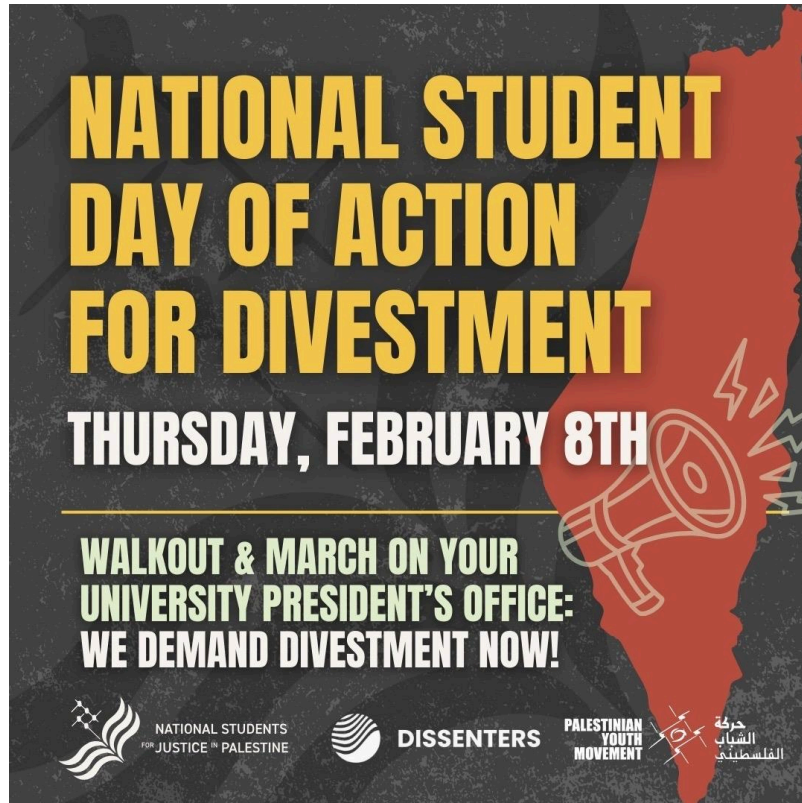


NATIONAL STUDENT DAY OF ACTION FOR DIVESTMENT

THURSDAY, FEBRUARY 8TH



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NATIONAL DIVESTMENT DAY OF ACTION

On Thursday, February 8th, National Students for Justice in Palestine, the Palestinian Youth Movement, and Dissenters call for a national day of action demanding that our universities DIVEST NOW. Israel, the US, and its allies have escalated their genocidal campaign against the Palestinian people in Gaza and across historic Palestine with the military, financial, academic, and political support of the entire Western world. In response, the masses of people across the globe have built prolific, grassroots power in pursuit of a permanent ceasefire while building political capacity for the long-term struggle for Palestine. Students have spent the past few months building on the campuses — they have walked out of classes, sit-in at president's offices, and engaged in other forms of civil disobedience and direct action, asserting itself as a force capable of **tangibly changing university policy**.

We, as students, have spent the past 110 days building power on campus — from faculty resolutions calling for divestment from companies fueling the Israeli genocide of Palestinians being voted in at the University of Michigan, to students defying campus repression at Columbia, we have activated every sector of the academic community in support of the liberation of Palestine. Our campuses are ripe and ready to engage in sustained, long-term campaigns to push our universities to end their complicity in the genocide of Palestinians. With clear targets like the Administration and the Board of Regents who, through their influence, investments, and partnerships contribute directly to Israel's genocidal project on our homeland, the Palestinian and broader anti-imperialist student movement is particularly positioned to advance the demands of Palestinian freedom while weakening the U.S. Empire. Now, a unifying body capable of supporting, sustaining, and politically guiding this grassroots struggle on campus is needed.

We call on our students, faculty, and alumni to support the student movement, and engage in campus demonstrations to tell these institutions that we will not stand by as they support the Zionist genocide of Gaza and the continued oppression of the Palestinian people.

OUR DEMANDS

National

- We demand that our universities, regents, and trustees cut ties with genocide through ending investments and institutional partnerships which contribute to and profit from the colonization of Palestine.

Local

- Each chapter will create local demands based on their local campaign!

MEDIA & MESSAGING POINTS

SOCIAL MEDIA GRAPHIC TEMPLATE
HERE

Feel free to reference these points and overarching framework in your media, messaging, and outreach strategy for this day of action:

- **NEW YEAR, SAME STRUGGLE.** As we begin new semesters on our university campuses, our places of education remain complicit in the genocide and occupation of the steadfast people in Gaza through their investments in weapons manufacturers, settlements, and surveillance technology. We will no longer allow them to use our money to commit war crimes. WE DEMAND DIVESTMENT NOW.
- **STUDENTS ARE AT THE FOREFRONT OF THE MOVEMENT.** We are taking part in this day of action as part of a united, student-led, trans-national day of action. The movement for the liberation of Palestine on campus is determined, steadfast, and

- **WHO WE ARE.** As anti-zionist, and anti-imperialist students on campus, we are fighting for the collective liberation of **all** people, from the US to Palestine, Palestine to Kashmir, and Kashmir to the Philippines. We see the advancement of our demands on campus as one of the first steps towards the liberation of all students — by ending the complicity of our university in the violence these companies and programs enact on our communities, and through the intentional act of coalition building, joint struggle work with other colonized people and their movements, we realize that we are part of an interconnected fight for freedom taking place on campus, in our communities, and in our homelands, which are achieved **through** divestment.
- **We are in a new era of organizing for the liberation of Palestine on our campuses and in our universities.** The student movement in the US has deep roots, but since October 7, it has been growing. Now, we need to hit them where it hurts — their pockets. We are joining the **Cut Ties with Genocide: Divest from Death** campaign to join the call to push our institutions to divest from companies complicit in the genocide of Palestinians, in all its iterations, alongside thousands of campuses.
- **It is critical for us to divest now.** Israel, the US, and its allies have escalated their genocidal campaign against the Palestinian people in Gaza and across historic Palestine with the military, financial, academic, and political support of the entire Western world. In response, the masses of people across the globe have built prolific, grassroots power in pursuit of a permanent ceasefire while building political capacity for the long-term struggle for Palestine. Students have spent the past few months building on the campuses — they have walked out of classes, sit-in at president's offices, and engaged in other forms of civil disobedience and direct action, asserting itself as a force capable of **tangibly changing university policy**.
- **Cut Ties with genocide: Divest from Death** is a nationally decentralized campaign to be picked up by local chapters across the country with four key goals: (1) assert a meta-narrative of mass political cohesion and unity of college campuses; (2) resource and support campaigns in a systematized and comprehensive manner; (3) unify the student movement fighting for collective liberation; and (4) funnel the momentum we see in this moment into critical infrastructure provided by divestment. We envision campuses free from militarism, occupation, and war through the implementation of these demands at our universities.

- **The national divestment campaign's demands are dual pronged.** At the national level, we demand that our universities — and by extension — boards of regents, trustees, university administrations, and all financial decision-makers cut ties with genocide though ending investments and institutional partnerships which contribute and profit from the colonization of Palestine. At the local level, our demands are **[insert demands based on local campaign]**.
- **We are in alignment with the national points of unity as articulated by the campaign.** Let us be clear — we are anti-zionists, anti-imperialists, and fighting for the collective liberation of all people, from the US to Palestine, Palestine to Kashmir, and Kashmir to the Philippines.
- **Our targets are boards of regents, trustees, university administrations, and all financial decision-makers at our institutions.** The 'war-machine' takes on many forms, and our universities are one way we see it in practice. Every year, U.S. war profiteers fuel violence both here and in Palestine with **billions** of dollars of weapons manufacturing to arm violent regimes, from Israel to the Philippines. These deadly weapons end up making their way to local police departments in the U.S., compounding the state's ability to police, surveil, and occupy Black and Brown communities, as well as unleash violent force against protestors. By targeting all companies complicit in the genocide in Palestine, we are also drawing tangible linkages between our struggles, from the Turtle Island to Palrstine.
- **Why national divestment?** It is vital for the student movement to work in cohesion, as a unified front at the forefront of the struggle in North America. By leveraging the mass character of the academic community — which is comprised of students, faculty, staff, and alum — against our boards of regents, we are able to put institutional decision makers in a position where they are forced to concede to the power of the people. Our strategy, therefore, is to organize the many sectors of the academic community in order to apply focused, context-specific pressure on the formal holders of power.
- **Why anti-imperialism?** Imperialism is a political-economic system rooted in endless competition between the ruling classes of different states, vying for control of the Earth's people, land, wealth, and resources. It is a system that requires the exploitation of our people and militarization both in the U.S. and abroad. As anti-imperialists, we reject all economic and military forms of imperialism.
- **Why anti-militarism?** We reject all forms of militarization – from the day-to-day presence of police in our neighborhoods to occupiers in Gaza. As strugglers in

the heart of the empire, we seek to build a path to liberation by taking away the power of political and corporate elites and dismantling imperialism and the weapons of war that safeguard it.

- **Why collective liberation?** Because the bombs dropped on Palestine are manufactured in the United States, and because the gas canisters thrown at Black and brown protesters by U.S. police are tested on Palestinian youth, we know that the liberation of all oppressed and colonized people is inextricably linked. Our liberation struggles fight against a common enemy, and until a few decades ago, were connected politically and pragmatically, breathing life into one another and collaborating for justice and return to our homelands. Therefore, when we organize for divestment, we are fighting for collective liberation and taking a decisive step forward in our struggle for freedom.

TIME/PLACE/MANNER REGULATIONS

Following powerful actions last semester, many universities have implemented time, place and manner regulations. These are limitations on “expressive activity” that are imposed on student groups as means of stifling our organizing. Oftentimes, they include rules about noise levels, size of group gathering and place of group gathering.

These regulations come as a reaction to student’s revolutionary risk-taking. As organizers, we understand that risk-taking is a necessary part of our struggle – in order to maintain their power and quell our resistance, zionists impose consequences against those organizing for Palestinian liberation. Thus, in resisting zionism, we must be willing to sacrifice and risk facing consequences for the sake of our movement and our people.

Although we understand these regulations as a tactic for repression, and we understand that liberation is impossible without revolutionary risk-taking, it’s important to take into account strategic considerations in order to organize as effectively as possible and take measured (i.e strategic and intentional) risk. Some things to keep in mind:

- Check if your school has a time/place/manner policy. Understand the components and what is allowed/not allowed, and understand potential consequences.
- Outline the goals of your action
 - What are you trying to achieve? What is the best way to achieve them?
- Assess risk
 - What level of “risk” is your planned action? What are potential consequences?
- Assess strength
 - How established your group is on campus/how much power your group holds. How broad is your base? How strong are your relationships with other student orgs, faculty, and community organizations?

- Make strategic decisions
 - Consider your goals in relation to the level of “risk” your planned action → balance the potential gains against the potential costs and make strategic decisions about your action.

WALKOUT TACTICS

Last semester, students across the continent mobilized with an unbelievable amount of drive, energy, and creativity. We took our campuses’, our officials, and our media by storm, highlighting the power of our movement and the steadfastness of our people. Now, as we enter a new semester, it’s time to channel this mass energy into targeted demands for our universities: cut ties with genocide, divest now!

February 8th will be a day of national unification in pursuit of our collective demand for divestment. We want it to be powerful, not just in terms of the narrative we create, but in terms of how we all energize our campuses and build the critical mass which will push our campaign forward. We know our demands are divestment (or any of the three campaign buckets)-- what are some creative ways we can make our demands felt by our targets and by the campus? What are energizing ways which disrupt the flow of campus, forcing our universities to confront its complicity? In pursuit of this, check-out some escalation ideas to make the day of action politically powerful.

Questions to ask when planning the action

- ❖ **Goals of Action:** Grounded in the framework of divestment, what are the goals you want to achieve through this action? Do you want to introduce people to divestment? Do you want to advance existing demands for your campaign? What do you want to get out of this day of action
- ❖ **Target:** Who or what is the political target of our action and why? How is your action designed to pressure them? Will it threaten to or cost them something? Will it put them in a decision dilemma where you win no matter which way they respond?
- ❖ **Allies:** How will your action activate passive allies, win over potential allies, and isolate your opposition? Which specific constituencies do you want to prioritize?
- ❖ **Audience and Message:** Who is your priority audience and what message do you want to send them? What kind of presentation and tone (solemn, jubilant, angry, etc.) will be most effective?
- ❖ **Story:** How are you strategically narrating and framing the story? Are you foreshadowing your desired outcome? What kinds of popular images and symbols are you including in your action and messaging?
- ❖ **Action Logic:** Does the action itself tell the story and convey your intended message? Will a passerby intuitively “get it” without you having to say anything at all?
- ❖ **Building the Group:** Will the action build your group’s capacity? Will it generate new interest and help plug new people in? Are you adequately supporting each other as you make sacrifices and take risks together?

Escalation Tactics

Now that we've identified the higher level goals, here are a series of creative tactics we can utilize to advance our demands!

Level 1

No significant admin or media blowback expected.

- Print out posters that all attendees can hold highlighting your demands
- Circulate infographics on social media
- Letter delivery to your president's office
- Write a statement of solidarity with community members, faculty and/or alumni and deliver it to your presidents office
- Host a teach-in with everyone who walked out of class

Level 2

Some admin blowback should be prepped, media possible but unlikely.

- **Symbolic Public acts**
 - Prayer, worship, song
 - Displaying images or names of martyrs
 - Delivering symbolic objects (Palestinian key)
- **Postering**
 - "Our school/college/university is funding genocide – here's how" add QR code to scan for more info.
 - Putting up posters throughout the school using [posters and graphics from Artists Against Apartheid](#) and [Palestine Art for Protests](#)
- **Chalking**
 - Chalking your divestment demands, alongside the political messaging you want to get across to your campus Chalking the names of victims and list of human rights violations on the outside grounds of campus
 - Chalking phrases and images in solidarity with Palestine
- **Stickering**
 - Conduct a sticker campaign with impactful messages and visuals, placing them in high-visibility areas on campus to spark conversations
- **Banner Drop & Projection**
 - Use large banners or signs to drop messages from prominent campus locations, such as buildings or bridges, to make a visual impact and express your demands

- Leave a banner in front of your president's office with your demands written across them
- Coordinate the banner drop with media coverage to maximize exposure
- If the banner hang requires specific climbing skills or tools, do not skimp on training, scouting, or the quality of gear. Cutting corners could result in the banner snagging, the team being detained before the banner drops, or someone getting injured. Also, make sure that lighting, lettering, building height, and other factors are taken into account to ensure a readable banner
- **Deliver letter to University President**
 - This letter can include demands like the ones listed above along with demands focusing on your universities' specific ties to Israeli apartheid
 - Publish this letter online so that everyone is aware of what demands you are making of your university administration
 - Include a demand to have a meeting with your University President
- **Art build**
 - Create a visual demonstration which signify your demands, and the politics you wish to communicate, to your campus community:
 - Shoes/shirts/keffiyehs to represent the Palestinians murdered in Israel's genocide on Gaza
 - Palestinian flags in the ground to honor and represent the Palestinians murdered in Israel's genocide on Gaza
 - A visual to represent how much university money goes into the companies complicit in occupation and genocide

Level 3

Admin blowback expected, media blowback should be prepped.

- **Clandestine leafleting**
 - Putting up posters and distributing leaflets using unorthodox or wheat-pasting techniques; in places that are subversive (bathroom stalls, in front of faculty offices) and non-designated areas
 - A "flash flood" of letters dropped outside particular faculty offices, or posted all over their officedoor —i.e. genocide scholars calling this a genocide, a call-out for all international human rights scholars to make their position clear, etc
- **Guerilla projection****
 - Project images, slogans, or information onto prominent campus buildings or landmarks in the evening to create a visually striking display
 - Much of the power of projections is in the medium itself. Unlike hanging a banner, a projection can move and change, and even be interactive
 - **** Risk level dependent on location of action**
- **Die-ins****

- Stage symbolic “die-ins” at key locations to represent the impact of violence and the urgency of your demands
- Make sure you’ve got plenty of clear messaging so that the purpose is clear when you catch people's attention
- Could be used to draw people's attention during campus tours or events without vocally or physically disrupting
- **** Risk level dependent on location of action**
- **Targeting career fairs and recruiting on campus for weapons manufacturers**
 - Protest the universities complicity in genocide and war profiteering while also disrupting the recruitment of students by these weapons manufacturers
 - Set up a table at the entrance of the building and hand out flyers or pamphlets that look professional but contain details of this specific corporations ties to genocide.
 - If there is a presentation you can disrupt by asking questions that highlight the companies enabling and arming of Israeli occupation
- **Mock checkpoint**
 - Create a mock checkpoint on your campus that forces students to confront the inhumane and oppressive nature of the occupation

Level 4

Significant admin and media blowback should be prepped, legal consequences possible, legal observers sought, organizers prepped.

- **Sit-in/occupation**
 - A sit-in or occupation is a great way to force students and administration to confront the ongoing genocide by taking up space
 - Pick a heavily trafficked location and/or a place with lots of significance
 - While planning an occupation it is important to gauge what level of escalation you are prepared for. Make sure to ask yourselves questions like:
 - Are we looking to be as visible as possible or do we want to impede foot traffic in some way?
 - Will we be inside a building or outside?
 - If we are outside, will we leave at a certain time or until we meet certain conditions (hostile environment, police presence, crowd size, etc.)
 - If we are inside, will we leave when the building closes or stay after and potentially face more consequences?
- **Blockade**
 - Very similar to an occupation but instead of focusing on being as visible as possible you aim to disrupt the function of a specific building or office.

- You could blockade an administrative building, the admissions office, the student center, or a recruitment event
- **Creative disruption**
 - Disrupt high-profile university events or ceremonies attended by administrators, trustees, or influential individuals to ensure your message reaches key decision-makers
 - Walk-outs, standing up and turning backs, entering en masse with signs, birdddogging (see appendix below)

PLANNING YOUR ACTION

How:

→ **Create outreach materials for your action**

- ◆ You can utilize the graphics and posters we put together [here](#).
- ◆ Make sure to use the hashtag #StudentsShutItDown4Palestine

→ **Publicize and recruit** students to participate.

- ◆ Create posters, text comrades, and spread the news by word of mouth.
- ◆ Create a list of groups in your school, reach out to as many as you can and ask them to join your planning crew and spread the word (e.g., Student Government, Black Student Union, etc.).
- ◆ Use social media to connect with folks about the walkout. DM people, contact other school clubs, contact students at other schools.
 - Share our video, or create your own with your campus or community-specific “why.”

→ **Safety**

- ◆ Gather your collaborators to form a safety team that will decide security protocols and make major decisions on the day of the walkout, **including marshals and legal observers**. See [SAFETY PLANNING](#) below for more information.

→ **Know your rights**

- ◆ National Lawyers Guild (NLG) [know your rights guides](#) in six languages
- ◆ Vision/Change/Win and NLG: [know your rights during COVID-19](#)
- ◆ Electronic Frontier Foundation (EFF): [guide to surveillance self-defense & digital security](#)
- ◆ EFF’s [digital guide](#) to attending a protest
- ◆ ACLU know your rights [video](#)
- ◆ ACLU know your [rights around immigration](#)

◆ Mutant Legal: [the dissident's survival guide](#)

SOCIAL MEDIA

SAFETY PLANNING

Assessing Risk:

“There can be no consequential action that does not accept risk...If there were such a thing as an action that produces real change without real risk, there would be no reason not to do it—and people would thus have done it already, bringing about the change in question...if we want consequential change for all, we must accept risk.

***“Respect the risk tolerance of others.** Political struggles and social movements often arise from communities with sustained experience of risk and repression. This may lead to risk aversion; it just as commonly leads to a readiness for direct action. Anti-police movements provide perhaps the clearest example of this. The most under threat are often the most committed to revolutionary struggle. Solidarity with such movements begins not in taking jobs as risk managers but in struggling alongside to the best of your capacities...*

***“There is nothing more high-risk than delay.** The risk will simply be shifted onto someone else.” - [Reflections on Risk from UC Cops Off Campus \(see full statement at the link\)](#)*

Form a safety team to help your group **assess, mitigate and stay vigilant** about the risks of taking action on and off campus:

The safety team decides on security protocols and makes major decisions on the day of the action. Here are some roles to consider if you are planning a large action and have a lot of folks ready to help out. (If you don't have a lot of folks, that's ok! Try to fill as many as possible.)¹

Security Coordinator: The point person of the security team, makes decisions on formation changes, de-escalation tactics, and participates in tactical team decisions. Sometimes trains the team before the action or event.

¹ Source: [Get in Formation: A Community Safety Toolkit](#)

Program Point: This is a non-security role. This person generally coordinates speakers, performances, and any other elements of the program. Program Point is an important part of the Tactical Team because this person knows the run of the show and can help to shift or end the program depending on security needs.

Police Negotiator: The designated person to interact with police, show permits (if needed), and communicate between tactical and police. Generally, this role is used to 'buy time', support the action or event to meet the goal, and anticipate and reduce potential arrests. This person *does not* directly concede to police requests, does not give any information to police, and does not escalate police.

Marshal: These are the eyes and ears of a security team. There is usually one marshal for every 20 participants, depending on the level of risk. Marshals hold the perimeter for the action and act as a buffer between the police and participants. Some marshals may be trained in physical de-escalation.

∴ A security team larger than 10 people should have captains in order to relay information quickly and maintain discipline and coordination. Captains are responsible for relaying information to a group of as few as three to as many as eight marshals.

Lookouts: Two to four people who run the perimeter of the action to relay information and communication from one end of the action to the other. Runners can also be used to scout potential concerns such as oncoming traffic or police presence.

Legal Support: A lawyer who is on-call (and off-site) to advocate for the release of anyone who is arrested during the action.

Legal Observers: A team (generally one for every 15 participants) who records all police activity and DOES NOT intervene in physical or verbal incidents. Usually wears different clothing to distinguish from the security team.

- [Contact your local National Lawyers Guild chapter to invite Legal Observers to your protest or to find a representative for someone arrested at a protest.](#)

De-escalators: These are generally highly skilled folks whose role is to intervene in physical violence. They can be officially a part of security or roaming the crowd, depending on conditions.

- *Tips:*
 - If there are police or other militarized forces present, you should be ready for them to escalate the situation at any point.
 - Keep your crew close and know where you want to meet up if separated.

- If things start to escalate, try to stay calm, take a breath and look around to get your bearings if you are able to safely do so. Consider if you need to leave the area.
- If police are moving the crowd in a certain direction, be mindful that they might be preparing to use “crowd control” tactics such as teargas, rubber bullets, or might be trying to corner you to make arrests.
- Consider sitting down if you are with a group that can sit together and if safe to do so, this can sometimes slow police advances.

RESOURCES

- If your organization or student group needs additional resources, action planning, or campus backlash support, submit a request to NSJP’s [Campus Support Coalition](#).
- If your chapter or student group needs additional support to plan and execute your action(s), fill out [Dissenters Support Form](#).
- Direct students facing Zionist harassment to [Pal Legal’s intake form](#).
- [Chapters | National Lawyers Guild](#)
- [Harassment Protection for Students and Academics](#)
- [Know Your Rights — Palestine Legal](#)
- [Get in Formation: A Community Safety Toolkit](#)
- [Safety Training --Shareable](#)
- [TO SHARE De-Escalation Handout](#)
- [Tips for Digital Security](#)
- [Civil Disobedience at Public Universities from the ACLU of Northern California](#)
- [Security Culture for Activists Toolkit from The Ruckus Society for more tips!](#)
- Know-your-rights tips:
 - ◆ While the police will not always protect or respect your rights, you should still invoke them by saying the below words in the following situations.
 - **If you are stopped by law enforcement, say:** Am I being detained or am I free to leave?
 - **If the police try to search you, say:** I do not consent to a search.
 - **If the police try to question you, say:** I wish to remain silent and I want to talk to a lawyer.
 - ◆ If law enforcement does not immediately respect these rights, continue to invoke them.

Chants:

Chants are a great way to engage your audience and share your message. Below are chants that are used widely during demonstrations in support of Palestine.

Tips:

- Practice these chants out loud before the walkout
- Assign chant leads.
 - There are people who can keep energy up, have good rhythm, and can get the crowd going! (Reminder: this is a skill that can be developed over time.)
- Use amplified sound! A megaphone or mic is key for you to engage your audience
- Print out some copies (or make a QR code) of the chants you want to use at your action. This will help your chant leads remember all the chants.
- You know your school best! Pick the chants that you are confident saying and think will work best for your audience.

Call (response)

1. Free free Palestine (Free Free Palestine)
2. Long Live Palestine (Long Live Palestine)
3. Viva viva Palestina (Viva viva Palestina)
4. From Palestine to Mexico (From Palestine to Mexico)
These border walls have got to go (These border walls have got to go)
5. From Palestine to the Philippines (From Palestine to the Philippines)
Stop the US war machine! (Stop the US war machine!)
6. What do we want? (JUSTICE!) – When do we want it? (NOW!)
7. The people, united, can never be defeated!
8. When Palestine is under attack. What do we do? (Stand up, Fight Back)
9. Israel Israel you can't hide - (We charge you with genocide)
10. Stop bombing Gaza! Stop bombing Gaza!
11. Every time the media lies (a neighborhood in Gaza dies)
12. End the killing, stop the crimes (End the killing, stop the crimes)
Israel out of Palestine! (Israel out of Palestine!)
13. Palestine is our demand! (Palestine is our demand!)
No peace on stolen land! (No peace on stolen land!)
14. We don't want no two states (We don't want no two states)
We want 48! (We want 48!)
15. From the river, to the sea (From the river, to the sea)
Palestine will be free (Palestine will be free)

TIPS ON TALKING TO MEDIA

From #CareNotCops at UChicago.

- Reporters may try to ask you questions that are meant to trip you up. Stick to the script and the main talking points!
- Be aggressive and make sure the question you want to be asked is asked, even if you have to ask it yourself. Don't wait until the reporter asks you the question you want to answer. The question might never come. Instead, use another question to segue into the topic you want to discuss. For example, "What really matters is ____." Or "The most important issue is _____," or "The more interesting question is_____."
- Stay away from answers that are too technical. When you talk above people's heads, you drive them away. Answer as simply as possible, without jargon. You don't need to know all the details.
- Stick to what a reporter asks and what you want to say. There's no need to volunteer additional information. This goes back to planning what your goals are for the interview. You should know what it is that you'd like to communicate from the start, and stick to that information as much as possible. More is not better. Answer questions briefly. When you give long-winded answers, you give the power to the journalist to choose what parts of what you said to use and what to omit.
- If you don't know the answer to a question, just say so. There's nothing wrong with saying you don't know, that there hasn't been a decision yet, or that you aren't sure of the answer and need to check and will get back to the journalist.
- Don't stress out about interviews! At the end of the day, media outlets will tell the story they want to tell, but we are also creating our own narrative through our own documentation + social media. Take this as a learning opportunity!

Press Resources:

- [how to prepare for an interview](#) with a print publication
- [handling hostile interviews](#). There are some examples that are from a few years back, but the principles and guidance remain evergreen.
- [pivoting in an interview](#)

APPENDIX

Here are some examples on how to take your action: Click the links to see more details about each tactic and photos to see what they look like.

- [Rally + March](#)
- [Letter Delivery](#)
- [Call In Action](#)
- [Vigil / Altar Build](#)
- [Walkout](#)
- [Cafeteria / Student Center Disruption](#)
- [Bird-Dogging](#)
- [Sit-in / Occupation](#)
- [Blockade](#)

Letter Delivery

A tactic where participants deliver a letter or other document to a target or set of targets. The letter may be linked to a petition or otherwise be representative of the will of the people.



Resources: [Beautiful Trouble - Creative Petition Delivery](#)

Cafeteria/Student Center Disruption

An opportunity to amplify your message on campus by disrupting busy spaces to make an intervention on business as usual.



Resources: [Beautiful Trouble - Creative Disruption](#)
[#BlackBrunch Manual](#)

Blockade

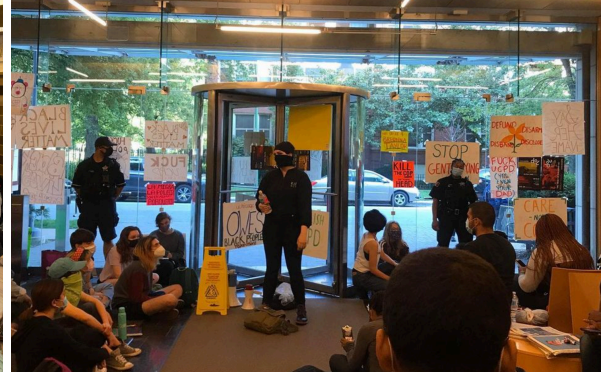
A tactic where participants block access to a location. Blockades may be formed with peoples' bodies, bodies attached to various kinds of equipment, and/or simply objects that are difficult to remove (e.g. heavy objects or lots of a different kind of object).



Resources: [Beautiful Trouble - Blockade](#)
[Destructibles - Lockboxes](#)
[The Ruckus Society - A Tiny Little Blockades Booklet](#)

Sit-in / Occupation

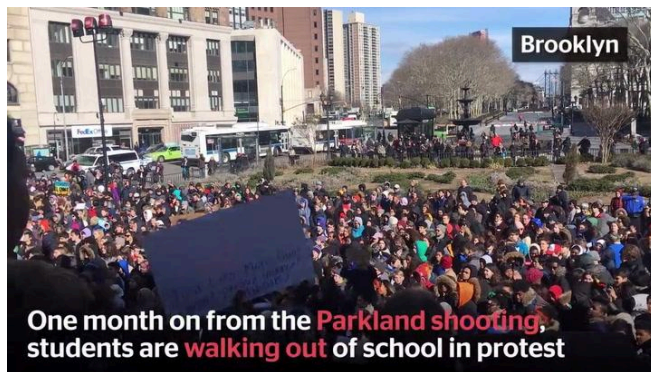
The occupation of a space of significance to the target by action participants. These actions may have a predetermined length or continue until the target meets the demands.



Resources: [Beautiful Trouble - Occupation](#)
[UltraViolet Guide to Sit-Ins](#)

Walkout

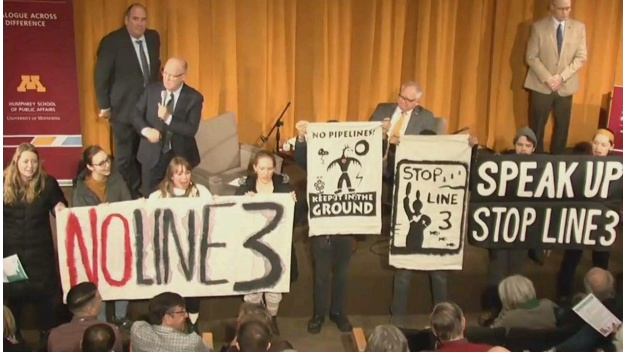
A tactic in which participants, typically students or faculty, walk out of their classes while school is in session in order to join a larger action calling attention to the issue.



Resources: [Beautiful Trouble - Distributed Action](#)

Bird-Dogging

A tactic in which participants pursue their target wherever they are in order to force the target to pay attention or respond to their issue. This usually involves gathering some information on where your target might be when (e.g. speaking engagements, meetings, or other events) and/or familiarizing yourself with your targets' routines. The same person or persons does not need to be present at each instance of bird-dogging for it to be effective, so long as the messaging is consistent.



Resources: [Backbone Campaign - Bird-Dog Manual \(Excerpt\)](#)
[Beautiful Trouble - Media Jacking](#)
[Center for Biological Diversity - How to Bird Dog](#)

Call-In Action

A tactic in which participants call targets nonstop, forcing them to pay attention to the issue. This is an accessible action that many people can participate in, regardless of location.

PHONE JAM

This tactic involves many people calling a target at once and repeatedly for a specific and strategic time.

1. Decide on time/day and messaging.
2. Develop and share a suggested script for people to support what they say.

3. Call your target (on all the numbers they have) and deliver the messaging.

4. When you get voicemail, leave a message AND continue to call until someone answers the phone.

Resources: [Beautiful Trouble - Phone Banking](#)
[Beautiful Trouble - Phone Blockade](#)

Vigil / Altar Build

Mourning and remembrance as protest. The creation of a physical sacred space (e.g. an altar) in order to remember those whose lives have been lost due to the issue at hand. Altars may be standalone or accompanied by a vigil, which typically involves speaking and/or activities that those present may take part in.



Resources: [Beautiful Trouble - Artistic Vigil](#)
[Beautiful Trouble - Lamentation](#)
[Black Feminist Future - Community Altar Building Toolkit](#)

[Check out this slideshow of examples, tips, and resources for more inspiration!](#)