

## **SELECTING A CAUSE**

### **Objectives:**

After this lesson, the students:

- Will be able to select a cause to raise awareness on

### **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.

<i>0.00 – 0.05 Introduction:</i>	Introduce the topic, by making a link to existing knowledge and make it real – connect to real life.
<i>0.05 – 0.15 Warm up:</i>	Get the energy going with an interactive exercise. This should create a good atmosphere and make sure everyone feels at ease.
<i>0.15 – 0.30 Information:</i>	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.
<i>0.30 – 0.40 Discuss:</i>	Give students time to reflect on the information and form their own opinions.
<i>0.40 – 0.55 Practice:</i>	Let students practice the skills they need to use the new information in their own lives.
<i>0.55 – 1.00 Take action:</i>	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 identifying local issues.
- Introducing the lesson by asking the opinion of the students. How do other people select a cause to fight for you think? Is it because of personal experience or something else?
- 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:** "Change will not come if we wait for some other person or some other time. We are the ones we've been waiting for. We are the change that we seek." – Barack Obama

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### **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. Try to think about a warm-up which relates to making choices and selecting the things you find most 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:

- What are important elements to think about when selecting a cause?
- Do you need to think about what other people find important too?

Once you have made an overview of the local issues in your community, then you can choose the problem you want to address. But how do you select a cause, if there are many causes to choose from? And how do you know what you would really want to change in your community?

- Select the cause that YOU find most important. There are different reasons why you can find a cause or issue important; because you or someone close to you experiences it personally, because it touches you emotionally, because you think no one else will do something about it... If you select a cause that you find important, then it will also motivate you more to really try and make a change!
- Select the cause that people around you identified as important. Sometimes it might be difficult to decide on these important things on your own, or you might be afraid to prioritize issues of other people. Don't worry, you can select a cause to work on by consulting friends or experts. If you are selecting a cause with your organization, you can discuss all the issues first, and then vote on the most pressing issue.
- You can also decide on a cause which is already high on the political agenda, for example gender equality. This might make it easier to find allies and people to support your cause!

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### **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 issues do you find most important to change in your community?
  - What are your selection criteria to decide on the issue you want to address?
- 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 reflect on which issue belongs to what theme. Read out the issues and ask the group if they think it belongs to gender based violence, meaningful youth participation, access to quality health services or quality education. Make sure you provide the correct answer without judging those who gave a wrong answer.

### **Quiz**

Students have to drag the words to the right box.

<b>Gender Based Violence</b> Preventing early marriage	<b>Meaningful Youth Participation</b> Having youth voices in the community council
<b>Access to quality health services</b> having family planning services available in the community	<b>Quality education</b> Good teachers in schools

### **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

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*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?*
- *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!*
- *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.*

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- 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)*

### **Convincing peers**

*Your peers are the people who can be your true allies! But first you need to convince them.*

*Read the tips below and practice your convincing skills on your peers. For example;*

*Think of something you want a friend or peer to do, i.e. go with you to have a coffee, write you a note, ... Make sure you use the right argumentation to convince them.*

*Peers are people who are similar to you, because you have the same age, background, education, community, school,... Convincing peers means making them believe as you do or influence them to take action.*

*If you want to convince peers, you can use some tricks, because you already have some things in common which you can use to convince them;*

*Think about how you formulate your message:*

- Explain them exactly what you want to achieve and why it is important
- What do you have in common? Why should you both care?
- Be honest about your intentions, don't tell lies
- Understand/listen to the person you are talking to, what does s/he consider important?

*How to communicate effectively*

- Ask your peers for their advice and opinion. This will make them feel valued and important, and more likely to agree with your standpoint.
- Make them part of what you want to achieve, of the project

*Be creative in your communication:*

**Use the appropriate tools.** There are so many tools to use, but let's be aware that there are some messages you can send on Twitter, others that should be sent via email, and then those that need a voice-to-voice conversation. Using the right medium to send a message can make all the difference in the world when it comes to how your message will be received.

### **Take action**

*Wrap up todays lesson by asking what the students have learnt, liked, found difficult etc.*

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

- *Come up with a plan on how to select a cause. Make a list of elements people should not forget about when selecting.*