

# Planning a session on advocacy and influencing

The following is a session plan for teachers and facilitators who are supporting others in developing their skills for advocacy and influencing. It has been designed for use alongside the resource “Advocacy and influencing support materials for young leaders” and the Young People’s Communiqué, but could easily be adapted for other purposes.

Copies of the communiqué and the support materials can be downloaded at:

- [www.tidegloballearning.net](http://www.tidegloballearning.net) [English];
- [www.ecmadrid.org/es/programas/proyecto-global-cities](http://www.ecmadrid.org/es/programas/proyecto-global-cities) [Spanish].

We also offer action sheets linked to each of the eight Sustainable Development Goals highlighted in the communiqué.

The plan has been designed for a session of 2 hours and 30 minutes, but could be adapted for shorter or longer sessions, or to run over more than one session. The materials have been put together by Cathryn Gathercole, Tide~ global learning and Jan Polack, UFA. They draw on additional material from Gillian Raven, Mcrae Muthomi and Hesborn Otianya, A Rocha Kenya.

Session	Timing	What?	Resources
Welcome	5 mins	Welcome – review of what we have done so far, what we will do today, and what we will do as a result of today.  Reminder that this is an opportunity to lead themselves and others, and to move outside of their comfort zone.  Go around: name and what has been your experience of leadership so far?	Advocacy and influencing support materials for young leaders
Persuade me	15 mins	Crisp game: stand in a circle and ask each person to say what his or her favourite flavour of crisp is. [ <i>‘My favourite flavour of crisp is ...’</i> ]  In pairs, agree on a flavour that both would be happy with. [ <i>‘Our favourite flavour of crisp is ...’</i> ]  Repeat in fours and with the whole group. Each time, more time is needed for negotiation.	



		<p>Debrief: Did anyone change their preferences? What persuaded them to do so? Did anyone stay with their original preference? What did you learn about group decision-making? Are there times when you shouldn't/couldn't compromise? What did it feel like to be persuaded? Or to persuade?</p>											
<p><b>Influencing people</b></p>	<p>20 mins</p>	<p>Explain that in order to effectively communicate, you need to identify a target audience. The target will be the person/people who can make the decision you want. For example, this could be an individual group, company or statutory body. You might need help from others to influence your primary target.</p> <p>Give the example below on a campaign about recycling</p> <table border="0" data-bbox="622 608 1440 1106"> <thead> <tr> <th data-bbox="622 608 936 643"><b>Target</b></th> <th data-bbox="949 608 1440 643"><b>Message</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="622 687 936 722">General public</td> <td data-bbox="949 687 1440 722">We want more people to recycle</td> </tr> <tr> <td data-bbox="622 762 936 798">Local council</td> <td data-bbox="949 762 1440 834">We want the council to improve recycling facilities</td> </tr> <tr> <td data-bbox="622 874 936 909">A local factory</td> <td data-bbox="949 874 1440 946">We want that particular company to produce less waste and recycle more</td> </tr> <tr> <td data-bbox="622 986 936 1021">National government</td> <td data-bbox="949 986 1440 1106">We want the government to legislate to make companies waste less and recycle more</td> </tr> </tbody> </table> <p>On a piece of paper divided into segments, identify who to lobby. Work in groups, and rotate so as to allow everyone time to consider each audience they are influencing:</p> <ul data-bbox="622 1265 1003 1489" style="list-style-type: none"> <li>• School</li> <li>• Local community</li> <li>• Religious leaders</li> <li>• Town/city</li> <li>• Company</li> <li>• Local government/council</li> </ul>	<b>Target</b>	<b>Message</b>	General public	We want more people to recycle	Local council	We want the council to improve recycling facilities	A local factory	We want that particular company to produce less waste and recycle more	National government	We want the government to legislate to make companies waste less and recycle more	<p>Pre-prepared sheets based on examples in support materials, page 4.</p> <p>Pens</p>
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General public	We want more people to recycle												
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		<ul style="list-style-type: none"> <li>• National Government</li> <li>• European Union</li> <li>• International organisations</li> <li>• Others</li> </ul> <p>Discussion point: Where does the power lie in each of these groups?</p>	
<b>Tactics</b>	15 mins	<p>Have pre-prepared sheets with tactics and pros/cons.</p> <p>In pairs/small groups, fill in as many as you can in 2 minutes.</p> <p>Pass the sheets on to the next group – 90 seconds</p> <p>Next swap – 1 minute.</p> <p>Give everyone the opportunity to read what others have written. Is there anything missing?</p>	<p>Pre-prepared sheets based on corresponding section of support materials, page 5.</p> <p>Pens</p>
<b>Know your strengths</b>	15 mins	<p>Using the lists provided remind the group of the qualities of leadership.</p> <p>Everyone writes their name on a post-it.</p> <p>Number everyone 1 or 2. They pass the post-it to someone with the other number. They write a leadership quality which that person has on a post-it.</p> <p>They repeat this with another twice, taking care not to pass post-its back to someone who has already had them.</p> <p>They put all of the post-its centrally review group and individual strengths.</p> <p>Is there any quality which they feel is missing?</p>	<p>Support materials – qualities of leaders [from UFA], page 6.</p>

<p><b>Think before you act</b></p>	<p>20 mins</p>	<p>Hummingbird story. Read the story of the hummingbird trying to put out the forest fire. Ask for feedback.</p> <p>Discuss:</p> <ul style="list-style-type: none"> <li>• What challenges do we see from this story that occur in a human set-up?</li> <li>• Do you think the hummingbird made any impact, or was it just a waste of time?</li> <li>• How else could this problem be tackled?</li> </ul> <p>Role play a conversation between the hummingbird and the elephant, where the elephant is explaining its reasoning, and tries to persuade the elephant to act.</p> <p>Key messages: it is good to take action, but you might be able to achieve more if you work with other people with the same objective.</p> <p>Review what we have done so far: persuasion, target audience, tactics, group and individual strengths. Is there a big difference in approaches? Where is there consensus?</p>	<p>Support materials, page 7</p>
<p><b>What do we want to happen? What do we want to change?</b></p>	<p>40 mins</p>	<p>In groups, agree a priority from the communiqué. Spend 15 minutes preparing a pitch to the rest of the group. Use the headings to prepare the pitch.</p> <p>Each group presents and the whole group makes a decision. They may need to decide how to decide! Voting? Majority decision? Pragmatic?</p>	<p>Young People's Communiqué</p>
<p><b>Action planning</b></p>	<p>10 mins</p>	<p>Using headings/table work together to develop a plan for the group. Make sure you also have a note of your own individual actions.</p>	
<p><b>Next steps</b></p>	<p>5 mins</p>	<p>Clarify what the next steps are, what further support might be needed, how we will stay in touch.</p>	
<p><b>Evaluation</b></p>	<p>5 mins</p>	<p>Review. What worked well in this session? What have we learnt from it? What could be improved?</p>	