

## Workshop 2: Making Change Happen

### Learning Objectives

Learners will be able to:

- Think critically about how young people can make change happen
- Analyse the most effective methods of taking action
- Plan and initiate action
- Develop peer learning skills
- Identify ways to measure impact

### Resources

- Making Change Happen PowerPoint
- Activity 2.1 Action Cards
- Handout 1: Making Change Happen
- Handout 2: Peer Education

### Optional resources

- [Get Global Education Pack](#)
- [Oxfam's Youth Ambassador support materials](#)
- [Hints and tips from celebrities](#) on public speaking
- Examples of inspirational speakers on global issues:
  - [The Danger of a Single Story](#), Chimamanda Adichie (18 mins)
  - [Clip from Michelle Obama's Democratic Convention Speech 2016](#) (2.12 mins)

### Starter (slide 1-2 – 10 minutes)

Ask learners to look at the issue trees they created in Workshop 1. Ask learners:

- Have they learnt anything new from the last session which they'd like to add to the issue tree?
- What was interesting/ surprising about what they learnt during Workshop 1?

Show slide 2 with pictures or your own selection -ask learners if they know what the pictures depict and any major changes they can think of during their lifetimes:

- Brexit
- End of Apartheid
- Arms Trade Treaty 2014
- Cancellation of debt from Jubilee Campaign

These have been achieved by people who are passionate about something getting together and taking action.

Ask learners in pairs to talk about a time they have tried to make a change. This could be at home, with friends or with their local community. What did they do? Who else is making changes in your school and community? Talk about Ecoschools, Fair Trade Groups and School Councils if applicable.

Thinking of their stories, ask learners to suggest different ways to take action. For example:

- Persuade someone else of your view
- Sign a petition
- Write a letter or email
- Wear a message on a t-shirt
- Share a link online
- Fundraise

### Activity 1: Ways to take action

Ask learners if they remember any ways people took action from the previous session – If you have one, show the issue tree from the last session and ask learners to add solutions to this. We're now going to look at a couple more examples. Show one or more of the following films/websites to demonstrate some methods and ask students to discuss:

- [Robin Hood tax](#) – example video campaign
- [Change - petitions](#) website for petitions
- [Cafod film – how to lobby your MP](#)
- [Oxfam – how to set up fundraising groups](#)

### Discussion questions:

- What do you think of this method? Is it effective?
- Is this a method you could use?

### Activity 2: Planning action (Slide 3-4)

Give learners **Handout 1: Making Change Happen**. Give an opportunity for learners to read the handout and ask questions. They will be referring to this handout during the next activities.

Give small groups a set of action cards. Ask groups to arrange nine cards in a diamond pattern based on what they would most like to do – if they would like to add their own cards because they have action ideas that are not included on the cards, they can swap up to 3 cards before beginning the activity. The single actions at the top and bottom are the most and least preferred down to the middle row which has three actions with little to differentiate them – see slide 4 for example.

Now try placing your cards ranked according to impact (see table on slide 5). activity 7 on p44 of Get global using worksheet 4c.

### Key questions for groups to consider:

- What would have the biggest impact in school?
- Which are the most practical?
- Which actions will have the widest impact?
- Which actions will interest the people you know?

From these two activities, note down methods you think you/your group would like to try to make change related to the topic we've worked on. Ask each group to pick one idea, work in groups to develop the idea, then pitch it to the rest of the class (2 minutes maximum for the pitch). Key questions they should answer are:

- What are you planning to do?
- What resources will you need?
- What will be the immediate result of your action?
- What difference do you hope it will make?

After discussion and feedback on ideas, learners should work in their groups to refine their action plans. In their groups, they should think about:

- What did you like?
- What needs more work?
- What suggestions do you have?

### Activity 3: Preparing for peer education

In addition to your action plans, one action we would like some of you to take is to deliver a peer education session based on the topic we've covered. This could be to other learners in your school (though an assembly or class workshop), to another school in your area (primary or secondary) or to a group in your community. This kind of action uses the same planning stages we've looked at above, but we'll go through a little extra guidance here

Put up 2 flipcharts – one with 'inspirational person/speaker/workshop/assembly' and one with 'bad workshop/assembly/speaker'. Ask learners to think about people, speakers, workshops and assemblies they have listened to/watched/taken part in. Ask them to discuss:

- Which have you enjoyed and why? Who inspires you? Why? What makes someone engaging?
- Which have you not enjoyed and why? What makes someone boring?
- What kinds of things go wrong?

Based on their discussions, ask groups to put on post-it notes things that make good and bad assemblies/workshops/speakers. They can also look at the peer education handout for more ideas.

**Optional:** Look at some of these [hints and tips from celebrities](#) and add to your flipchart

As a class, assemble the responses into key dos and don'ts. Ask groups to return to their activity plans to incorporate peer learning where appropriate, thinking about the tips.

Now put the tips into practise: Play '60 Seconds' pausing after each few rounds to give hints and tips. To play '60 Seconds', ask each learner to write down a topic on a piece of paper and fold these in half – these can be literally anything (cabbage, the global economy, clocks, football, Justin Bieber). (You could prepare a list of topics alternatively). Learners take it in turns to take a topic. They have to speak about that topic for 60 seconds without repeating themselves, hesitating or pausing. If they make a mistake, another learner interrupts and takes over. The

person speaking at the end of 60 seconds gets a point. Cover a few topics with opportunities for feedback. Learners can be in teams or work in small groups.

### Activity 4: Measuring impact

When we undertake action and peer learning, we want to know if it has made a difference. Show the slide and explain that we might want to achieve different things with our actions:

- Knowledge – do you want people to know facts they didn't know before?
- Skills – do you want people to be able to do things better or do things they couldn't do before?
- Values – do you want people to think differently?
- Action – do you want people to do something as a result of your peer learning?

Ask learners to look at their plans and to complete the table detailing the impact they want to have.

Now we know what you want to measure, we'll going to look at how. Think about this session so far. What methods have we used to measure your knowledge, skills, values and actions? Brainstorm other ideas for measuring using slide x).

Revisit plans and include plans to measure change.

### Plenary

**Optional:** If learners have created a shared issue tree during the session, ask them to add 'fruit' or 'leaves' to the branches – these are potential solutions.

<b>Know</b>	<b>Want</b>	<b>Learnt</b>	<b>Surprise</b>
What do we already know?	What do we want to know?	What have we learned?	What surprised you?

Discuss the next step for learners - to put their plans into action. They will be sharing what they've achieved in a final session once the peer learning activity is complete and will be expected to produce a report back in their groups (in any format – video, photos, blogs, presentations, etc).