

DIRECT ACTION TRAINING: SCHOOL WALKOUTS

Across the country, young people are already angry, restless, and taking action in response to conditions that affect their safety, dignity, and futures. Walkouts and spontaneous protests are happening with or without adult involvement.

This toolkit exists because students are already moving. Our role is not to create unrest, but to help young people organize their energy safely, strategically, and toward the people and institutions responsible for the harm—not against themselves or each other.



DIRECT ACTION TRAINING: SCHOOL WALKOUTS

- Table of Contents
- Overview of Direct Actions
 - Protest Safety
 - Walkout Overview
 - Walkout Initial Brainstorm
- What Takes: Roles and Teams



DEFENDING
EDUCATION

WHAT IS DIRECT ACTION?

NON-VIOLENT DIRECT ACTION

Collective strategic actions taken to challenge unjust power and achieve social or political change.

NON-VIOLENT CIVIL DISOBEDIENCE

Refusal to follow unjust laws in order to change harmful government policies or laws



Direct action is not about causing chaos or just trying to go viral.

It's about:

- Making injustice impossible to ignore
- Shifting who holds power in a moment
- Opening space for organizing, negotiation, and long-term change

Direct action is how everyday people use their collective power to force change when systems aren't listening. For young people especially, it's a way to move from feeling powerless to actively shaping what happens next.

Nonviolent civil disobedience works because it creates pressure & visibility.



When people peacefully refuse to comply with injustice, decision-makers are forced into a dilemma:

- **Negotiate with protesters**
- **Accept the Demands**
- **Continue the harm or/and increase the violence against protesters**

TYPES OF DIRECT ACTION

PROTEST: Calling out an injustice & demanding change



Speaking out publicly so the problem is visible, decision-makers are called in, and solutions are demanded.

Examples:

- **Rallies** or speak-outs (before or after school or lunch)
- **Testifying** at school board meetings
- **Petitions** or open letters from students
- **Banner drop** or other visual protest like posters, buttons, art exhibitions

NON-COOPERATION: Refusing to participate until change happens



Not going along with harmful rules so that things can't keep working as usual.

Examples:

- **School walkouts** or coordinated absences
- **Boycotts**—canceling subscriptions, avoiding certain brands or stores
- **Strikes**—No School, No Work, No Shopping
- **Class takeover**—Interrupting class for a student-led discussion, training, or teach-in

INTERVENTION: Interrupting harm as it's happening



Action taken when harm is **happening now** or a harmful decision is about to be made, to make it visible & force accountability.

Example

- **Documenting harm** and preserving evidence; sharing publicly if it's strategic
- **Quick mobilization** when harm is happening to alert the community, draw attention, and demand accountability.
- **Lawsuits** or formal complaints to stop or delay harmful decisions.
- **Civil disobedience** or intentional actions that interrupt harmful processes.

CREATIVE SOLUTIONS: Building community-based alternatives



Creating student- and community-led solutions that meet real needs and show a better way forward.

Example

- Peer-to-peer **restorative justice** and abolitionist mental health practices
- Youth-led **Freedom Schools**, summer programs or teach-ins
- **Community gardens**, food programs and spaces to building collective care
- **Youth-led spoken word**, music, or art and creative spaces for expression

School Walkouts

This toolkit helps youth and adults plan walkouts with care and intention and is intended for educational and planning purposes only.

As young people, we often feel powerless because there's so little we can control. A school walkout lets us use our presence to break away from our usual school day, bringing attention to important issues, making a statement and demanding change

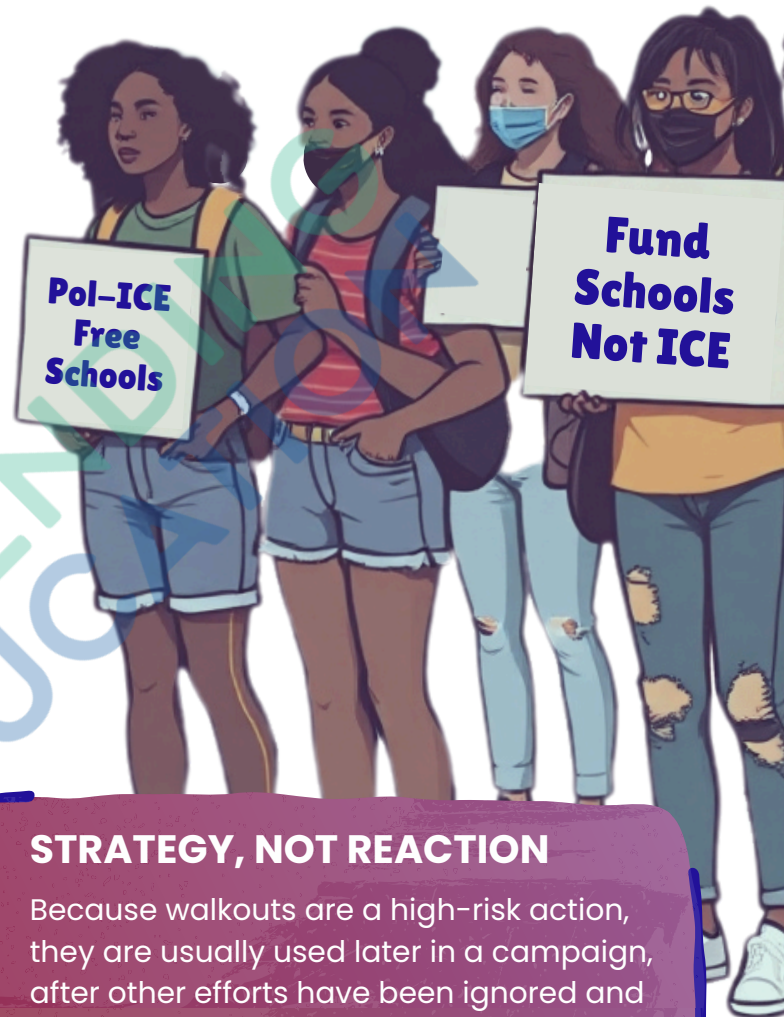
WHAT IS A WALKOUT?

Walkouts are a non-cooperation tactic, where people collectively leave a place to withdraw participation and force change.

A school walkout is when students collectively leave class or campus during the school day to protest an injustice and demand change.

When walkouts intentionally break school rules, they are also a form of nonviolent civil disobedience.

Walkouts have been used in labor and student movements for civil rights, safer schools, and educational justice to interrupt business as usual and demand accountability.



TURNING ABSENCE INTO POWER

A walkout creates pressure by disrupting normal school routines and making a problem impossible to ignore. Schools rely on student attendance, schedules, and compliance to function.

When large numbers of students leave together, classes cannot operate normally and school leaders are forced to respond.

Ignoring a walkout often brings greater attention from families, the media, and the wider community, creating a decision dilemma: meet the demands and make changes, or respond in ways that expose the injustice being defended.

STRATEGY, NOT REACTION

Because walkouts are a high-risk action, they are usually used later in a campaign, after other efforts have been ignored and stronger pressure is needed.

A well-designed walkout is collective and intentional: it disrupts routines, clearly confronts people with power, and makes specific demands—turning disruption into pressure and pressure into change.


Young people have often taken this action when others could not. Many adults are limited by work, caregiving, or the risk of arrest, while students have used their position inside schools to step forward when systems refuse to listen.

Walkout Strategy Brainstorm

These questions can help the your leaders plan a walkout with clarity & intention.
With your planning team discuss question in **WHITE** and answer sections in **BLUE**.

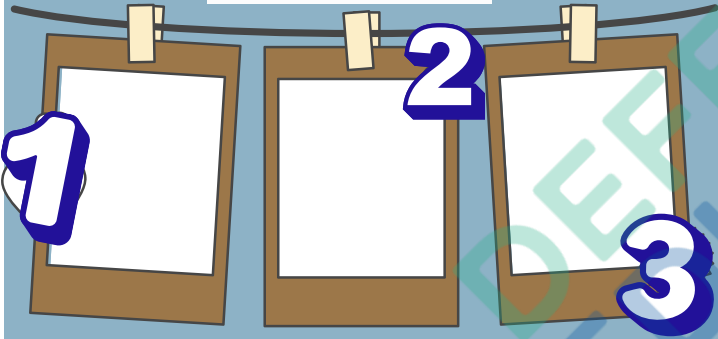
What's the issue?
What change do you want to see?
What should your action accomplish?

GOAL:



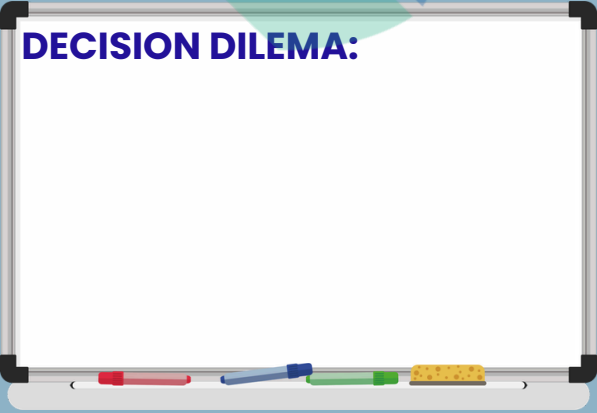
Who has the power to make this change? (1st target)
What do you want them to do?
Who can influence your target? (2nd-3rd target)

TARGET(S):



How does this walkout create pressure on your target to meet your demands?
When and where will this walkout:
(1) Put the most pressure on your target?
(2) Have the most impact?

DECISION DILEMA:



What specific change are you demanding?
What choice must they make?
What action must your target take?

DEMANDS:



What specific change are you demanding?
What action must your target take?
What Choice must they make?

DAILY NEWS

WHAT'S THE STORY YOU WANT TOLD:



SCHOOL WALKOUTS!
YOUTH DEMAND:

PROTEST SAFETY: KNOW YOUR RIGHTS

YOUR RIGHTS AT PROTESTS & ACTIONS

- You generally have the right to **protest peacefully** in public spaces like sidewalks and parks.
- You have the right to express your views, hold signs, chant, and wear symbols.
- You often have the right to record or document what is happening in public spaces, including police or enforcement activity, as long as you do not interfere.

***Laws and school policies vary – knowing your local rules helps you make informed choices.*

BEFORE YOU GO



- Decide your comfort level and what **risks you are willing** (or not willing) to take.
- **Share a plan** with someone you trust: where you're going, who you're with, and when you expect to be back.
- **Dress for safety** and comfort (weather, walking, standing).
- **Bring essentials only** (ID if you choose, water, snacks, medication).

INTERACTING WITH LAW ENFORCEMENT OR SECURITY



- **Stay calm** and do not argue or escalate.
- Always ask: **"Am I free to leave?"**
- **Do not consent to searches** if you do not want to. Say **"I DO NOT CONSENT"**
- You have the right to **remain silent**
- If detained or questioned, **ask for a lawyer or a trusted adult.**

USE A BUDDY SYSTEM



- **Never go alone.** Always arrive & leave with at least one other person.
- **Stay together** during the action.
- **Use a buddy system** for breaks- including restroom trips or stepping away from the group.
- If someone needs to leave, at **least one buddy** goes with them and checks in afterward.
- **Being together reduces risk** and makes it easier to respond if something goes wrong.

RECORDING & DOCUMENTING HARM



- **Recording can help** create accountability & protect people from abuse.
- If you record:
- **Focus on what is happening**, not provoking interactions.
 - **Prioritize safety** over footage.
 - Decide together if and how footage will be **shared.**

IF POLICE OR IMMIGRATION ENFORCEMENT (ICE) IS PRESENT

When law enforcement is present, safety and care matter most.

- **Do not approach or interfere physically.**
- **Document from a safe distance if possible.**
- **Alert trusted adults, organizers, or rapid response networks.**
- **Stay together – do not separate from your group.**
- **Avoid spreading unverified information that could cause panic.**
- **Actions involving immigration enforcement can carry high risk.**
- **Make choices based on care, safety, and collective agreement.**



PROTEST SAFETY: BE PREPARED

PREPARE AN ACTION BACKPACK



BEWARE OF SURVEILLANCE



DRESS SMART:

HAT



FACE COVER



COMFY SHOES



SWEATER



UNDERSTANDING THE RISKS:

These questions help you & your group understand risks and strengths so you can plan, protect each other, and act with intention.

Add as many for you or your group:	THREAT: What's something that could cause harm	RISK: What if the threat turns real	VULNERABILITY: What makes it worse	STRENGTHS: What can protect us
<i>EXAMPLE:</i>	<i>IT CAN RAIN</i>	<i>WE'LL GET WET & SICK</i>	<i>WE HAVE NO COATS OR COVERINGS</i>	<i>UMBRELLA, PLASTIC PANCHOS, JACKETS</i>
YOURSELF:				
YOUR GROUP				
YOUR GROUP				

Walkout Timeline Brainstorm

Fill this out as a team to map out your walkout from planning to action day. Add dates, times, and tasks for each step, and use the status column to track progress and stay organized.

<u>DATE:</u>	<u>TIME:</u>	<u>TASK:</u>	<u>COMPLETED:</u>
		ADD MORE TASKS IN EACH SECTION	
		LEADERS HOLD FIRST MEETING TO MAKE A PLAN	
		START GETTING COMMITMENTS TO WALKOUT & RECRUIT LEADERS	
		LEADERS CHOOSE ROLES & RESPONSIBILITIES	
		FINALIZE DEMANDS & MESSAGING; SCOUT ROUTE	
		FINALIZE ACTION & SAFETY PLANS, CONFIRM PARTICIPANTS, AND GET SUPPLIES	
		ART PARTY, SAFETY TRAINING, CONFIRM PARTICIPANTS	
		WALKOUT DAY: CHECK IN, TAKE SUPPLIES, GATHER PARTICIPANTS	
		BEGIN WALKOUT	

Action Plan

Safety note: For security, use first names, initials, or nicknames only. This sheet outlines organizing roles and should be stored securely & not shared publicly.

STRATEGY, ROUTE & SCOUTING | 2-3 WEEKS BEFORE ACTION

Finalize Walkout:

Date: _____ Start Time: _____ End Time: _____

Start Location: _____

Ending Location: _____

Scout tasks (add due date):

- ___ Scout the route in person and take notes/photos
- ___ Identify rally points, pause spots, and high-visibility areas
- ___ Flag risks, tight spaces, barriers, or safety concerns
- ___ Identify nearby bathrooms, water, shade, accessibility needs
- ___ Share scouting notes back with logistics + safety teams

ROUTE & STAGING LOCATION | 2-3 weeks before action

Find a school/neighborhood map and draw your route. Have an alternative route in case the main one is blocked (paste a map here):

Safety & Security (add due date):

- ___ Identify high-risk areas and ASK for SUPPORT from allies
- ___ Review Route with leaders
- ___ Review Know Your Rights and safety guidance with leaders
- ___ Share the Buddy Systems with leaders
- ___ Share emergency response steps

MESSAGING & DEMANDS | 1-2 WEEKS BEFORE ACTION

Identify the target(s):

Main: _____ Secondary: _____

Finalize Demands:

- 1 _____
- 2 _____
- 3 _____

Visual Messages (add due date):

- ___ Decide where chants, banners, or speakers will be more strategic
- ___ Coordinate visuals (banners, signs, & flyers)
- ___ Create list of art supplies needed

PROGRAM | 1 WEEK BEFORE ACTION

Finalize Program Flow: Use this space to plan draft your march timing, march length, speakers, and other activities

Materials & Supplies

- ___ Poster Cardboard
- ___ Cloth / Banner Fabric
- ___ Markers
- ___ Rope / Zip Ties
- ___ Sound System
- ___ Water
- ___ First Aid & Medic Supplies
- ___ Printed Chants, Demands, or Flyers
- ___ Backup Materials (extra signs, batteries, chargers)
- ___ Paint
- ___ Tape
- ___ Megaphone
- ___ Snacks

Add how many of each & by when you need them:



Forming A Planning Committee

Once your goals, demands, date, and location are set, it's time to start planning. The main planning team coordinates all teams, makes key decisions, and ensures the walkout is organized, safe, and aligned with the group's goals and demands.

PLANNING TEAM LEADS LOGISTICS

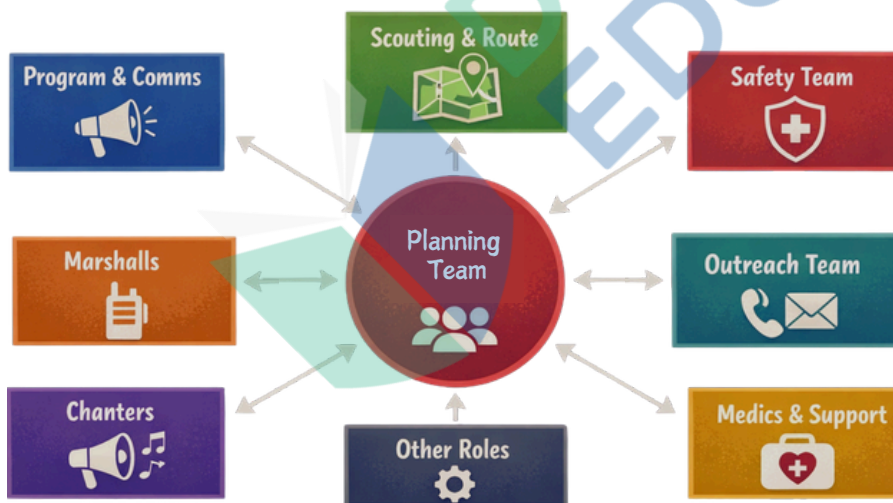
This team includes logistics planners and leads from other teams to make sure the walkout and march run smoothly, safely, and support the group's goals and demands. By planning ahead, the planning team helps coordinate:

- What resources and donations are needed
- Supplies and materials for each team
- Timing and how people will move together
- Where chants, speakers, and visuals will have the most impact
- How the route connects to the target and people with power to decide
- Accessibility, water, rest, and medical needs
- Where marshals and support should be placed
- How people will arrive, stay together, and leave safely

WHO & HOW MANY PEOPLE CAN JOIN THIS TEAM

Small walkout: 8-10 people
Larger walkout: 10-15 people

- Keep the group small enough to make decisions quickly, but large enough to represent each team
- There should be a leader of each team (outreach, marshals, safety, scouting, visuals & art, messaging, program)
- 3-5 logistics coordinators to help manage timelines, materials, and coordination.
- People joining should be trusted by the group, including students or adult supporters



LOGISTICS COORDINATORS:

- Each coordinator checks in with 2-3 teams to identify what they need
- Tracks progress against the timeline
- Brings updates and recommendations to the full group

Logistics doesn't control the action — they coordinate it. Larger actions may need more people with shared roles.

Risk & Safety Plan

Safety note: For security, use first names, initials, or nicknames only. This sheet outlines organizing roles and should be stored securely & not shared publicly.

You can use these pages as your main planning document to ensure your actions are safe and effective. This is where your team will make decisions, assign roles, and track progress. Bring this document to planning meetings and update it together.

SAFETY ROLES / 3-2 WEEKS BEFORE

Confirm leaders in safety roles:

Police Liaison – They share information between law enforcement and the group

1. Lead: _____
2. Backup: _____

De-escalators – They help calm tensions and prevent conflict

1. _____ 3. _____ 5. _____
2. _____ 4. _____ 6. _____

Legal Observers – (1 for every 75 participants) They document police or ICE activity

1. _____ 3. _____ 5. _____
2. _____ 4. _____ 6. _____

Medical Emergency: Medical emergency team are people with first aid training or adults assigned to respond to medical emergencies and call for help if needed

1. _____ 3. _____ 5. _____
2. _____ 4. _____ 6. _____

MARSHALS / 1-2 WEEKS BEFORE

Set marshal team members & positions

Remember, you need 2 people per position

Front: 1. _____

2. _____

3. _____

Mid-front: 1. _____

2. _____

3. _____

Mid Back: 1. _____

2. _____

3. _____

End: 1. _____

2. _____

3. _____

ACCESSIBILITY & CARE PLANNING / 1 WEEK BEFORE

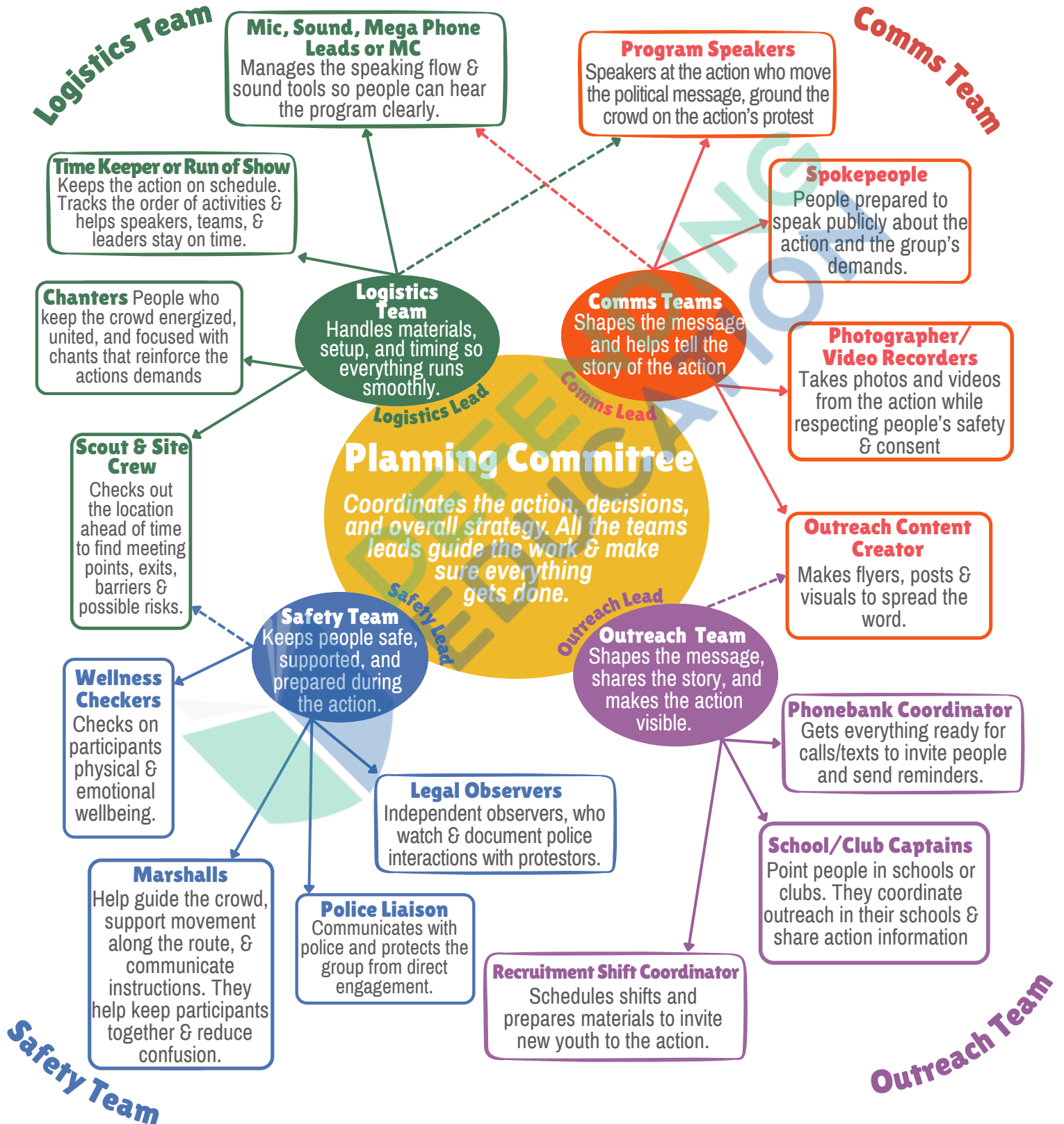
Use this table to identify specific needs, plan what support will help, and clearly name who will provide that support. (Think about mobility or sensory needs, anxiety, medication, or the need for quiet space.)

NEEDS:	WHAT SUPPORT WILL HELP MEET THOSE NEEDS:	WHO WILL PROVIDE THE SUPPORT?
<i>ei. Mobility issues for people with wheelchairs</i>	<i>-A route that has ramps at every intersection -Have drivers give rides to the end location</i>	<i>-Scout should identify path & alternatives -Adult allies must assigned to give rides</i>



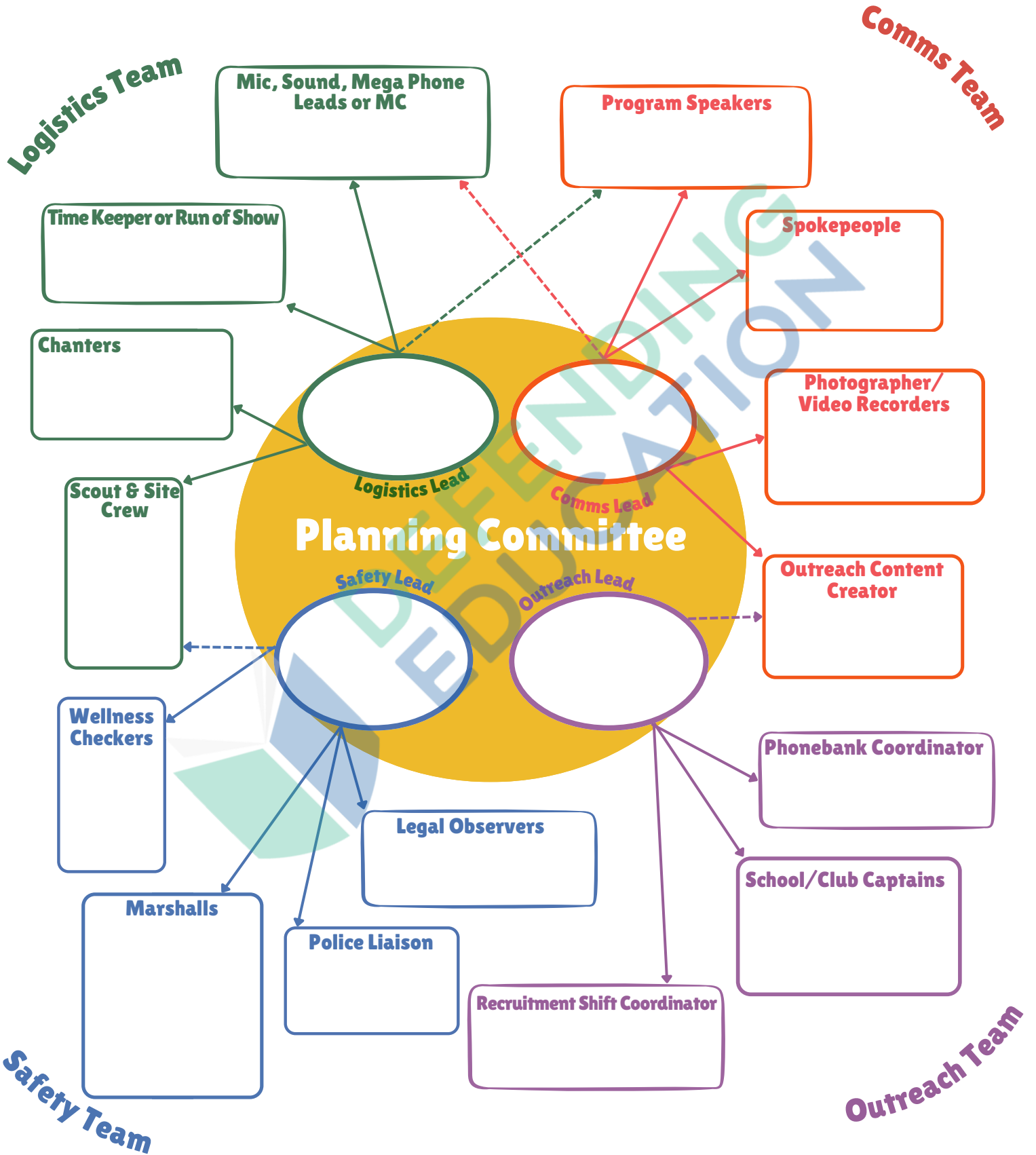
What It Takes: More Roles & Teams

Once your goals, demands, date, and location are set, it's time to start planning. Review the teams and roles together. Make sure everyone understands what each role does before choosing who will take it on.



What It Takes: Roles & Teams

As a group, decide who will take on each role and write their names in. Make sure every role is covered.



Securing Participants

Outreach is how you make sure people don't just agree with the action, but actually show up together. This section will help you plan Turn out.

Walkouts only create pressure when enough people act together. This tool helps you move from "people agree" to "people show up," turning your demands into real leverage.

SET YOUR GOALS | 3-2 WEEKS BEFORE THE ACTION

SET YOUR "SHOW-UP" GOAL:

Start by deciding how many people you want present at the walkout. As a team, discuss:

- **How many people are needed for the action to be impossible to ignore?** *Media attention, school response, families noticing, decision-makers paying attention.*
- **How many people are needed to fill or block the space we're targeting?** *Hallways, school entrance, campus quad, sidewalk, & meeting room.*
- **What number helps protect participants by making punishment harder to enforce?** *Safety in numbers—how many students make it unrealistic to suspend or single people out.*
- **How many people can we realistically reach in the time we have?** *This helps match goals to capacity & prevents burnout.*

HOW MANY "YES" ARE NEEDED?

Not everyone who says YES to attend will show up. For every 3 people who say "YES", expect 1 to show up. Use this formula to calculate the number of YESSES you need to get to your goal:

$$(\text{SHOW-UP GOAL}) \times (3) = \text{YESSES NEEDED}$$

Example: If the Goal is 500 people, you then calculate $500 \times 3 = 1,500$

You need 1,500 people to say YES for 500 to actually show up to your action

USE OUR WORKSHEET TO SET YOUR GOAL

WRITING AN INVITE | 2 WEEKS BEFORE

A good script helps youth understand why this action matters & what they're being asked to do, without oversharing. A strong script:

- Explains the issue simply
- Name what's happening (without extra detail)
- Invites action, not just agreement
- Leaves room for questions

Use these questions to shape your script:

- What injustice are we responding to?
- Why does this matter now?
- What are we asking people to do together?
- How can we say this in less than 30 seconds?

HOW TO DO OUTREACH | 2 WEEKS BEFORE

Not all outreach methods are equally safe or effective. Before inviting people, decide how you'll reach them in ways that protect everyone. As a group discuss:

What outreach methods feel safest right now?

Word of mouth, 1:1 conversations, small group chats, phone calls

Where could public posts create risk rather than increase turnout? *Social media posts can be screenshotted & monitored*

Who should have access to contact information? *Limit access to a small number of trusted people*

How will sign-up information be protected? *Online forms with limited access, paper lists kept secure & no action details written down*

What will you and your leaders do if you are questioned by school admin or law enforcement for recruiting? *You don't have to answer questions without a guardian or lawyer present.*

Out Reach Safety

Use this page to prepare a safety plan before outreach begins. Work as a team to decide how you will protect each other, respond if questioned, and keep information secure. Review the safety tips together. Then use the planning boxes to write down exactly what people should say, who to contact for support, and what steps to take if questioned by school staff or law enforcement.

OUTREACH SAFETY | 2-3 WEEKS BEFORE

Safety tips while you organize your action:

- Read your student handbook to know possible discipline consequences & your due process
- Support students who are questioned or targeted for organizing or sharing information about the action
- If anyone is questioned, document what happened (including dates, names, and statements).
- Contact trusted groups or legal to support you while you organizer your action

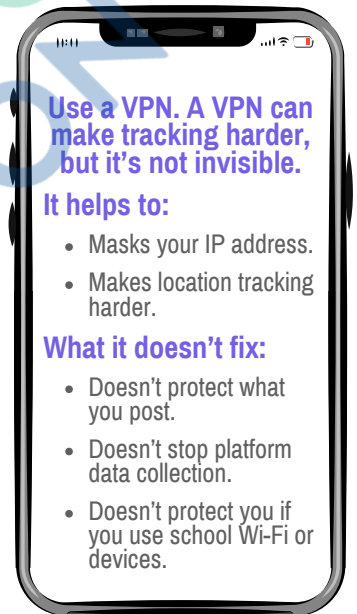


Safety tips if you are questioned by school staff: Stay calm and respectful.

Things you can say:

- "I'd like to have my parent or guardian present before answering questions."
- "I'm not comfortable answering questions right now."
- "I would like to return to class."

After being questioned, write down who spoke to you & what they said. Also take note of the date and time.



Safety tips if you are questioned by school staff: You have the right to remain calm and not answer questions without a parent, guardian, or lawyer present.

Things you can say:

- "I would like to speak with my parent or guardian."
- "I do not want to answer questions right now."

After being questioned, write down who spoke to you & what they said. Also, take note of the date and time.

Do not argue, run, or resist. Contact a trusted adult as soon as possible:

OUTREACH SAFETY | 2 WEEKS BEFORE Make a plan before it happens so no one has to decide alone.

Make your plan, if anyone is questioned by a teacher or school admin:

- What should people say?
- Who should be contacted immediately for support?
- What if they get asked who is planning an action?

Make a plan, if questioned by school police or law enforcement:

- What should people say?
- Who should be contacted immediately for support?
- What if they get asked who is planning an action?



How to Invite others

Safety note: This sheet has your action goals. Keep it in a safe place. Assume anything written down could be seen—plan accordingly.

Use this worksheet to plan how you'll invite people, follow up, and make sure they actually show up. This plan should be used across all team meetings — every meeting should include 15–20 minutes of outreach or calls.


SET YOUR GOALS
2-3 WEEKS
BEFORE ACTION

How Many People Should Show Up?	Multiply your show up goal by 3	Calculate How Many YES'es You Need:
_____	$\times 3 =$	_____

Plan to invite **ATLEAST** this number of people

INVITE SCRIPT BUILDER | 2-3 WEEKS BEFORE

Use this worksheet to write a short invite script you can use in conversations, calls, or messages. Keep it real, simple, and specific:

<p>INTRO: Inform who you are & what group you represent If you are calling a list, let them know how you got their contact. If you are in specific place, let them know.</p>	<p>Hey, I'm _____ and I'm here talking with other youth because what's happening in our community doesn't feel right to me.</p>
<p>CONNECTION: Share why this matters to you Share why you are calling them & why you care about this issue. Then ask them a question to hear how this has affected them or someone they know. You're not giving a speech — you're starting a real conversation.</p>	<p>Have you been affected by <u>(the issue: ex. the presence of ICE)</u> _____ ?</p>
<p>CONTEXT: Why this action matters right now Share what's happening, why your group is taking action now, and what makes this moment important. Be honest about the challenge — and name the hope or opportunity to make change together. Ask questions that help bring out anger, concern, or hope.</p>	<p>Right now, <u>(The Target: city/school council)</u> _____ isn't listening to students, so we're taking action together to make this impossible to ignore.</p>
<p>COMMITMENT: Make the ask — clearly and directly This is where you ask them to take action with you. Be specific about the date, time, and location. Don't forget the magic words: CAN I COUNT ON YOU TO THERE ON _____ AT _____</p>	<p>We're holding a walkout on <u>(Time & Location: Thursday at 11:30am at the main entrance)</u> _____, will you join me?</p>
<p>CATAPULT: Invite deeper participation If someone says yes, invite them to help in a real way. This helps build shared ownership of the action. Think about the support you may need</p>	<p>If you're in, could you <u>(Give Them a Task: bring a friend)</u> _____ Can you help us make signs?</p> 

Outreach Checklist

Safety note: This sheet lists tasks & roles. Keep it safe and do not share it publicly. Assume anything written down could be seen—plan accordingly.

Use this worksheet to plan who does outreach, how it happens, what materials are needed & how information stays protected at every step. These steps reduce risk, but they do not eliminate it. Schools and law enforcement may still try to monitor, question, or punish organizers. Planning ahead helps you respond together instead of alone.

OUTREACH PLANNING CHECKLISTS | 2 WEEKS BEFORE

OUTREACH METHODS

Before inviting people, decide which methods protect you, those helping and participants during

- Word of mouth | 1:1 conversations
- Small group chats
- Phone calls or texts
- Flyers
- Social media (action-only accounts)

When/Where will outreach happen?

- Breakfast time
- Lunch areas
- Before school
- After school
- Community Spaces
- Community Events

How Sign-Ups Will Be Collected?

- Paper sign-up sheets
- Online form

Notes:



OUTREACH CHECK LIST

Prep Before Outreach | Who's preparing this?

- Outreach script
- Action flyers or visuals prepared
- Online sign-up forms (virtual & paper/print)
- Outreach locations chosen
- Safety plan reviewed with outreach team

Group Messaging Plan

Add people the day before or day of the action

- Create a broadcast-only group chat
- Use Signal or another encrypted app
- Encourage first names or nicknames only
- Turn on disappearing messages (24 hrs or less)

Who creates and manages the group chat?

Notes:



SETTING UP DIGITAL SECURITY

Create an Action-Only Account

- Create a new email just for the action (no personal or school info)
- Use it to make a separate social media account—don't link personal accounts
- Choose a generic username with no identifying details
- Do not log in on school Wi-Fi or school devices.
- Schools can track activity on their networks, even if the account is "anonymous."
- Even action-only accounts are not fully anonymous. With warrants, platforms may be forced to share data.

Notes:



Invitations & follow-up

Safety note: Keep this sheet somewhere safe. Assume anything written down could be seen—plan accordingly.

OUTREACH MAPPING | 2-3 WEEKS BEFORE

As a team discuss the following questions to help plan how you will invite other to participate.

Who has access to large groups of youth?
club leaders, team captains, student orgs, trusted adults

What spaces help reach students we don't usually organize?

Where do we already see youth every day?
(classes, lunch, clubs, sports, bus lines, hallways)

What spaces are best for 1:1 invites?
(friend groups, after school, online DMs, group chats)



INVITATION, CONFIRMATION & REMINDERS: 2 WEEKS BEFORE

Use this table to plan outreach and confirmation shifts. Work in pairs when possible. List the date, time, location, who's reaching out, and any key notes.

Type of task: Inviting new people or calling to confirm	Date:	Time:	Location: School, community space, a house	Who will help: People should work in groups	Notes: Is there signal? Closing time? Does everyone have a phone?	Number of people reached
Outreach to Invite new people at (1 st place)						
Outreach to Invite new people at (2 nd place)						
Confirmation Calls:						
Outreach to Invite new people						
Confirmation Calls:						
Call/text reminders & send details of action						

Hosting A Phone Banking Session

AGENDA TO HOST A PHONEBANKING: 1-2 WEEKS BEFORE

WELCOME & GROUNDING — 5 mins.



Leader Says:

Welcome everyone. Thank you for being here and helping make this happen. Phone banking is one of the most important ways we turn interest into real people showing up.

Before we start, let's do a quick check-in. Why does this walkout matter to you?" (Let 2-4 people share.)

This is how movements grow — by inviting people personally. Every call you make today helps build something real.

SETTING GOALS & URGENCY — 5 mins.



Our turnout goal is: _____ people.
Our goal today is to confirm: _____ people.

Explain Urgency

Getting a 'yes' earlier doesn't guarantee someone will show up. Confirmation makes the difference.

Ask the Group Questions to Build Ownership

- What do you think happens if people don't get reminded?
- How does it feel when someone personally invites you vs. just seeing a post?
- Why is it important that we build this together?

Every confirmed person makes this action stronger and safer.

CONTACT SHEETS & TRACKING — 5 mins.



This sheet is how we stay organized. Only use first names & last initials.

- Mark their answer: YES, MAYBE, or NO.
- Write notes if they need support or accommodations.

Explain why it matters

We'll also add confirmed names to the main tracker. This helps us know who still needs reminders.

REVIEW SCRIPT & PRACTICE — 5 mins



Leader Says:

Let's walk through the script. Can help me practice?

Ask someone to practice with you:

Hi, is this Alex?

Yes.

Hey, it's Maya. We talked about the walkout happening on Friday at noon. I wanted to check if you're still able to join us.

Oh, I had forgotten about the protest

We'd love to have you there. It's going to be really powerful. We are meeting everyone at _____. Can we count on you to be there?

Yes, I can be there.

We are getting together to make signs on ____ at _____. Would you like to help us?

Yes.

CALLING TIME — 45 mins



Let's begin calling. Try to call as many people as you can. Your goal is simple: confirm attendance. Let's go!

DEBRIED & COUNT TOTAL — 5 mins



Regroup & Bring people back:

Thank you, everyone, for making calls. Let's count what we built together

- How many YES confirmations? _____
- How many MAYBE? _____
- How many NO? _____

This is the work that makes the action real. Thanks to your calls, more people will show up.

Please return your sheets so we can track them.



Tip for leaders:

Leaders should walk around during calls to encourage and support people. You can remind folks:

- You're doing great.
- Every call matters.
- You're helping build real turnout.

If You Only Have 30 Mins

Shorten these sections:

- Welcome: 2 mins
- Goal setting: 3 mins
- Script review: 3 mins
- Calling time: 17 mins
- Close & count: 5 mins

Skip or shorten:

- Discussion & practice

Priority: Use most time for calls

If You Have 90 Minutes

Extend these sections:

- Welcome: 10 mins
- Script practice: 10 mins
- Calling time: 50 mins
- Debrief: 10 mins
- Celebration: 10 mins

Add:

- A second round of calls for no answers or Maybes

Confirmation Script

Confirmation Calls help us make sure people still plan to attend, answers questions, and identifies any support needs ahead of time.

A **Phone Banking Session** is when your team gathers to call or text people to invite them, confirm they're coming, & help build turnout together. Use this section help you hold a Phone Banking Session to confirm participants.

Call Script Next, prepare a script of what people sho say when calling people. Fill in the action details and rewrite it in your own words. Remind them of the action, ask if they can attend, ask if they have any needs, and record their answer.

Hi, is this (contact name) _____ ?

This is (your name) _____ from (your group/org) _____.

I'm calling to follow up because you signed up for more information and showed interest in joining our action.

We are organizing a (name your action- protest/walkout/march) _____ to make sure our voices are heard on (name your issue/demands) _____.

Our (type of action) _____ will be on (date) _____ at (time) _____.

Meet us at (action starting location) _____.

Is there anything you need to participate? _____ Would you like to help by: Bringing friends Making posters
 Inviting others _____



Confirmation Script

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Meet us at (action starting location) _____.

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 Inviting others _____

Communication Team

The communications team makes sure people understand why the action is happening, what we're demanding, and how to join safely. They also help protect youth by sharing information carefully. **This team helps make sure the message stays clear, powerful, & youth-led.**

Roles within team (we recommend 1 person per role, but they can have more than 1):

- **Comms Lead:** Keeps messaging clear and aligned, ensures all tasks are completed
- **Media Wrangler** (adult ally): Sends reporters to spokespeople & protects youth from pressure
- **Spokespeople** (2–3 youth): Speak to the media and public about the action
- **Documentation Lead:** Captures photos/videos safely and respectfully
- **Social Media Lead:** Shares posts before and after the action

COMMUNICATION LEAD / MEDIA WRANGLER:

The Communications Lead makes sure the group's message is clear, consistent, and powerful across everything. They also make sure the group's message is sent out clearly – while protecting youth safety.

BEFORE THE ACTION (Preparation)

1. Prepare the message

- Finalize the group's core message
- Identify 2–3 youth spokespeople
- Prep with spokespeople using the press script

2. Draft and send the press release

- Fill out the press release template
- Send press release to reporters 2–4 days before the action
- Send a reminder email 24 hours before

3. Contact reporters directly

- Make a list of local reporters and outlets:
 - TV news & local newspapers
 - Radio stations
 - Online news
- Email reporters & follow up with calls or texts if possible
- Simple script: "Hi, my name is _____. I'm helping organize a student walkout at ____ on _____. Youth will be speaking about _____. We wanted to invite you to cover it."

4. Prepare media plan for the day

- Confirm who will speak (spokespeople)
- Decide safe media meeting location
- Review safety plan with spokespeople

DURING THE ACTION

5. Manage media safely

- Identify reporters when they arrive
- Ask who they are with
- Bring them to the designated spokesperson

6. Protect youth safety

- Do not allow reporters to interview random students without consent
- Make sure youth are not pressured
- Redirect reporters to prepared spokespeople: "**We're focusing on youth voices today. Please direct questions through me.**"
- Stop interviews if safety concerns arise

AFTER THE ACTION

7. Follow up with media

- Send photos (if safe), turnout numbers & thank reporters for covering
- Send follow-up statement if needed

8. Share coverage with your group

- Save links & Document for future actions

Walkout Message Building

Work on this together as a team. Discuss each question and write answers everyone agrees with.

This tool helps your planning team turn your concerns into a clear message that others can understand and support. A strong message helps you recruit participants, explain your action, and pressure decision-makers.

1. What Are We Doing?

We are organizing a *(type of action)*:

_____ On _____ at _____.

We are holding it at *(location)*:

2. What's the Problem?

What is happening? Who is being harmed? How is this affecting students & the community?

3. Who Has the Power to Fix It?

Every action needs a clear target. A target has decision-making power over this issue?

Target:

Who do they listen to, care about, or respond to? These are **your 2nd targets**:

4. What Are We Demanding?

A demand should be specific and achievable and directed at the **target**

Our Demands:

5. Why Now?

Why is this urgent? What makes this moment different? What happens if nothing changes?

Why this matters right now:

6. What Future Are We Fighting For?

What does victory look like? What kind of school or community are you trying to build?

Our Vision:

TURN YOUR ANSWERS INTO A CORE MESSAGE

Use this Formula to develop your message:

Who You Are + What You Are Doing + Why + What You Demand

Example: We are walking out because students deserve safe and welcoming schools. We are calling on the school district to adopt policies that protect students.

Show, Don't Tell

Your visuals should help people understand your message instantly — even without reading every sign. This page helps your team turn ideas into reality.

WHAT FEELING DO WE WANT OUR ACTION TO INSPIRE? CHECK 1-3 THAT MATCH YOUR MESSAGE:

- Unity** (students standing together)
- Courage** (speaking up despite fear)
- Resistance** (refusing injustice)
- Protection** (defending students & community)
- Urgency** (this cannot wait)
- Hope** (fighting for a better future)
- Strength** (students are powerful)
- Grief or loss** (showing harm caused)
- Pride and dignity**
- Other:** _____

WHAT SYMBOLS, COLORS, OR IMAGES REPRESENT THESE FEELINGS? EXAMPLES:

- Red = urgency, danger, resistance
- Black = strength, solidarity
- White = silence, peace
- School items = students directly impacted
- Chains breaking = freedom
- Tape over mouth = being silenced
- Hearts = care and protection

Our colors: _____

Our symbols or images: _____

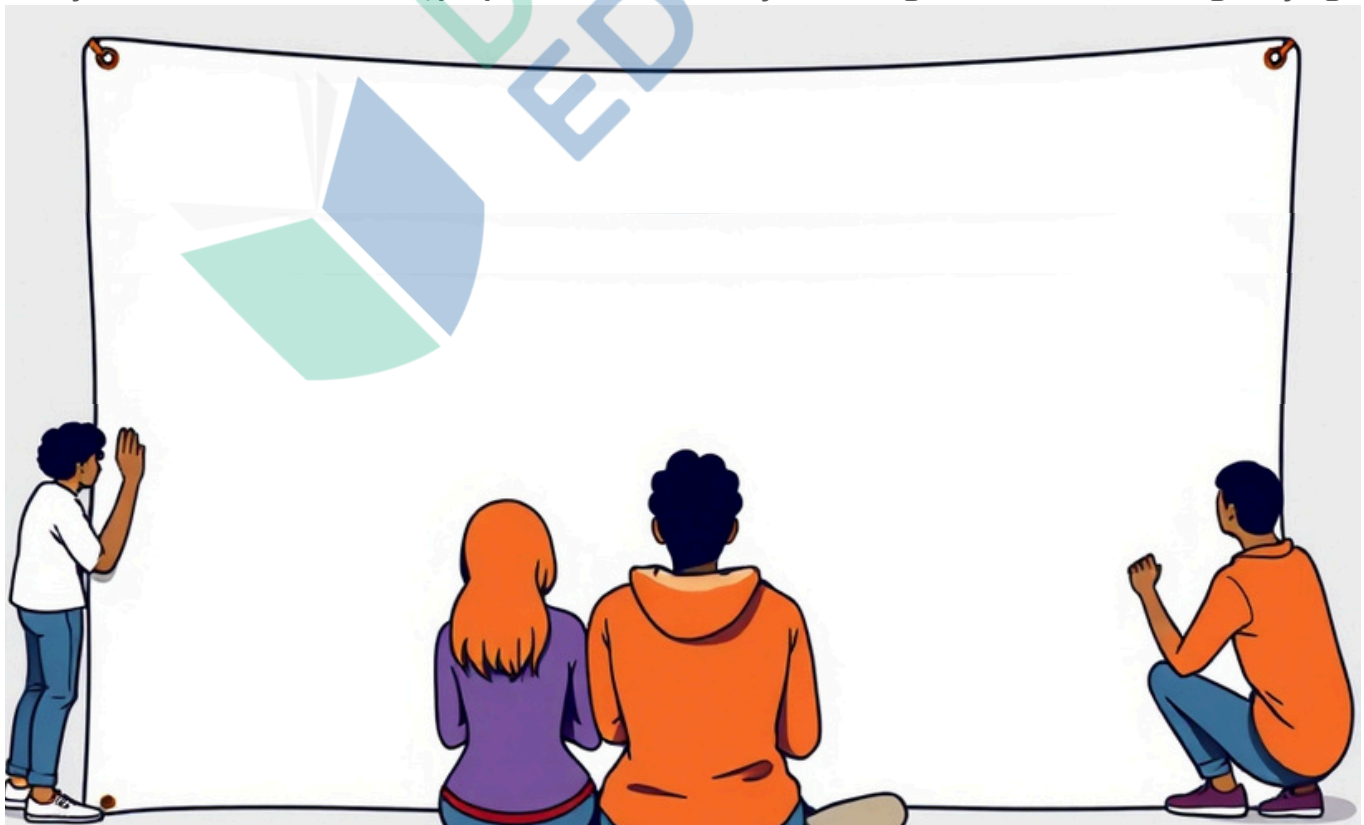
WHAT VISUALS CAN WE CREATE?

- Large banner
Message: _____
- Coordinated colors (wearing same color)
Color: _____
- Posters or signs
Ideas: _____

WHAT DO WE WANT PEOPLE TO SEE IMMEDIATELY?

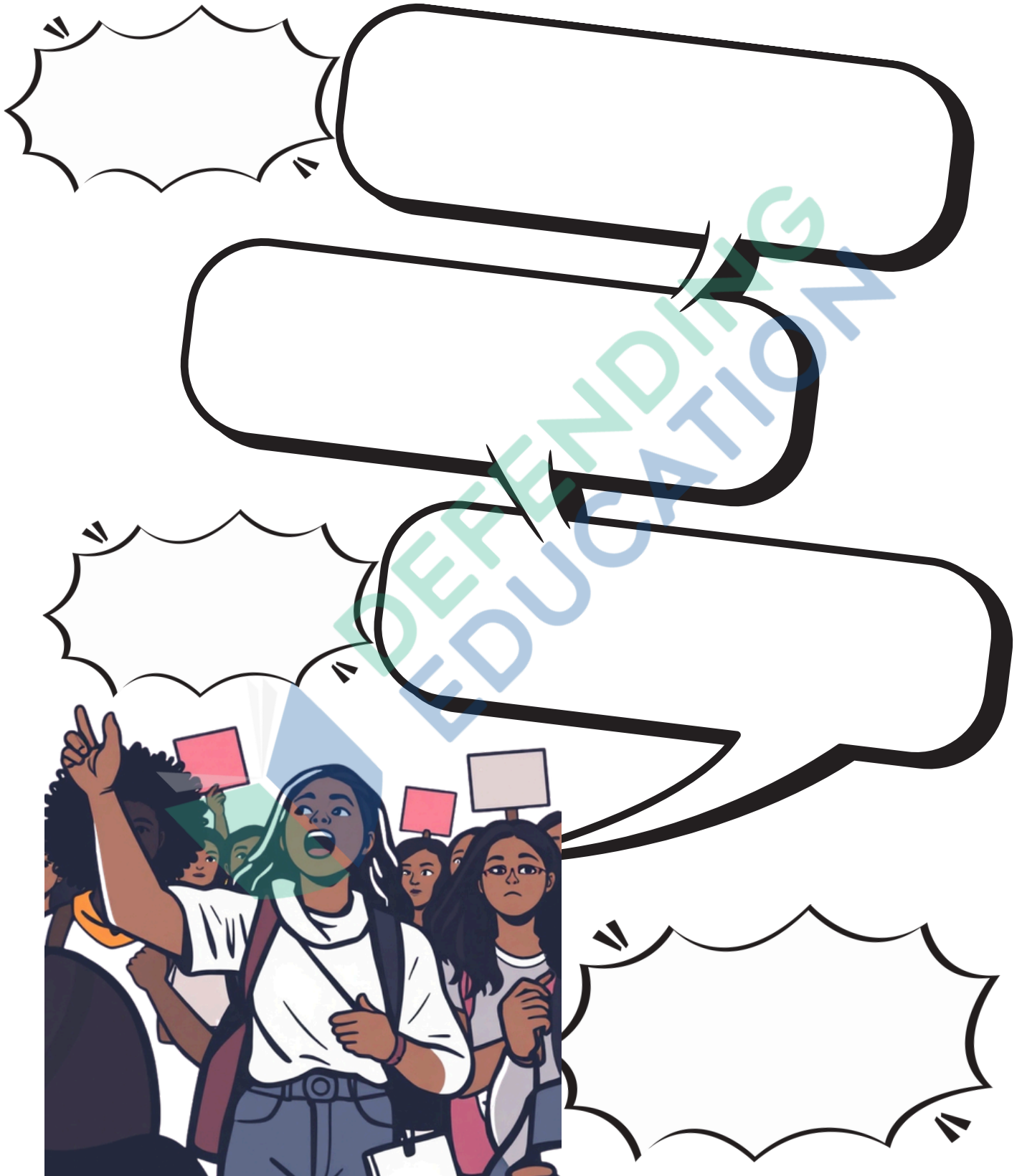
- Giant prop: large chains / large book / large heart
- Tape over mouths
- Matching ribbons, bandanas, or arm bands
- Student backpacks are placed together
- Cardboard props or symbols
- Paper signs held together to form one image

Draw your visuals here. Remember, people should understand your message — even without reading every sign.



Chants & Slogans

What slogans or chants will you use for the walkout?



Media & Spokespeople

UNDERSTANDING THE MEDIA & PREPARING YOUR SPOKESPEOPLE

When reporters attend your action, they may not know much about your issue beforehand. **They will look for:**

- A clear explanation of what's happening
- A strong emotional quote
- A personal story
- A clear demand
- Why this matters right now
- Conflict or tension
- An opposing perspective
- Something dramatic or urgent

WHO IS A SPOKESPERSON?

Spokespeople represent the group publicly. To shape the story that gets told, spokespeople should be prepared with a clear message.

Reporters may only use 10–20 seconds of what you say, and may also:

- Ask challenging questions
- Look for disagreement or drama
- Try to cover “both sides.”
- Check if anything said can be challenged or contradicted

If you don't know something, say so.

- Do not exaggerate & do not guess.
- Do not speak on behalf of others unless agreed to beforehand.

Your job is to:

- Stay calm & honest
- Stay aligned with your message
- Repeat your demand clearly

USE THESE STEPS TO CREATE A STORY THAT Gets Attention, Inspires Action, and Demands Change

Step 1– STORY OF SELF: In Strong Stories, There Is Tension

Think about a moment when you saw something wrong and had to decide:

TO SPEAK UP –OR– STAY QUIET

Reflect and share:

- What happened?
- What choice did you have to make?
- What felt wrong or unfair in that moment?
- Why did I choose to act?
- The value you were standing for?

STAND UP FOR:

Safety Trust

Respect Fairness

Courage

Dignity

Equality

Belonging



Describe the moment & value you're standing for:



Media & Spokespeople

Step 2 – STORY OF US: Is this happening to others?

Your story isn't just about you. When you share it, others may realize they're not alone and that many students are going through the same thing.

Reflect and share:

- Is this happening to others?
- What larger problem does this reflect?
- Who benefits from things staying the same?
- What do students deserve instead?



“ Write how your story connects to what other students are going through

Step 3 – STORY OF NOW: Why are students taking action now?

Strong speeches help people understand why this moment matters, what they can do, and why action can't wait.

Reflect and share:

- What happens if nothing changes?
- Why is this moment different?
- Who has the power to fix this?
- What are we demanding?



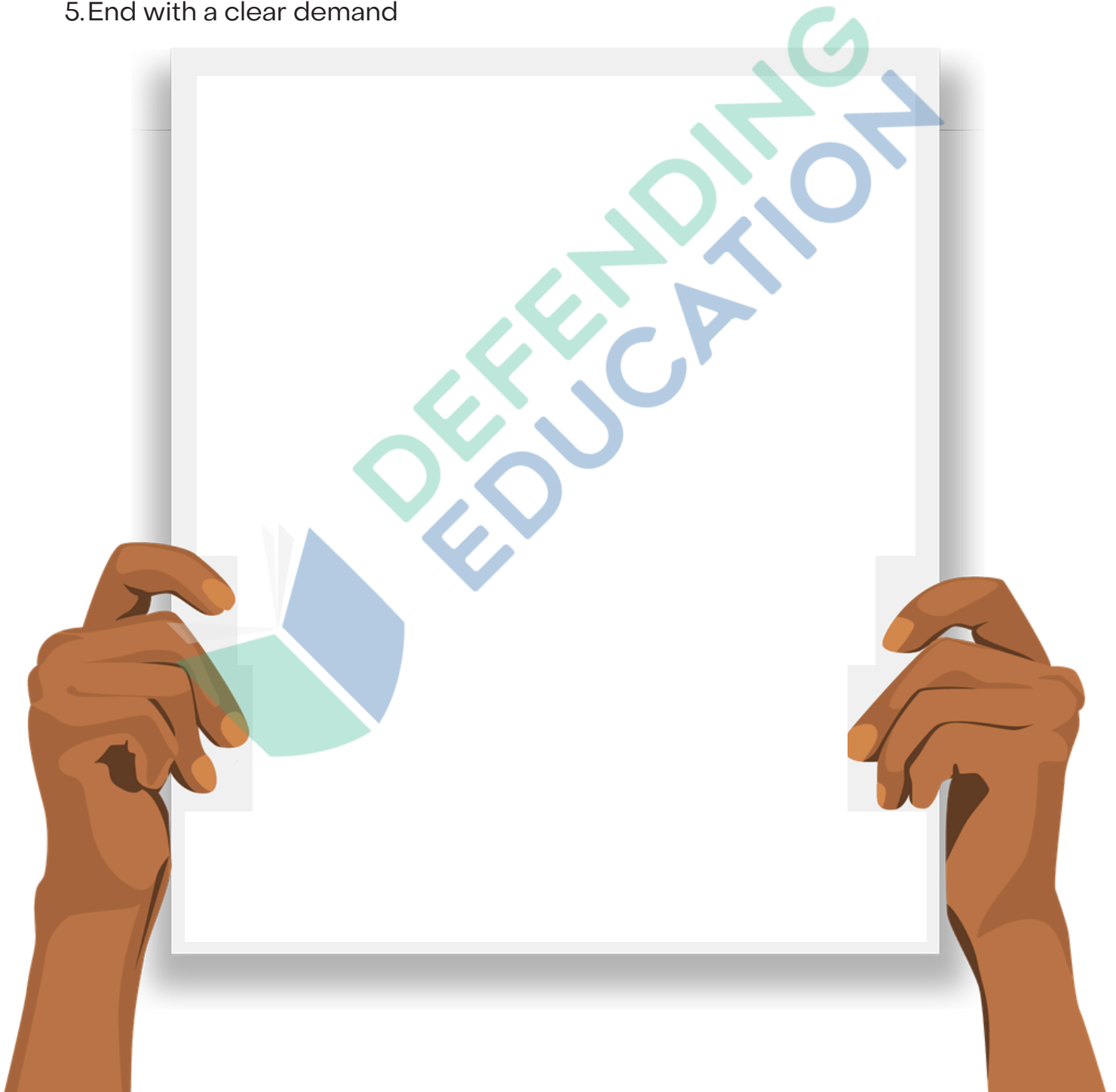
“ Write your call to action:

Media & Spokespeople

USE THIS GUIDE TO HELP YOU WRITE YOUR STORY

Most of the time you will only have 2–3 mins to share your story

1. Introduce yourself
2. Share the moment and the choice you faced
3. Connect it to the broader student experience
4. Name the system or decision-maker responsible
5. End with a clear demand



Documentation Crew

Documentation of your action should capture the moments that show the story, not just the crowd.

Capturing the Story of the Action:

The Documentation Team captures **photos** and **videos** that help **tell the story of why students are organizing**. Action should have at least 2 people (photos and video) ready to document. Moments to capture:

- The visual centerpiece
 - Banner reveal, walkout moment
- Speakers and emotional moments
- Crowd reactions
- Clear shots of demands/messages
- Interaction with the target or decision-makers

Deciding Whether to Livestream

There are two main ways to document an action: **live coverage** and **recorded coverage**. Your team should decide what is safest and most effective for your action.

- **Benefit:** Livestreaming lets people see the action in real time and can quickly bring attention and support.
- **Risk:** It may reveal participants' faces or locations, and law enforcement or others may watch or record it.

Decide as a Team:

- Could livestreaming put anyone at risk?
- Do we need immediate public attention?
- Are participants comfortable being filmed live?

If risks are high, record first and post later.

DOCUMENTATION + DIGITAL SAFETY GUIDE

What to capture

- Chants, speakers, and key moments
- Crowd size / wide group shots with signs, banners, and visuals
- The main visual moment of the action (students walking out or gathering)
- Moments showing unity (crowd raising signs, chants together)

What NOT to capture (For Safety)

- Avoid close-ups of faces unless you have consent.
- Avoid capturing: Full names, School IDs, Private conversations

Digital Safety Guidelines

- Do not use your personal account to post.
 - If necessary, create an action or campaign social media page to post and limit account access.
- Don't post real-time locations. Post after the action.
- Avoid tagging people without consent
- Ask before filming someone directly & respect "no."



CHECK LIST FOR LEADS

Know the Action Plan

- Review the action program or agenda
- Know who the spokespeople are
- Know the route or main gathering area,
 - If possible, join the team scouting
- Know when the key moments speeches, chants, and visuals are happening to capture them

Have your Equipment Ready

- Phone fully charged
- Enough storage space
- Portable charger
- Stable way to hold phone (tripod or steady grip)
- Light source for evening actions

Other:

- Create a folder where photos/videos will be saved
- Make sure social media account is ready to post
- Draft a short caption or hashtags if posting later
- Work with the rest of the Comms team on what to share

Agenda for Spokespeople Prep Session

Help youth spokespeople develop their story, connect it to the issue, and practice speaking with confidence before media interviews. This agenda can be used by a planning team member to support youth leaders preparing to speak with media.



Welcome & Set the Tone – 5 mins

- Thank you all for being here and for stepping up to speak for our action.
- Spokespeople help shape the story that gets told about why students are organizing.
- You don't need to be perfect. You need to be real and speak from your experience.
- Our goal today is to help you:
 - Develop your story
 - Connect it to what students are going through
 - Practice speaking with confidence

Welcome & Set the Tone – 5 mins

Ask the group:

- What do you think reporters want when they attend an action?

After responses, explain:

- They usually look for:
 - A clear explanation of what's happening
 - A strong emotional quote
 - A personal story
 - A clear demand
 - Why this matters right now
- They may also ask tough questions or look for disagreement or drama. That's normal. Our job is to stay calm and repeat our message clearly

Develop your story – 20 mins

Hand out the Media & Spokespeople Worksheets

- Today we'll use the handout to help you build your story and practice sharing it.
- Can someone help me read the section "Step 1-STORY OF SELF"
 - Give People 5 mins to write out their story
- Can someone help me read the section "Step 2-STORY OF US"
 - Give People 5 mins to write out their story
- Can someone help me read the section "Step 3-STORY OF NOW"
 - Give People 5 mins to write out their story

Build Your Full Speech – 10 mins

- Now, let's turn what we wrote into our story. Can someone read the page with the big sign/poster?
- You have 10 mins to start your first draft

Pair Practice 10 mins

- Now we're going to practice sharing our stories. Everyone, find a partner.
- Each person will have 3 minutes to share their story. When you're listening, your job is to really listen and notice what stands out.

Set a 3-minute timer for the first person to share. When the time is up, switch roles and reset the timer for 3 more mins.

- Take a few minutes to give each other feedback.
 - One thing you liked
 - One thing you want to hear more about
 - A suggestion to make the message clearer

Group Reflection 5 mins

- What parts of your story felt strongest?
- What felt hardest to explain?

Close 5 mins

- Don't forget to schedule a prep session with me
- Once again, thank you for stepping up



DA TRAINING: SCHOOL WALKOUTS - PLANNING - ROLES

Scouts

Once your goals, demands, date, and location are set, it's time to plan logistics. Scouts and logistics planners help finalize routes, identify needs, and make sure the action is organized, safe, and aligned with your strategy.

WHAT DOES A SCOUT DO?

Scouts visit the protest site or walk a marching route ahead of time.

By seeing the location in person, scouts can help determine:

- If the route is actually walkable for a large group
- Where to pause, regroup, or rally
- What obstacles or safety issues need to be planned for in advance
- Where banners will be visible and chants heard better
- Where media might gather
- Where the story of the action will be clearest.

WHO CAN BE A SCOUT

Anyone the group trusts can scout, including students or adult supporters

Dress plainly and move through the route like a normal passerby

Never scout alone— work in pairs or small teams

Take notes, video & pictures of risks, opportunities, and key locations

For a walkout with a march, **2-4 scouts is ideal**; larger actions may use **multiple teams**

Scout Check list

BEFORE YOU GO

- Scout with at least 1 other person
- Dress plainly and comfortably
- Bring a way to take notes

WHILE SCOUTING

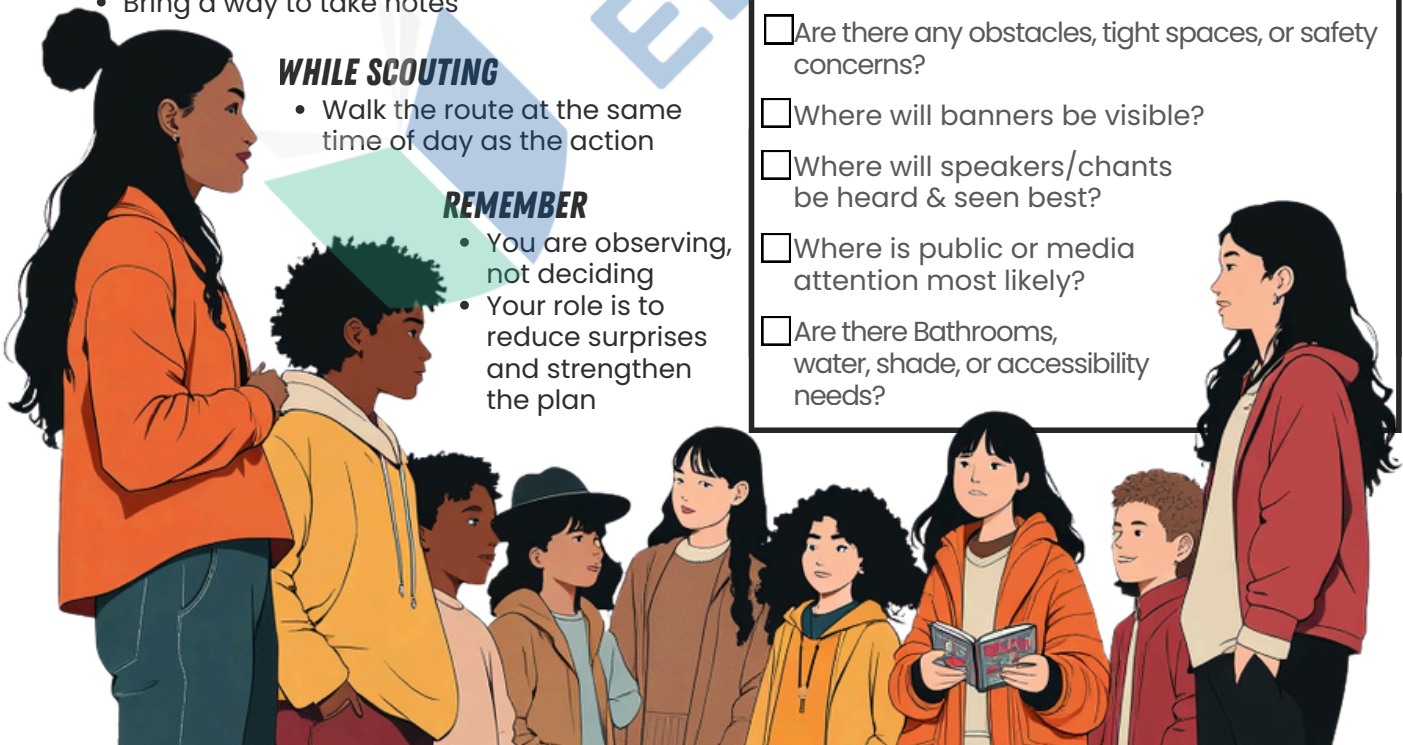
- Walk the route at the same time of day as the action

REMEMBER

- You are observing, not deciding
- Your role is to reduce surprises and strengthen the plan

WHAT A SCOUT LOOKS FOR:

- Is the route walkable for a large group?
- Where can people pause, regroup, or rally?
- Are there any obstacles, tight spaces, or safety concerns?
- Where will banners be visible?
- Where will speakers/chants be heard & seen best?
- Where is public or media attention most likely?
- Are there Bathrooms, water, shade, or accessibility needs?



Scouts Prep Meeting Agenda 30 mins.

PURPOSE OF THIS MEETING | To explain what scouting is, why it matters, assign scouting roles, and clarify expectations and follow-up.

5 MIN | WELCOME & CONTEXT

Facilitator script:

Thanks everyone for being here. We've already done the big-picture planning for the walkout — our goals, demands, targets, date, and general route.

The next step is scouting, which helps turn that plan into something real, safe, and effective. Today we'll explain what scouting is, why it matters, and assign a small team to scout the route and report back.

5 MIN | WHAT SCOUTING IS & IS NOT

Facilitator script:

Scouting means visiting the route ahead of time to observe and take notes. Scouts help us confirm that our plan works in real life — not just on paper.

Scouting is about **observation, not enforcement**. Scouts are not making decisions on the spot or interacting with authorities. They're gathering information so the group can plan better and reduce surprises.

5 MIN | WHY IT MATTERS

Facilitator script:

For this walkout and march, scouting helps us answer important questions:

- Can a large group move safely along this route?
- Where can we pause, regroup, or rally?
- Where will our message be most visible and heard?

Scouting helps us sharpen the action so participants can focus on being together and being heard, not figuring things out in the moment.

5 MIN | SIGN UP & EXPECTATIONS

Facilitator script:

Scouting can be done by anyone the group trusts — students or adult supporters. We're looking for people who are observant, reliable, and comfortable taking notes.

Name expectations clearly:

- Scout in pairs or small teams
- Dress plainly and move like a normal passerby
- Take notes using the checklist
- No negotiating or interacting — just observing

Ask for volunteers or assign 2–4 scouts & confirm:

- who is scouting
- when they will scout
- how notes will be shared

5 MIN | WHAT TO LOOK FOR

Facilitator script:

Focus on:

- how the route feels for a group
- where people naturally slow down or gather
- obstacles, access needs, or safety concerns
- where visibility, chants, or banners will land best

We'll share a simple checklist to guide you.

5 MIN | FOLLOW-UP, QUESTIONS & CLOSE

Facilitator script:

After scouting, we'll meet briefly to review what you noticed and make any adjustments. This helps us finalize logistics and support roles.

Thank you for taking this on — scouting is a key part of keeping the action intentional, safe, and effective.

End with:

- Date/time for scout report-back
- Where notes should be shared
- Space for final questions

Give your scouts this Check list to guide them, when checking out the route

SCOUT CHECK LIST

BEFORE YOU GO

- Scout in groups or pairs
- Dress plainly and comfortably
- Bring a way to take notes
 - phone or paper

WHILE SCOUTING

- Walk the route at the same time of day as the action

AFTER SCOUTING

- Share notes with planning team, marshals leads or safety leads
- Flag:
 - Suggested route changes
 - Recommended stopping points
 - Logistics or support needs

REMEMBER

- You are observing, not deciding
- Your role is to reduce surprises and strengthen the plan

NOTES:

- Is the route walkable for a large group?
- Where can people pause, regroup, or rally?
- Are there Any obstacles, tight spaces, or safety concerns?
- Where will banners be visible?
- Where can speakers or chants be heard & seen best?
- Where is public or media attention most likely?
- Are there Bathrooms, water, shade, or accessibility needs?

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- Are there Bathrooms, water, shade, or accessibility needs?

Marshal Checklist

Use this checklist before and during the walkout.

Before the Action

- Attend marshal training
- Review route and plan
- Know who the lead marshal is
- Exchange contact info other marshals
- Wear something that identifies you (armband, ribbon)

During the Action

- Stay aware of surroundings
- Help keep the group together
- Encourage chants and positive energy
- Watch for safety concerns
- Communicate issues to lead marshal

If Conflict Happens

- Stay calm
- Do not argue
- Use calm voice and open body language
- Redirect attention back to the march
- Call a lead marshal if needed

If Someone Needs Help

- Stay with them
- Alert safety team or wellness responders
- Help them move to a safe space



DEFENDING
EDUCATION

