

IDENTIFYING LOCAL ISSUES

Objectives:

After this lesson, the students:

- Can identify local issues by themselves

Lesson Outline (1 hour sample lesson plan)

Use this outline as an example of a good and complete learning process which includes: new knowledge, skill building and changing attitudes.

- 0.00 – 0.05 Introduction:** Introduce the topic, by making a link to existing knowledge and make it real – connect to real life.
- 0.05 – 0.15 Warm up:** Get the energy going with an interactive exercise. This should create a good atmosphere and make sure everyone feels at ease.
- 0.15 – 0.30 Information:** Share the information with the students. The information should be presented clearly without difficult terms. Make sure to keep it factual and present without judgment.
- 0.30 – 0.40 Discuss:** Give students time to reflect on the information and form their own opinions.
- 0.40 – 0.55 Practice:** Let students practice the skills they need to use the new information in their own lives.
- 0.55 – 1.00 Take action:** Come up with a plan on what the students can do in their own time to use the new information.

Introduction

Start by introducing the topic. When you introduce new information it is important to link it to existing knowledge the students already have. This can be done by:

- Referring to previous lessons when this topic builds on what was discussed in those lessons. For example the information on selecting a cause; how are these two topics related?
- Introducing the lesson by asking the opinion of the students. Do you think it is difficult to identify local issue? How would you go about that?
- Using the videos that are on the platform. Share a story from one of the videos and ask the students to some reflective questions like: do you recognise this situation, can you relate to the person in the story?
- Using the quote to start the lesson and ask the students what they feel it means and if they agree.

Quote: “The time is always right to do what is right” – Martin Luther King Jr.

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Warm-up

Goal: Students map the local issues in their communities and think about which ones they find important.

- Step 1.** *Ask students to write down as much issues as possible they see in their communities. Give them 5 minutes to do this.*
- Step 2.** *Let students present one issue they wrote down and let them explain why they find this issue important.*

Information

Let the students read through the lesson content on their own, give them some time to form their own opinions and ask them if they have any questions. Share the information from the platform with the students.

- *If they have access to the platform you can ask them to read it on their own.*
- *You can create a Power point presentation where you create slides with images and the most important information*
- *You can present the information to the whole group. Use keywords for yourself and if possible also write the keywords on a board as reminders for the listeners.*
- *You could make handouts with the key information.*

Make sure that you take enough time to present everything clearly and that you build in moments where the students can reflect on the information and ask questions. The information has already been written in paragraphs – after each paragraph you can ask a reflective question.

You can use these questions to engage the group:

- *How could you prioritize local issues?*
- *How do you decide which issue is more important than another?*

Before you can start an awareness campaign, you need to know what is happening around you. What are the local issues, problems or difficulties people around you are dealing with? These local issues can cover a lot of different topics, such as lack of health services, lack of quality education, food security issues, gender based violence, poverty, corruption, lack of meaningful youth participation.

To identify these local issues, you can follow a few strategies;

- *Brainstorm session: Organize a brainstorm session, with friends or on your own, and write down as many ideas about local issues as you can on a big sheet of paper. Don't feel limited to only think about big issues, also small issues need to receive attention!*
- *(Informal) Interviews or discussions: If you really want to know what's on people's mind, then you can start interviewing a few people in your community. Ask them what they see as an*

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important issue in the community, how it is affecting them directly and what they would like to see changed.

- *Observations: Go out in your neighbourhood, in your community and observe what the difficulties for people might be. Do you see corruption in the street? Do you see women getting hit by their husbands? Do you miss a health facility which is youth friendly? Map your observations and write down everything you notice!*

Discuss

Allow some time to reflect on the information and to form their own opinion. This is important because it helps the students to process the information by reflecting on how this information is related to their own situation. You can use the following activities:

- *You can facilitate a discussion by using the reflective questions. Or use the story as a starting point for a debate.*
 - *What are the local issues in your community?*
 - *How would you like to see things changed in your community?*
- *Use the story as a starting point for the students to come up with their own story based on their realities. This can be in the form of a roleplay, comic, story etc.*
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- *Use the quiz on the platform to think about which issues belong to which themes. Read out the issues and ask the group to put it under the right theme. Make sure you provide the correct answer without judging those who gave a wrong answer.*

Quiz

Students have to drop the words to the right box (4 boxes: Sexual and reproductive health; human rights issues; politics; education). If students drag it correctly, they receive feedback.

Sexual & Reproductive Health Issues	Human Rights Issues	Politics	Education
<ul style="list-style-type: none"> - Lack of health centres - No access to contraceptives 	<ul style="list-style-type: none"> - Gender based violence - Early marriage 	<ul style="list-style-type: none"> - Corruption - False elections 	<ul style="list-style-type: none"> - No good teachers - Expensive school books

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Feedback:

Lack of health centers: this issue is part of the bigger theme Sexual and Reproductive Health Issues, because a lack of health centres means people's sexual and reproductive health cannot be adequately looked after.

No access to contraceptives: this issue is part of the Sexual and Reproductive Health Issues theme, because contraceptives are about planning pregnancies and are a crucial element in sexual and reproductive health.

Gender based violence: this issue belongs to the human rights issues theme, because it is a human right not to undergo violence based on any gender.

Early marriage: this is a human rights issue, because children under 18 have the right not to marry.

Corruption; this is an issue of politics, because a government should implement laws which prevent corruption.

False elections: this is a politics issue, because voting and elections are parts of the political system.

No good teachers: this is an education issue, because if we want quality education, then we also need qualified teachers.

Expensive school books: this is an education issue. Everyone has the right to education, but if this is too expensive, not many people can have a good education.

Practice

Use the outcomes from the discussion to ask the students come up with a plan on how to do something in their own community, peer group or family.

Since such an activity requires skills, make sure you practice these first. Some of the skills you could practice for this lesson are:

Fundraising

Fundraising is a very important skill when you want to raise support for your cause.

- *Read the tips below and practice in your neighborhood. Go around in your community and talk to them about the cause you want them to support. Explain them they can contribute with money, materials, time, ideas,... As long as you get them to contribute!*

Fundraising means gathering contributions from people who want to help your cause. These contributions can be financial; people can give you some money to help you develop your project. Other people might decide to help you in other ways, for example by investing their time and volunteering for your project, sharing their knowledge and expertise...

Some tips and ideas to raise funds;

- *Make sure you specify your fundraising action. Be specific; what is this issue about? Where will the money or contributions go to?*
- *What do you expect as a result from the fundraising?*

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- *Have a good slogan! Make it catchy so that people are intrigued!*
- *Plan where you will do your action. What's the best place to meet your target audience?*
- *Ask friends to help you out! The more the merrier!*
- *Make it fun! If people enjoy your action, it is more likely they would want to contribute. For example by playing music, dancing, nice decorations...*

Communication

This is one of the most important skills there is. When you are a good communicator you can get very far.

Read the tips on communication and practice your skills by writing a short message on the right to information and sharing it with the group. Share the message in 3 different ways and see which one is the most effective:

- *Speak loud and clearly, stand up straight and look the others straight in the eye*
- *Speak enthusiastically, Use a lot of intonation and smile*
- *Speak with a warm and understanding voice. Ask questions and engage with the audience*

Afterwards you reflect with the group on what worked best. It is good to think about your audience and the aim of your message before you decide on the tone of voice.

Communication is about transferring a message to another person. Good communication is crucial in everyone's life, as you need to communicate with other people daily. But if you want to be a leader, a change maker, or raise awareness among people, then you definitely need to have some good communication skills.

Find out how you can improve your communication skills;

- *Don't be afraid to say what you think. Express your opinion, while being respectful to other people's opinions*
- *Make eye contact with the people you are communicating with*
- *Use your body language! [internal link to body language]*
- *Don't send mixed messages. The words you are saying must be in line with your body language and facial expressions. For example, if you convincing someone about the urgency of an issue, you need to be serious and not giggling.*
- *Listen to what other people are saying to you, so that you can engage in a conversation, debate or discussion*
- *Use the right words. If you are not sure what a word means, then don't use it.*
- *Speak calmly and slowly. People who speak quickly come across as being very nervous.*

Only a small percentage of communication involves actual words: 7%, to be exact.

In fact, 55% of communication is visual (body language, eye contact)

And 38% is vocal (pitch, speed, volume, tone of voice)

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Take action

Wrap up today's lesson by asking what the students have learnt, liked, found difficult etc.

Give an assignment to put the new knowledge and skills into action:

- *Identify the local issues in your community. Make a list of at least 5 issues.*
- *Prioritize the issues. Which one is most important. Also write down why it is important and why it requires action.*