

# 13 SLX Next

*"I am tomorrow, or some future day, what I establish today. I am today what I established yesterday or some previous day."*

- James Joyce

## Introduction

This module serves as a wrap up of EnACT and for students to start thinking about the future of their SLX projects. Facilitators should be prepared to discuss methods of activism with the class.

## Objectives

1. Students will have information on activism opportunities in order for them to create their own opportunities outside of SLX
2. Student will be able to effectively talk to legislators and senators
3. Students will have a better understanding on how to organize/speak at protests
4. Students will have a better understanding on how to start a nonprofit organization
5. Students will have a better understanding on how to hold a charity function to fundraise

## Agenda

1. Present on potential next steps
  - a. Congress Representative Communication
  - b. Organizing and Speaking at Protests
  - c. Starting Non-Profits
  - d. Fundraising through a charity function
  - e. Creating your own opportunities
  - f. Innovating through on-campus affairs
2. Group Work Breakout Rooms
3. Progress Check-In

## Presentation

## Facilitator Notes

At the beginning of the module let the students know that they should have progress made on their “next steps” to show you towards the end of the module, check this for every group before the end of class.

## Congress Representative Communication

### **Purpose:**

To give students a better understanding on how to communicate with legislators respectfully and effectively.

### **Sources:**

1. [PDF on how to speak to legislators](#)
2. [Sample Letter on how to write to a legislator](#)

### **Lecture Notes:**

1. Teach students how to behave professionally and effectively at personal visits
  - a. Go to the legislator in small groups (3-4)
  - b. Be clear about your position and remember it is ok to disagree
  - c. Don't argue with or threaten the legislator
  - d. Supplementary Material (Use of ethos, logos, and pathos)
    - i. Stories
    - ii. Informational Sheets
  - e. Dress Appropriately
2. Teach students how to make concise and effective letters/emails
  - a. Encourage students to use their own words
  - b. Ask for your Legislator's position on an issue
  - c. Remember to request a reply
  - d. Thank your legislator regardless, for just reading your letter
3. Teach students how to speak effectively over the phone or video chat
  - a. Remember to identify yourself on the call
  - b. Be respectful no matter what
  - c. If it a video call dress well

## Organizing and Speaking at Protests

### **Purpose:**

To walk students through the process of effectively organizing and participating at protests.

### **Sources:**

1. <https://www.aclu.org/know-your-rights/protesters-rights/>

### **Lecture Notes:**

1. Organizing a protest
  - a. Choosing a theme/initiative to advocate for
    - i. What is the movement/protest supporting or going against?
  - b. Establish a support system
  - c. Reach out to potential speakers
  - d. Make signs and banners
  - e. Make sure the message is inclusive
  - f. Promote your march

- g. Invite the press
- 2. Know Your Protestor's Rights
  - a. "Traditional public forums", like streets, sidewalks, and parks, are where your rights are strongest. Private property owners can put restrictions on speech.
  - b. Counter protesters have free speech rights just like protesters. "Police must treat protesters and counter protesters equally".
  - c. When in a public space, protesters have the right to photograph anything, including federal buildings and police. All states allow video but not all states allow audio.
  - d. Protestors do not need a permit to march on the sidewalks or in the streets if they do not obstruct car or pedestrian traffic.

## Starting Non-Profits

### **Purpose:**

To teach students on how to be an activist through non profit organizations

### **Sources:**

1. <https://www.councilofnonprofits.org/what-is-a-nonprofit>
2. <https://donorbox.org/nonprofit-blog/start-a-nonprofit/>

### **Lecture Notes:**

1. Basic Steps to Start a Nonprofit
  - a. Do your research
    - i. What type of nonprofit?
      1. There are 27 types, most likely yours will be a 501(c)(3) if it is educational, charitable, scientific, or religious
    - ii. Do other nonprofits like the one you have in mind exist?
    - iii. What demographic are you aiming to impact?
    - iv. What is the specific goal of your nonprofit?
  - b. Build a Solid Foundation
    - i. Who will be involved?
    - ii. What do you need to do?
    - iii. When should you file paperwork?
      1. Nonprofits must apply to be tax-exempted.
    - iv. Why is your organization the only way to accomplish your goal?
  - c. Incorporation and State Forms
    - i. Reserve/register intended name of the nonprofit corporation to make sure that no one else has created a nonprofit of the same name.
    - ii. Contact your local state association for nonprofits.
  - d. 10 step guide - drop link in chat
    - i. <https://donorbox.org/nonprofit-blog/start-a-nonprofit/>

### **Examples:**

1. <https://www.themusicboxproject.org/index/> ← by an IMSA student!
2. [www.blackboxart.info](http://www.blackboxart.info) ← also by an IMSA student!
3. KisumuKrafts - <https://www.kisumukrafts.org/> ← also run by IMSA students!
4. Youth Discussion Table ([https://www.instagram.com/youth\\_discussion\\_table/](https://www.instagram.com/youth_discussion_table/)) ← also by an IMSA student!

## Fundraising Through a Charity Function

**Purpose:** To teach students on how to fundraise as an activist.

**Sources:**

1. <https://www.donorperfect.com/giving-tuesday/online-activism/>
2. <https://www.eventbrite.com/blog/how-to-plan-a-successful-charity-event-ds00/>

**Lecture Notes:**

- 1) Organizing a fundraiser
  - a) Determine your goal
    - i) Make sure it is clear why you are raising money
    - ii) Create a mission statement to help guide your fundraising. All of your decisions will follow through this statement
  - b) Find fundraising platforms that fit your cause
    - i) Examples: GoFundMe, Classy
      - (1) GoFundMe - a for-profit crowdfunding platform that allows its users to create fundraisers where donors directly donate towards the fundraiser
      - (2) Classy - online fundraising platform designed for non-profit organizations that focuses on fundraising in exchange for a service which the company provides by working with the creators of the fundraisers
        - (a) used by large organizations such as the Junior State of America
  - c) Market your fundraiser aggressively
    - i) frequent and routine posts on social media
      - (1) this benefits "slacktivists"
      - (2) Twitter has been shown to be a powerful platform for fundraising
    - ii) encourage donors to create crowdfunding pages on your behalf
    - iii) create a "Take Action" webpage, sharing information about how others can help in other ways
  - d) Evaluate your

**Examples:**

1. <https://www.tubefilter.com/2019/02/26/markiplier-charity-livestream-amount-raised-my-friends-place/> - Markiplier Fundraiser
2. <https://www.classy.org/blog/jsa-salesforce-organized-data-growth/> - how JSA used Classy to grow as a non-profit organization, can model how a potential student fundraising team can grow through this organization

## Creating Your Own Opportunities

**Purpose:**

To encourage students to utilize their creative thinking to take their project through another route not described above.

**Sources:**

## Lecture Notes:

### Examples:

1. Chasing Equity aka PME Convention, LEAD 2018-19
  - a. Created by current EnACT facilitator Sam Taylor
  - b. SLX project turned PME project
  - c. Hosts a convention for high schools on equity and diversity in order to educate them on how to better improve/implement their own equity & excellence policy
  - d. [https://docs.google.com/presentation/d/1PIxt7\\_I8n1iSZrAkVrOhJXPVaSORwEMpRUcDfOkXt\\_o/edit?usp=sharing](https://docs.google.com/presentation/d/1PIxt7_I8n1iSZrAkVrOhJXPVaSORwEMpRUcDfOkXt_o/edit?usp=sharing)
2. Collaborate with a club
  - a. Students could find a club that is aligned with their project and collaborate with that club to develop something
  - b. Ex. Grass Roots Law Project branch of BSU
    - i. Started by Erin Yoo
    - ii. Spreads awareness about police brutality and works with lawyers to hold police accountable
    - iii. Reach out and work with Studco if you have ideas
3. Any other idea the students come up with
  - a. Similarly to PME Convention was Sam's idea, students could come up with their own route to take their projects

## Post Presentation

### Breakout Rooms (All time left)

**Purpose:** To give students time to continue the real world activism project portion of their SLX project.

**Materials:** Students, Zoom

**Directions:** Put all of the students in breakout rooms in their project groups. Give them the direction to continue developing their real world activism projects and to think about the different ideas we gave to them about potential projects. Facilitators should jump around between breakout rooms and help groups that need it. Facilitators could potentially help point students towards potential next steps that could fit well with their projects. Check in with students at the end of the module for progress.