

KEY STEPS

Objectives:

After this lesson, the students:

- Know the key steps on how to do advocacy
- Can apply these steps 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.
- Introducing the lesson by asking the opinion of the students. What are important elements in advocacy?
- 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: “Our lives begin to end the day we become silent about things that matter” – Martin Luther King

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Warm-up

Goal: Students learn that the skill to convince others is important in advocacy.

- Step 1.** Ask students to pair up and choose one of the topics below.
- Right to access to information
 - Right to contraceptives
 - Right to abortion
- Step 2.** Explain students that one person has to convince the other on the importance of the topic.
- Step 3.** Switch turns afterwards

Information

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 can youth use these steps of advocacy?*
- *Would you follow these steps yourself?*

If you are thinking to plan an advocacy campaign yourself, then you can follow the 6 steps below:

Step 1: *Identifying and analysing the issue*

When defining an issue or problem, be clear and precise about it. Answer the questions: Why is it a problem? For whom is it a problem? What are the root causes of the problem? Why do you find this important?

*In finding an answer to these questions, try to do a little research and data collection about the problem to be able to analyse your cause. You can also use the **problem tree** to analyse your problem. [ANNEX 5.2 Problem Tree]*

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Step 2: Establishing goals and objectives

The goal assists you in thinking about the desired impact and helps you to make clear what you are trying to achieve. The objectives you set enable you to monitor whether your advocacy strategy is successful. Activities are actions you organize to reach your objectives.

Goals: What do you hope to achieve in the long term?

Example: 100.000 young people should have access to HIV-counseling

Objectives: What specific change or outcome do you want to achieve in short term?

Example: have HIV counseling at the local health clinics

Activities: What are the tasks to reach your objective?

Example: to organize a stakeholder conference, including the health district office, to discuss this issue.

Step 3: Defining your audience – think about MP's, policymakers, the village chief, community leaders,...

Identify who could really support your message and make a change to reach your goal. Also think about the audience you are doing it for.

- Who's support do you need to reach your goal?
- Who's support do you already have?
- How can you reach these people?
- Who will benefit from your actions?

Step 4: Creating your message

Which message will inspire people around you to take action for your cause? When making your message, make sure it talks about the problem, the plan, the support and what you ask of your target audience. This [document](#) might help you in creating a strong message. [\[Annex 5.3 Youth as advocates\]](#)

Step 5: Supporting your message using argumentation

An argument is a piece of information your audience didn't know about yet, which supports your message and makes it stronger. Arguments are based on facts and evidences, and help you to convince your audience of the importance of the problem. Also personal stories can contribute to the argumentation.

Step 6: Develop and implementing your plan

Go online to download the youth action guide on advocacy to know more!

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:

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- You can facilitate a discussion by using the reflective questions. Or use the story as a starting point for a debate.
 - What issue that concerns young people needs to be changed?
 - How would you start an advocacy campaign?
- 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 check if students understood the steps. Read out the different steps and ask the group to place them in the right order. Make sure you provide the correct answer without judging those who gave a wrong answer.

Quiz

Students have to drop the key steps in the right order.

Using argumentation (step 5)

Implementing your message (step 6)

Creating your message (step 4)

Identifying the issue (step 1)

Defining the audience (step 3)

Set goals and objectives (step 2)

Feedback:

- 1.** The first step of advocacy is carefully identifying and analysing the issue you want to advocate for.
- 2.** The second step of advocacy is setting the goals and objectives you want to reach with your actions.
- 3.** The third step of advocacy is defining the right audience!
- 4.** The fourth step of advocacy is to create the message you want to spread.
- 5.** The fifth step of advocacy is to use the right argumentation to promote your message.
- 6.** The last step of advocacy is to really implement your plan, get out there and advocate!

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:

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Negotiating

This is a good skill when convincing community members about the right to information.

Read the tips on good negation and practice on each other. Take an example and try to convince the other. For example:

- *Talk to someone at the health center to give youth information sessions on sexual reproductive health or try and convince a teacher to give lessons on what happens during pregnancy etc.*

Negotiating means discussing with certain people to reach an outcome which is beneficial for everyone. When negotiating, everyone involved tries to get most out of the discussion for their own advantage. But at a certain point, agreements or compromises have to be made.

Here are some negotiation techniques;

- *Set your goal and objectives: What do you want to achieve? You don't stop negotiating before you reached...*
- *Be respectful towards everyone you are dealing with.*
- *Be professional, don't criticize other people.*
- *Be prepared, know what you want to say or explain. Also do some research on the issue before starting to negotiate, so you have good arguments, collect evidence ...*
- *Try to hold the everyone in the negotiation to account for commitments they have made in the past regarding the issue.*
- *Tell the truth. Don't try to make things sensational by telling lies.*
- *Know who agrees and who disagrees with the issue.*
- *Have a specific request.*

Convincing

You might already have read about the skill 'convincing peers', but if you want to convince a broader audience, that can take a different approach

Read the tips below and do the next exercise to practice your convincing skills;

Go to at least 5 people you know. Two of them which you know really well, three of them should be strangers. Ask these five people the same question. For example to sign a petition or to join a campaign. Afterwards, reflect whether you used the same techniques with the strangers as with the people you know fairly well. If so, how did your technique change?

Convincing means making someone believe as you do and influence him or her to take action.

In order to convince people of something, you need some basic elements;

- *Explain the context to people*
- *Give similar examples, which people can relate to*
- *Give factual and relevant information. Use facts and evidences*
- *Make sure you understand the issue and be prepared to answer questions*
- *A solution to the issue you want to solve, which is reasonable*
- *Know the person you are talking to, what does he/she find important?*
- *Be patient*

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- *Don't force people to believe your story. Give them the chance to reflect on it themselves.*

Debating

Everyone loves a good debate, but for a debate to be good (and for you to win the argument), you need to have some skills.

After you've read the tips below, you can do the following exercise;

Pick a topic with a friend, from which you know you both have a different opinion on. For example marriage, youth participation,... You each pick a side of the argument; one is for, the other against. Try to have a good discussion and come up with good and informed arguments to convince you have the right opinion.

Debating is an important skill when you want to defend your arguments, or attack arguments of others. It asks some practice, but with these tips below, you can make a good start!

- *Be professional. Don't insult people you are debating with*
- *Focus on what the opposing side's idea is and think about what they could bring as an argument during your preparation. Make sure that you find counter arguments for all their arguments.*
- *Limit your arguments to four*
- *Present your arguments in a logic and clear way. Don't speak too long*
- *Only use information which really supports your argument in the debate*
- *Prepare a good conclusion for your argument, a final summary of your position. You can here again highlight the crucial issues.*

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:

- *Apply these 6 steps to an issue you would like to advocate for. Next to each step you write down the accompanying step you would undertake (who you would do this for, what your message would be...)*