

### Objectives:

After this lesson, the students:

- Identify all the options for youth in your community to be an active citizen and to engage in activities.

### 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 is the difference between local, national and international 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?

### Warm-up

A warm-up is important to introduce students to a certain topic and make them feel comfortable with each other and the topic they are going to discuss. For this warm-up activity you can ask students if they can give examples of national, local or international advocacy

### 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 is advocacy important to young people?
- What would be more important to young people in your community; local, national or international advocacy? Why?

Advocacy can be done in a lot of different ways, but also on a lot of different levels. Within each of these levels, you target different people, such as community leaders or the major (local), MP's and policy makers (national), international companies or organization (international).

- **Local**  
When advocacy is done on a local level, it often targets and is driven by the local community. Local advocacy tries to positively affect the local communities directly, by involving them in the campaign and cooperating with them to ask for change!
- **National**  
We speak of national advocacy when it is done at a national level. National advocacy can target a change where the entire country benefits from, or also a change at the state/province level.
- **International**  
International advocacy targets a worldwide audience and national policymakers who are involved in international processes and often wants to bring change in international agreements about a specific issue.

### 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.
  - Can you give examples of local advocacy campaigns in your community?
  - Were they successful; did change occur and were the advocacy goals achieved? Why (not)?
  - Did you ever participate in an international 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.

### Story:

#### **Local advocacy:**

Because of bad air quality, school recess in Salt Lake City was often cancelled. Some students decided to investigate the cause of the smog and found that car emissions contributed to the problem. These young activists met with their state representative, who helped them draft an 'anti-idling' proposal. The students testified at the state legislature and legislation was passed that required signs at schools, airports, and other hot spots, telling drivers to turn off their engines after 15 seconds if they are not moving.

*Source: A guide to youth-led advocacy*

#### **National advocacy:**

As part of the international youth-led 'Wake Up Call', young activists in Nepal called upon the Ministry of Local Development to ensure equal access for the disabled to hospitals, shopping malls, movie theatres, and public buildings. Their aim was to deliver their petition in person—a lack of disabled access meant the Minister had no choice but to leave his office and collect the petition himself. Upon receipt of the petition, he assured the disabled activists that their concerns would be addressed.

*Source: A guide to youth-led advocacy*

#### **International advocacy:**

CHOICE for Youth and Sexuality is a youth-led NGO which is actively involved in international advocacy. Youth advocates from CHOICE participate in United Nations conferences several times per year. During these conferences they have meetings with policy makers, organize panel discussions and strategize with youth advocates from around the world. These strategies help them in their advocacy for youth participation and young people's sexual rights worldwide. For more information visit [www.choiceforyouth.org](http://www.choiceforyouth.org)

- Use the quiz on the platform to reflect on the lesson material. Read out the statements and ask the group if they think it is an example of local, national or international advocacy. Make sure you provide the correct answer without judging those who gave a wrong answer.

### Quiz

Students get a statement and need to choose what kind of advocacy is explained. They get to choose between 3 options: a. Local b. National c. International. They get feedback after they shared their answer and also know how well they did at the end of the game.

1. Participating in an AIDS conference at UN Headquarters in New York City.

*Feedback: International advocacy, as the conference will target many countries and actors in the world.*

2. Signing a petition in your school to open a health centre in your neighbourhood.

*Feedback: This is an example of local advocacy to bring a change in the local community.*

3. Organizing a meeting with the Minister of Education to insert SRHR in the curriculum

*Feedback: This is an example of national advocacy, because it targets the Minister to bring change in the whole country.*

4. Signing a petition online for an issue in another country.

*Feedback: This is an example of international advocacy, because it tries to change an issue in a country other than yours.*

### 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:

#### **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*
- *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.

### Report writing

Writing or report writing skills is a skill you can use in a lot of different situations; whether it is to write an evaluation on an activity, on an FGD or on a whole program, the same tips apply! Have a look at them below and practice them right now;

- Write about your day in the form of a report. Write out the highlights of your day, what were the most important things you did, why these were important in the summary. The other elements of what you did in the morning, afternoon and evening can go in the main section. Don't forget the conclusion of your short report. You can do this in 1 to 2 pages

*Tip: A report doesn't have to be super long, think: quality over quantity!*

Report writing is important if you want to report or transfer information on certain events. It can be used to keep track of information or to convince people that certain decisions need to be made.

Elements of a good report;

- A catchy title: use your creativity to make an attractive and fun title! You need to make people curious about the report!
- Start the report with a summary of the report, by writing out the most important points.
- Introduce why this report is made and why it matters
- Write the information you want to transfer in the main section.
- Bring everything together in the conclusion and you can also insert your own point of view.
- Write down recommendations which explain what needs to be done.

To write a good report;

- Know what you are writing. Make sure you understand the topic completely
- Know what message you want to transfer and what is the core you want to tell

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- *Know who you are writing this report for and understand what they would want to read*
- *Make easy sentences, don't use words you don't understand yourself!*
- *Keep it short! Quality over quantity!*

### **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:*

- *Map out local campaigns that have been done in your community or region. If you want to take it a stretch further, also check the national campaigns that have been done in your country. Rank the campaigns and describe why some were more successful than others.*