YOUTH LEADERSHIP · GRADES 6–12

Micro-Campaign

INDIVIDUAL OR GROUP

Pick your campaign and define the basics. A micro-campaign is a small, real project you run in one to three days at your school or in your community. Small is the point. A campaign you actually finish beats a big one you never start.

HOW THIS WORKS

Four pages, in order: choose a campaign type and set your goal, plan how you will spread the word, build a day-of plan, then log what happened. Fill them in as you go, not all at once.

PAGE ONE OF FOUR

STEP 1. CHOOSE YOUR CAMPAIGN TYPE

Tick one, or use the last line to write your own.

☐ AWARENESS PUSH

Get people to understand something they walk past every day without noticing.

> Facts on posters, a short talk in class, a display case, a QR code linking to one credible source.

☐ GRATITUDE CAMPAIGN

Thank a group of people who rarely hear it, in a way they can see and keep.

> Notes for caretakers, bus drivers, kitchen staff, nurses, coaches, or a teacher who is retiring.

☐ COLLECTION DRIVE

Collect one specific item for one specific place that has said it needs it.

> Socks, coats, non-perishable food, school supplies, books, pet supplies, toiletries.

☐ GIVING CHALLENGE

Ask your peers to each do one small act of giving, then count how many happened.

> A tally board in the hallway, or a class-versus-class count.

My own idea _____

STEP 2. DEFINE THE BASICS

Keep every answer to a sentence or two.

The cause
What you are campaigning about, in plain words.

Who it helps
A specific group, place, or organization. If it is a donation, confirm they accept it.

Why it matters to me
One honest reason. This is what you will say when people ask.

DATES

Which day or days it runs.

WHERE

The room, hallway, entrance, or feed.

SUCCESS LOOKS LIKE

One number or one clear result.

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Spread the Word

INDIVIDUAL OR GROUP

Promotion and permissions. Nobody joins a campaign they haven't heard about. Pick two or three ways to reach people, using only what you can actually get access to.

THE ONE-SENTENCE PITCH

Before anything else, write the sentence that goes on every poster, post, and announcement: what you are doing, who it helps, and what you want people to do.

STEP 3. CHOOSE YOUR CHANNELS Tick the ones you will use and note the detail beside each.

☐ **Poster or sign**
Where will it hang, how many, who prints it?

☐ **Hallway or lobby table**
Which spot, which day, what sits on the table?

☐ **Social post**
Which account, what image, when does it go up?

☐ **Announcement or talk**
Morning announcements, an assembly, or class by class?

☐ **Word of mouth**
Who will tell their team, club, class, or group chat?

☐ **Something else**
Newsletter, bulletin, chalkboard, front-door sign, email home.

STEP 4. LINE IT UP BEFOREHAND Sort these before the first day, not on it.

MATERIALS I NEED

Boxes, tape, markers, paper, table, tally sheet, donation bin, printed notes.

PERMISSION AND WHO TO ASK

A teacher, principal, office, coach, or the organization receiving the donations. Write the name and the date you asked.

KEEP IT SIMPLE

- One clear ask. Keep your ask focused. Make it easy for people to understand what you want them to do.
- Say the date and the drop-off spot on every poster.
- Ask permission early, in person, with your plan ready.

BEFORE YOU PRINT

Read your pitch out loud to one person who knows nothing about the campaign. If they cannot repeat back what you want them to do, rewrite it.

Day-Of Plan

INDIVIDUAL OR GROUP

The run sheet. Every task, in order, with a name beside it and a time it needs to be done. Working with a group? One copy is enough, write names beside the tasks. Running it alone? Your name goes in every row. That is normal.

STEP 5. WHO IS DOING WHAT Write the task, the person responsible, and when it happens.

WHEN	TASK	WHO IS ON IT	DONE

Most campaigns need at least these: set up, greet people and explain the ask, keep count, restock or empty the bin, take a photo, pack up, deliver what you collected, and thank everyone who helped.

IF SOMETHING GOES WRONG

Low turnout, rain, a cancelled announcement, a table you cannot use. Write your backup plan.

WHERE IT ALL ENDS UP

Who receives the donations, notes, or totals, and how they get there. Include the date.

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What Happened

INDIVIDUAL OR GROUP

Results and reflection. Fill this in within a day or two, while you still remember the details. These numbers and sentences go straight into your Giving & Impact Log, and later into a résumé or application.

STEP 6. LOG THE NUMBERS

Count what you can. An estimate is better than a blank.

DAYS IT RAN	PEOPLE INVOLVED	ITEMS OR ACTS COUNTED	HOURS I PUT IN

What we actually accomplished
One or two sentences, with the number in it. This is your résumé line later.

STEP 7. LOOK BACK

Short, honest answers. Nobody is marking this.

What worked better than expected?
The part you would do exactly the same way again.

What would I do differently?
Timing, location, the ask, how early you started, who you asked for help.

What did I learn about planning something real?
Something you know now that you did not know before this campaign.

SAY THANK YOU

Thank the people who helped, the adult who gave permission, and the place that received what you collected. Two sentences are plenty, and it is the reason they say yes next time.

RUN THE NEXT ONE

Print a fresh copy of these four pages and change one thing: a bigger goal, a different cause, or a partner class. The second campaign is always easier than the first.