost of education that students face. In an effort to do just that, here are some services the Federation offers to members:

- Health and dental plans
- Sexual health products
- International Student Identity Card and Studentsaver discount cards
- Free online tax filing through UFile, regardless of income
- Ethically and sustainably produced materials
  - Including: t-shirts, water bottles, tote bags, pens, highlighters, laundry bags, shopping bags, whistles, toques, and more

- To order visit: [ethicalpurchasing.ca](http://ethicalpurchasing.ca)
  - Handbook/day planners
  - Digital services
    - Websites
    - Email
- Services are Political**
- Through pooling together the bulk-purchasing power of students across the country, the Federation is able to provide students, and students' unions services that save them money, without compromising on ethics. The services of the Federation also support small locals who operate on small budgets, and wouldn't have the necessary economy of scale otherwise. Services offered through the Federation are sourced from producers and suppliers who adhere to internationally recognized frameworks of ethical business standards. By doing that, the Federation is making a political statement to support safer working conditions, fair wages and pay equity, and environmental security. As a whole, services provided through our student movement have been, and will continue to be, political.



# MEMBER LOCALS

In Nova Scotia we represent students at six post-secondary institutions and work directly with thier student's unions:

**LOCAL 7**  
STUDENT UNION OF NSCAD UNIVERSITY  
[suncad.org](http://suncad.org)  
[facebook.com/suncad](https://facebook.com/suncad)  
[instagram.com/studentunionofnscad](https://instagram.com/studentunionofnscad)

**LOCAL 11**  
KING'S STUDENTS' UNION  
[ksu.ca](http://ksu.ca)  
[facebook.com/kingsstudentunion](https://facebook.com/kingsstudentunion)  
[instagram.com/ksunion](https://instagram.com/ksunion)

**LOCAL 34**  
MOUNT SAINT VINCENT UNIVERSITY STUDENT'S UNION  
[mountstudents.ca](http://mountstudents.ca)  
[facebook.com/msvusu](https://facebook.com/msvusu)  
[instagram.com/msvusu](https://instagram.com/msvusu)

**LOCAL 69**  
L'ASSOCIATION GÉNÉRALE DES ÉTUDIANT(E)S DE L'UNIVERSITÉ SAINTÉ-ANNE  
[facebook.com/ageusainteanne](https://facebook.com/ageusainteanne)  
[instagram.com/ageusa\\_sainte\\_anne](https://instagram.com/ageusa_sainte_anne)

**LOCAL 95**  
CAPE BRETON UNIVERSITY STUDENTS' UNION  
[cbusu.ca](http://cbusu.ca)  
[facebook.com/cbustudentsunion](https://facebook.com/cbustudentsunion)  
[instagram.com/cbustudentsunion](https://instagram.com/cbustudentsunion)

**LOCAL 113**  
DALHOUSIE ASSOCIATION OF GRADUATE STUDENTS  
[dags.ca](http://dags.ca)  
[facebook.com/dagshfx](https://facebook.com/dagshfx)

### Skill Building and Support

The Federation has developed a wide variety of skills and resources that can help you successfully run your students' union, service centers, student clubs, labour unions and residence associations. The staff and elected representatives of the Federation have a large range of expertise when running student groups, and you are encouraged to take advantage of this. There is no need to start from scratch when you can get a head start. Here are some skills and support you can get from the Federation:

- Anti-Oppression training
- Bylaw reviews
- Campaigns planning
- Creating a Consent Culture on Campus
- Chairing and facilitating meetings with Robert's Rules of order
- Event planning
- Employment contract review
- Free Education 101
- Human Resources
- Media training to prepare for interviews, write press releases and editorials
- Policy creation
- Prepping for government meetings and meetings with administrators
- Trainings on how to outreach to your members
- And more!

Please contact the Maritimes office if you need any support!

### Your Federation Has Connections

Over the years, the Federation has made many meaningful connections with various sector partners and allies through our work in the post-secondary education sector. From education to social justice and human rights issues, your Federation is part of a larger progressive movement that exists to make our communities safer, healthier and more inclusive. These efforts will hopefully lead to the creation of spaces without the barriers that exist today. In our work, solidarity is crucial to success. Here are some of our partners:

- ACORN Nova Scotia
- Association of Nova Scotia University Teachers
- Avalon Sexual Health Centre
- Canadian Centre for Policy Alternatives
- Nova Scotia Canadian Union of Public Employees
- Nova Scotia Council of Canadians
- Dalhousie Faculty Association
- Halifax-Dartmouth District Labour Council
- Nova Scotia Citizens Health Care Network
- Nova Scotia Environmental Network
- Nova Scotia Fair Wage Coalition
- Nova Scotia Federation of Labour
- Nova Scotia General Employees Union
- Nova Scotia Public Interest Research Group
- Nova Scotia Post-Secondary Education Coalition
- Nova Scotians for Tax Fairness
- Solidarity Halifax
- South House Gender and Resource Centre

### Let's Continue Working Together

The work of the student movement is important. Without our relentless advocacy, hard work and passion for a better society, students would continue experiencing difficulties in pursuing an education, feeling safe on campus and having their basic needs met. However, the work does not stop here. Tuition fees are at an all time high and we must collectively fight for more and more victories and a barrier free education for all. Together we can win.

**CONTACT US: [ORGANISER@CFS-NS.CA](mailto:ORGANISER@CFS-NS.CA)**

## FOLLOW US ON SOCIAL MEDIA!

@CFSNS

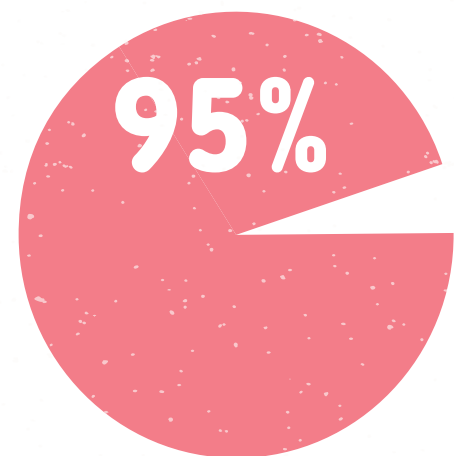
@CFSFCEE



**FOLLOW US ON FACEBOOK, INSTGRAM + TWITTER TO BE IN TOUCH WITH WHAT WE ARE UP TO AND IMPORTANT EVENTS IN THE REGION!**



# IN NOVA SCOTIA THE PUBLIC IS ON OUR SIDE



of Nova Scotians think PSE should be a high priority

**Nova Scotians are more concerned about PSE than crime or unemployment.**

Over  $\frac{3}{4}$  of Nova Scotians support a major role for students, faculty and staff at Nova Scotia's universities.

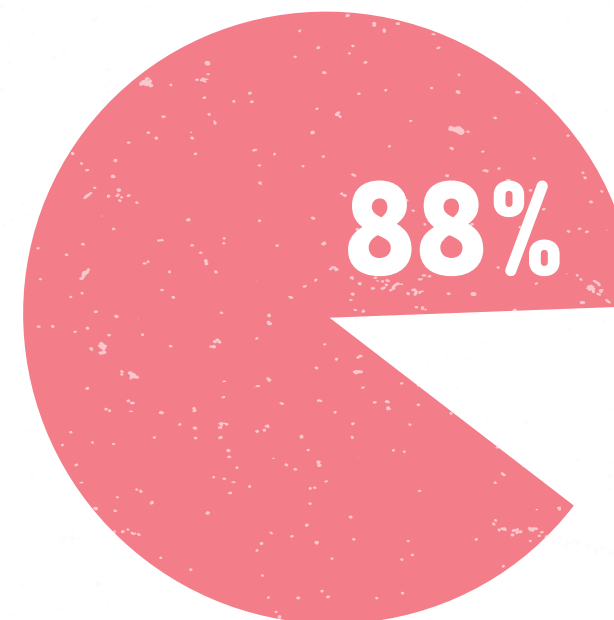


**90% of Nova Scotians believe that increased accountability is needed from our universities.**



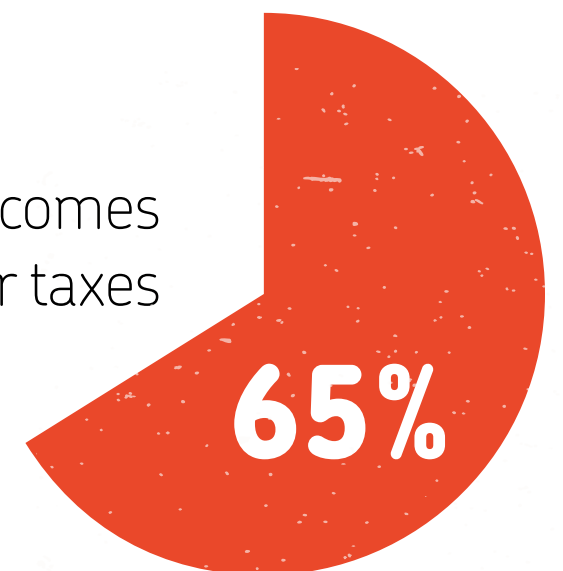
Over  $\frac{3}{4}$  of Nova Scotians think tuition fees are too high

**Nova Scotians have consistently wanted to see PSE as a high priority for the government.**



of Nova Scotians support reducing tuition fees for students

65% of respondents with incomes below \$70,000 would pay higher taxes to make PSE more affordable.



800 Nova Scotians surveyed over 14 days in November 2017.

Margin of error: +/- 3%, 19 times out of 20. Polling conducted by Neilson

CANADIAN FEDERATION OF STUDENTS-NOVA SCOTIA

# WHY DO WE FIGHT FOR EDUCATION FOR ALL?

As the world changes rapidly around us It's time to change the legacy we leave in post-secondary education (PSE), and for our society in general. It's time to move beyond piecemeal reforms that reduce public funding and burden students with huge debt. It's time to defend universal access to public PSE, education justice for all learners and the value of public education for the public good.

We know that vocational training, and college and university education itself is not free; it requires significant investment. But the case for education for all does not ignore the cost of education; it seeks to reduce that cost at the front end for students. It seeks a post-secondary system without barriers for those who study or work on campus. It seeks a system financed through a progressive system of income tax, not an arbitrary fee. The case for education for all begins from this premise. It continues by acknowledging that times have changed. In our dynamic world, PSE and training is not a luxury.

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## 70% OF JOBS REQUIRE SOME FORM OF PSE

Research indicates that 70 percent of jobs today require some form of PSE and for the insecure employment that dominates the remaining 30 percent of jobs, people want pathways to a better future. A skilled trade, college diploma, or university degree are required for a decent income, and a just society. All students deserve that opportunity, and Canadian society benefits from the skills people gain in getting there. That's why tuition fees and education do not mix; there is no "progressive" case for tuition in PSE, just like there isn't for elementary school, high school, or health care. We need universal access without up-front cost.

The post-secondary education system in the Maritimes is vital to strengthening the social and economic well being of the region. Post-secondary institutions are centres for research and development, advance discourses on social responsibility, and provide hundreds of good paying jobs in the region.

## STUDENTS ARE NOT ALONE IN THIS FIGHT

Despite this importance, the post-secondary education system has faced consecutive years of cuts. In Nova Scotia and New Brunswick these increases are 1% annually, meaning that these are real dollar cuts to funding, and UPEI receives an annual increase of just 2%. When inflation and annual increases to operating costs are accounted for, this is effectively a funding cut. Skyrocketing tuition fees, which are increasing at an alarming rate, has offset these cuts. Students know that these financial barriers to accessing post-secondary education disproportionately affect those from low-income and marginalised backgrounds and serve to reinforce income inequality and stunt social mobility in our province.

## DESPITE IT'S IMPORTANCE PSE KEEPS FACING CUTS

Students and their supporters have been mobilizing for decades in response to increasing tuition fees, skyrocketing student debt and government funding cuts. A publicly-funded post-secondary education system would mean that students would no longer face financial barriers when accessing education, which keep a disproportionate number of those from the most marginalized communities out of college and university. An accessible system of post-secondary education would also mean that workers on our campuses can rely on stable funding to strengthen job security and working conditions and access stable funding for their research. Canada as a whole will benefit from a highly-educated workforce, which will be better equipped to weather global crises and changing industries, as well as take on the challenges of the future. In short, public education benefits everyone.

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## PUBLIC EDUCATION BENEFITS EVERYONE!

The overarching goal of the Education for All campaign is to educate the public and mobilize students, post-secondary education sector workers, community members and political decision makers to take action to achieve a high-quality, universally accessible and fully publicly-funded post-secondary education system. The campaign will shed light on the chronic underfunding of the post-secondary education system, which has left colleges and universities relying on record high tuition fees, putting post-secondary education out of reach for many students. The Federation wants to empower the next generation of students to imagine a reality where they don't need to choose between thousands of dollars of debt and receiving an education.

Students are not alone in this fight. Students, workers including faculty, contract academic staff, librarians, researchers, teaching assistants and support staff, and community members have a vested interest in achieving a fully publicly-funded, high-quality system of post-secondary education. A strong coalition of students, labour unions, faculty associations and solidarity partners would show the government and the public that there is wide support for publicly-funded post-secondary education, and they would have no choice but to implement our demands. That is why the student movement will be partnering with the labour movement in its fight for Education for All.



The student and labour movements fought for and won universal public schooling from kindergarten to grade 12. In many ways, college and university has become the new high school, and so we believe it is time to show a united front and fight to extend universal education from kindergarten to the post-secondary level.

Through awareness, engagement and mobilization, we can gain widespread support for a publicly-funded system of post-secondary education and empower students, workers including faculty, contract academic staff, librarians, researchers, teaching assistants and support staff, and community members to take action and demand change.



# ANTI-OPPRESSION GLOSSARY

When engaging in equity work, it is important to understand the power of language. The following is a list of terms that may be useful in our collective growth as organizers and participants in the student movement. It's important to remember that this list of terms is not stagnant and the terms themselves are constantly changing and shifting as analysis evolves and as we better understand different forms of oppression and resistance.

The list has been developed through a variety of sources, among which include academic readings and lived experience. Both are important sources of knowledge for defining and understanding these terms. The definition of these terms has been provided as a guide to make some of the language utilized today more accessible, it is important to keep in mind the power and fluidity of language and embrace the diversity of meanings that these terms may present.

This guide should be used as an introduction and should be built on as more knowledge is acquired. This is by no means an all-inclusive list of terms. These terms are generally accepted but are not meant to homogenize individuals and communities. You are encouraged to write your own terms, add to the list, scratch out these definitions, and redefine the terms. Language isn't owned, so you can take this working document and make it a part of your own learning and unlearning. You are invited to send any edits and editions to the Federation.

**Content Warning:** The list of terms presented here will cover a wide range of topics from different forms of discrimination to different forms of violence and may contain language relating back to personal experiences of the reader.



## GENERAL TERMS

### Allyship/Accompliceship

Allyship/ Accompliceship occurs when a member of a privileged group works to dismantle any form of oppression from which they receive the benefit. Being an ally means acting in solidarity with marginalized groups. Allyship is not an identity but an ongoing process.

### Barrier

An overt or covert obstacle; used in equity-based approaches, to mean a systemic obstacle to equal opportunities or outcomes; an obstacle which must be overcome for equality to be possible.

### Bias

A subjective opinion, preference, prejudice or inclination, formed without reasonable justification, that influences an individual's or group's ability to evaluate a particular situation objectively or accurately; a preference for or against.

### Classism

Classism refers to the ideological belief that privilege or oppression is rooted in merit, social status, level of education, job/income, work ethic, etc. Classism does not take into account the intersection of capitalism with the multiple forms of oppression in society.

Classism also refers to the social dynamic of privilege or elitism. Access to knowledge or to education, the privilege to choose when to be an "activist", when to take risks (e.g. risk arrest), and the use of exclusive language (i.e., "activist" language, acronyms, "academic" language) are examples of elitism embedded in class privilege.

### Coalition

A coalition is an alliance of organizations or collectives with different mandates but who share similar goals or identities. Coalitions are usually formed around a particular issue or topic and have definitive goals to achieve.

### Collective

A collective is a group of people who come together through shared experience or a shared set of goals. A collective can work to build a community within itself and work together to influence change. By working together, a collective has more organizing capacity and potential.

### Equality vs Equity

Equality is the ideology that everyone has access to the same opportunities.

Equity recognizes that not everyone has the same advantages and attempts to close those gaps. The idea of equity is that we cannot all be equal until we recognize the differences that privilege some and disadvantage others.

In more practical terms, equality would be giving everyone the same sized shoe whereas equity would be giving everyone a shoe that fits their particular size.

### Harassment

Harassment is normally considered to be unwanted remarks, behaviours, or communications in any form. Harassment is prohibited on the grounds of discrimination where the person responsible for the remarks, behaviours or communications knows, or reasonably ought to know that such actions are unwelcome.

### Intersectionality

Scholar Kimberlé Crenshaw coined the term intersectionality and it means that all systems of oppression are connected. Intersectionality recognizes that an individual is never just one thing, but a collection of identities and experiences. In many, if not most cases, it also acknowledges that one person can hold both privileged identities as well as identities that are marginalized.

### Marginalization

Marginalization is a process of social de-valuation that serves to justify disproportional access to scarce social and material resources. It's a process that



pushes a particular group or groups of people to the edge of society by not allowing them an active voice, identity or place in it. It does this through the exclusion or isolation of people from being able to participate in political, social and economic mainstreams than others in society who hold power and privilege can participate in.

Individuals and groups can be marginalized on the basis of multiple aspects of their identity, including but not limited to: race, gender or gender identity, ability, sexual orientation, socioeconomic status, sexuality, age, and/or religion. Some individuals identify with multiple marginalized groups, and may experience further marginalization as a result of their intersecting identities.

### Marginalized

To be marginalized means to be excluded, ignored or relegated to the outer edge of a group, society or community.

### Oppressor, Oppressed, Oppression

An oppressor is one who uses their power to dominate another or who refuses to use their power to challenge that domination.

An oppressed person is one who is dominated by an oppressor and by those who are complicit in that domination through their silence.

Oppression is the state of being subjected to unjust treatment or control. There are many forms of (often interlocking) oppressions: racism, sexism, classism, heterosexism, anti-Semitism, Islamophobia, ableism, ageism, homophobia, transphobia, etc.

### Power

Power means having access to resources and influence on decision makers; power to get what you want accomplished. Though that influence and power gives people the ability to influence others, the ability to define reality for yourself and potentially for others. Power can be visible, hidden or invisible. Power can show up as power over others, power with others and/or power within a

group. Power is always acquired at the expense of another person or group. Someone/some group has power because someone else or some other group doesn't.

### Privilege

Privileges are systemic advantages based on certain characteristics that are celebrated by society and preserved through its institutions. These can include being white, having money, being straight, not having a disability, etc. Frequently people are unaware that these characteristics should be understood as privileges as they are so effectively normalized. Privilege is not earned but afforded automatically based on characteristics and traits of an individual.

### Consent

Consent means active, ongoing, informed, and voluntary agreement to engage in sexual activity; it cannot be implied or assumed. Consent cannot be given by someone who is incapacitated, unconscious, intoxicated, or otherwise incapable of consenting, and it can be withdrawn at any time. Consent cannot be obtained through threats, coercion, or other forms of control and intimidation, which includes coercion through abuse of a position of trust, power, or authority. It is the responsibility of the person who wishes to initiate sexual activity to obtain consent from the other person(s) involved. The definition of consent does not vary based on a person's sex, sexual orientation, gender identity or gender expression.

### Rape

Rape is an act of power and control in which the victim is sexually humiliated, degraded and left with feelings of shame, guilt and anger. The Criminal Code of Canada does not specifically define "rape" in terms of specific acts. The crime of sexual assault is codified within the general assault provision (s.265(2)), which makes it a crime to intentionally apply sexual acts with force to another person without their consent.

### Rape Culture

A rape culture is one in which dominant societal ideologies, media images, social practices and societal institutions support and condone sexual abuse by normalizing, trivializing and eroticizing sexual violence and rape. A rape culture blames victims for their own abuse.

### Sexual Assault

The sexual exploitation, forcible penetration or acts of sexual contact on the body of another person without their consent. Sexual assault is a form of sexual violence and it includes rape (such as forced vaginal, anal or oral penetration or drug facilitated sexual assault), groping, forced kissing, child sexual abuse or the torture of a person in a sexual manner. The term includes but is not limited to sexual harassment, the threat of sexual assault, criminal harassment (stalking and cyber harassment) and intimate partner violence.

### Survivor

Individuals who have experienced or are experiencing sexual violence are in a constant state of "surviving" the experience. The idea of survival carries within its definition the ongoing fight to live or "survive" a traumatizing experience, a process that includes dealing with a multitude of feelings and health consequences. It is important to note that there is no singular survivor narrative for violence. Identifying as a survivor of sexual violence, a victim of sexual violence, both or neither is completely up to individuals to decide for themselves.

## RACE/CULTURAL RELATED TERMS

### Anti-Black Racism

Anti-Black racism refers to the pervasive and systemic nature of racism that actively targets Black bodies and communities. It is the recognition that even within racialized communities Black people are seen as the furthest from whiteness and are

viewed as inferior. Anti-Black racism can take the form of underrepresentation of Black people on college and university campuses, high rates of police violence in Black communities or the maintenance of stereotypes that regard Black people as dangerous, lazy or criminal.

### Anti-Indigeneity

Anti-Indigeneity is the manifestation of hatred and violence against the original people of any given territory being colonized.

### Colonialism

Colonialism is the establishment, maintenance, acquisition and expansion of colonies through violence in one territory by people from another territory. The way in which colonization manifests itself varies depending on the global locals. In all forms, colonialism creates an unequal relationship between the dominant colonial state and between the Indigenous peoples of the colonized territory.

### Islamophobia

Islamophobia is unfounded hostility towards Muslims, the people who practice the religion of Islam. Broadly this presents Islam as a monolithic bloc, static and unresponsive to change and characterizes Muslims as barbaric, irrational, primitive and sexist. Hostility towards Islam is used to justify discriminatory practices towards Muslims and exclusion of Muslims from mainstream society.

### Racialized

Racialized refers to anyone who experiences racism because of their race, skin colour, ethnic background, accent or culture. Racialized people are people of colour, Indigenous peoples and ethnic and cultural minorities.

### Racism

Racism is a system of disadvantage based on race. It empowers people with the ability to act on the belief that people of different races have different qualities and abilities, and that some races are inherently superior or inferior. Racism manifests in many ways, from dislike and avoidance of people based



on their race to discrimination against them on an institutional level to acts of race-based violence. Racism is related to power: who has power and who is given power by society. Racism exists beyond one-on-one interactions.

### Whiteness, White Privilege, White Supremacy

Whiteness is a socially and politically constructed ideology based on beliefs, values, behaviours, habits and attitudes which result in the unequal distribution of power and privilege based on skin colour. Whiteness is a marker of social, political and economic status that is always changing based on historical context.

White privilege refers to the systemic advantages afforded to white people with European ancestry around the world over those who are racialized and/or have ancestry that is not European. In a white supremacist system, white privilege and racial oppression are two sides of the same coin.

White privilege is an historically based, institutionally perpetuated system of:

- Preferential prejudice for and treatment of white people based solely on their skin colour and/or ancestral origin from Europe.
- Exemption from racial and/or national oppression based on skin color and/or ancestral origin from Africa, Asia, Oceania the Americas and the Middle Eastern world.
- Institutions and culture (economic, legal, military, political, educational, entertainment, familial and religious) which privilege peoples from Europe over peoples from, Africa, Asia, the Americas and the Middle Eastern World.

White Supremacy is an historically based, institutionally perpetuated system of exploitation and oppression of continents, nations, and racialized peoples by white peoples and nations of the European continent for the purpose of maintaining and defending a Eurocentric system of wealth,

power and privilege.

### Xenophobia

Xenophobia is the fear or aversion to people and communities perceived as being “foreign”.

## GENDER RELATED TERMS

### Cisgender

A cisgender person is someone whose gender identity corresponds to the gender they were assigned at birth.

### Gender Identity

Gender Identity is the gender that a person sees themselves as and how they express themselves. This can include refusing to label oneself with a gender. Gender identity is often conflated with sexual orientation, but this is inaccurate.

### Gender Queer (Genderqueer)

A person who redefines or plays with gender, bends or breaks the rules of gender, blurs the boundaries of gender or who refuses gender altogether.

### Gender vs Sex

Sex is designated at birth based on reproductive organs and chromosomes which creates a binary of male and female. For many people, their sex matches their gender identity, though these should be considered separate. Transgender people, for example, are assigned one sex at birth but have a different gender identity.

Gender, on the other hand, denotes a social, cultural or psychological state of being, as opposed to that of biologically assigned sex. Some people do not have a gender identity that corresponds to their assigned sex, namely transgender, transsexual, intersex and gender queer individuals.

### Intersex

Intersex people are born with “sex chromosomes,”

external genitalia, or internal reproductive systems that are not considered “standard” within the gender binary.

### Misogyny

Misogyny is the fear and/or hatred of women. This is frequently linked to sexism and is often the root of violence against women.

### Misognoir

Misognoir is the fear and/or hatred of Black women. The term combines “misogyny” and the French word for black, “noir”, and was coined by the queer Black feminist Moya Bailey to describe the particular racialized sexism that Black women face. Women of any other race cannot experience it, but people of any gender or race can perpetuate it. For example, any discomfort expressed by a Black woman is deemed unreasonable, unacceptable and stereotyped as the “angry Black woman.” Similarly, transmisogynoir is racialized misogyny towards Black trans women.

### Patriarchy

Patriarchy is an unjust social system that enforces gender roles and is oppressive to all people regardless of gender but disproportionately impacts all women. Patriarchy perpetuates oppressive and limiting gender roles, the gender binary, transphobia, sexual assault, etc. It often includes any social, political or economic mechanism that evokes cis male dominance.

### Sexism

Sexism perpetuates a system of patriarchy where men hold power and privilege and everyone else is subordinate to them. Sexism is both discrimination based on gender and the attitudes, stereotypes, and the cultural elements that promote this discrimination. It is important to note that sexism, like any other form of oppression, is related to power, who has power and who is given power by society.

### Sexual Harassment

Includes, but is not limited to:

- Gender-related comments about an individual’s physical characteristics or mannerisms.
- Unwelcome physical contact.
- Suggestive or offensive remarks or innuendoes about members of a specific gender.
- Propositions of physical intimacy.
- Gender-related verbal abuse, threats or taunting.
- Leering or inappropriate staring.
- Bragging about sexual prowess.
- Offensive jokes or comments of a sexual nature in a workplace.
- Rough and vulgar humour or language related to gender.
- Display of sexually offensive pictures, graffiti or other materials, including through electronic means.
- Demands for dates or sexual favours.

### Trans

An umbrella term to describe individuals whose gender does not match the gender that they were assigned with at birth. There are diverse identities under the transgender umbrella, including, but not limited to genderqueer, agender, gender non-conforming, nonbinary, etc.

### Transphobia

A personal, societal and systemic desire to maintain the gender binary (the strict categorization of “men” and “women”) which obscures the reality of the fluidity of gender and diminishes or ignores the experience of persons who do not identify with either or both gender categories.

## SEXUAL IDENTITY RELATED TERMS

### Asexuality/Asexual

An asexual person is someone who does not experience sexual attraction, who has no interest in or desire of sexual activity within a relationship or outside of one.

### Biphobia

Biphobia is the irrational fear, aversion and hatred of individuals who love and sexually desire men, women and non-gender conforming individuals. It is similar to homophobia, but it also inherently discounts and erases the experiences of bisexual people, both in society and within LGBTQ+ spaces.

### Heterosexual

Heterosexual, an individual who identify as straight in terms of sexual orientation.

### Heterosexism

Heterosexism is a belief in the inherent superiority of heterosexuality and thereby its rights to dominance. It describes an ideological system and patterns of institutionalized oppression that deny, denigrate and stigmatize any non-heterosexual form of behavior, identity, relationship or community.

Heterosexism includes but is not limited to:

- Overrepresentation of heterosexuality and heterosexuals in media portrayals of love/couples on television and in movies.
- Exclusion of historical and political figures' and celebrities' queer or trans identities.
- Censorship of queer characters, themes and issues in works of art, literature and entertainment.
- Assumptions that someone is "straight until proven gay."

### Queer

An umbrella term used to describe people who are lesbian/gay/bisexual/transgender/gender variant or have an otherwise alternative sexuality or gender identity. At one time this was exclusively used as a slur by non-queer people, however, recently this term has been reclaimed by certain queer communities and is conceptualized as being more inclusive.

Being queer is a political statement which advocates breaking binary thinking and seeing both sexual orientation and gender identity as fluid. Queer is a simple label that individuals may use to explain their complex set of sexual behaviors and desires that deviate from heterosexuality.

Many older LGBT people feel the word has been hatefully used against them for too long and are reluctant to embrace it, which opens discussions to reclamation and its purpose/effectiveness.

## PHYSICAL + MENTAL CAPABILITY RELATED TERMS

### Ableism

Ableism is prejudice or discrimination against people with disabilities. It can be difficult to detect ableism as it may express itself in the form of expectations, assumptions, values, actions and/or verbal communication. Furthermore, there is the implicit assumption that everyone is able-bodied and generally the same abilities.

Ableism includes, but is not limited to:

- Having bathrooms that are not wheelchair accessible.
- Type/print that is very small.

- Activities that require a great deal of mobility.
- Institutions not sending out notices of elevator and/or escalator failures.

Ableism is the normalization of able-bodied people resulting in the privilege of "normal ability" and the oppression and exclusion of people with disabilities in most if not all levels in society. Ableism involves both denying access to people with disabilities and exclusive attitudes of able-bodied persons.

### Able-bodied

Someone whose body and mind is perceived as healthy and as having no illness, injury, or condition that makes it difficult to access society.

### Accessibility

Accessibility is the state of being open to meaningful participation by all people, in particular people whose participation (in a specific activity or in society at general) is usually limited by oppression of some kind. Accessibility, in general, means being free of barriers which are placed by the dominant group, inadvertently or advertently, such as lack of childcare or a members-only policy. This also includes societal barriers, such as housing not being treated as a right but rather a commodity.

Sometimes the term "accessibility" is used with specific reference to the needs of people with disabilities. A space cannot be deemed "accessible" in this sense if the atmosphere is ableist, even if measures such as wheelchair- accessible venues that are safe and dignified, Braille/large-print/audio-tape resources, TTY (text telephone) and sign language interpretation are in place.

### Disability/Differently Abled

A disability may be the result of combinations of impairments and environmental barriers, an inaccessibly built environment or other barriers that affect people's full participation in society.

### Body Privilege

Body Privilege is when a specific type of body is

privileged over other types of bodies. Generally, societies tend to privilege bodies that are seen as productive under capitalism as the standard, and any deviation from this type of body becomes marginalized. This marginalization can happen through ableism, where bodies with different abilities are discriminated against and through fatphobia.

### Fatphobia

Fatphobia is the prejudice and discrimination of a people due to their size or weight. It manifests both socially and institutionally and can negatively affect access to health care and employment.

Fatphobia creates the standard of a "desired body type". The further away one finds themselves from this body type, the more oppression they are likely to face. In other words, we can see the issue of fatphobia as a scale, where the closer you are to the "ideal, skinny, thin" type of body, the more your body is generally accepted.

### Ageism

Ageism is the normalization and privilege of people within the preferred age range in a society. This age range defines who is taken seriously, catered to by most goods and services, allowed to have an impact on decisions in society, and valued as a human being. Ageism results in invisibility of, discrimination against and inaccessibility faced by people outside that age range on either end of it, both younger and older.

## FIRST NATIONS, MÉTIS + INUIT RELATED TERMS

### First Nation

Some communities have adopted First Nation to replace the term "band" in the 1980s. It is a matter of preference and writers should follow the choice expressed by individual First Nations/bands.

The term First Nation is acceptable as both a noun and a modifier.

### First Nations People

Many people prefer to be called First Nations or First Nations People. The term should not be used as a synonym for Indigenous Peoples because it doesn't include Inuit or Métis people.

### Indigenous

Indigenous refers to the original peoples of any given land. In Canada, the Indigenous peoples of this land are First Nations, Métis and Inuit peoples.

### Inuit

Inuit people are the Indigenous people of Arctic Canada, who live above the treeline in the Northwest Territories, Nunavut and in Northern Quebec and Labrador.

The Indian Act does not cover the Inuit, however in 1939, the Supreme Court of Canada interpreted the federal government's power to make laws affecting "Indians, and Lands reserved for the Indians" as extending to the Inuit.

### Métis

Métis refers to Indigenous people of specific mixes of First Nation and European ancestry who identify themselves as Métis people, as distinct from First Nations people, Inuit or non-Indigenous people. The Métis have a unique culture that draws on their diverse ancestral origins, such as Scottish, French, Ojibway and Cree.

### Two-Spirit

Two-Spirit reflects traditional First Nations, Métis and Inuit gender diversity, which includes the fluid nature of gender identity. The term can also refer to having both feminine and masculine spirits within one person. Two-spirit recognizes gender as a continuum and includes identity, sexual orientation and social roles.



# ORGANIZING TO WIN



## WHY ORGANIZE?

With so many challenges facing students locally, nationally and globally, there is only one way to effectively combat injustice, inequality and oppression: collective action. Now that you have a group of passionate students, it's time to take action.

Campaigns organising is not a science, there is no magic formula to ensure every campaign you launch will be a success. Nevertheless, there are some common pieces of advice to heed and common mistakes to avoid.

## GOALS, STRATEGIES, TACTICS

To campaign effectively it is important to understand the differences between goals, strategies and tactics. Being able to think strategically about what you are doing will allow you to channel your resources more effectively and help you to accomplish your goals faster.

### GOAL

The most important part of a campaign is the goal. If your campaign is a map, the goal is your final destination. Goals can be of any size and take a wide range of resources. The first step of all your campaigns work should be clearly identifying the goal or goals.

*Example: University funds and distributes menstrual health products in every bathroom.*

### STRATEGY

If the goal is your destination, the strategy is the route you choose to take to get there. Strategies focus on how to reach your target and your audience. You can have multiple strategies within a campaign, but make sure they have defined targets and audiences.

*Some strategies include engaging with the media, educating the public, mobilising communities or lobbying decision makers.*

### TACTIC

If the goal is your destination, the strategy your route, then a tactic is your method of transportation. Tactics are actions that fall within your strategy. You can have multiple tactics within a campaign, but they should always be directed toward the target and audience that you identified in the strategy and take the tone that would best appeal to these groups.

*Tactics could range from tabling on campus, to hosting a town hall, to organizing an action. See a full list of tactical on the next number of pages.*



# BUILDING CAPACITY

## ORGANIZE A TEAM

A student action team, volunteer committee, campus coalition – call it what you want but you need one on your campus! Set up a group that will meet to strategize and organise towards accessible education. Strive to establish a group that is inclusive, accountable, and constantly growing.

## HOW TO REACH YOUR PEOPLE:

- **Phone Tree** Don't underestimate the power of a good phone call. Make a list of 10 friends of classmates and ask if they'd like to get involved, and give them a specific time and place to meet up. If they're interested, ask them to bring a friend!
- **Class Talks** Visit classrooms and make a brief announcement about your campaign, and the date, time and place of the next organizing meeting. Try to visit classes whose content is relevant to the issue. See p. 37 A for Class Talk Guide.
- **Posters** You'll be competing for space and attention on bulletin boards, so use an eye-grabbing design. Put up posters at least 1 week in advance.
- **Flyers** Stand outside high traffic areas on campus and distribute flyers with the time and date of your next organizing meeting.
- **Social Media** Share the event for your meeting on facebook, twitter, instagram, and try to get it posted on your students' unions website, mailing list, and social media platforms.

## THE MEETING TRAP

WITH THE HUSTLE AND BUSTLE OF CAMPUS LIFE, IT IS EASY TO LOSE SIGHT OF THE LONG TERM GOAL. JUST REMEMBER: ORGANISING MEETINGS ARE NOT THE WORK. ORGANISING MEETINGS CREATE AND DISTRIBUTE WORK.



# TIPS FOR EFFECTIVE ORGANIZING MEETINGS

Once you've establishing your organising group, it's important you have a set of simple structures that make sure your group is working effectively.

## DON'T MEET TOO OFTEN – OR TOO INFREQUENTLY.

Hold too many meetings, and you won't have time to get anything done, but hold too few and you could lose momentum. Once every two weeks, or once a week during busy times of year is probably a good standard meeting schedule.

## HAVE A PLAN

Don't just wander in and expect to solve the world's problems. Have an agenda that clearly outlines the objectives for the meeting.

## CHOOSE A FACILITATION STYLE

There are many ways of facilitating meetings. Will your group have a standing chair, or will facilitators rotate? Will your group vote on major decisions, or commit to reaching a consensus? Make sure everyone understands and is comfortable with the structure.

## PROMOTE PARTICIPATION

Advertise all your meetings, and consider holding them at a consistent time and place so people can plan ahead. Are you holding your meeting at a time when many people have class? Childcare responsibilities? Take a poll and pick a time and place that is best for everyone.

## FEED YOUR ORGANIZERS

Most organizing meetings happen after standard work or school hours. If you have the budget, consider offering food at your meetings, or coordinate a potluck. Full organizers are effective organizers!

## HAVE FUN!

Organizing can be draining, but it should never be boring. Aspire to have engaging, high-energy meetings in which everyone can participate.

## STANDARD MEETING AGENDA

1. **Roundtable** - Have people say their name, pronouns, program of study, what brought them to the meeting and an answer to a fun ice-breaker question.
2. **Review Agenda** - Ask if anyone would like to add or change the order of items.
3. **Issues and Campaign Overview** - This will take a big chunk of the first meeting, but should be reviewed every meeting for newcomers.
4. **Report back from the last meeting** - If tasks were assigned were they completed? If you recently held an action was it effective? Have there been any meetings with administrators the group should be aware of?
5. **Next Steps** - Generate ideas for next steps for the campaign.
6. **Tasks** - Assign specific and measurable tasks.
7. **Other Business / Questions / Volunteer appreciation**

## ASSESSING YOUR ORGANISING MEETINGS

After a few organizing meetings, reflect on the following:

- Did the number of people in attendance meet, exceed or fall short of your expectations?
- Are you seeing new faces join your regular volunteer group?
- Are your volunteers actively participating in the meetings?
- Are you seeing volunteers from diverse communities and fields of study?
- Who is not at the table?
- Are you able to give all volunteers useful tasks?

## RETAINING VOLUNTEERS

The ability to not only recruit, but retain volunteers is a crucial aspect of campus organising. Here is some advice on how to keep people coming back:

**Plan out some of the volunteer tasks or 'action-items'** in advance of the organising meetings so that they are thoughtfully distributed rather than last-minute or arbitrary. We are each others greatest resource and our time and skills should be valued.

**Recruit for new volunteers – constantly.** New faces and voices will stimulate discussion, offer a variety of perspectives, and help us achieve our goals.

**Always make space for creative ideas.** In your ongoing meetings, you are probably among talented writers, photographers, actors, artists, musicians, math wizards, web programmers, etc. Everyone will come into these meetings with their unique experiences and skills. By asking people about what kind of tasks they are interested in, people will feel more invested in what they are doing.

**Create working groups** for some projects, events or actions and allow space for report backs during organizing meetings to promote ownership. Be sure to follow-up with working group leaders in between meetings to ensure they have the tools to succeed.

**Remind volunteers of their commitments.** Give people a quick text or call before their scheduled shift. Students are often juggling numerous roles and responsibilities and sometimes just need a gentle reminder.

**Never stop appreciating volunteers.** Always be grateful for students taking time out of their busy lives to get involved in the campaign. Thank you notes go a long way! Host regular volunteer appreciation socials, such as a board games night, movie screening, a game in the park or going out together. Work hard and play hard!

**Offer people reference letters or thoughtful tokens or appreciation for their time.**

## CAMPAIGNS TIMELINE

Having established the destination, a route and a method of transportation, you also need to plan for whose going to drive, when you stop to rest, and any stops you need to make along the way. Any good campaign is grounded in a campaigns timeline that allows you to assess your progress and you work towards achieving your goal.



Building a campaigns calendar together can be a great exercise for engaging volunteers. Try to include outreach targets and schedules, campaign objectives and goal targets, as well as any mobilizations or events that you're planning.

## ESCALATION

Escalation is the choice to increase the seriousness or intensity of your actions. If the stakes are high enough and it is a strategic moment to do so, escalating is a necessary part of organising to win.

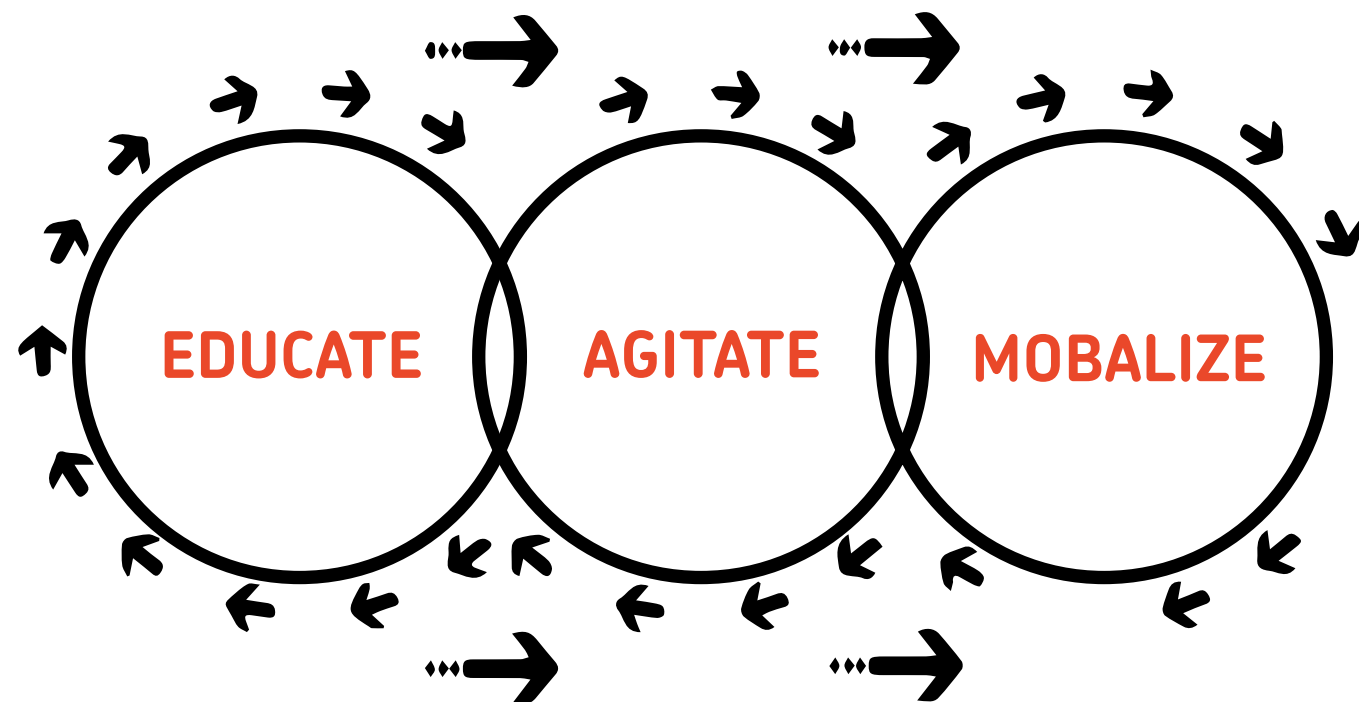
If you have an educated student base that is agitated and ready to take action, you've exhausted all opportunities to lobby and pressure decision makers, it may be time to take direct action. Direct action works on the principle that actions can sometimes speak louder than words. It demands attention and a response from decision-makers. Escalated action involves some degree of risk, so take precautions, train participants, and make sure everyone involved has consented to take on this risk.

## TAKING DIRECT ACTION CAN BE RISKY

DIFFERENT PEOPLE HAVE DIFFERENT CAPACITIES FOR RISKING ARREST. ALWAYS HAVE A STRONG POLICE LIASING STRATEGY, AND A BACK UP PLAN.



# THE CAMPAIGN CYCLE



## EDUCATING TACTICS

Education is a critical component of any successful campaign strategy. It is the foundation that informs your membership and the public. Without a strong education strategy, you will not gain the public support that will be necessary to achieve your goals. Educating tactics are different tools you can use to relay important information to your intended audience. Read on for specific ideas for tactics for educating students on your campus.

### TABLING

Set up a table in a high-traffic area of campus with campaign materials and strike up conversations with passer-bys. The importance of face-face conversations cannot be understated - this is the bread and butter of good organising!

*Check out p. 39 for more details about how to table effectively.*

### TEACH-IN

Organize a workshop, panel where an expert provides a presentation on a relevant issue. The presenter could be a faculty member, a community organiser, a public figure, or you!

*Potential Topics:*

- *The Economics of Free Education*
- *The Student Debt Crisis: How we got here and where we're going.*
- *A System of Universlity: How to achieve Free Healthcare, Childcare, and Education*

### FLYERING

Go to a high traffic area of campus and distribute flyers about your issue.

*Tip: Have a strong opening line. Instead of asking "Hi there, do you have a second to talk?" ask "Hi there, did you know tuition fees are going up again this year?"*

### FILM SCREENING

Pick a film or documentary that is relevant to your issue. Host a discussion group to take place after the film to discuss how the film could inform your strategy.

*Film Ideas:*

- *Ivory Tower: A documentary about the economics of higher education in the United States*
- *The Trotsky: A comedy about a high school student who believes he is the reincarnation of Leon Trotsky and starts a students' union.*

## AGITATING TACTICS

The moment of agitation is a critical moment of the campaign cycle. The transition from education to agitation indicates that students are prepared not just to receive information about an issue, but to take some sort of action on that issue. Agitating actions usually have some element of engagement, but are not high-risk, and can be executed at a low cost with minimal logistics. Read on for a list of agitation tactics.

### PHOTO CAMPAIGN

Using a whiteboard or chalkboard, have students write a sign responding to a question or prompt and post the photos online.

*In winter, have students pose next to giant snow banks or icicles holding signs that say why they need a tuition freeze.*

### TWITTER STORM

Get students to share messages related to your campaign on a specified date and time. Provide a document with the Twitter handles of key decision-makers and sample tweets and graphics for participants to use. At the end of the day, make a Storify post or a Twitter moment to compile the highlights from the Twitter storm.

### CHALKING

Organize a group of people to draw a mural or write messages related to your campaign using sidewalk chalk in a highly visible area on campus or in your community. Have extra chalk and suggested messages that passers-by can use to contribute.

*Use your location to your advantage. If you're chalking outside the administrative building, chalk giant arrows pointing to the door with a message that says TUITION FEES BEING INCREASED HERE.*

### LETTER WRITING

Have students write letters to a politician or university administrator, calling on them to meet your goals. Provide pre-written letters and templates as well as blank paper to give students the option of writing their own, depending on how much time they have.

*Take advantage of the time of year. If you're letter-writing in December, consider sending it as a holiday card. If it's February, send Valentines!*

### PETITION + PETITION DELIVERY

Petitions demonstrate wide public support for your campaign goal. A creative action to accompany delivering petition signatures showcases how much support there is for your demands or attract media to your petition delivery.

*Creative petition delivery: Accompany the delivery of your petition with an action, such as a banner drop outside the building it was delivered to.*

*Try sending each page of the petition in a separate envelope to create an administrative disruption.*



## MOBALIZING TACTICS

Once you have educated and agitated your membership, it's time to mobilize. Mobilizing ups the ante: by mobilizing your membership you place added pressure on your administration to take immediate action on your demand. Mobilizing requires that you be highly organised, as certain escalation tactics can place volunteers at a certain level of risk. When choosing a mobilizing action, ask yourself who you are trying to reach, what do you hope to achieve, and how are you asking people to participate in the action.

### BANNER DROP/BANNER RISE

Hang a banner in a high traffic area on campus or in your community, or float a banner using helium balloons. The banner could include the name of the campaign, a call to action, the list of demands or highlight current tuition fees and/or levels of student debt.

*Halloween Banner Drop Ideas:  
Welcome to the Night of the Living Debt  
Tuition Fees are Scary!*

*For a Banner Rise:  
Paint your banner like the house from the movie Up!  
with a message that says TUITION FEES CAN'T KEEP  
GOING UP!*

### OCCUPATION

Organize a group of people to take over a particular space in order to draw attention to your issues and put pressure on decision-makers to meet your demands, and do not leave until your demands are met. Most occupations take place in a decision-maker's office or place of work, such as the University President's office or an MLA's constituency office.

*Be safe and plan ahead while executing an occupation. Determine whether or not the space is considered public property, the hours of the building and schedule your point of entry in advance. Do not advertise your occupation and come prepared with food, phone chargers, and bathroom plan. Have organisers outside the building you can liaise with about strategy and resources.*

### MOBILISATION OR ACTION

Bring a group of students together to send a message and gain media attention.

*Mobilization Ideas:*

- *KD Cookout : give out free mac and cheese to students*
- *Nature Hikes, Not Fee Hikes! Partner with the outdoors society and take students on a hike*
- *Free Burgers for Free Education: Host a campaign BBQ to reach a large number of students*
- *Student Olympics*
- *Organise a series of obstacle course activities where students literally have to balance or juggle different student costs*

### DISRUPTION

Organize a group of people to take over a particular space in order to draw attention to your issues and put pressure on decision-makers to meet your demands. Most occupations take place in a decision-maker's office or place of work.

*Disrupting Board of Governor's Meetings:*

- *Block the entrance to the meeting room holding signs that say "No votes on tuition fees without students."*
- *Bring noisemakers to the gallery of the Boardroom. At the moment of vote on tuition fees, use your noisemakers to shut down the meeting.*

## FOLLOW-UP

Holding student actions or mobilizations must be a part of your campaigns timeline as part of a larger strategy. Incorporate follow-up plans into action planning so you can learn from your action and move on to the next step of the campaign. Post-action follow-up can include:

- *A volunteer appreciation event and/or a volunteer meeting to recruit and train new volunteers who heard about you or your campaign through your action.*
- *Telling your story and celebrating your wins (small or large) by responding to media requests, writing an op-ed, sharing a social media post, or creating a video of the action.*
- *A debrief with participants if your action was escalated, to make sure everyone felt good about the event and feels supported afterward.*
- *A post-action meeting with the organisers to discuss what went well and what you could do differently next time.*

### ACCESSIBLE EVENTS

OFTEN ACCESSIBILITY IS FORGOTTEN WHEN PLANNING AN EVENT, WHICH MEANS PEOPLE ARE LEFT OUT FROM PARTICIPATING IN CAMPUS LIFE. PLAN AHEAD AND MAKE ACCESSIBILITY A PRIORITY FROM THE START. SEE P.61 OF THIS DOCUMENT FOR A HELPFUL CHECKLIST TO USE WHEN PLANNING AN EVENT.



## COALITION BUILDING

Coalitions are alliances that individuals, groups, or organisations form to work together for a common objective. Coalition building can mean working with community organisations or partnering with on-campus groups or societies to work on issues together.

### WHY FORM COALITIONS?

Coalitions expand the intersectionality of a campaign by increasing the diversity of people involved, increase the capacity of a campaign by pooling resources and volunteers, increase the legitimacy of a campaign by showing that more than one segment of the population is in favour of your campaign's goals, and foster new ideas and introduce groups to tactics they have not previously tried.

### CAMPUS COALITIONS

MANY STUDENTS' UNIONS PARTICIPATE IN CAMPUS COALITIONS: A COALITION OF ON-CAMPUS UNIONS AND/OR ACTIVE ON-CAMPUS GROUPS. BRING TOGETHER THE STUDENTS' UNION, THE FACULTY UNION AND THE STAFF UNION UNITED ON YOUR ISSUE INCREASES THE POWER AND LEVERAGE YOU HOLD ON CAMPUS.



### HOW TO FORM AND MAINTAIN A COALITION:

Consider supporting already-existing coalitions before attempting to start new ones.

Brainstorm with interested members from your campaign and other relevant groups to:

- Determine whether a coalition would be mutually beneficial.
- Determine your coalition structure. Are you a formal coalition that meets regularly and requires a decision making structure? Are you symbolic partners that are able to exchange resources and information when necessary?

Don't assume everyone has the same knowledge and training – hold information sessions, anti-oppression workshops, and goal-setting workshops to ensure all members of the coalition are on the same page.

Maintain the coalition over time by being present at campus and community events, celebrating coalition victories, and keeping meetings accessible to new coalition members.

## HOW TO DO A CLASS TALK

A class talk is a short speech made to a classroom audience before the lecturer begins, to educate or draw awareness to an issue or campaign, to promote an event or to encourage students to come to an action. Class talks allow you to speak to dozens or even hundreds of students at once.

### PREPARE/MEMORIZE A SCRIPT

Determine what you are going to say prior to doing a class talk. Type up a template script and bring it with you to the class talk itself. Not only will it make you feel more at ease, but your message will get across more clearly if you have properly thought it out.

### ARRIVE EARLY, ASK PERMISSION

Arrive at least 10 minutes before the start of class and introduce yourself to the professor. Ask if you can take the first 5 minutes of class to make an announcement.

### KEEP IT SHORT & SWEET

Students often have short attention spans, especially if they are setting up for a class. Keep the talk straight and to the point.

### MAKE IT PERSONAL

Explain why you were drawn to the campaign or what it means to you. Share a short anecdote, have a funny icebreaker or connect your talk to something relevant to the class. Reading a script can be monotone, don't be afraid to develop your own personal class talk air.

### PUT UP CONTACT INFO

Add visuals by putting relevant information on a chalkboard at the front. You could put the details of an event or organizing meeting (date, location, time). Always put a contact email so folks can follow up if they are interested.

### SHARE INFORMATION

Placing leaflets at desks that have campaign details prior to a class talk is a great way of distributing materials and giving folks something they can take away with them.

### HAVE A WAY TO GET INVOLVED

Hand out a petition or email sign up sheet before you begin your talk.

### DEAL WITH QUESTIONS

Class talks are often not conducive to answer questions about the campaign. If you receive questions, encourage the student to contact you and then follow up later. Also, if you are tabling that day tell them where and when you will be there and to drop by.

### FINISH BY THANKING THE PROFESSOR AND CLASS FOR THEIR TIME

### RECORD AND TRACK YOUR CLASS TALK

Keep a physical or digital record of the class talk and any relevant notes (perhaps the class was very enthusiastic, or the professor was keen on your campaign). Keep this central in your student union office and make it a priority that it is updated.

SAMPLE CLASS TALK SCRIPT:

Hi! My name is \_\_\_\_\_ and I am part of \_\_\_\_\_ (students’ union or campus coalition name). Who here here is working a part-time job? Who here is working more than one job? I don’t need to tell you that the cost of post-secondary education is through the roof, but did you know that since 2011, tuition fees in Nova Scotia have increased by 31%? This is a direct result of government underfunding and consistent hikes to tuition fees.

So who here knows what the Board of Governors is? The Board of governors is the highest decision making body of the university, and vote on decisions such as the budget and tuition fees. The Board of governors is meeting in 3 weeks, and students are voicing their opposition to the budget that is being voted on, which includes a 3% increase for next year, further burdening students and making education increasingly inaccessible.

Students are organizing to counter the narrative that tuition fees should be increased year after year. We will be meeting to discuss how we want to proceed. The next meeting is on (date) and (time). For more information, send an email to campaigns@studentunion.ca, or like us on Facebook (insert FB page/group name). I’m also in this class, so if you have questions please come ask me after lecture.

Thanks so much for your time and hope to see you there!

GET ORGANIZED

CREATE A “MASTER” TABLING SCHEDULE OF CLASSES USING YOUR UNIVERSITY CALENDAR DATA BASE EACH SEMESTER AND NOTE THE TIME, LOCATION, CLASS AND PROFESSOR. THIS LIST CAN BE REFERENCED THROUGHOUT YOUR ORGANIZING.



EFFECTIVE TABLING



SCHEDULE:

Buffer approx. 20 minutes before and after each tabling shift to set up and take down Create a schedule that volunteers can sign up for and remind them.

HAVE A GOAL WHILE TABLING:

Are you asking students to sign a petition? To attend an organising meeting?

MAKE YOUR TABLE AESTHETICALLY PLEASING:

- Fill your table
- Place buttons right side up
- Use a tablecloth
- Keep the area clean – put your personal items under the table

IDENTIFY GOOD PLACES AND TIMES TO TABLE:

Make sure to vary your tabling locations to reach new students. If needed, book tabling space in advance. Identify high traffic times to maximise outreach.

TABLE WITH A BUDDY:

Pair new volunteers with more experienced ones, so they learn from each other.

BE EDUCATED:

Know the answers to common pushback answers and be prepared. Read up on the issue and ask questions if you don’t know.

MAKE IT ENGAGING:

Always have an actionable to engage students. For example, a petition to sign or a photo opportunity. Have a way to get more involved. (ie: Have an email sheet to be added to a list serv, or to be contacted to volunteer.) Stand in front of the table.

ENGAGE WITH EVERY STUDENT:

Every student has the potential to be engaged. Talk

to everyone who comes by. Have a flyer or handout for people who are in a rush.

LET PEOPLE KNOW YOU ARE THERE:

Tweet and post a photo of you tabling on your social media.



TABLE JUST FOR THE SAKE OF TABLING:

Tabling is primarily an educational tool. Your overall goal should be to reach as many students as possible.

HAVE TOO LITTLE ON YOUR TABLE:

Only table with materials relevant to your campaign. For example, someone might identify with the Mental Health matters campaign, which can be a way of also talking about Fight the Fees.

TABLE IN LOW TRAFFIC AREAS AND LOW TRAFFIC TIMES:

Many students don’t have class on Friday. However, tabling at lunch time near the campus cafeteria ensures you will encounter many students.

MAKE STUFF UP:

You are not expected to be an expert on everything. If you don’t know the answer to a question, get the students contact info and designate someone to follow up.

WAIT FOR STUDENTS TO COME TO YOU:

Actively engage every possible passer-by.

BE A PASSIVE TABLER:

Don’t sit behind the table, lounge on the table or chat with friends.

STAY IN AN UNSAFE SITUATION:

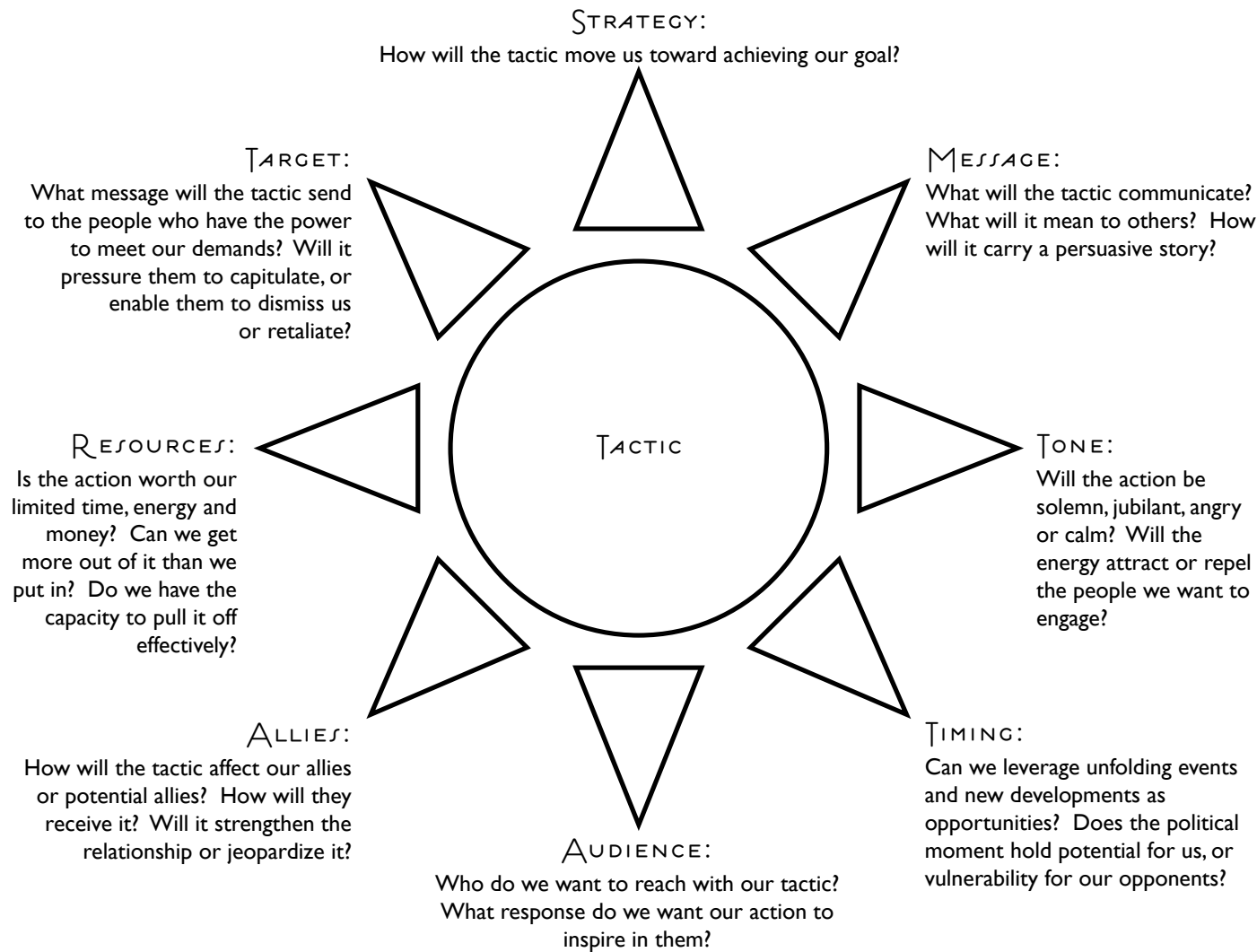
If someone is actively disinterested or aggressively opposed to your position, don’t pursue it. Also if you feel unsafe at any time, remove yourself from the situation (ie. Go to the bathroom).



# The Tactic Star

for planning and evaluating tactics

Choosing or inventing a successful tactic often involves some intuition and guesswork – and always risk. But the more we study our contexts, the better we become at judging when to pull which punches. Projecting and measuring success is complex, but we should not let the murkiness of these waters deter us from diving into them. Patterns do emerge. We can learn a great deal from our experiences when we critically analyze them. This *tactic star* names some key factors that change agents should consider when determining their tactics. The same tool can be used to evaluate actions after they have been carried out.



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## GENERAL DO's + DONT's

### GET MEDIA ATTENTION:

- Involve your student newspaper(s), campus radio stations and local media.
- Brainstorm creative and free “earned media” strategies such as writing an op-ed, calling a journalist to tell them about the campaign, staging a high visibility campus event or street theatre stunt (cameras love costumes and the media need a “hook”)
- Pitch a story to your local TV news station and tell them you would like to speak on record.

### USE SOCIAL MEDIA: BE AFRAID:

- Use the Federation’s campaign images on your personal and local students’ union’s social media platforms, including Instagram, Facebook and Twitter.
- Go to the Time To Be Bold website and enter your information.

### WIDELY DISTRIBUTE CAMPAIGN MATERIALS:

- Take advantage of on-campus advertising including TV monitors, sides of buildings, sidewalks to chalk, buses, sporting events or any other highly visible advertising properties.
- Place posters in high-traffic, high-visibility areas.
- Hand out campaign postcards and brochures at traffic pinch points on campus.

### EDUCATE + ENGAGE YOUR MEMBERSHIP ON THE GROUND:

- Find creative ways to have students engage with and better understand the campaign. Time to Be Bold campaign materials on a table are not as effective as one-on-one/ interactive engagement.
- Set up a table on your campus and get a megaphone.
- Use tablets and other mobile devices to enable students to sign up to volunteer/ receive campaign updates
- Schedule meetings with club organizers or ask to join student organizations in one of their meetings to discuss the campaign and bring them in.
- Schedule awareness activities or a town hall.

**DON'T!**

### BE PARTISAN:

- Be political but not partisan! When politicians speak out on issues that align with your campaign it makes sense to celebrate and encourage that. But don’t align yourself with a particular political party because it’s about the policy not the party.

### BE AFRAID:

- Remember that you’re a part of the majority. Many Canadians are on your side; over half of them believe the most important thing government can do for college and university students is lowering tuition fees and student debt.

### STRAY OFF MESSAGE OR LET THE CRITICS CONFUSE THE MESSAGE:

- Often if a critic is unable to attack the substance of the argument at hand, they will attack the questioner or your authority to speak on an issue. Focus on the facts.

# MEDIA + MESSEGING

## THE MESSAGE BOX

Whatever you are talking about, you need to make sure you take time to figure out the best way to communicate students' perspectives clearly, concisely and so that it resonates with the audience.

Your message box is a set of statements that you want to get accross. All of the ideas that you want to see represented in a media interview, or share in a meeting should be re ected in your message box.

You should draft a message box anytime you are going to do media or figuring out what your angle on an issue is. Taking the time to think through what you are going to say will help ensure your perspective is represented clearly and accurately.

### BUILDING YOUR MESSAGE BOX

- Decide what you want to say about your issue. Establish what your strongest arguments are.
- Decide who your audience is. On a single issue, you may have one message you use with campus media and an entirely different approach for talk radio that reaches mostly people who are not students.
- Consider what your audience wants to hear about your issue. What arguments will the majority of your audience be sympathetic to?
- Determine what your opponents are likely to say about you.
- Develop responses to your opponents' arguments.

### STAYING INSIDE YOUR MESSAGE BOX

- You want to stay in the "Us on Us" statements of your message box. The other elements will help ensure your messaging is stronger and will support you when the media asks you about what people who disagree with you are saying.
- Review your message box and do a mock interview. Although a mock interview may feel silly at first, it is the only way that you will get a real assessment of how well you know the issue and how well you will perform in the real interview.
- Whatever question is thrown at you, always repeat at least one element of your message box. Remember that reporters cannot print things you didn't say. By repeating your most important points several times, your message will likely get through more clearly.

## MEDIA BOX

USE THE FOLLOWING FORMAT TO CREATE YOUR MESSAGE BOX:

### US ON US

THREE KEY POINTS YOU WANT TO SAY TO YOUR AUDIENCE ABOUT THE ISSUE.

- 1.
- 2.
- 3.

### US ON THEM

THREE KEY POINTS YOU WANT TO SAY ABOUT YOUR OPPONENTS' POSITION.

- 1.
- 2.
- 3.

### THEM ON US

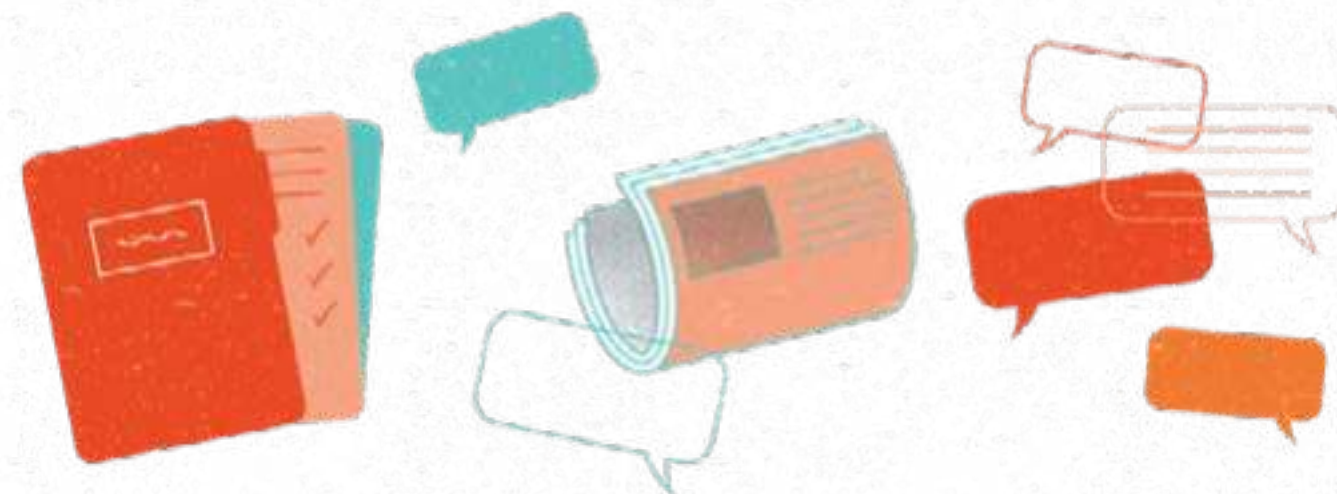
THREE KEY POINTS YOUR OPPONENTS ARE LIKELY TO SAY ABOUT YOUR POSITION.

- 1.
- 2.
- 3.

### THEM ON THEM

THREE KEY POINTS YOUR OPPONENTS WILL SAY TO THEIR AUDIENCE ABOUT THE ISSUE.

- 1.
- 2.
- 3.



# MEDIA RELEASE CHECK LIST

Here is a list of things to consider or include in a media release that will ensure they effectively communicate your position on an issue.

## CONTENT

- ☐ Your message is clear and you stay in the message box.
- ☐ Your most important information is in the first two paragraphs.
- ☐ Quotations from the spokesperson are included.
- ☐ The release addresses the who, where, when, why and how of your issue.
- ☐ The arguments are well-supported.
- ☐ The release is no longer than one page.

## STYLE

- ☐ The title is catchy and prominent on the page.
- ☐ Paragraphs are short.
- ☐ Sentences are short and concise.
- ☐ Plain language is used.
- ☐ Quotations are noted by the past tense form of "said."
- ☐ There are no acronyms or abbreviations.

## FORMAT

- ☐ The full name of the organization is on the release.
- ☐ "For Immediate Release" is typed at the top of the page along with the date.
- ☐ The font is 10 pt. or larger.
- ☐ "-30-" is centred at the end of the release.
- ☐ Below the -30- there is contact information including name, telephone number and email.

## FOLLOW-UP

- ☐ A spokesperson is available to take calls (make sure your phone/sound is ON).
- ☐ A copy has been sent to the Canadian Federation of Students Maritimes office.

1



2

**Students ready to hit the polls as largest voting block in this election**

3

K'JIPUKTUK (HALIFAX) – This federal election, students and youth are seeking bold solutions on two key issues: access to education and climate change. Students are ready to mobilize to make their issues election issues as they head back to class this week.

"Students are ready to take action around this election," said Lianne Xiao, Chairperson for the Canadian Federation of Students-Nova Scotia. "Students are being crushed by debt and the rising cost of tuition, and we want to see a plan to tackle access to education and the climate crisis. Students are and will be watching what parties are saying about our issues."

Whoever wins this election will shape this generation's future. According to the IPCC report, we have less than eleven years left to take action on climate change before the effects of greenhouse gases and fossil fuels are irreversible. National public student debt has never been higher, now sitting at over \$36 billion, preventing graduates from starting businesses, starting families or buying their first homes, subsequently choking the economy. Students deserve leaders who will listen to their concerns and implement long-term, sustainable solutions.

4

For immediate release  
Thursday, August 29, 2019

5

6

"We're tired of hearing that students are apathetic," said Xiao. "In the 2015 federal election, we saw student and youth voter turnout increase from 38.8% to 57.1% after a pilot project that put advanced polling stations on 70 campus across the country. This year, with 115 polling stations on campuses across Canada, we expect the student voter turnout will increase at an unprecedented rate."

For the first time in over 50 years, youth and students will surpass the baby boomers as the largest voting block in the country. Students have made their issues clear: alleviate student debt through tuition free education for all, prioritize access to education for Indigenous students and international students, and tackle the climate crisis. Students and youth are ready to be at the polls and demand bold solutions to the issues that matter to them.

8

*The Canadian Federation of Students is the oldest and largest national student organization in Canada, representing over 500,000 college, undergraduate and graduate students across the country.*

7

-30-

9


Sarah Trower, Organiser, Canadian Federation of Students-Nova Scotia  
[Organiser@cfs-ns.ca](mailto:Organiser@cfs-ns.ca) 902-802-0055

## MEDIA RELEASE

1. Organization's logo at top of release
2. The headline of the release is sometimes used as a journalist's story headline - make sure it conveys your message clearly
3. City where release is sent from
4. Date of release and release instructions.
5. The lede may be quoted directly in a story. It should highlight the main point of the release.
6. Quotes from spokesperson give a voice to the opinion. This is most often picked up by media so ensure your message can stand alone.
7. Standard media code to mark end of a release.
8. Description of your organization and membership
9. Contact information for spokesperson and/ or one other person who can field media calls. If the second person speaks French, or represents a subset of your organization, mention that here.



1



2

**MEDIA ADVISORY**

3

For immediate release.  
Wednesday, May 24, 2017

4

**Students Hand Out Freebies for Free Fees**

5

HALIFAX (KUSPOK TUK)—Students will be outside the Halifax Public Gardens this afternoon giving out “Freebies for Free Fees” to educate community members about the effects of high tuition fees, encourage people to sign a vote pledge, and inform people on how to vote. This event is part of the Vote Education campaign, which aims to increase participation of students and youth within the provincial election, and encourages all voters to support candidates who’ve committed to taking action on student issues.

6

**WHAT:** Students give out freebies to promote student issues this election  
**DATE:** Wednesday, May 24, 2017  
**TIME:** 4:45 pm - 5:30 pm  
**PLACE:** Public Gardens, Halifax

7

**THE FACTS:**

- Tuition fees in Nova Scotia are the second highest in Canada, averaging \$7,218 per year.
- Tuition fees in Nova Scotia are the fastest rising in Canada, increasing at an average rate of 5.6% in the last year.
- Students in Nova Scotia graduate with an average of \$39,800 in student debt.
- Since 2011, when the tuition freeze was lifted, tuition fees in Nova Scotia have increased by 31%.
- Since 1990, when the federal government made massive cuts to post-secondary funding, tuition in Nova Scotia has risen by 272%.
- High student debt discourages graduates from being able to buy a home, start a family, and can affect career choices, meaning student issue will affect all of Nova Scotia.

Visit [www.voteeducation.ca](http://www.voteeducation.ca) for more information about the campaign.

8

The Canadian Federation of Students is Canada’s largest students’ organization, uniting more than 650,000 university and college students from coast to coast.

- 30 -

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**For more information or to arrange an interview:**  
Charlotte Kiddell, media contact, CFS-NS: Phone: (902) 580-5735 (cellular)

10

203-1526 DRESDEN ROW | HALIFAX, NOVA SCOTIA | B3K 3K3  
TELEPHONE/TELEPHONE: (902) 425-4237 | FAX/TELECOPIEUR: (902) 425-4256 | [www.CFS-NS.ca](http://www.CFS-NS.ca)

## MEDIA ADVISORY

1. Organization’s logo at top of release
2. Indicate what you are issuing. Media advisories are issued in advance to announce something that is about to happen. Media releases report on something that has happened, or is happening
3. Date of release and release instructions.
4. Advisory headlines should be as direct as possible to quickly convey why a reporter should be interested.
5. Additional context for event and sometimes a quote from a spokesperson.
6. Clear info about where/when event is taking place.
7. Basic background facts about the issue your advisory is addressing helps garner interest from media. (Optional)
8. Description of your organization and membership
9. Contact information for spokesperson and/ or one other person who can field media calls. If the second person speaks French, or represents a subset of your organization, mention that here.
10. Your organizations address, contact information, website and social media.

## TIPS FOR EFFECTIVE MEDIA RELATIONS

**TRY TO IDENTIFY AN ANGLE OR SPECIFIC ISSUE**, rather than just bare facts of the story, for a journalist you are working with. This means raising any unusual aspects of the larger story. Note the points that are considered newsworthy or hook your story to something innovative, big, different, etc.

**HIGHLIGHT THE LOCAL RELEVANCE OF YOUR ISSUE**—for example, a projection of how cuts to your college or university will hurt the local economy of your city or town.

**HAVE TANGIBLE EXAMPLES ON HAND THAT HELP MAKE YOUR POINT.** If you avoid abstract points or sweeping generalizations, you will reach more people. Federation research and fact sheets can help provide the background and statistics you need.

**JOURNALISTS LIKE TO HAVE “PERSONAL ACCOUNTS”** which they can use to give a human dimension to their story. For example, if you know someone who is leaving college because they can’t afford to continue, check if they would be willing to speak to a reporter. Also, offer to find students that they may want to interview as a way to humanize your issue.

**DON’T ASSUME** that reporters or the public will know the history of a particular issue. Short background kits are very useful for reporters. A resource list of experts or authorities able to verify your information can help journalists out and give your story that much more credibility.

**DON’T GET TOO PERSONAL** with an editor or a reporter. Always assume that anything you express to a reporter will be used. It doesn’t matter if you tell them it’s “off the record”—there’s no such thing for most journalists!

**RETURN ALL TELEPHONE CALLS PROMPTLY.** Find out when their deadline is and act accordingly. You don’t want to miss out on a story because you responded after a deadline.

**DON’T ASK TO SEE THE STORY BEFORE IT GOES TO PRINT**, but do inquire about the angle of the story: what will be the tone, angle and focus of the story?

**IF YOU REALLY DON’T KNOW SOMETHING, TELL THE JOURNALIST THAT YOU DON’T KNOW** and offer to find out. If you have made an honest mistake that must be corrected, have a casual conversation about it with the reporter, but don’t seem too anxious, especially if you are unsure of their angle for the story.

**LOOK AND SOUND ORGANIZED AND PROFESSIONAL.** It will be to your credit. On the flip side, don’t overdo it—your credibility will suffer if you dress like a wealthy banker instead of an “average student”.

**KEEP YOUR POINTS SHORT AND SIMPLE** when being interviewed. If it is a pre-taped interview that will be edited down, repeat your main message a number of times. Give the interviewer brief, quotable sentences, instead of lengthy and cumbersome monologues. This is especially important if you’re being interviewed for television or radio. Remember to speak naturally, using one thought or idea per sentence. Complex and convoluted statements don’t make for good clips, and are hard for listeners or viewers to digest.

**LEVERAGE SOCIAL MEDIA TO PLACE STORIES.** Journalists spend a lot of time on social media. Develop relationships with the ones who cover your beat, and engage with what they write, or other issues related to your issue. Twitter is a very powerful tool to talk to journalists directly. But remember: their editors make decisions. It’s rarely up to the journalist alone. Don’t harass or bother them!

# THE DOS AND DON'TS OF SOCIAL MEDIA

Does your students' union have Facebook, Instagram, and Twitter? If not, your first step is to get these!

## DO:

### 1. COMPLETE YOUR PAGES AND PROFILES

- Upload a high-quality profile photo, fill in your bio that explains and contextualizes the campaign, and link to your website and our Time To Be Bold website.
- Students should be able to access information, including information about other platforms, through your accounts.
- Try new things, post at different times and use a different tone. Testing out these differences is the only way to really find out what works.
- Don't be afraid to try out new platforms. Maybe your campus uses Snapchat, Reddit or Pinterest a lot more than other sites.

### 5. CONTROL YOUR CONTENT

- Set some guidelines on language and content for posts and comments that everyone who is allowed to post understands and is responsible for enforcing.

### 6. REMEMBER YOUR PERSONAL SOCIAL MEDIA accounts are not off-limits.

- Reporters, who might even be your friends, can quote you and even pull photos from these pages without your permission. When you're posting about the campaign and student issues on your own media accounts, remember to stay on message.

## DON'T:

### 2. CONNECT WITH US!

- Follow the Federation @CFSNS + @CFSFCEE, and like us on Facebook.

### 3. MAKE A SCHEDULE.

- Plan your posts in advance to ensure your events are well-attended and publicized.
- Facebook pages and Twitter apps like Hootsuite and Tweetdeck allow you to schedule your posts in advance.
- Remember that with Twitter, you can tweet a half dozen times per day and be fine. With Facebook pages and Instagram, avoid posting more than once a day unless you have an event.

### 4. CONNECT WITH YOUR FRIENDS

- Include hashtags like #Edu4All on every post and take advantage of local trends and conversations to find new audiences and insert student issues into wider conversations.
- Follow back, tag students in photos and ask for Twitter or Instagram handles when you collect emails/contact info for students.

### 1. SHARE YOUR PASSWORD.

- Volunteers and organisers should be asked to send photos to the person responsible for posting. This will maintain consistency and reduce confusion.

### 2. #ABUSE #HASHTAGS OR SPAM YOUR FEEDS. Always ask yourself if your content is relevant.

### 3. FORGET YOUR SPELLING.

- Take your time and always double-check your spelling and grammar.

### 4. BE UNCOMFORTABLE.

### 5. SHARE OR INTERACT WITH PROBLEMATIC CONTENT.

- This is especially relevant for our electoral campaign. You are responsible to your members, not every person with a false account. Know who you're interacting with and re-posting.

# WRITING AN OP-ED

An opposite editorial (commonly called an op-ed) is a commentary article that appears on the page opposite to a newspaper's editorial. Op-eds are usually about 500-800 words and are written by people with knowledge on a particular issue but who are not reporters, columnists or writers for the paper. Op-eds may be referred to simply as "opinion pieces" in your campus paper. Some local radio stations (like your campus station) may also accept "audio editorials" on issues.

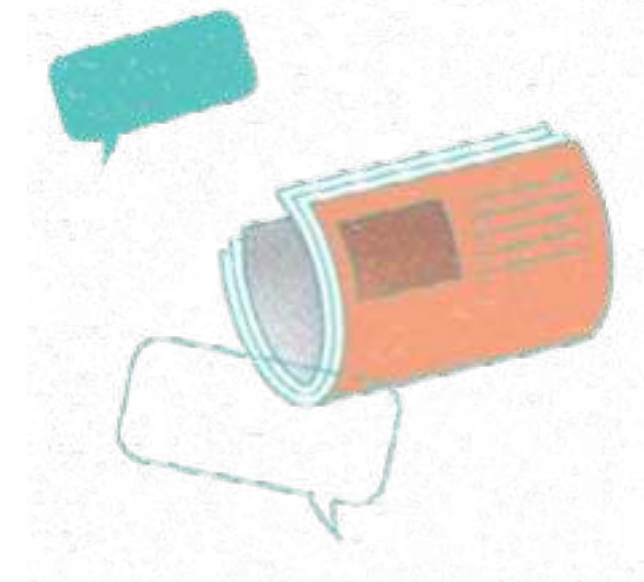
Op-eds can be used to provide a unique perspective on an issue in the news, to clarify or correct the public discourse on an issue or to draw attention and call for action about something impacting students. Op-eds give you complete control of the message, but since newspaper space is often in high demand, you should use them for important issues. In your campus paper, op-eds can be used more often because campus papers are often looking for additional content.

Op-eds need to be timely and relevant, so write them right after an issue comes to your attention or when you have an important student perspective on a popular issue.

## HOW TO WRITE AN OP-ED:

- Read a few op-eds to get an idea of how they are structured.
- Write your op-ed. Your opening should start strong, with a clear statement that will draw your reader in. Why should they care about the issue you're writing about?
- The body of the op-ed should clearly develop your argument. Support what you are saying with well-researched and accurate facts and statistics.
- End the op-ed with a call to action either for the target of your issue or to students and their allies.

- Contact the opinions editor of your local paper. You should do this at the same time as you are writing. Pitch your op-ed idea to the editor and ask if your piece is something they would be interested in publishing. Ask about what the timeline for publication would be.
- Send in your article. You should email it to the editor you spoke with and follow-up with a phone call. There may be a series of edits or they may publish it as is. If there are edits, make sure they do not compromise the message you are trying to convey.





# EFFECTIVE LETTERS TO THE EDITOR

Letters to the editor are an effective and inexpensive means of getting your message out. Among the readers who are likely to pay attention to political issues in a newspaper, more pay attention to the letters to the editor page than to the editorials or columnists. Letters to the editor can help provide additional context or clarity to an issue, put a student spin on a timely matter, provide more coverage to a particularly important issue and/or challenge statements or comments made in the newspaper.

## KEY COMPONENTS TO EFFECTIVE LETTERS TO THE EDITOR:

### Keep it short

Editors of letters sections don't print long pieces. They edit them and make them shorter—if they print them at all. The more you put in a letter, the more an editor has to cut and the less likely your letter will read as you wanted it to. Keep your letter short—three or four short sentences is best—and try to make only one point. Never go over 200 words.

### Be straightforward and respectful—don't be sarcastic

Too many writers of letters to the editor use sarcasm to make their point. Unfortunately, sarcasm is lost in print. Say what you need to say clearly, concisely and in a straightforward manner. Otherwise you will leave your readers confused.

### Provide a news story tie-in

Letters that don't relate to current issues and news stories are less likely to be published. If you can, refer to an article printed in the paper to which you are sending your letter. If there isn't such an article, provide a tie-in in your lead sentence.

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# MEDIA GLOSSARY

## BACKGROUND

This is the conversation that you have with a journalist to talk about your issue in a technical or longer form manner. When your issue is complex, providing background to a journalist helps them understand your issue better. A background interview isn't usually quoted, partly because a journalist isn't looking for quotes, partly because this kind of discussion is rarely quotable (if you ramble, for example). Establish when a conversation is "background" or "an interview" and speak accordingly. Know that everything you say as background is on the record and might be quoted.

## DEADLINE

The time a reporter needs to have a story completed by. It is usually good to ask what the reporter's deadline is so that you have an idea of how much time you have to get back to them.

## EMBARGO

When a media release is sent to a news outlet, it is either for immediate release or it is embargoed. A source may request an embargo so that the information or news provided by that source is not published until a certain date or until certain conditions have been met. This is done in most cases so that media are given advance knowledge of details being held secret so that reports can be prepared to coincide with the announcement date and still meet press time.

## EXCLUSIVE

When a source gives a story exclusively to one media outlet it means that no other outlet will have this story. This isn't generally practiced and is usually only done in cases where the source is trying to build a serious commitment with the news outlet to benefit from later on; or if the source has been promised the story will get extraordinary coverage in exchange for exclusivity. Be careful: withholding a story from outlets that then aren't able to report on those stories is a quick way to end media relationships.

## LEDE

The first paragraph of a story or media release. The lede is one of the most important parts in media because it defines and summarizes the purpose of the release or story.

## NOT FOR ATTRIBUTION

The newsmaker's comments can be used but not attributed directly to that source, usually in relation to information that will help a reporter understand a situation but that will not likely be quoted directly. You should always ask a reporter if their questions are for quoting or simply background information.

## OFF THE RECORD

The reporter is not supposed to use the information provided by the source in any way. The information is strictly for the reporter's background information. However saying that information is "off the record" does not guarantee that it will not be quoted. The only thing at stake in this situation is the reporter's reputation with the source and that doesn't always affect the decision to report or not.

## PLAY

The emphasis given to news. A story or photo may be played up or played down.

## PRE-INTERVIEW

The interview that happens before the actual interview. More than likely this interview will not be attributed in the story. Especially for radio and TV interviews, someone other than the reporter conducts the pre-interview to gather background information.

## SPIN

The practice of taking data, evidence or observations and presenting them from a particular angle that reinforces one's opinion or narrative about a subject. For example, the provincial government often cites increasing enrolment at colleges and universities as evidence tuition fees do not pose a barrier to access, even though it is widely acknowledged that most new jobs require post-secondary education and therefore would motivate students to make sacrifices to attend.



# ACCESSIBILITY 101

Your goal should be to ensure that your events are inclusive for every member of the community whether in person or online. Often accessibility is forgotten when planning an event, which means people are left out from participating in campus life. Plan ahead and make accessibility a priority from the start.

Below we have some tips to follow and a helpful checklist to use when planning an event.

## BE PROACTIVE

Change activities so that all students, including those with disabilities, can participate. No disability is the same, but think of some broad things you can do proactively to make your event accessible.

## ASK QUESTIONS

Remember that no disability is the same. You're not an expert. Act as an ally. Ask the questions you need to ask to ensure that your members are properly accommodated. Reach out to students with disabilities, ask for their input on events and encourage participants to provide feedback.

Identify a point-person for accommodation requests

By making one person responsible for overseeing accommodation requests, you ensure that as many requests are met as accurately as possible. Encourage students to identify accommodation requirements ahead of time so that you can plan ahead.

## PROVIDE ASL OR INTERPRETATION UPON REQUEST

When a deaf or hard of hearing person is participating in an activity, it is necessary to provide interpretation. This can be done by way of sign language or oral interpreters. The costs of these services vary. Check with the participant prior to making arrangements in order to provide the correct type of interpretation.

## CHOOSE MOVIES WITH CAPTIONING

In some cases, students who are deaf or hard-of-hearing may have difficulty understanding movies. When selecting a movie, ensure that it includes closed- captioning.

## FOR IN-PERSON EVENTS:

### CHOOSE ACCESSIBLE AND NAVIGABLE VENUES

Ensure that venues are accessible and navigable. Check before you book spaces to see if there is an accessible ramp to get into the venue, that venues are large enough to accommodate mobility devices and that outdoor venues have surfaces that are navigable.

## MAKE SURE THE FACILITY HAS ACCESSIBLE AND GENDER-NEUTRAL WASHROOMS

It is important that students have easy access to accessible washrooms. Venues should also have gender-neutral washrooms available.

## CONFIRM THAT TRANSPORTATION IS ACCESSIBLE

Making any transportation accessible for students with disabilities allows them to get to and from the event easily. Also, ensure that students will not have to absorb significant transportation costs.

# ACCESSIBILITY CHECKLIST

ACCOMMODATION	YES	NO	N/A	NOTES
Promotional materials are created with accessibility in mind (e.g., large font, simple language, not too much visual clutter, etc.).				
Public accessibility statements are made, including contact information for accessibility and accommodation point-persons before and during the event.				
There is a process in place to gather individual student accommodation requests with a clearly outlined deadline.				
Someone has been assigned to coordinate and follow-up on accessibility requirements before and during the event.				
There is sufficient time available to meet requests for accommodations.				
Closed-captioning is available for any video or television-based portion of the activity/event.				
Sign-language and/or other interpretation services will be made available upon request.				
Transportation that is provided to and/or from the activity/event is accessible. If not, alternate transportation is arranged.				
Volunteers will be on hand at the activity/event.				
Any off campus facilities are confirmed to be accessible (e.g., ramps, accessible washrooms, etc.).				
Any games or other social activities have been planned to accommodate the participation of all students.				
PowerPoint or other images have a verbal description available.				
Where necessary, there is reserved seating.				
The activity/event's venue is wheelchair friendly.				
The accessibility of the venue is sufficient to allow easy access to the entire activity/event (e.g., ramps, elevators, etc.).				
The washrooms at the venue are accessible and within proximity to where the activity/event is taking place.				
Gender-neutral washrooms are available.				
Attendant care services will be made available upon request.				
The event has been advertised as scent-free.				

# TAKING CARE OF BUSINESS

## SHOW ME THE MONEY: FINANCIAL TOOLS FOR STUDENTS' UNIONS

As membership driven organizations, students' unions are accountable to our members. The development of strong financial protocols not only helps lay the groundwork for a healthy year, but ensures accountability among members.

Just like with your personal budget, the financial health of your organization can determine the effectiveness of your term in office. If your students' union has accumulated a healthy surplus, then it will be able to address unanticipated expenses much more easily than a students' union that has accumulated a large debt. Most students do not get involved in their students' union in order to produce budgets and examine audits, but if this work is neglected, your students' union will ultimately suffer.

### WHAT IS A BUDGET?

The budget is the annual or event-based financial plan and represents an organization's priorities for the year. The budget lays out where to get money from (revenue) and what to spend it on (expenses). It is often one of the first tasks many newly elected students' union board members face.

Revenues include membership fees, sponsorship funding, event ticket sales and any income related to students' union-run services or operations.

Expenses include money spent on events, campaigns, services, staffing and general operations.

Once complete, the budget provides the benchmark against which performance can be measured. Students' unions, like any non-profit organization, have limited financial resources, so the budget is an exercise in determining what will be dedicated to each program. Therefore, the most important

tool to bring to a budget-planning meeting is not a calculator, but rather a vision for your students' union.

### AUDITED FINANCIAL STATEMENTS

Audited financial statements provide an independent outside opinion, or third-party verification of your financial position. The auditing process and ultimately the audited financial statements are an important accountability tool and demonstrate that proper financial processes were followed and revenues and expenses are properly accounted for.

For incorporated non-profit organizations, it is mandatory that audited financial statements are prepared on an annual basis by an independent auditing firm and presented to your membership for approval.

## ROLES AND RESPONSIBILITIES

### GENERAL MEMBERSHIP

Members are responsible for approving financial statements and appointing auditors typically through a general members' meeting.

### DIRECTORS OF THE BOARD

Directors are responsible for periodical budget oversight. Typically directors set the annual budget and receive regular financial updates. At some students' unions, the board of directors is also responsible for approving expenditures over a certain amount. Boards of directors may also set financial policies for the annual budget.

### EXECUTIVE & STAFF

Executive members and staff are responsible for the day-to-day financial operations in accordance with financial policies, including following cheque requisition guidelines, writing cheques and tracking expenses and revenues.

## CREATING A BUDGET

Before developing your students' union's budget, determine the following:

- Who are the people that will develop the budget?
- Who is responsible for each section of the budget?
- Who needs to approve the budget and when does the approval need to occur?

### 1. SET GOALS AND PRIORITIES FOR THE YEAR

• A budget should reflect the goals and priorities of your students' union.

• Review goal setting and check with staff and executive members about plans to change how services are delivered and how campaigns and events are organized.

### 2. PREPARE THE BUDGET

• Start with the previous year's budget, if available.

• Determine what areas need to be adjusted based on your goals.

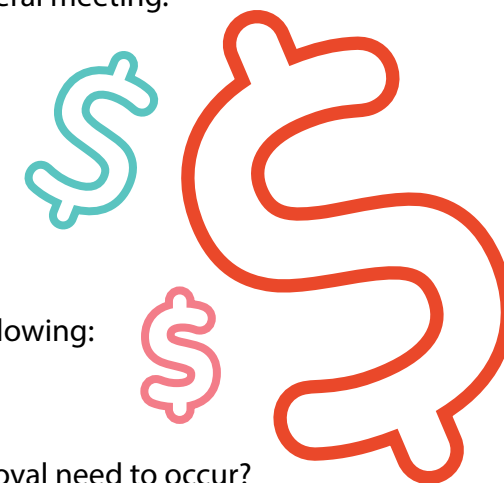
• Note any assumptions or facts that impact your budget (e.g., enrollment decreases or cost of goods).

### SIGNING OFFICERS

Most students' unions have three signing officers who are responsible for reviewing expenditures and signing cheques. These individuals are responsible for co-signing all cheques, contracts and expenditures.

### AUDITORS

Auditors are third-party individuals that review various parts of students' unions financial operations to confirm that the information disclosed in a students' union's financial statements are correct. Auditors are appointed by the members during an annual general meeting.



• When forecasting revenues, be conservative with any increases.

• When forecasting expenses, be as realistic as possible and take into account contingency spending.

• Review your students' union policies and ensure financial policies are being followed.

• Circulate a draft budget with executives and staff to get input. Involve all departments of your organization in the budgeting process through departmental meetings.

• Ensure any changes to wages for staff and executive members are incorporated (e.g., CPI increases).



3. RECEIVE APPROVAL

- Determine your board of directors budget meeting and plan to circulate the final budget in advance.
- Prepare a presentation that includes an overview of revenues and spending. The presentation should also provide a rationale for any assumptions made during the budget process.
- Once adopted, circulate the approved budget to executive and staff members within your organization.

4. REVIEW THE BUDGET THROUGH THE YEAR

- On a regular basis, review the budget and determine if any areas need to be adjusted.
- Review the budget after large events or campaigns that have a lot of revenue and expenditures (e.g., Orientation Week or Week of Welcome) to determine if you met goals for sponsorship and if spending was within budget.
- Keep the board of directors updated on a regular basis.

TIPS FOR SUCCESS

- Review your most recent audited statements.
- Know what’s owed to your union, and what your union owes to others.
- Establish a clear budget process and timeline for all those involved.
- Synchronize accounts and budget line items.
- Build a contingency reserve for a rainy day, complete with a contingency reserve policy.
- Review procedures in relation to cheque requisitions and petty cash disbursements.
- Plan well in advance for the annual audit.
- Consult with your accountants/bookkeeper regularly to make sure books are reconciled accordingly.

TRACKING SPENDING: WRITING CHEQUES + USING CHEQUE REQUISITIONS

Signing officers should approve spending before cheques are written. In most students’ unions a cheque requisition process exists to ensure spending is authorized.

THE CHEQUE REQUISITION CYCLE

- An invoice is received from a vendor.
- A cheque requisition form is completed and submitted for approval.
- The signing officers approve the cheque requisition.
- A cheque is written and the details are recorded on the requisition form (i.e., date and cheque number).
- Signing officers sign the cheque.
- The signed cheque is sent to the vendor.

- A description of the expense.
- The amount of the expense.
- The budget area or line item that the expense is being allocated to.
- The name of the person requesting the expense.
- A space for the signatures of two signing officers.
- A place for the cheque number of the cheque used to pay the expense.
- The date the cheque is issued.
- A copy of the invoice or receipt affixed to the requisition form.

**Tip:** When you have speakers coming in, get an invoice and have their cheques cut and ready for the event.

THINGS TO INCLUDE ON A CHEQUE REQUISITION FORM

- The name and address of the person or organization that is to receive the funds.
- The date of the expense.

CHEQUE REQUISITIONS FORM

**Description of expenses:** Overview of what the invoice or receipt is for. Be specific.

**Amount:** Total cost of the expense

**Account Code:** Line item or budget area the expense should be allocated to

**Amount:** Total amount being approved

**Submitted by:** Name of person making request

**Authorization:** Signatures of 2 signing officers

**Cheque Number:** Preprinted number that appears on cheques

**Date Issued:** Date that appears on your cheque

**Date:** Date of expense, usually on the invoice.

**Delivery method:** Mailing address, drop-off, pick-up, etc.



# TERMS + DEFINITIONS

## ACCOUNT

A formal record that represents, in words, money or other unit of measurement, certain resources, claims to such resources, transactions or other events that result in changes to those resources.

## ACCOUNTS PAYABLE

Amount owed to a creditor for delivered goods or completed services.

## ACCOUNTS RECEIVABLE

Claim against a debtor for an uncollected amount, generally from a completed transaction of sales or services rendered.

## ACCOUNTANT

A person who is professionally skilled in the recording and reporting of nancial transactions.

## ACCRUED ASSETS

Assets from revenues not yet received.

## ACCRUED LIABILITIES

Liabilities that are incurred, but for which payment is not yet made, during a given accounting period.

## AMORTIZATION

Gradual and periodic reduction of any amount such as periodic payment of a debt.

## APPRECIATION

Increase in the value of an asset such as an investment, commodity or real estate, from

the date of purchase.

## ASSET

Anything owned that has commercial or exchange value, including cash, capital or investments.

## AUDIT

A detailed examination of an organization's financial statements and records by a third-party organization for the purpose of determining that they are accurate and properly representative.

## AUDITORS' REPORT

Written communication issued by an independent chartered accountant describing the character of their work and the degree of responsibility taken.

## BAD DEBT

An open account balance or loan receivable that has proven to be uncollectible and is written off.

## BALANCE SHEET

A statement that displays an organization's financial status at a given point in time. Assets are listed on the left side, while liabilities and equities are listed on the right side.

## BANKRUPTCY

A legal process, governed by law, whereby debts of an individual or organization are liquidated after being satisfied to the greatest extent possible by the debtor's assets. During bankruptcy, the

debtor's assets are held and managed by a court appointed trustee.

## BY-LAWS

Rules governing the operation of a non-profit corporation. Bylaws often provide the methods for the selection of directors, the appointment of officers and the description of their duties, the creation of committees and the conduct of meetings.

## CAPITAL ASSETS

Long-term assets that are not purchased or sold in the normal course of operations and generally include fixed assets like furniture, equipment, buildings or land.

## CAPITAL EXPENDITURE

The amount used during a particular period to acquire or improve long-term assets such as equipment or property.

## CASH FLOW

Net of cash receipts and cash disbursements relating to a particular activity during a specified accounting period.

## CHART OF ACCOUNTS

A list of ledger account names and associated numbers arranged in the order in which they normally appear in the financial statements.

## COLLATERAL

Asset provided to a creditor as security for a loan.

## COMPOUND INTEREST

Interest calculated from the total of original principal plus accrued interest.

## CONSOLIDATED (COMBINED) FINANCIAL STATEMENT

Financial statement comprising the accounts of two or more entities.

## CONTINGENCY RESERVE

An amount of money established from retained earnings to allow for unforeseen losses in business.

## CREDIT

An accounting entry that constitutes a reduction of an asset or expense, or an addition of a liability or revenue.

## CREDIT AGREEMENT

Agreement in which one party borrows or takes possession in the present by promising to pay in the future.

## CREDITOR

The entity to which debt is owed.

## CURRENT ASSETS

Assets that one can reasonably expect to convert to cash, sell or consume within a single operating cycle.

## CURRENTS LIABILITIES

Obligations whose liquidation is expected to require the use of existing resources classified as current assets.

## DEBIT

An accounting entry that constitutes an addition of an asset or expense, or a reduction of a

liability or revenue.

## DEBT

General name for money, goods or services that represent amounts owed.

## DEBTOR

Party owing money or other assets to a creditor.

## DEFAULT

Failure to meet any financial obligation, which triggers a creditor's rights and remedies identified in the agreement and under the law.

## DEFICIT

The amount by which expenses exceed revenues over a period of time.

## DEPRECIATION

Expense allowance made for wear and tear on an asset over its estimated useful life.

## DUE DILIGENCE

Requirement found in ethical codes that the person governed by the ethical rules exercise professional care in conducting their activities.

## ENDOWMENT

Funds intended to be invested to provide income for continued support of a non-profit or charitable organization.

## EQUITY

The amount of an organization's total assets minus its total liabilities.

## EXPENDITURE

Payment in cash, either by assuming liability or by surrendering assets.

## EXPENSES

The daily costs incurred in running and maintaining an organization.

## FIDUCIARY DUTY

The legal responsibility of acting wisely on behalf of others.

## FINANCIAL STATEMENTS

Presentation of financial data including balance sheets, income statements and statements of cash flow, or any supporting statement that is intended to communicate an entity's financial position at a point in time and its results of operations for a period then ended.

## FISCAL YEAR

The accounting year of an organization, which may or may not be the same as the calendar year.

## FIXED ASSETS

Those assets of a permanent nature required for the normal conduct of operations and that will not normally be converted into cash during the ensuing fiscal period.

## FRAUD

Willful misrepresentation causing damage.

## GENERAL LEDGER

The accounting records showing all of the financial statement accounts of an organization (assets, liabilities, equity, revenue

and expense accounts).

### GENERALLY ACCEPTED ACCOUNTING PRINCIPLES

Conventions, rules and procedures necessary to define accepted accounting practice at a particular time.

### INCOME

In flow of revenue during a period of time.

### INCOME STATEMENT

Summary of the effect of revenues and expenses over a period of time.

### INFLATION

An increase in the general price level of goods and services. Alternatively, a decrease in the purchasing power of the dollar or other currency.

### INSOLVENCY

Occurs when an organization is unable to pay debts as they fall due.

### INVENTORY

Tangible property, including merchandise, tickets and printing materials that are meant to be sold.

### INVESTMENT

Expenditure used goods or services produce a return

### INVOICE

An itemized list of usually specifying terms of the sale.

### LEASE

Transferrance of land, buildings, equipment or other assets from one person (lessor) to another (lessee) for a specific period of time for monetary or other consideration, usually in the form of rent or periodical payments.

### LIABILITY

A loan, expense or any other form of claim on the assets of an entity that must be paid or otherwise honoured by that entity.

### LINE OF CREDIT

Typically an informal arrangement between a bank and a customer establishing a maximum loan balance that the bank will permit the borrower to maintain.

### MANDATE

The things that an organization is required to do, as set out in legislation, its articles of incorporation or its Charter.

### NEGLIGENCE

The omission to do something that a reasonable person guided by ordinary considerations would do, or to do something that a reasonable and prudent person would not do, which also results in harm.

### NET

In general, the figure remaining after all relevant deductions have been made from the starting or gross amount.

### NET ASSETS (NET WORTH)

Excess of the value of assets over liabilities.

### NET INCOME

Excess of deficit of total revenues compared with total expenses for an accounting period.

### NON-PROFIT ORGANIZATION

An incorporated organization from which its trustees do not benefit financially.

### PETTY CASH

An account and location where tangible cash is stored for usage in purchasing or the reimbursing of inexpensive out-of-pocket expenditures.

### PREPAID EXPENSES

Cost incurred to acquire economically useful goods or services that are expected to be consumed in the revenue-earning process within the operation cycle.

### PURCHASE ORDER

A written authorization for a vendor to supply goods or services at a specific price over a specified time period. Acceptance of the purchase order constitutes a purchase contract.

### RESERVE

Account used to earmark a portion of equity or a fund balance to indicate that it is not available for expenditure.

### RESTRICTED ASSETS

Cash or other assets whose use in whole or in part is restricted for specific purposes bound by virtue of contracted agreements.

### REVENUE

Monetary amount of membership dues, as well as earnings from interest and the sale of products, merchandise and services. It is the top monetary figure from which costs are subtracted to determine net income.

### REVIEW

Accounting service (not an audit) that provides some assurance as to the reliability of financial information.

### SECURITY

Any kind of transferable certificate of ownership.

### SOLVENCY

An organization's long-term ability to meet all financial obligations.

### STRATEGIC PLANNING

The activity of defining what you want to accomplish in your organization and then identifying the path that will allow you to.



## INTERNAL OPERATIONS + MANAGEMENT

With every great campaign, event or Orientation, there is a lot of stimulating and hard work that goes on behind the scenes. Resolving disagreements, creating budgets and financial decisions that are sound and ensuring governing documents of a students' union are in compliance with the Nova Scotia Non-Profit Act and any other related laws are some of the things that fall under the responsibility of a students' union.

This section will be broken down into three parts which focus on how to execute the day-to-day operations at your students' union seamlessly.

## HUMAN RESOURCES (HR) AND INTERNAL POLICIES

As the vice-president internal or vice-president operations of your students' union, it is your responsibility to make sure the following guidelines are being upheld by your organization:

- Employment Standards Act
- Nova Scotia Societies Act
- Union by Laws and Constitution
- Union Operational Policies
- Provincial Changes to the Employment Standards Act
- Basic Minimum Requirements Guide to Union Bylaws
- Basic Minimum Requirements Guide to Common Operational Policies



# MORE RESOURCES

We hope this Magazine has given you lots of skills to help you grow into a stronger organizer and student activist. Here are some more resources to build your organizing skills and share with your members!

## WORKSHOPS

We are available for in-person and digital workshops all through the year! Here are several workshops we give often but if you are looking for training that isn't covered by these workshops we can often create custom workshops to fit your needs. So if you are looking for changeover workshops or training workshops for your exec, council, SRC, clubs, societies or organizing groups please don't hesitate to reach out to [organiser@cfs-ns.ca](mailto:organiser@cfs-ns.ca)

### BUILDING AN INCLUSIVE STUDENT MOVEMENT

A 101 anti-o that goes over the basic principles and terms along with why it's important why we centre this work as student leaders.

This workshop gives concrete examples of issues that come up in a SU context.

### QUICK SKILLS

This workshop goes over outreach, media and messaging, and lobbying. This is a great quick introduction to key skills you will need while being apart of your SU.

### RIGHTS + RESPONSIBILITIES

This workshop covers what it means to be a director of an organization! (Spoiler: if you are on exec or council of a students union you are a director of an organization!)

This also goes over the differences between councillors, executives and members. This workshop has lots of nuts and bolts information about running a SU.

### ROBERT'S RULES + EFFECTIVE MEETINGS

A run down of Roberts Rules of Order the most common rules used for non-for-profits.

Good for going over how to run efficient, effective meetings that match your organization and goals.

This can also be a chair training.

### HUMAN RESOURCES + FINANCES

A more in depth look at the responsibilities of student executives particularity when it comes to managing staff and financial literacy.

## TOOLKITS + RESOURCES

Toolkits give you facts, arguments and campaign strategies on taking on specific issues and campaigns on campus. Find more resources at [cfs-fcee.ca](http://cfs-fcee.ca) and [cfs-ns.ca](http://cfs-ns.ca)

### CAMPUS TOOLKIT FOR CREATING CONSENT CULTURE

Students have the power to build a strong consent culture on and beyond our campuses. This Campus Toolkit for Creating Consent Culture is part of our ongoing commitment to end sexual and gender-based violence on campus. Complementing the No Means No and Consent is Mandatory campaigns, this toolkit was created to support ongoing campus-based work at students' unions and gender resource centres.

[cfs-ns.ca/wp-content/uploads/2020/03/Consent-Toolkit-NS-.pdf](http://cfs-ns.ca/wp-content/uploads/2020/03/Consent-Toolkit-NS-.pdf)

### ANTI-RACISM TOOLKIT

This guide is to help students build resources and fight against racism on specifically their campuses. Your organizing teams will meet to organize, discuss and refute white- supremacy, racism, xenophobia, Islamophobia, colourism both in their interpersonal, collective and systemic forms.

[cfs-fcee.ca/wp-content/uploads/2019/07/Anti-Racism-Toolkit-Final-1.pdf](http://cfs-fcee.ca/wp-content/uploads/2019/07/Anti-Racism-Toolkit-Final-1.pdf)

### GRADUATE STUDENTS MENTAL HEALTH AND WELLBEING: A TOOLKIT

The National Graduate Caucus (NGC) of the Canadian Federation of Students engaged in a one-year research project to develop a graduate student mental health toolkit. This toolkit aims to equip graduate students' communities to evaluate and improve the state of graduate students' mental health and wellbeing at post-secondary institutions in Canada.

[cfs-fcee.ca/wp-content/uploads/2020/08/mental-health-toolkit.pdf](http://cfs-fcee.ca/wp-content/uploads/2020/08/mental-health-toolkit.pdf)

### TIME TO THINK BIG – THE CASE FOR FREE TUITION

The Federation's 2016 report explains that eliminating tuition fees is not only necessary for creating a fair and equitable society, but that it's also entirely achievable if we learn from our history and build a grassroots movement for fundamental change.

[cfs-fcee.ca/wp-content/uploads/2019/05/CFS-TimeToThinkBIG-Web-EN-withoutcontracts.pdf](http://cfs-fcee.ca/wp-content/uploads/2019/05/CFS-TimeToThinkBIG-Web-EN-withoutcontracts.pdf)

### EDUCATION JUSTICE

The Federation's 2018 report explains that efforts to eradicate social inequality in our society are intimately linked to the fight for a fully publicly-funded, accessible post-secondary education system.

[cfs-fcee.ca/wp-content/uploads/2018/10/CFS-EducationJustice-Report-ENG-nobleed-1-1.pdf](http://cfs-fcee.ca/wp-content/uploads/2018/10/CFS-EducationJustice-Report-ENG-nobleed-1-1.pdf)





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