Module 7: From Problems to Campaigns

Purpose: Participants move from naming a broad community problem to developing an actionable campaign. They analyze human needs and root causes, define an issue with a constituency, demand, and target, create a values-based frame and messages, and assemble a complete campaign plan.

Outcomes

- Use an adapted hierarchy of needs and issue tree to examine effects, contributing conditions, root causes, community strengths, evidence gaps, and policy or institutional intervention points.
- Distinguish a broad problem from an actionable issue with a constituency, grievance, demand, and institutional target.
- Create truthful, values-based frames and messages that use verified evidence appropriately for different audiences and messengers.
- Develop a SMARTIE campaign goal, strategy, tactics, roles, timeline, care plan, and measures of progress.
- Connect campaign design to base building, power mapping, inside advocacy, outside advocacy, escalation, and testimony.

Learning Journey

Human Needs → Effects → Conditions → Root Causes → Actionable Issue → Demand and Target → Frame and Message → Campaign Plan

Participants begin with what people need to survive, belong, participate, and thrive. They use evidence and lived expertise to build an issue tree, look beneath visible harms, and identify what is known, assumed, or still needs research. They then choose a specific policy or institutional intervention using the policy skills from Module 4, define a demand and target using Modules 5 and 6, and build a campaign plan that links people, power, truthful communication, action, care, and learning.





Curriculum Connections

Connection	How This Module Fits
Builds from	Builds on Module 3 evidence, Module 4 policy analysis, Module 5 advocacy and power, and Module 6 base building, power mapping, escalation, and care.
Reuses	Verified research questions, a policy or institutional decision, a constituency, a target, and a realistic capacity assessment.
Frameworks and tools	Adapted hierarchy of needs; Issue Tree; Campaign Issue Test; framing worksheet; SMARTIE goal; Campaign Plan Canvas.
Products to carry forward	Carry the Issue Tree, Issue Development Canvas, message, and Campaign Plan into media, evaluation, and future leadership work.

Module at a Glance

Lesson	Primary Focus	Suggested Run Time	Key Product
1. Dig to the Roots.	Hierarchy of needs and issue-tree analysis	60 minutes	Completed issue tree
2. Turn a Problem into an Issue.	Constituency, grievance, demand, and target	60 minutes	Issue Development Canvas
3. Frame the Story.	Values, narrative, messages, and messengers	60 minutes	Framing and Message Worksheet
4. Build the Campaign.	Goals, strategy, tactics, roles, care, and learning	Two 60-minute sessions	Campaign Plan Canvas

Lesson 1: Dig to the Roots: Needs, Conditions, and the Issue Tree

Purpose: Participants examine how a community problem affects human needs and use an issue tree to distinguish visible effects, contributing conditions, root causes, protective factors, and possible intervention points.

Outcomes / Youth Learning Goals

- I can explain the difference between an effect, a contributing condition, and a root cause.
- I can use an adapted hierarchy of needs to examine how an issue affects people and communities.
- I can create an issue tree that shows what people experience, what keeps the problem going, and what systems sit underneath it.
- I can identify community strengths and a possible campaign intervention without blaming affected people.

Age Adaptations

- **Ages 11–14:** Use a large illustrated tree, picture cards, and one school or neighborhood example. Allow drawing and concrete “because” questions.
- **Ages 15–17:** Add policy, budget, and institutional conditions and ask groups to distinguish verified facts, lived expertise, reasonable inferences, and assumptions that require research.
- **Ages 18–24:** Add historical and institutional analysis, intersecting systems, data needs, and discussion of who benefits from current conditions.

Process

Post an adapted hierarchy-of-needs visual and a large issue tree. After the check-in and icebreaker, youth examine which needs are affected, build the tree from branches to roots, add community strengths, and identify possible intervention points. Use research and data from Module 3 when available, and clearly mark claims that still require verification.

Suggested Run Time

60 minutes. Follow the exact agenda below. If the group needs more processing time, reduce examples or a practice round; protect the welcome, check-in, youth choice, core participant product, reflection, and closing.

Materials and Preparation

- Large Issue Tree poster or worksheet with roots, trunk, branches, water/sunlight, and intervention points.
- Adapted Hierarchy of Needs cards or poster.
- DC youth issue scenario cards.
- Sticky notes in several colors or clearly labeled categories.
- Chart paper, markers, pens, optional music, fidgets, water, and snacks.

Agenda and Activity Guide

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Frame root-cause analysis as a path to better solutions.	Issue-tree visual	Explain: “When we organize, we need to understand both what people experience and what keeps the problem going. An issue tree helps us look beneath the visible problem so our campaign does not only respond to symptoms.”
Check-In	5 minutes	Connect needs to participants’ current experience without forcing disclosure.	None	Ask: “What is one thing people need in order to feel ready to learn, participate, or lead?” Participants may answer generally with needs such as safety, food, rest, respect, transportation, belonging, information, or support.
Icebreaker: Needs Sort	5 minutes	Build energy and introduce the hierarchy as flexible.	Needs cards	Give groups cards such as food, housing, safety, friendship, culture, respect, voice, education, creativity, purpose, and community power. Ask them to group the cards in a way that makes sense to them. Compare groupings and emphasize that needs overlap and are not a rigid ladder.
Hierarchy of Needs for Advocacy	8 minutes	Connect policy conditions to survival, dignity, and self-determination.	Hierarchy visual	Introduce six overlapping areas: basic needs and survival; safety and stability; belonging and connection; dignity, voice, and respect; growth, purpose, and opportunity; and collective liberation and self-determination. Explain that people may pursue many needs at once and that unmet basic needs do not erase political voice or leadership.
Choose and Name the Core Problem	7 minutes	Create a clear trunk statement.	Scenario cards and tree worksheet	Choose one issue and write a neutral, specific condition in the trunk, such as “Many DC youth cannot reliably access safe transportation to afterschool programs.” Avoid describing young people or communities as the problem.

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Build the Issue Tree	20 minutes	Analyze effects, conditions, causes, strengths, and intervention points.	Issue Tree worksheet and sticky notes	Add branches/leaves for effects; soil and surrounding conditions for policies, practices, beliefs, or resource gaps; roots for deeper systems and histories; water/sunlight for protective factors and community strengths; and signs or arrows for places organized people could intervene. Repeatedly ask “What makes that happen?” and “What evidence do we have?”
Gallery Walk and Pattern Finding	5 minutes	Compare analysis and identify missing perspectives.	Completed trees and sticky notes	Groups review one another’s trees and leave one question, one connection, and one possible intervention. Ask: “Where did groups agree? Which claims are supported by evidence or lived expertise? What needs more research? Whose perspective is missing?”
Closing	5 minutes	Bridge from analysis to issue selection.	None	Invite participants to complete: “One root cause or condition we should not ignore is…” Close by explaining that the next lesson turns a broad problem into an actionable issue with a constituency, demand, and target.

Facilitator Check

Can participants distinguish an effect, condition, and root cause?

Did the hierarchy of needs remain flexible rather than being taught as a rigid sequence?

Does the issue tree include community strengths and intervention points—not only harms?

Lesson 2: Turn a Problem into an Issue: Constituency, Demand, and Target

Purpose: Participants transform a broad social problem into a winnable and power-building campaign issue with a constituency, grievance, demand, and institutional target.

Outcomes / Youth Learning Goals

- I can distinguish a broad problem from an actionable campaign issue.
- I can identify the constituency most affected and describe the grievance.
- I can write a clear demand and identify the institutional target with authority to act.
- I can evaluate whether an issue is meaningful, specific, power-building, and connected to a larger vision.

Age Adaptations

- **Ages 11–14:** Use a school, park, transportation, or recreation example and provide sentence starters for constituency, demand, and target.
- **Ages 15–17:** Add a real DC institution and ask youth to test whether the target has authority.
- **Ages 18–24:** Add feasibility, opposition, budget or policy pathways, leadership development, coalition alignment, and short- versus long-term goals.

Process

Participants sort examples into problems and issues, use the Issue Development Canvas to identify constituency, grievance, demand, and a target with actual authority, and test the issue for impact, clarity, power building, connection to root causes, evidence, and a realistic policy or implementation pathway.

Suggested Run Time

60 minutes. Follow the exact agenda below. If the group needs more processing time, reduce examples or a practice round; protect the welcome, check-in, youth choice, core participant product, reflection, and closing.

Materials and Preparation

- Problem and issue statement cards.
- Completed Issue Tree from Lesson 1.
- Issue Development Canvas.
- Campaign Issue Test.
- Current DC decision-making information verified through official sources, plus relevant research, data, and policy analysis from Modules 3 and 4.
- Chart paper, markers, sticky notes, pens, optional devices and fidgets.

Agenda and Activity Guide

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Move from analysis to an actionable campaign focus.	Issue Tree	Explain: “A problem names a broad condition. An organizing issue identifies a specific change people can fight for, who is affected, and who has the authority to act.”
Check-In	5 minutes	Connect the lesson to participants’ priorities.	None	Ask: “What is one community problem you wish decision-makers would stop treating as normal?” Participants may answer with a general topic and are not required to share a personal experience.
Icebreaker: Problem or Issue?	5 minutes	Practice making the distinction quickly.	Statement cards	Read statements and have participants move to a PROBLEM or ISSUE side of the room. After each choice, ask what is missing. An issue should point toward a solution, affected constituency, demand, and target.
Define Problem and Issue	8 minutes	Create a shared campaign-planning vocabulary.	Posted definitions	Define a problem as a broad condition or system harming a community. Define an issue as a specific solution or partial solution organized people can pursue. Explain the four elements: constituency with a grievance, clear demand, institutional target, and connection to a larger vision.
Complete the Issue Development Canvas	15 minutes	Turn the tree into a campaign issue.	Issue Development Canvas	Using the issue tree, complete: problem; constituency; grievance; desired change; demand; primary target; why the target has authority; timeline or decision point; and connection to the long-term vision. Ask affected youth to shape the demand rather than being treated only as evidence.
Test the Issue	10 minutes	Evaluate strategic quality and power-building	Campaign Issue Test	Test whether the issue is specific, deeply felt, widely felt, connected to the root analysis, supported by credible evidence, capable of improving conditions, able to develop leaders and grow the base,

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
		potential.		directed at a target with authority, and meaningful even if it is a stepping-stone victory. Mark questions that require research.
Revise the Issue Statement	7 minutes	Produce a clear campaign statement.	Canvas	Write: “We are organizing [constituency] to win [specific demand] from [target] because [grievance and value]. This moves us toward [long-term vision].” Invite feedback on clarity, power, and whether the constituency is centered.
Closing	5 minutes	Bridge to values-based framing.	None	Ask: “What value is underneath this issue?” Record values such as dignity, safety, freedom, belonging, opportunity, justice, or self-determination. Explain that the next lesson turns the issue into a frame and message people can understand and act on.

Facilitator Check

Does the issue name a constituency, grievance, demand, and target?

Does the target have actual authority over the demand?

Will pursuing the issue improve conditions and build leadership or collective power?

Lesson 3: Frame the Story: Values, Narrative, Messages, and Messengers

Purpose: Participants create a truthful, values-based frame and adapt a core message for different audiences without changing the campaign's demand or integrity.

Outcomes / Youth Learning Goals

- I can define frame, narrative, message, messenger, audience, and call to action.
- I can create a frame that connects the issue to shared values and names responsibility.
- I can build a core message with a problem, value, solution, demand, and action.
- I can adapt the message for different audiences and choose credible messengers.

Age Adaptations

- **Ages 11–14:** Use short message formulas, visuals, slogans, and one audience at a time.
- **Ages 15–17:** Add messenger choice, audience concerns, social media, testimony, and opposition frames.
- **Ages 18–24:** Add narrative power, strategic communications, media framing, message discipline, counternarrative, and ethical use of data and lived experience.

Process

After analyzing familiar frames, participants define core communications terms, develop a values-based frame from their issue, write a core message, adapt it for two audiences, and practice delivery through a chosen format.

Suggested Run Time

60 minutes. Follow the exact agenda below. If the group needs more processing time, reduce examples or a practice round; protect the welcome, check-in, youth choice, core participant product, reflection, and closing.

Materials and Preparation

- Framing and Message Worksheet.
- Sample headlines, slogans, social posts, testimony excerpts, or campaign messages.
- Audience and messenger cards.
- Completed Issue Development Canvas.
- Chart paper, markers, pens, optional devices and recording tools.

Agenda and Activity Guide

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Introduce communication as part of strategy.	Sample messages	Explain: “A frame helps people understand what the issue means, who is responsible, what should change, and why it matters. Framing is not manipulation. It should be truthful, values-based, and connected to the campaign demand.”
Check-In	5 minutes	Connect language to meaning and identity.	None	Ask: “What is a word, phrase, image, or song that makes you feel understood or powerful?” Invite participants to share why it works.
Icebreaker: Same Object, Different Frame	5 minutes	Show how presentation shapes meaning.	A simple object or image	Show one object and ask groups to present it as a treasure, a danger, a necessity, or a symbol of community. Debrief how the facts stayed similar while the meaning and values changed.
Frame, Message, Audience, and Messenger	8 minutes	Build a shared communications vocabulary.	Posted definitions	Define frame as the way the campaign explains the issue through values and responsibility; narrative as the larger story about how the world works; message as the specific language used; audience as the people the message must reach; messenger as the person or group delivering it; and call to action as what the audience should do next.
Create the Campaign Frame	10 minutes	Connect issue facts to values and accountability.	Framing worksheet	Complete: “We believe...,” “Right now...,” “This is happening because...,” “Those with responsibility must...,” and “When they do, our community will....” Check that the frame does not blame affected people or rely on stereotypes.
Build the Core Message	10 minutes	Create message discipline around the demand.	Message worksheet	Write a short message containing the value, problem, one piece of evidence or lived expertise, solution, specific demand, and call to action. Keep the demand consistent even when language changes

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
				for different audiences.
Adapt for Audience and Messenger	7 minutes	Practice strategic communication without losing integrity.	Audience and messenger cards	Choose two audiences, such as affected youth, parents, agency staff, councilmembers, media, providers, or neighbors. Identify what each audience values, what they know, what barrier may prevent action, and who they are likely to trust. Adapt examples and emphasis, not the truth or demand.
Message Practice	5 minutes	Test clarity and motivation.	Optional phones, poster paper, or microphones	Deliver the message as a 30-second spoken pitch, short testimony opening, social post, poster, or video script. Listeners respond: “What value did you hear? What is the demand? What action should I take?” Revise if any answer is unclear.
Closing	5 minutes	Prepare the message for campaign planning.	None	Ask participants to complete: “The message I want people to remember is...” Save the strongest language for the Campaign Plan Canvas in Lesson 4.

Facilitator Check

Can listeners identify the value, problem, demand, and call to action?

Does the frame name responsibility without blaming the constituency?

Are audience adaptations truthful and consistent with the campaign goal?

Lesson 4: Build the Campaign: Goals, Strategy, Tactics, Roles, and Learning

Purpose: Participants integrate the module's analysis and the tools from earlier modules into a coherent campaign plan that builds power, advances a demand, supports participants, and measures progress.

Outcomes / Youth Learning Goals

- I can write a SMARTIE campaign goal connected to the demand and target.
- I can describe a strategy and choose tactics that fit the power analysis.
- I can assign roles, supports, and a timeline that reflect the team's capacity.
- I can identify measures of policy progress, power building, participation, narrative change, care, and learning.

Age Adaptations

- **Ages 11–14:** Use a one-page campaign canvas with one goal, target, three actions, simple roles, and a care checklist.
- **Ages 15–17:** Add a power pathway, inside/outside tactics, timeline, message, outreach goal, and measures.
- **Ages 18–24:** Add coalition roles, budget, opposition, escalation triggers, data collection, governance, communications, risk, and evaluation.

Process

Participants review the outputs from Lessons 1–3 and previous modules, write a SMARTIE goal, choose a strategy and coordinated tactics, assign roles and supports, create a timeline, and define measures of progress and learning.

Suggested Run Time

Two 60-minute sessions (120 minutes total). Part A: Set the Campaign Direction. Part B: Build and Review the Campaign Plan. Each part includes its own welcome or reconnection, choice-based participation, practice or creation time, reflection, and closing.

Materials and Preparation

- Completed Issue Tree, Issue Development Canvas, power map, base-building map, framing worksheet, and escalation ladder.
- Campaign Plan Canvas.
- SMARTIE goal guide.
- Timeline materials or sticky notes.
- Chart paper, markers, pens, optional devices and calculators.

Agenda and Activity Guide Part A: Set the Campaign Direction

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Frame the work as a supported first campaign draft.	Posted agreements; campaign products	Explain that a plan is a working document. Youth will make choices, test assumptions, and revise after learning more.
Check-In	5 minutes	Assess energy and role preferences.	Role cards	Invite youth to choose how they want to contribute today: decide, write, map, question, time, illustrate, or observe.
Icebreaker: Plan the Impossible Party	8 minutes	Practice connecting goals, strategy, and tactics.	Scenario card	Use a playful fictional challenge. Debrief what changed when the group named the goal and decision-maker first.
Review the Campaign Building Blocks	10 minutes	Reconnect prior products.	Issue Canvas; Power Map; Care Plan; message	Review constituency, demand, target, power, base, message, capacity, care, and learning. Mark any item that still needs research.
Write a SMARTIE Goal	15 minutes	Create a strategic, measurable, ambitious, realistic, time-bound, inclusive, and equitable goal.	SMARTIE guide	Draft one goal tied to a real decision point. Do not treat every letter as a separate sentence; use the guide to test and revise one clear goal.
Align Goal, Target, and Strategy	12 minutes	Confirm the campaign's direction before choosing tactics.	Power Map; strategy prompts	Name who can make the decision, what power the group must build or shift, and the overall approach. List assumptions to verify.
Closing and Bridge	5 minutes	Prepare for Part B without rushing.	Exit slips	Name one strong decision and one question to carry into the Campaign Plan Canvas.

Agenda and Activity Guide Part B: Build and Review the Campaign Plan

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Capacity Check	5 minutes	Reconnect and confirm practice mode or live-action readiness.	Practice-to-Action Check	Default to a fictional or composite campaign. If considering live action, confirm opt-in, access, staffing, compensation when appropriate, consent, safety, and follow-through.
Complete the Campaign Plan Canvas	25 minutes	Build a connected first draft.	Campaign Plan Canvas; prior products	Complete constituency, demand, target, strategy, tactics, timeline, roles, resources, and communication. Mark unknowns rather than inventing answers.
Measures and Learning	10 minutes	Plan how the group will notice progress and adapt.	Campaign Learning Map prompts	Choose a few activity, power-building, and change measures. Name who will review evidence and when.
Roles, Care, Consent, and Access	10 minutes	Make responsibility and support visible.	Campaign Care Plan; role cards	Assign owners and backups. Include transportation, access, communication, rest, story ownership, and ways to step back without penalty.
Campaign Plan Review	5 minutes	Test alignment and identify revisions.	Campaign Issue Test	Use the same questions as the Appendix D worksheet. Treat this as a first draft that should improve with research and constituency feedback.
Closing Reflection	5 minutes	End with one owned next step.	Exit slips	Each participant names a next step, support need, or question. Confirm the next review date.

Facilitator Check

Does the plan connect a specific demand and target to a coherent strategy?

Do tactics reflect the base, power map, capacity, accessibility, care, and target response?

Does the plan measure leadership and power building—not only events or attendance?

Module Appendix

This appendix contains the sources, further-research resources, worksheets, examples, and facilitator tools needed to deliver the module.

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- Appendix A: Adapted Hierarchy of Needs for Advocacy.
- Appendix B: Issue Tree Worksheet.
- Appendix C: Issue Development Canvas.
- Appendix D: Campaign Issue Test.
- Appendix E: Framing and Message Worksheet.
- Appendix F: SMARTIE Goal Guide.
- Appendix G: Campaign Plan Canvas.
- Appendix H: Example: Safe Transportation to Youth Programs.
- Appendix I: Facilitator Reflection.
- Appendix J: Sources and Further Research.

Appendix A: Adapted Hierarchy of Needs for Advocacy

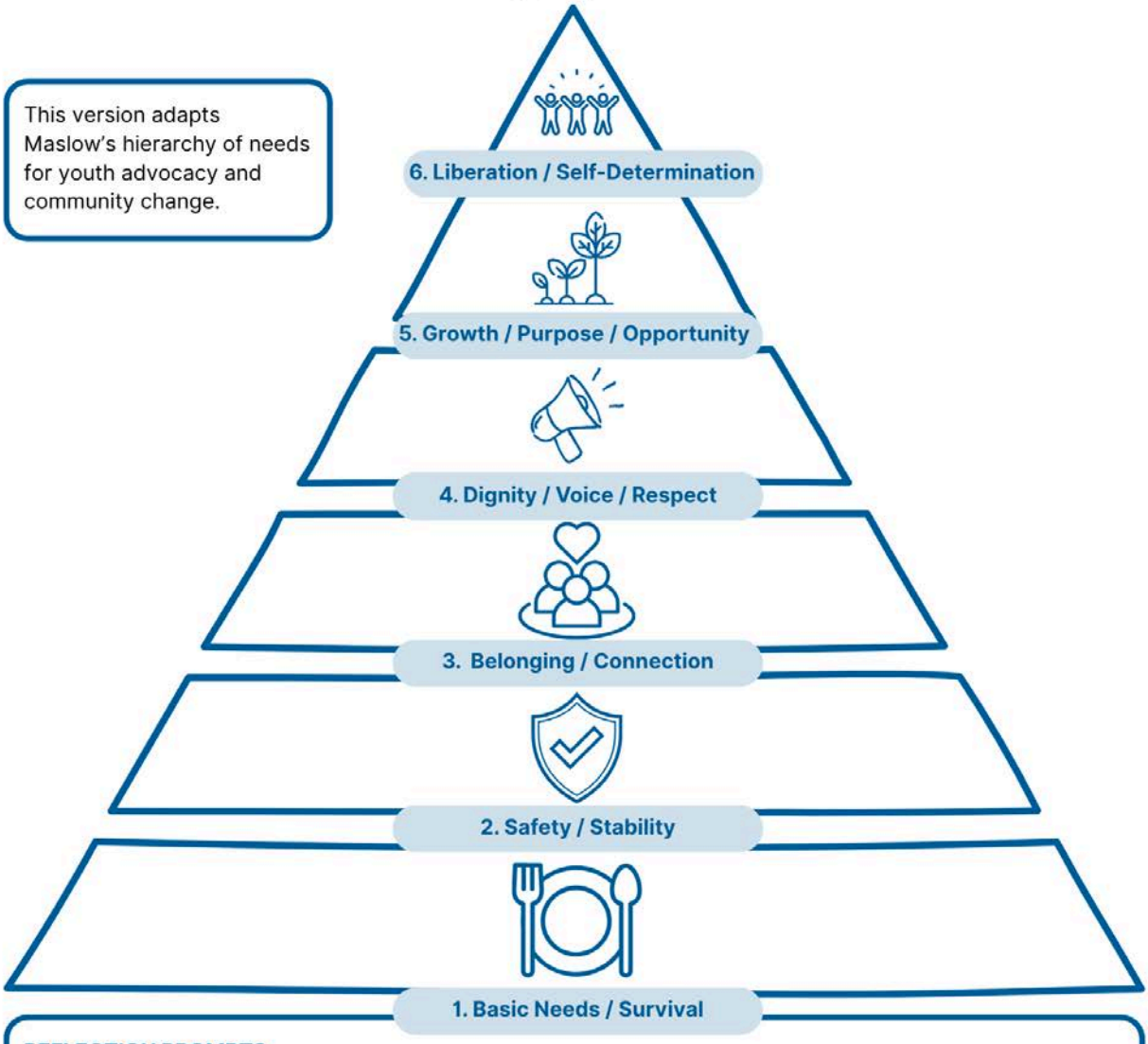
Area	Questions for Analysis
Basic Needs and Survival	Are people able to access food, water, sleep, housing, health care, transportation, and physical access?
Safety and Stability	Are people protected from violence, displacement, harassment, instability, and unpredictable systems?
Belonging and Connection	Do people have supportive relationships, culture, identity, acceptance, and community?
Dignity, Voice, and Respect	Are people heard, represented, trusted, valued, and able to influence decisions?
Growth, Purpose, and Opportunity	Can people learn, create, heal, lead, work, experience joy, and pursue goals?
Collective Liberation and Self-Determination	Do communities have the power, resources, and freedom to shape their future?

Facilitator note: These areas overlap. Do not teach them as a rigid ladder or suggest that people experiencing unmet basic needs cannot organize, lead, create, or pursue justice.

Hierarchy of Needs

Use this tool to explore how community conditions affect what young people need to survive, belong, grow, and lead.

This version adapts Maslow's hierarchy of needs for youth advocacy and community change.



REFLECTION PROMPTS

1. Which needs are most under pressure in our community?

2. How do policies and systems affect these needs?

3. What would help young people move from survival toward safety, dignity, and self-determination?

Source: Adapted from Abraham H. Maslow, "A Theory of Human Motivation," Psychological Review, 1943.

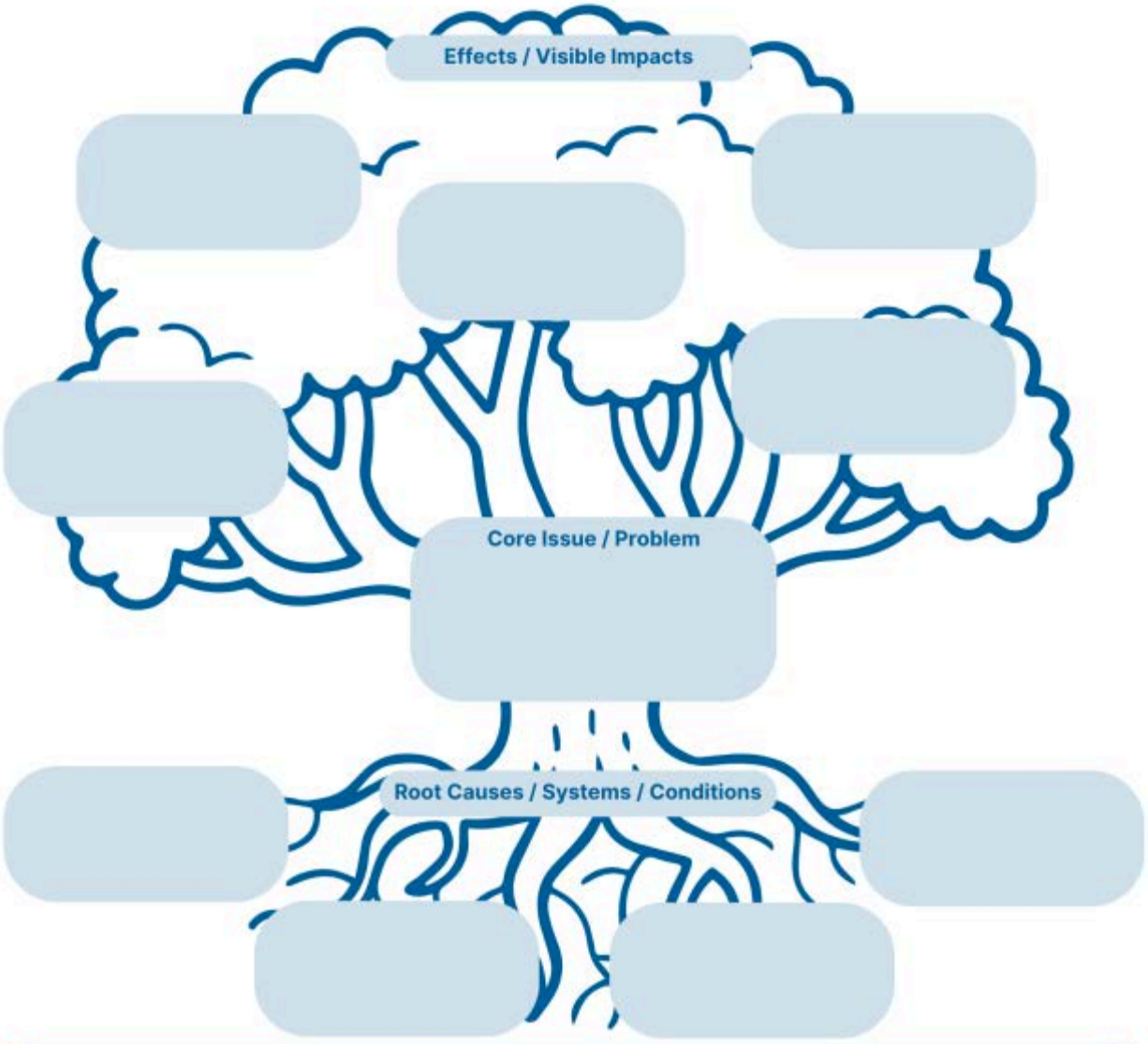
Appendix B: Issue Tree Worksheet

- Branches and leaves — Effects: What do people experience or notice? What happens because the problem exists?
- Trunk — Core problem: What specific condition is the group examining?
- Soil and surrounding conditions — Contributing factors: What policies, practices, beliefs, resource gaps, or institutional behaviors keep the problem going?
- Roots — Root causes: What deeper systems, histories, power arrangements, and patterns shape those conditions?
- Water and sunlight — Protective factors and community strengths: What relationships, knowledge, culture, programs, and organizing already support people?
- Intervention points — Where could organized people act? Which policy, budget, practice, decision, or institution could be changed?

Evidence check: What do we know? What is based on lived expertise? What data or policy information is available? What is an assumption that requires research?

Issue Tree

Use the tree to explore a community problem, its visible impacts, and root causes.



REFLECTION PROMPTS

1. What problem do we see?

2. How does it affect young people and community?

3. What deeper systems or conditions are we feeding it?

Appendix C: Issue Development Canvas

Element	Draft
Broad problem	
Constituency most affected	
Grievance: What are people experiencing?	
Desired change	
Specific demand	
Primary institutional target	
Why this target has authority	
Decision point or timeline	
Connection to root causes	
Long-term vision	

Completed Example: Issue Development Canvas

Element	Draft
Problem / condition	Transportation cost and unreliable evening service limit youth access.
Constituency	DC youth ages 12–24 traveling to school, work, programs, and services.
Grievance	Public investments are less useful when youth cannot reach them.
Demand	Fund youth fare support and improve evening service on priority routes.
Primary target	Council budget decision-makers and the Mayor.
Policy pathway	Budget, authorizing language, agency rules, and oversight.
Stepping-stone goal	Secure data and a formal youth listening session.
Milestone goal	Win a funded one-year pilot with paid youth co-design.
Long-term change	Universal, reliable youth transportation access.

Appendix D: Campaign Issue Test

Question	Yes / No / Research Needed
Is the issue specific and understandable?	
Is it deeply and/or widely felt by the constituency?	
Will winning improve people's lives?	
Is the demand directed to a real target with authority?	
Can the issue develop leaders and grow the base?	
Does it connect to root causes and a larger vision?	
Can progress or a win be measured?	
Can the group realistically act within the time and capacity available?	
Are affected youth meaningfully shaping the issue?	

Completed Example: Campaign Issue Test

Question	Yes / No / Research Needed
Is the issue specific and understandable?	Yes - youth transportation access is concrete and easy to explain.
Is it deeply and/or widely felt by the constituency?	Research needed - confirm how widely cost, safety, and evening service barriers are felt across wards and youth settings.
Will winning improve people's lives?	Yes - improved access supports school, work, services, programs, and safe spaces.
Is the demand directed to a real target with authority?	Yes, after verification - the Mayor and Council control key budget decisions; agencies and transit partners hold implementation authority.
Can the issue develop leaders and grow the base?	Yes - youth can lead research, outreach, testimony, meetings, and follow-up while recruiting new leaders.
Does it connect to root causes and a larger vision?	Yes - the issue connects unequal access and transportation investment to a larger vision of reachable opportunity.
Can progress or a win be measured?	Yes - funding, service changes, target commitments, participation, and leadership growth can be tracked.
Can the group realistically act within the time and capacity available?	Research needed - the group must confirm the budget window, staffing, transportation, access supports, and partner capacity.
Are affected youth meaningfully shaping the issue?	Yes, if paid youth leaders across wards and settings hold real decision-making roles and review the final demand.

Appendix E: Framing and Message Worksheet

Prompt	Draft
We believe...	
Right now...	
This is happening because...	
Those with responsibility must...	
When they do, our community will...	
Core value	
One key fact or lived expertise	
Specific demand	
Call to action	
Primary audience	
Credible messenger	

Completed Example: Framing and Message Worksheet

Prompt	Draft
Shared value	Opportunity should not depend on whether a young person can afford transportation.
Problem	DC funds jobs and programs that some youth cannot reliably reach.
Harmful frame	Youth are irresponsible or uninterested when they miss opportunities.
What is missing	Cost, route reliability, safety, and program hours shape participation.
Responsible institutions	Mayor, Council, transportation agencies, and youth-serving agencies.
Demand	Fund youth fare support and safer evening service with youth co-design.
Core message	DC cannot call an opportunity accessible if young people cannot get there.
Call to action	Support the youth transportation amendment and attend the budget hearing.

Appendix F: SMARTIE Goal Guide

Element	Question
Strategic	How does the goal advance the campaign strategy and build power?
Measurable	What evidence will show progress or success?
Ambitious	Does the goal require meaningful change rather than routine work?
Realistic	Can the group pursue it with available time, resources, relationships, and organizing?
Time-bound	By what decision point or date?
Inclusive	Who must participate in shaping and carrying the goal?
Equitable	How does the goal reduce inequity and avoid increasing harm or exclusion?

Completed Example: SMARTIE Goal

Element	Question / Completed Example
Strategic	Advances access and builds a citywide youth base.
Measurable	Secure at least $3 million and 200 public youth supporters.
Ambitious	Requires new funding and coordinated leadership.
Realistic	Coalition partners, data, and a budget window make it possible.
Time-bound	By the final June budget vote.
Inclusive	Paid youth leaders from five wards and multiple settings.
Equitable	Prioritize youth with the longest, most expensive, or least safe trips.
Final goal	By June, win at least $3 million for a youth-designed transit pilot while developing 20 leaders and 200 supporters.

Appendix G: Campaign Plan Canvas

Campaign Element	Plan
Problem and root analysis	
Constituency and organized base	
Demand and primary target	
SMARTIE campaign goal	
Strategy / pathway to change	
Inside advocacy tactics	
Outside advocacy tactics	
Escalation and decision rules	
Frame, core message, and messengers	
Outreach and leadership development	
Roles and decision-making	
Resources, partners, and budget	
Care, accessibility, consent, and safety	
Timeline and decision points	
Measures and learning review	
Immediate next steps and owners	

Blank Worksheet: Campaign Plan Canvas

Campaign Element	Plan
Problem and root causes	Transportation barriers; unequal investment, fragmented eligibility, and limited youth decision-making.
Constituency	Youth ages 12–24 affected by cost, safety, and service gaps.
Demand	Recurring fare support, evening service, and paid youth co-design.
Primary target	Mayor and Council budget leaders.
Power-building goal	20 youth leaders; 200 supporters; coalition across five wards.
Strategy	Research, inside budget advocacy, youth base building, and escalating public pressure.
Inside tactics	Agency meeting, Council meetings, testimony, memo, amendment language.
Outside tactics	Story map, petition, forum, art action, press, digital recruitment.
Base-building plan	One-to-ones, program outreach, peer ambassadors, regular updates.
Frame and message	DC opportunities are not accessible if youth cannot get there.
Care and access	Transit, food, consent, interpretation, flexible roles, debrief.
Timeline and roles	Research in fall; meetings in winter; budget campaign in spring.
Measures and learning	Funding movement, target commitments, base growth, leadership, narrative reach, wellbeing.

Appendix H: Example: Safe Transportation to Youth Programs

Element	Example
Problem	Young people cannot consistently and safely travel to and from evening youth programs.
Constituency	Youth who attend afterschool, recreation, workforce, and community programs, especially those traveling across neighborhoods.
Demand	The responsible DC agencies should fund and implement a youth-centered safe transportation plan for designated programs, including extended service, transportation support, and youth-designed safety protocols.
Target	The agency or officials with budget and implementation authority, verified for the specific proposal.
Value frame	Young people deserve safe, reliable access to opportunities throughout their city.
Strategy	Organize affected youth and providers, document access barriers, build public support, and combine inside meetings and testimony with visible outside advocacy.
Possible tactics	Listening sessions, data and story collection, agency meetings, budget testimony, coalition letter, youth-led media, public action, and accountability follow-up.
Power-building measure	Number of affected youth taking leadership roles and providers committing resources or influence.
Care measure	Transportation home, consent for stories and media, food, preparation, debrief, and compensation are built into every activity.

Appendix I: Facilitator Reflection

- Did the issue-tree activity distinguish effects, conditions, root causes, strengths, and intervention points?
- Was the hierarchy of needs taught as overlapping and flexible?
- Did the issue center the constituency and name a real demand and target?
- Was framing truthful, values-based, and free of stereotypes or blame?
- Did the campaign plan connect people, power, strategy, tactics, care, and learning?
- What information must be verified before this module is used with a live campaign?
- What should be adapted before the next facilitation?

Appendix J: Sources and Further Research

Last reviewed: September 10, 2026. Recheck time-sensitive laws, budgets, procedures, officeholders, program eligibility, and application deadlines before facilitation.

- Community Tool Box, Center for Community Health and Development at the University of Kansas. (n.d.). *Analyzing Community Problems and Designing and Adapting Community Interventions*. Provides open, step-by-step guidance for identifying community problems, examining root causes, selecting strategies, setting goals, developing logic models, adapting interventions, and evaluating community-change efforts. Facilitators can select individual sections rather than assigning the full collection to youth. Open resource.
- UNICEF. (2023). *The Activist Suitcase: Station 2—Problem Tree*. Provides a visual, youth-friendly activity for placing a central problem on the trunk of a tree, its underlying causes in the roots, and its effects in the branches. Although UNICEF is not U.S.-based, this short visual resource is included because it is accessible, easy to facilitate, and directly supports the module's problem-tree activity. Open resource.
- UNICEF. (2025). *Innovation Monitoring, Evaluation, and Learning Toolbox*. Explains how to turn a problem tree into an objective tree by rewriting problems, causes, and effects as desired conditions and possible results. This is best used as facilitator background because the full toolbox is more technical than the youth-facing activity. Open resource.
- Maslow, A. H. (1943). *A Theory of Human Motivation*. *Psychological Review, 50*(4), 370–396. Presents Maslow's original theory of human motivation and the idea that human needs are interrelated. Facilitators should not present the familiar pyramid as a scientifically proven, universal, or rigid sequence. The original article itself did not include the commonly used pyramid graphic, and people may pursue belonging, justice, purpose, creativity, and collective action even when other needs remain unmet. Historical primary source; best for facilitator background.
- Advocates for Youth. (2025). *Youth Activist Toolkit*. Provides a youth-centered guide to identifying issues, developing strategy, building collective power, choosing tactics, organizing coalitions, navigating group conflict, and practicing care while working for change. The toolkit was developed from the experiences of youth activists and is better suited for direct youth use than for academic writing on motivation. Open resource.
- FrameWorks Institute. (n.d.). *FrameWorks Institute Resources*. Provides research-based guidance on framing social issues through shared values, clear explanations of how problems arise, systemic solutions, and collective

responsibility. Facilitators can use selected briefs and examples to help young people move from messages focused solely on individual behavior to messages that explain systems, causes, solutions, and shared responsibility. Some materials are better suited to facilitator preparation. Open resource.

- The Opportunity Agenda. (n.d.). *Vision, Values, and Voice: A Communications Toolkit*. Offers practical guidance for creating values-based messages that communicate a positive vision, connect with audiences, challenge harmful narratives, and support social-justice campaigns. The toolkit includes examples, messaging guidance, and short "opportunity flashcards" that facilitators can adapt for youth campaign activities. Open resource.
- The Management Center. (2021, May 10). *SMARTIE Goals: Complete Guide and Worksheet*. SMARTIE Goals: Complete Guide and Worksheet. Expands SMART goals by adding Inclusive and Equitable considerations. The guide includes definitions, examples, reflection questions, and a downloadable worksheet to help youth develop campaign goals that specify intended results while considering who participates, who benefits, and how inequities may be addressed. Open resource.
- Beautiful Trouble. (n.d.). *Beautiful Trouble Toolbox*. Provides an interconnected collection of campaign tactics, organizing principles, theories, methodologies, and movement stories. The toolbox can help participants distinguish strategy from tactics, explore creative actions, identify targets and audiences, and connect individual activities to a broader theory of change. Open resource; no account required.

Suggested Facilitator Note for the Hierarchy-of-Needs Activity

Maslow's theory can help us consider how needs such as safety, belonging, dignity, and purpose affect people's lives. It should not be treated as a rigid ladder or a universal rule. People often seek connection, justice, creativity, leadership, and collective change while other needs remain unmet. Use the framework as a discussion tool, not as a diagnosis or a ranking of which needs matter most.