

MAKE THE LINK
**CLIMATE
CHANGE**
CAMPAIGN
GUIDE



ENGAGING YOUTH, INSPIRING CHANGE



A guide for facilitators who will support and inspire young people to develop campaigns addressing climate change as part of the Make the Link – Climate exChange project.

www.mtl-cec.org

A project run by Plan UK, the Citizenship Foundation, Partners Bulgaria Foundation, Plan Kenya, Plan Netherlands, Plan Malawi and Plan Senegal



Citizenship Foundation



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Citizenship Foundation

The Citizenship Foundation

The Citizenship Foundation is an independent education and participation charity that aims to encourage and enable individuals to engage in democratic society. Founded in 1989, our particular focus is on developing young people's citizenship skills, knowledge and understanding of the law, democracy and public life. We do this by:

- championing civic participation
- supporting teachers, schools and colleges with the delivery of citizenship education
- working with young people in community settings on issues that concern them.



Plan International

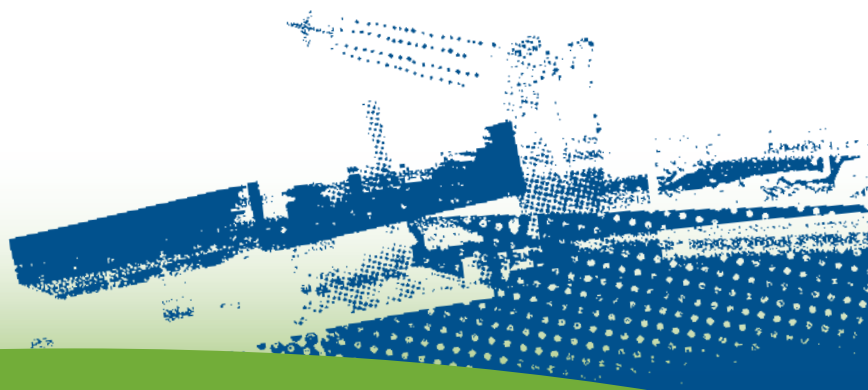
Plan is one of the oldest and largest children's development organisations in the world. They work in 48 developing countries across Africa, Asia and the Americas to promote child rights and lift millions of children out of poverty.

Plan aims to achieve lasting improvements in the quality of life of deprived children in developing countries, through a process that unites people across cultures and adds meaning and value to their lives, by:

- enabling deprived children, their families and their communities to meet their basic needs and to increase their ability to participate in and benefit from their societies
- building relationships to increase understanding and unity among peoples of different cultures and countries
- promoting the rights and interests of the world's children.



This document has been produced with the financial assistance of the European Union. The contents of this document are the sole responsibility of the Citizenship Foundation and can under no circumstances be regarded as reflecting the position of the European Union. Additional funding has been provided by Plan UK, Plan Netherlands, the Citizenship Foundation and Partners Bulgaria Foundation.



A guide for campaign facilitators

This guide has been written for facilitators in the UK, Bulgaria, the Netherlands, Kenya, Malawi and Senegal who will run training sessions for young people to support and inspire them to develop campaigns addressing climate change as part of the Make the Link – Climate exChange project.

It will also be used by teachers, youth workers and youth leaders who will be working to support the student groups throughout their campaigns.

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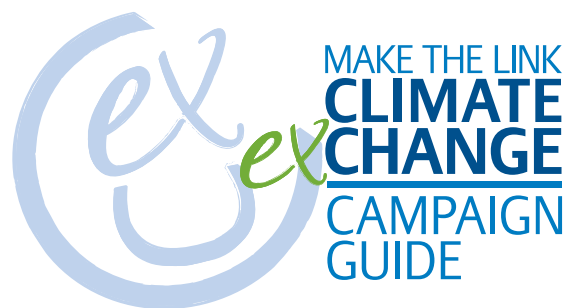
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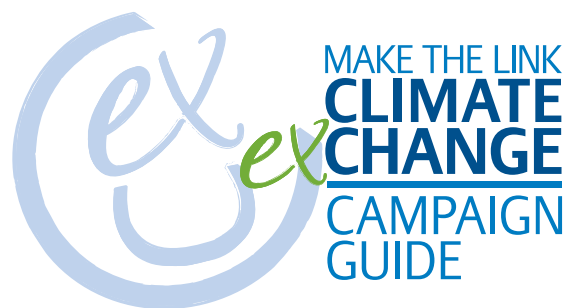
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SECTION 1 INTRODUCTION

Foreword



Make the Link – Climate exChange is a three-year development education project run by Plan UK and the Citizenship Foundation that promotes learning, dialogue and action on climate change by linking schools and youth groups in key at-risk countries in Africa (Malawi, Kenya and Senegal) with countries in the European Union (EU) (the United Kingdom, the Netherlands and Bulgaria). This programme is part of an effort to ensure that young people receive education and awareness to engage with and influence local, national and international politics.

There is a pressing need to engage young people in debates about climate change. For young people all over the world, climate change will mean an unjust inheritance. Currently, climate change has returned to the international political agenda, but too often without young people's voices. It is increasingly important for young people to be part of decisions that will affect their lives and the future generations across the world.

The guide has been divided into six sections:

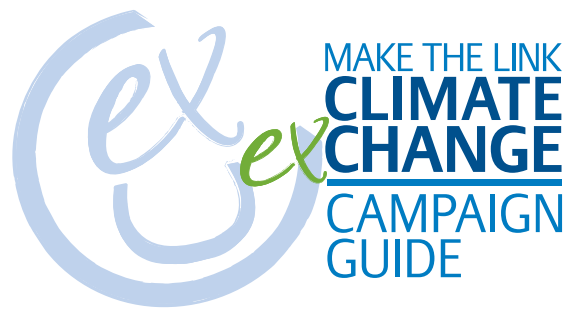
- Section 1 provides a background to the overall project and an overview of how the toolkit fits within the wider Make the Link – Climate exChange project.
- Section 2 explores the issue of climate change and the role of young people in effecting change on this issue.
- Section 3 outlines the key principles that form the basis of our methodology, exploring concepts like youth participation, active citizenship and the link between local and global action.
- Section 4 gives a background to training and facilitation and the key aspects of knowledge that are required to establish good facilitation with young people.
- Section 5 covers the content for the training with activities and materials for trainers to enable them to deliver the sessions.
- Section 6 contains materials that can be used by teachers after the residential weekend to support students as they work on their campaigns.
- At the end of the guide, there are materials in the Appendices section to help you with practical elements of the delivery of the residential.



Credit: Plan

SECTION 2 SETTING THE CONTEXT

Where this guide sits in the context of the wider project



Make the Link – Climate exChange has the following four components.

1. Learning resources

Teachers will receive a free Learning Resource Pack with seven units to facilitate active learning about climate change and begin to build the skills and confidence of young people to take action locally, nationally and internationally through this project.

2. An interactive web platform

 www.mtl-cec.org

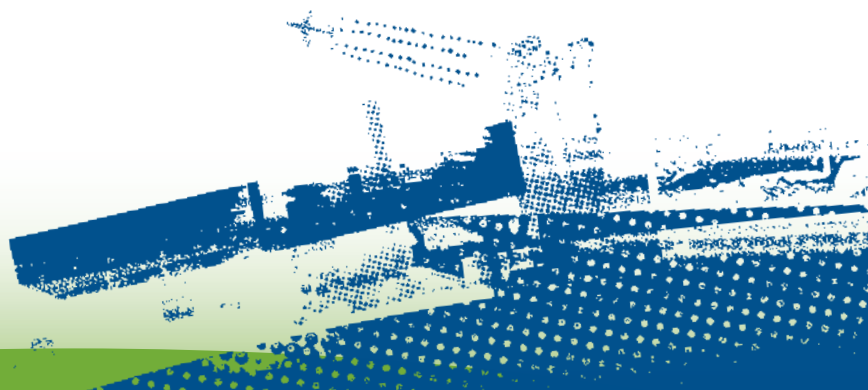
The project has developed a website to support the interaction between the participating young people, teachers and communities. It will facilitate communication via discussion forums, blogs, chat channels and other means, and will host the learning resources and reference material to stimulate learning. The website will provide a platform for project participants to upload and share the activities set out in the learning resources and provide support to students and teachers over the course of the project.

3. Eco-competitions

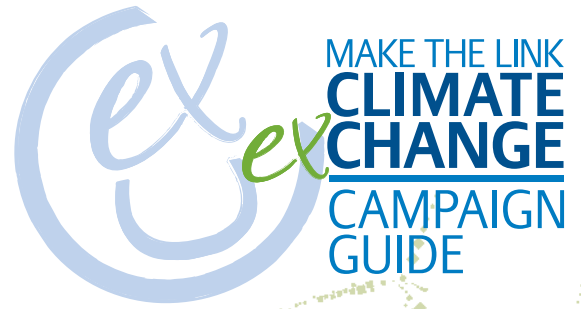
There will be a national competition each year in each country relating to climate change. Prizes worth €200 will be awarded to small actions on climate change. There will be a total of 19 awards available.

4. Active citizenship training and campaigning on climate change

In Europe (Bulgaria, Netherlands and the UK), selected schools will participate in a residential training weekend supported by materials in this guide. In Africa (Kenya, Malawi and Senegal), selected schools will participate in training sessions supported by materials in this guide. The aim will be to develop local, national and regional campaigns on climate change led by young people. Teachers, youth workers and students will develop skills and be supported as they design their own campaigns. Before the residential/training sessions each participating country in the project will have an opportunity to participate in a facilitator's training run by trainers from the Citizenship Foundation to support the partner countries in organising their training on campaigning using this guide. After the residential/training sessions, Plan UK and the Citizenship Foundation will support the schools with getting their campaigns off the ground (by email, through phone conversations and, where appropriate, by visits to the schools). There also will be additional grants available to ensure that campaign goals are met over the course of the project.



SECTION 2 SETTING THE CONTEXT



How it will look in practice:



STEP 1

A few young people from selected schools, along with their teacher, will be invited to participate in active citizenship residential/training sessions.

STEP 2

Active citizenship training will take place during a weekend residential in Europe and locally tailored training sessions in Africa. Students from selected schools will meet to develop their own climate change campaigns.

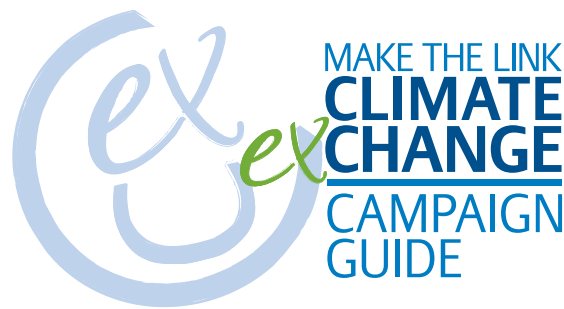
STEP 3

Young people, with the support of their teacher, will develop and launch their climate change campaigns. The groups will receive ongoing support via email, telephone and potential visits from the project partner organisations.

The schools will receive a €300 grant to support them in the roll-out of their campaigns and they will also post their campaign actions and news on the interactive web platform for the project

SECTION 2 SETTING THE CONTEXT

Climate change and why it is an issue



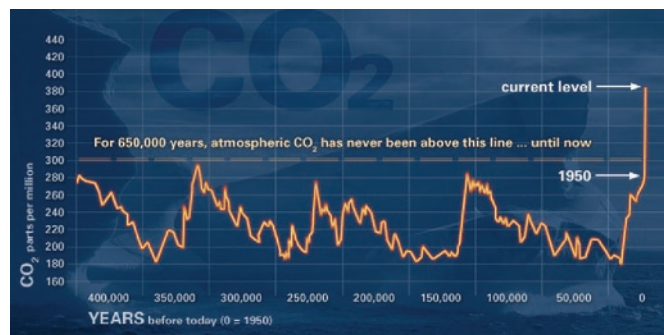
As we look around the world, in cities and in villages, from the global South to the North, it is clear that the Earth's climate is constantly changing. In the past, changes have been attributed to natural causes. However, the term 'climate change' is now generally used when referring to changes that have been identified since the early 1900s. These changes are now widely accepted by the scientific community to be largely owing to human behaviour, rather than natural changes in the atmosphere. The 'greenhouse effect' refers to the gases that keep the Earth warm. It is the extra greenhouse gases that humans have released, through industrial activity and modern lifestyles, which are argued to have contributed to global warming and climate change.

The Make a Link – Climate exChange project believes that climate change caused by human activities, most importantly the burning of fossil fuels (coal, oil and natural gas) and deforestation, are superimposed on natural climate fluctuations. Climate change is also affected by: the production of steel, cement and anything plastic; the use of cars and aeroplanes for passenger travel and, to a much greater extent, for the transportation of goods; other emissions that come from organic matter decay and aerosols.

What is the global evidence?

The majority of scientists are in agreement that the Earth's climate is changing as a result of atmospheric concentrations of greenhouse gases, which have increased as a result of human activities. The concentrations of carbon dioxide, methane, and nitrous oxide are higher now than at any time during the last 420,000 years.

Overwhelming scientific evidence supports the conclusion that observed changes in the global climate are, in large part, due to human activities and primarily related to fossil-fuel consumption patterns. Without urgent action to curb greenhouse-gas emissions, the Earth will become warmer by 2050 than at anytime in the last 10,000 years.



Source: <http://www.nesdis.noaa.gov/>

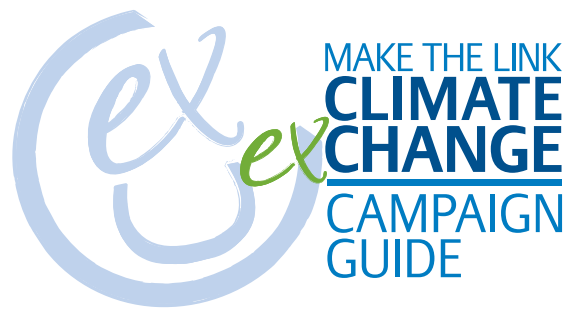
This graph, based on the comparison of atmospheric samples contained in ice cores and more recent direct measurements, provides evidence that atmospheric carbon dioxide (CO₂) has increased since the industrial revolution

Climate change will have an impact on everyone. The United Nation's Intergovernmental Panel on Climate Change (IPCC) developed a scenario for 2080 if there is no action to tackle causes of climate change (greenhouse gases):

- Sea levels could increase by 50cm: almost twice as many people as now would be exposed to severe flooding from storm surges (18 million people).
- Water availability could decline: over three billion people in the Middle East and the Indian sub-continent could be facing acute shortages of water.
- Seasonal rainfall patterns could be severely disrupted: drought and floods could increase.
- Human health could suffer from a combination of effects: people's resistance to disease could be weakened by heat stress, water shortages, and malnutrition. Increases in air pollution could lead to a rise in respiratory illnesses.

SECTION 2 SETTING THE CONTEXT

Climate change and why it is an issue



The Kyoto Protocol

The Kyoto Protocol is a protocol linked to the United Nations Framework Convention on Climate Change (UNFCCC or FCCC) aimed at fighting global warming. The UNFCCC is an international environmental treaty with the goal of achieving 'stabilization of greenhouse gas concentrations in the atmosphere at a level that would prevent dangerous anthropogenic interference with the climate system'.

The Protocol was initially adopted on 11 December 1997 in Kyoto, Japan, and entered into force on 16 February 2005. Under the Protocol, 39 industrialised countries and the EU (called 'Annex I countries') commit themselves to a reduction of greenhouse gases. Emission limits do not include emissions by international aviation and shipping.

Governments have responded to this threat by agreeing to adopt a common approach to reduce the impact of human activities on our climate. At the time of printing, the most recent United Nations Conference of the Parties (COP15) in Copenhagen, December 2009, aimed to decide what the global targets and action will be after 2012 (when the Kyoto targets expire). The Copenhagen conference resulted in the Copenhagen Accord signed by the 132 countries.

The Accord includes:

- backing for an overall limit of 2 degrees Celsius on global warming
- agreement that all countries need to take action on climate change
- commitment to financing the interventions needed.

How does the Copenhagen Accord affect this project?

The UK, the Netherlands and Bulgaria are bound by the EU submission to cut CO₂ emissions to 1990 levels by 2020.

For a full copy of the accord;

 <http://unfccc.int/resource/docs/2009/cop15/eng/l07.pdf>

Malawi, Kenya and Senegal have all indicated their association with the Accord, but have not submitted any reduction actions to the UN.

Climate change and development

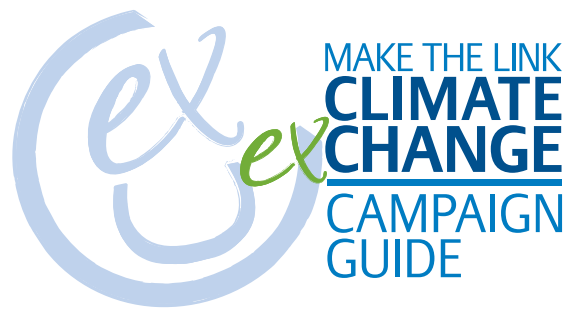
It is estimated that every year in the next decade 175 million children will be affected by sudden climate-related disasters. If climate change goes unchecked it could cause an additional 60,000–250,000 child deaths in south Asia and sub-Saharan Africa alone. Yet children in less-developed countries are least responsible for the carbon emissions that cause global temperature rises.

Water shortages, a decline in nutrition, increased levels of global diseases such as malaria, and natural disasters are all consequences of climate change, caused by unsustainable carbon emissions. The World Health Organisation (WHO) estimates that 150,000 lives are already being lost each year as a direct result of climate change. The risk is so severe that it threatens to undo decades of development efforts, with children in developing countries among the worst affected.

Climate change is already having a devastating impact on people's lives. Extreme weather events are destroying homes, schools, crops and animals – the foundations of everyday life. Climate change is also throwing the seasons out of sync, causing crops to fail and water supplies to dry up.

SECTION 2 SETTING THE CONTEXT

Young people's role in climate change



Children and young people, more than anyone, have a stake in the future. This is why it is crucial to increasingly involve them in climate change debates. According to the UN Convention of the Rights of the Child (UNCRC), endorsed in most countries, it is stated that children and young people have a right to be heard. To this date, this is not occurring enough.


While young people's participation in the climate change debate is a really crucial component to the Make the Link – Climate exChange project, there is also a difference in how young people can affect change in the northern and southern countries. In the northern countries, generally speaking, young people's role will be on climate change mitigation. Young people can have a real impact changing behaviours with regard to energy used in the home, travel, raising awareness on problems such as pollution, along with many other changes in lifestyle. In the southern countries however, the focus will be more on climate change adaptation, where young people can engage in raising awareness on climate change-related issues, as well as finding local solutions to the impacts caused by the floods, droughts and other climate shocks.

Climate change adaptation means communities, supported by governments, taking early action to reduce the damaging impact that climate change could have on their lives. For example, in southern Africa farmers are planting faster maturing crop varieties to make the most of unreliable rains.

Climate change mitigation means reducing greenhouse gas emissions.

WHO (July 2005), Climate and Health, fact sheet

Children in a Changing Climate (2008), A Right to Participate: Securing children's role in climate change adaptation, p.1

 <http://www.who.int/globalchange/news/fsclimandhealth>

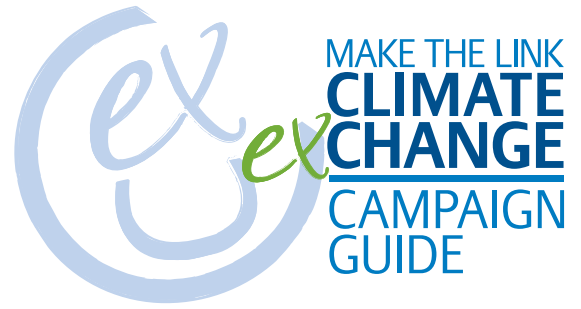


Credit: Plan Nazia Parvez



SECTION 3 GUIDING PRINCIPLES

Active citizenship



Active citizenship in simple terms is about playing an active role in society. Active citizens make a commitment to bring about some kind of positive change in their communities through social action.

You do not have to be an expert on any particular issue in order to start being an active citizen. You also do not have to be an expert in how society works. What is more important is openness to learning and a passion to bring about change.

Some of the skills and knowledge that you will develop through being an active citizen include:

- a better understanding of the issues affecting communities
- a better understanding of where and how decisions are made in society (locally, nationally and internationally) and how to reach decision-makers
- communication, presentation and negotiation skills
- awareness raising skills
- planning skills.

This guide and the active citizenship training sessions will start to touch upon these skills and knowledge, but the best way to learn more is simply to put it into practice!

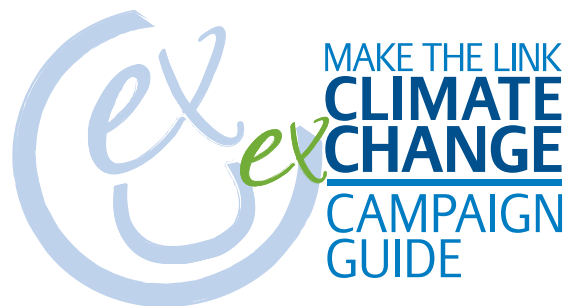
This guide seeks to develop young campaigners who work with local, national and regional politicians to tackle issues related to climate change. The aim of the resources is to support young people to identify key problems of climate change in their local community and work with politicians (locally, nationally or regionally) to address the causes of these problems.



Credit: Jo Mieszkowski

SECTION 3 GUIDING PRINCIPLES

Youth participation



Youth participation is the active engagement of young people in any activity ranging from sports to social enterprise or decision-making. This active citizenship element of the Make the Link – Climate exChange is built on the core of participation as outlined in the UNCRC (1989). Specifically, Article 12 states that:

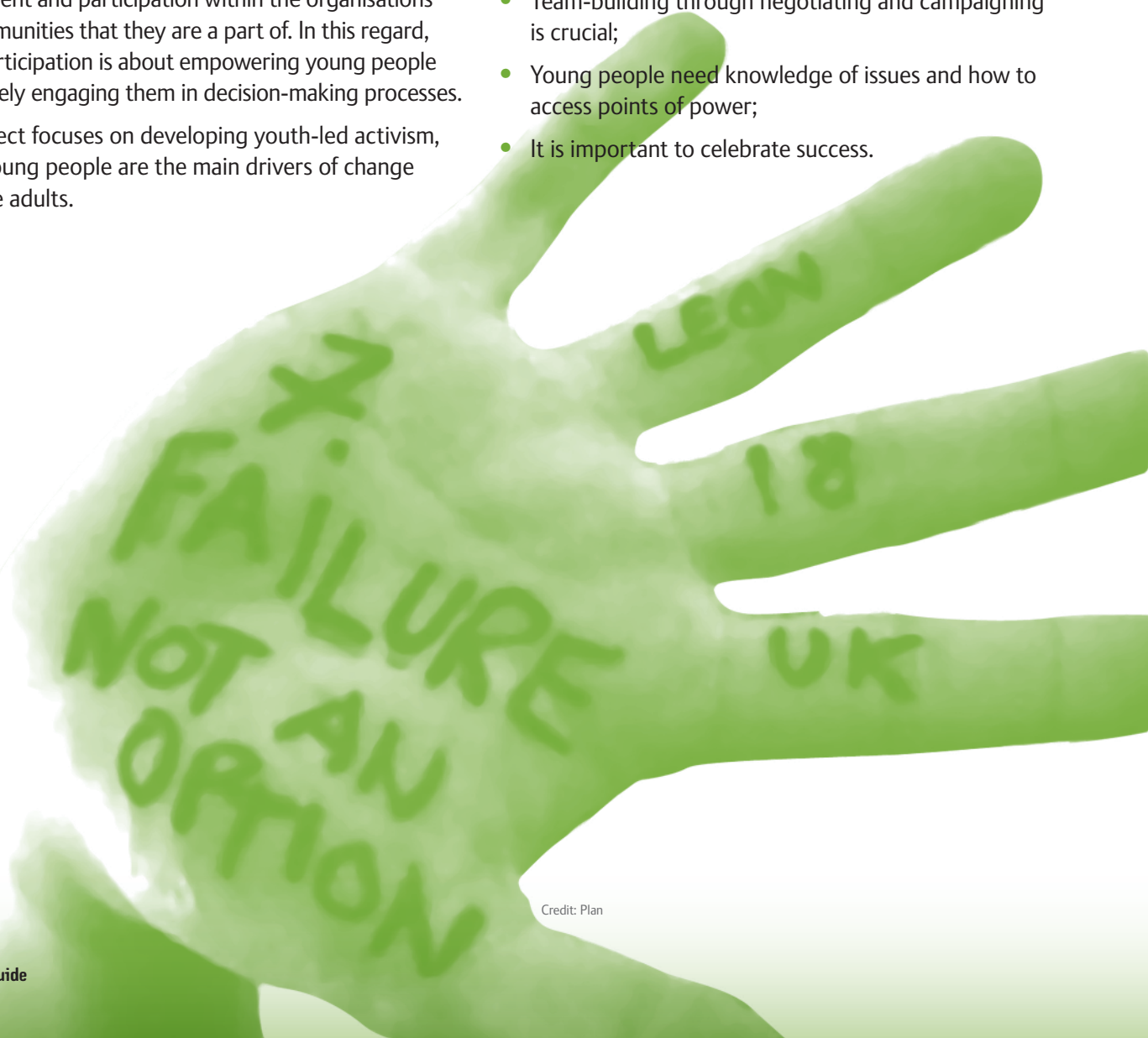
'Children should have the opportunity to express their views and have these views taken into account in decisions which affect them.'

This highlights a young person's right to meaningful engagement and participation within the organisations and communities that they are a part of. In this regard, youth participation is about empowering young people and actively engaging them in decision-making processes.

This project focuses on developing youth-led activism, where young people are the main drivers of change alongside adults.

A checklist to ensure that your approach is participative:

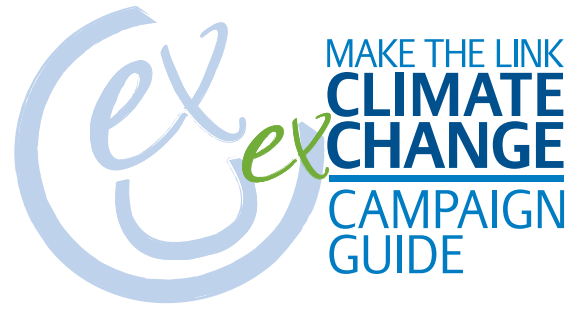
- Opportunities need to be provided to young people enabling them to achieve change;
- There must be clear aims, with young people being very clear about their roles;
- The role of adults is to provide support, advice and a point of contact;
- Projects and networks take time to develop and require commitment;
- Team-building through negotiating and campaigning is crucial;
- Young people need knowledge of issues and how to access points of power;
- It is important to celebrate success.



Credit: Plan

SECTION 3 GUIDING PRINCIPLES

Local people, local solutions



This facilitation guide supports young people’s participation from the ‘bottom-up’ by starting with the issues and ideas for change that they bring to the group and by working at a pace and level that they feel comfortable with. The ideas for their campaign come from them, not from the adults in the group. Young people establish consensus by identifying their common interests. They have ownership. If they do not feel this sense of ownership, their project or campaign is less likely to work. The process and the training that they go through with the trainer to develop the focus for their campaign is a starting point, where they are listened to, where their ideas are taken seriously and where they can discuss and develop their own awareness and ideas with their peers and in partnership with supportive adults.

At the heart of active citizenship is a commitment to localism. Localism is about the devolution of power, a devolving of decision-making to the lower levels, to communities and to local government. Localism is built on the understanding that local people have the solutions to their concerns. Decision-makers at the community, national or regional levels should support local people to implement local solutions.

The solution is to begin where people are. If their idea of environmental work is to beautify their place, or plant trees, then start there. What young people will gather around and form groups around will vary between communities; their concerns might be to beautify their community, and the trainer’s role is to ‘facilitate civil association’. The aim should be to create different groups with different intents, and then provide quick wins for these groups.



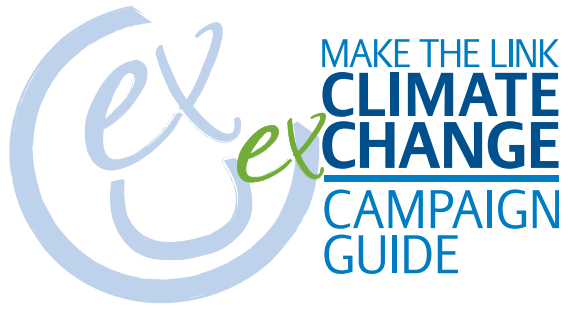
Credit: Nana Buxanti

Credit: Plan

SECTION 3

GUIDING PRINCIPLES

Global inter-connectedness



It is important for trainers to remember that the aim of the project is to connect students to the global issue of climate change. Students should be encouraged to think globally as they act locally (in their communities, countries or regions).

The importance of our global inter-connectedness runs to the heart of Make the Link – Climate exChange.

We live in a world where the actions we take as individuals have a global impact, and this is especially true when we talk about climate change.

However, projects such as this offer us opportunities as global citizens to work together to tackle issues that affect us all. In so doing, we have the opportunity to learn from one another, and to build a global understanding of climate change and how it can best be addressed.

YOUTH ARE THE LEADERS OF TODAY AND THE MAKERS OF TOMORROW

THORAYA OBAID

DIRECTOR OF UNITED NATIONS

UNITED NATIONS

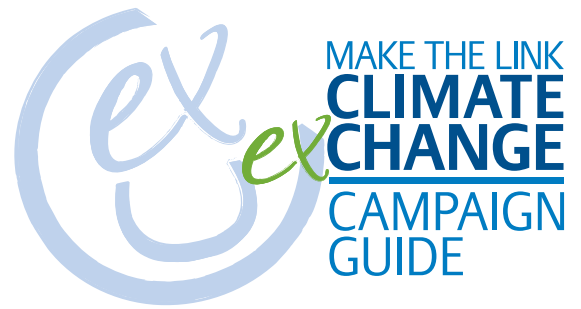
Thoraya A. Obaid

Credit: Plan

SECTION 3

GUIDING PRINCIPLES

Active learning: learning by doing



Make the Link – Climate exChange takes an active learning approach where young people are encouraged to learn through doing and follow models of good practice.

Young people in the group will not become proficient in the use of a skill, such as working as a team, negotiation or research, simply by being told about it, discussing it or thinking about it – they have to practise the skill.

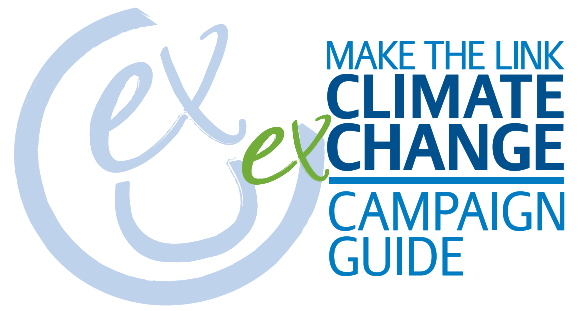
But practice alone is not enough. The members of the group need opportunities to reflect on what went well (or not so well) and why. This will develop their understanding, which can then help future decisions about what to do differently, and so on. Your group needs to develop the art of debriefing. For example, ask them, ‘if you were to do that again, how would you do it differently?’

**‘Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand’ –
Confucius, circa 450 BC**

Credit: Plan



SECTION 4
TRAINING AND FACILITATION



The training spectrum

Teaching to facilitating is a spectrum and we are often at neither extreme, rather somewhere between the two furthest points. It is useful to be aware of the spectrum and to consciously choose where on the spectrum we wish to be at any one time.

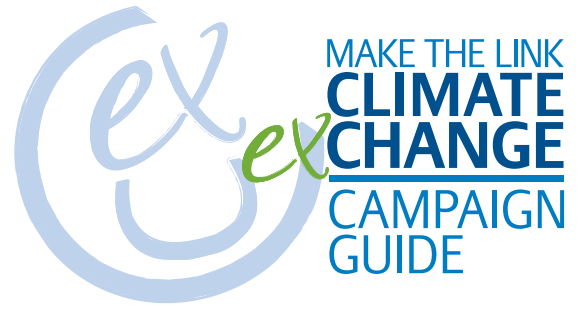


Characteristics of teaching	Characteristics of facilitating
The tutor stands at the front of the room.	The tutor stands and sits in various parts of the room.
The tutor is doing all the talking, perhaps taking questions at the end.	The tutor and participants all talk. The tutor questions participants, and the participants question the tutor throughout. Sometimes the tutor is silent.
The tutor is an expert on the subject and is expected by the participants to be so.	The tutor is an expert on facilitation and may or may not be expert on the subject.
The tutor's opinions and knowledge is valued highly; the learner's opinions are not valued.	The learner's opinions and knowledge is viewed as equally as valid or even more valid than the tutor's.
The learners are told answers by tutor.	The learners find their own answers, sometimes with no direct input from tutor, perhaps with the tutor just providing helpful structure and space.

Teaching is useful when:	Facilitating is useful when:
Very little time available.	There is time available to make learning more thorough.
A small amount of learning involved.	A large amount of learning is involved.
Extremely large groups are involved.	Smaller numbers of participants are involved.
Learning will benefit little from individual interpretation.	Learning is open to some individual interpretation.
Learning involves yes/no answers.	There are few yes/no answers.
Learners have so little knowledge of the subject or comparable subjects; it is impossible (or almost) for them to work out any answers for themselves.	Learners have some knowledge of the subject, or comparable subjects; to enable them to work out some answers for themselves.
Learners genuinely want input.	Learners do not want or need input.
There is high risk from trial and error.	There is low risk from trial and error.
In emergency situations.	There is not an emergency.

SECTION 4 TRAINING AND FACILITATION

The role of the trainer



As the trainer of the group, you have an important part to play in creating a positive experience for everyone in the group. You have the power to make the training programme a unique and exciting experience.

Your approach and attitude will be important in gaining the confidence and trust of members of the group quickly and keeping them coming back for more. By being open, interested and enthusiastic, you will develop positive relationships with all of the participants.

Your role includes encouraging young people in the group to take responsibility for their own learning and behaviour. The more each individual participates, the more everyone will get from the experience. In the next section, we provide some important information about different learning styles, which will help you reflect on how best to meet the different needs in your group. There is a real challenge for you to balance the need to focus on skills and knowledge outcomes with supporting the group processes and nurturing the relationships between everyone in the group.

Ideally, in the training sessions there would be two trainers working together, so that you could take it in turns to focus on the learning and process elements. However, training sessions can work very effectively with one facilitator, so this is not essential.

As the trainer you will be responsible for:

- preparation of training sessions
- delivery of the training sessions
- ensuring/supporting planning meetings in between sessions
- supporting teachers in seeing the campaign through
- supporting teachers in looking out for allies, organisations and contacts
- encouraging media and other opportunities.



Learning styles

Each of us learns in different ways. We have a different learning style or preference. Some, for example, learn most effectively when there is an experiential component, that is they need a hands-on approach and learn by doing. Others like to see images; they are visual learners, where some like to talk things through. Most people learn in a combination of ways.

Activists enjoy the experience itself: they FEEL. They like to learn by trial and error and self-discovery. They may prefer concrete project work, setting short-term targets and independent work.

Reflectors spend a great deal of time and effort reflecting: they WATCH. They learn by listening and sharing ideas. They might like group work and group discussions.

Theorists are good at making connections and taking ideas from experience: they THINK. They seek facts and learn through ideas. They might like being tested and receiving regular feedback from you.

Pragmatists enjoy the planning stage: they DO. They need to know how things they are asked to do will help in real life. They like practical work and experimenting.

For young people to get the most out of the training sessions, you need to create a flexible learning environment and bring a range of approaches to accommodate the different learning styles of individuals in the group. It is also important that you think about your own learning style and recognise that not everyone learns in the same way.

You can invite individuals in the group to find out more about their own and each other's learning styles. Encouraging members to understand their learning style, and to take ownership and responsibility for their own learning, may help them learn more effectively, get more out of the sessions and feel more motivated.



Kolb's learning cycle

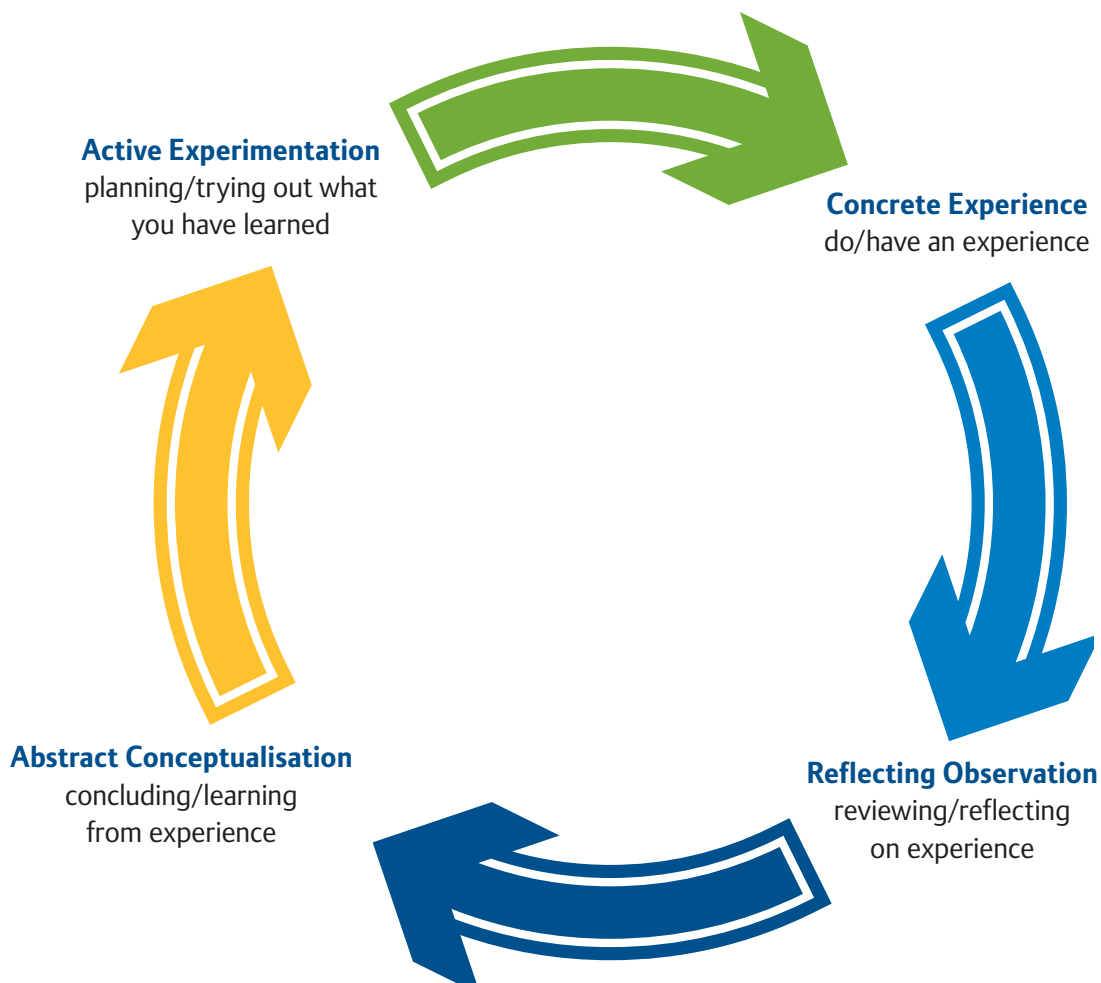
David Kolb was an educational theorist who carried out a lot of research into the ways that people learn.

Kolb proposed a four-stage learning cycle. The cycle can begin at any of the stages and is continuous, that is there is no limit to the number of cycles you can make. This theory says that without reflection we would simply continue to repeat our mistakes.

When you are working with your group, it is important to make space for the young people to reflect on their learning, as well as giving them the opportunity to plan and carry out activities.

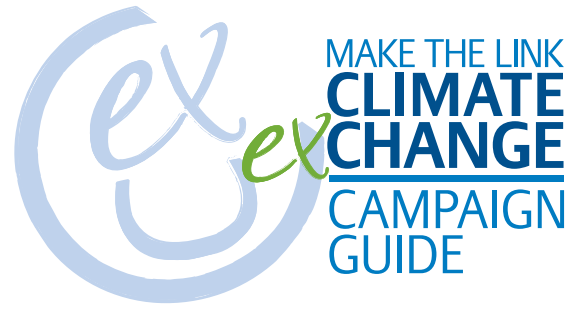
You can encourage reflection:

- by thinking about questions you can ask the group during debriefs of activities
- by allowing quiet reflection time at the end of the day
- by encouraging the young people to keep learning journals (notebooks)
- through individual conversations with the young people.



SECTION 4 TRAINING AND FACILITATION

Young people with special educational needs



You may find that the projects have a range of special educational needs (SEN). As a trainer, you need to be aware of these and adapt the activities and resources provided in this guide to meet the needs of the young people in your group.

Young people with SEN may need extra or different help in order to participate in sessions because of a range of needs: in thinking and understanding; physical and sensory difficulties; emotional and behavioural difficulties or difficulties with speech and language.

Examples of challenges that a young person may face are:

- reading, writing, number work or understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults in the group
- behaving in the sessions
- organising themselves
- some kind of sensory or physical needs which may affect them in sessions.

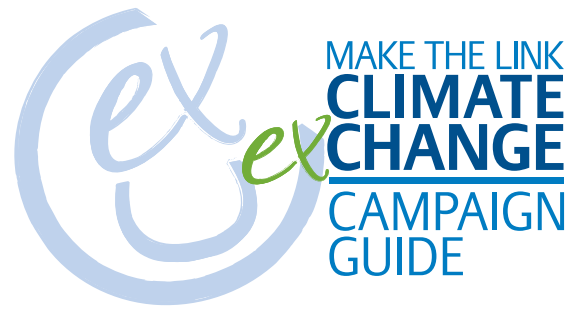
You should create an environment where taking part is more important than spelling, writing neatly and so on. Look carefully at how you organise your sessions, the space in the room, the resources and materials you give to each young person and the way you run the sessions.

Techniques like role-play, group discussion, and problem solving, and using a range of media such as video, tape recorders, camera and strong visuals (for example, quality paper-based handouts with colour to present facts visually, bright marker pens, good quality flipchart paper etc), will help to stimulate and engage young people with a variety of special needs.



SECTION 4

TRAINING AND FACILITATION



Handy tips for successful facilitation

Here is a selection of hints and tips that you might like to think about when you are preparing for running your sessions. It is not a magic list of things you need to do to make your sessions run smoothly, so don't worry about having to remember to do everything that is written below!

Advance preparation and room set-up

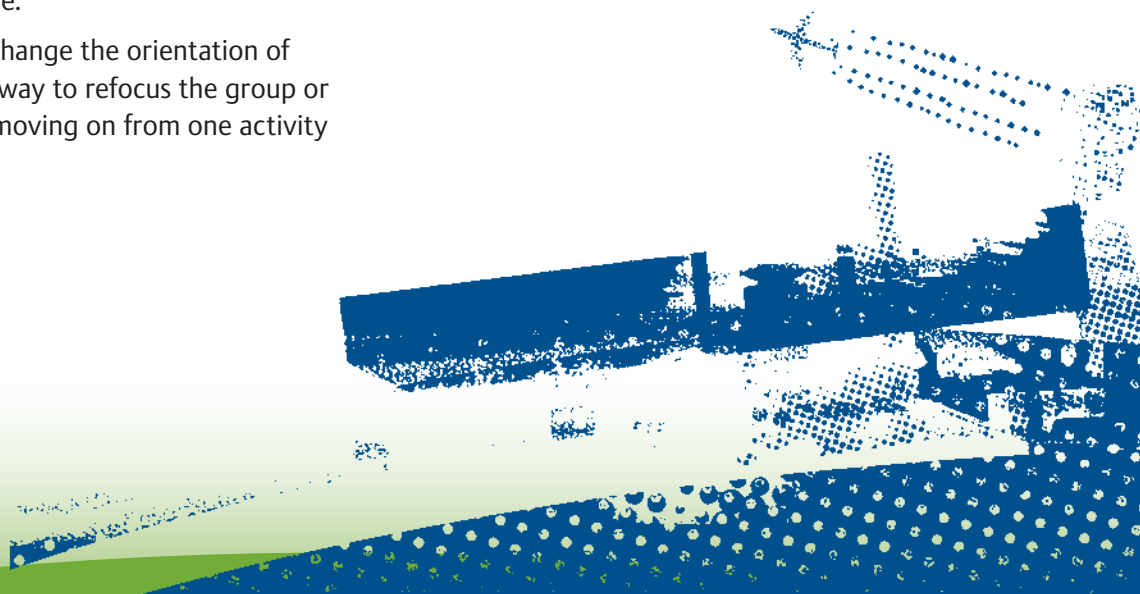
- Prepare and ensure you are comfortable with the material before starting.
- The way in which you set up your training space can have a big impact on how the group will interact during the session. Sitting in a circle or a horseshoe will allow for eye contact and can encourage participation. This set-up will also be helpful for the young people who are less confident with their English as it enables them to follow body language.
- Think about the temperature of the room. Move participants to different rooms, if appropriate. Outside sessions can be fun, but participants can be more easily distracted and it can be harder to hear what people are saying.
- Make sure there is plenty of space for the young people to move around.
- Chairs that are easy to move make it easier to get the young people to work in smaller groups or to push back against the wall if you need more space for an activity.
- Make sure everyone can see the flipchart/projector screen if you are using one.
- Moving the flipchart to change the orientation of the room can be a good way to refocus the group or to indicate that you are moving on from one activity to another.

Time keeping

- Tailor your programme to be realistic for the time you have.
- A clock in the room will help you and the group keep to time.
- A flipchart showing the outline of the session and approximate timings will also help you and the group to keep to schedule.
- Remind participants when they just have a couple of minutes left for a task.
- Stick to your timetable, but be prepared to be flexible.

At the start

- Get to know everyone in your group and use plenty of name games and icebreakers to ensure all young people are introduced to each other. There are name games and icebreakers included in the session plans, and further name games and icebreakers included in Appendix 1.
- Establish ground rules.



Handy tips for successful facilitation

In sessions

- Identify the main points you want to get across in a session.
- Keep it upbeat and active to ensure people are engaged. Use lots of visual and interactive activities. People have different learning styles.
- De-role the participants after any role-play activities. If they have been role-playing the part of an uncooperative decision-maker during an activity, make sure they are out-of-role before moving the session on. Energisers can be useful for this, as can changing the room layout.
- If you are right-handed, stand with the flipchart on your left and vice versa. It makes it easier to write!
- Write clearly. Don't use capital letters because they are harder to read, especially if you are dyslexic. Avoid red ink for the same reason.
- Write up points lightly in pencil along the top of your flipchart paper or down the side. You will be able to see them but the participants won't see them. This can be useful if you are having a group brainstorm and don't want to miss out important points.
- Don't give out instructions if you have just given out fun resources, because people won't be listening to you.
- Think about using music in your sessions. It can be really effective to calm participants down, energise them, mark the end of an activity and/or focus participants during an activity.
- Get people's attention before giving out instructions. Make your instructions clear, concise and repeat where necessary. Check that instructions are always understood.
- Actively listen to what is going on in the group and to what people are saying.

- Encourage everyone to speak, including those who normally do not. But don't push anyone too much if they seem uncomfortable about speaking in front of the group.
- Make sure you engage all participants, and if the group is too large to ask everyone a question, give them the chance to talk in groups.
- Make sure you don't stand with a window behind you. Participants can't see your face or the notes you are holding if you are a silhouette. Stand with the light on your face.

Breaks

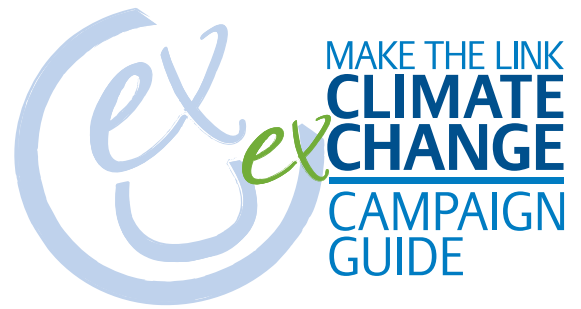
- Make sure you build in time for breaks in the sessions. Drinks and refreshments are always a good idea for a quick energy boost!
- Let the participants know at the start of the session when the breaks will be. If they know that at the end of the next activity, within the next 10 minutes, they will have a short break, it is easier for them to concentrate.

In general

- You are not expected to know everything!
- Don't panic if it goes wrong (see 'Frequently asked questions' in Section 5)
- Be sensitive to the diversity of your audience.
- Support young people in resolving conflict if it arises.
- Think about your body language, positioning and attitude; if you aren't showing energy than your participants won't either!
- Support your co-facilitators and try not to contradict them or interrupt them. Unity of a team is really important.
- Have fun, be playful, be open to learning and enjoy it!

SECTION 5 RESIDENTIAL SESSIONS

Overview



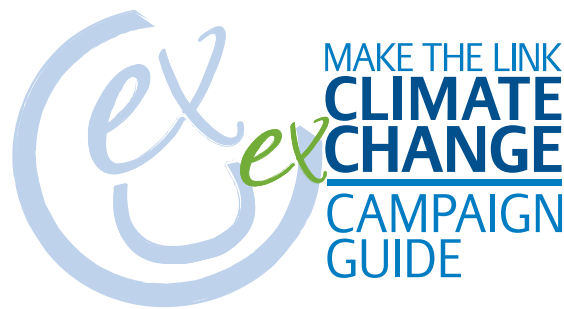
Our experience in delivering training has been to get young people interested in the idea of participating. Specifically we want young people to participate in climate change issues in their local communities and the wider world. We are committed to giving young people the tools to engage and our experience has shown that adult support is often key to the success of a youth-led campaign. The training sessions in this section support young people and adults (their teachers/youth leaders) to create a campaign and sustain it over the course of their time together.

Having a common goal, the process of organising a joint project or activity presents considerable opportunity for developing skills, and building relationships and understanding between members. For young people this can develop their confidence to become further involved and for teachers it can help them to recognise the talents that young people have and how best to involve them in the wider aspects of what they do.



SECTION 5 RESIDENTIAL SESSIONS

Why residential?



Two-day active citizenship training

A residential is when students are out of school to focus on a specific activity and develop skills and knowledge. Residential offer a more active mode of learning than traditional education in schools. Teachers and trainers should give students more freedom and opportunity to create and explore than they would be afforded in the school setting.

Residential settings are fantastic opportunities for developing skills and building team cohesion, as all the participants including the trainer are focused on one shared goal: to achieve the objectives of the residential.

We often say that a residential training weekend is a 'special setting' because all the participants are away from their everyday setting and therefore have the space to think and act differently than they normally would. Teachers visibly relax and can spend time working with students without the pressures of the timetable. Students get the opportunity to make new friends without having to consider what others will think of them. The key to a successful residential is the trainer: you set the tone and determine the energy and, once this has been established, everything else will flow naturally.

Ideas to help set the tone for the residential:

- Create a picture of an icecap or a local climate change issue and measure the progress in terms of sessions and outcomes by giving the picture a more positive version (for example, the icecap would get thicker). This is a great visual reminder to the participants about how far they have come;
- Create a playlist of all the climate change-related songs you can find (like Michael Jackson's Earth Song) and play those at key moments over the residential;
- Make sure you are upbeat and energetic, keep the young people engaged and use the icebreakers and energisers in the session plans or Appendix 1 if energy starts to diminish.



Stages of group formation

All groups of people are unique and develop in their own ways – after all, we’re all individuals! Groups at training events are no exception. This model divides group development into five distinct stages. The participants feel and act differently at each stage, with the role of the trainer adapting to their changing needs as the group develops.

Stage 1: Forming (getting acquainted)

- Everyone is individual.
- Participants are uncertain and anxious (of culture, language etc).
- Group culture/rules are undefined.
- Groups are orientating themselves.
- Conversation is polite and superficial.
- Individual roles and responsibilities are unclear.
- Everyone is out of their comfort zone and looking to the trainers for structure and support.



Role of the trainer: ‘Directing’

- The trainer needs to set the tone for group behaviour, activities and interactions.
- It is very important to define roles and responsibilities: trainers, participants, teachers and logistical support.
- Facilitating introductions of participants (name games).
- Breaking the ice (name games and icebreakers).
- Providing structure: explain what is going to happen during the training.
- Offering activities and things to do on arrival (for example, an arrivals activity, making name badges etc).

Stage 2: Storming (struggling forward)

- Responsibility shifts to the group.
- Participants feel more comfortable and begin to assert their personality and position.
- Sub-groups form and there may be power struggles.
- The group needs to be focused on goals to avoid becoming distracted by relationships.
- Compromises may be required to enable progress.

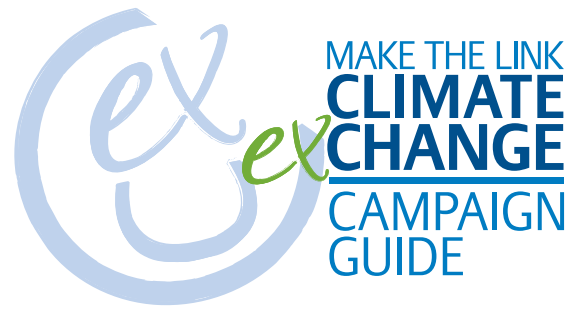


Role of the trainer: ‘Coaching’

- To let go of some responsibility and allow other natural leaders to develop within the group.
- To ensure everyone remains included in the group activity and support individuals to find their roles.
- Help people who are finding it harder to integrate: encourage quieter people.
- To ensure conflict is resolved early: discuss and iron out problems with the involvement of the whole group.
- Provide group activities: mix up the groups so cliques don’t form.
- Offer ‘team building’ activities.

SECTION 5 RESIDENTIAL SESSIONS

Stages of group formation



Stage 3: Norming (getting closer)

- Roles and responsibilities are clear and accepted.
- Big decisions are made by group agreement.
- Commitment, unity and trust are strong.
- The group enjoys social activities.
- The team discusses and develops its processes and working style.
- Trust is growing among the participants as they begin to understand and respect each other and things are done more openly.



Role of the trainer: 'Facilitating'

- Encourage others in their roles.
- The trainer/coordinator facilitates and enables group decision making.
- Take a step back and let the group develop naturally.
- Encourage others in their roles.
- Watch out for newcomers into the group and ensure they are integrated.
- Allow the whole group to feel responsibility for the training and problem solving.

Stage 4: Performing (working together)

- There is real integration in the group.
- The team knows clearly why it is doing what it is doing.
- Disagreements are resolved within the group positively.
- The group is able to work towards achieving the goal.
- Team members look after each other.
- There are lots of in-jokes.
- Productive work is being done!

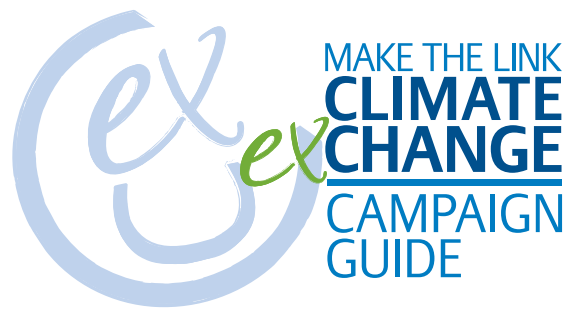


Role of the trainer: 'Participating'

- Be part of the team.
- Offer new challenges and don't let it all get too easy. This will ensure that motivation remains high!
- Be aware of problems and offer them to the group to solve where possible.
- Avoid cliques within the group.
- Allow other 'natural' leaders to develop and take on a role.
- Enjoy it: watch your hard work come to fruition!

SECTION 5 RESIDENTIAL SESSIONS

Stages of group formation



Stage 5: Mourning (preparing to leave)

- Trainers (and the whole group) are tired!
- The group is a tightly interwoven network but are approaching the end of their time together.
- People are beginning to think about home and what they are going back to.
- The group are anticipating an emotionally hard ending.
- Motivation to work can be lacking, as there is only a little time left.

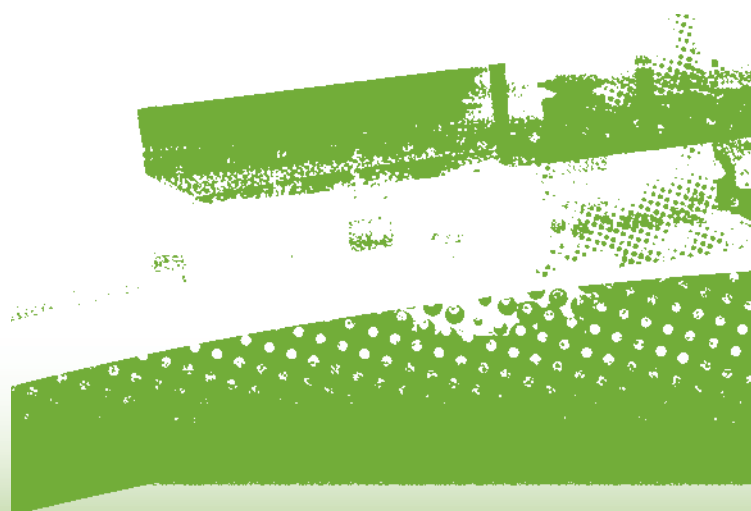


AND FINALLY (and most importantly)

It is really important to remember that this is simply a model of how a group might develop. Not all training groups will follow this progression and different groups will require the trainer to take different roles throughout the process. Also, not all groups will develop a fantastic group dynamic at first. This tends to take time and effort from both you and your participants. Don't be too concerned if there is some initial awkwardness or if people do not start bonding straight away. In time the group will develop a successful, positive group dynamic and you will be left wondering what you were so worried about!

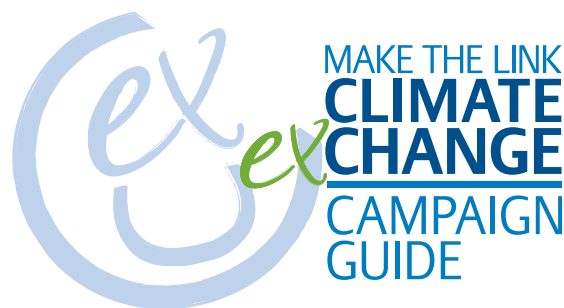
Role of the trainer

- The trainer is in a similar position to the rest of the team.
- To keep everyone involved and motivated.
- To provide the appropriate conditions for farewell: party, messages, speeches and so on.
- To make plans for future contact.
- To provide a surprise! To get evaluation and feedback from the group: fun evaluations (for example, a ball throwing game). Evaluation forms are good because they are anonymous.



SECTION 5 RESIDENTIAL SESSIONS

Residential plan



Risk assessment

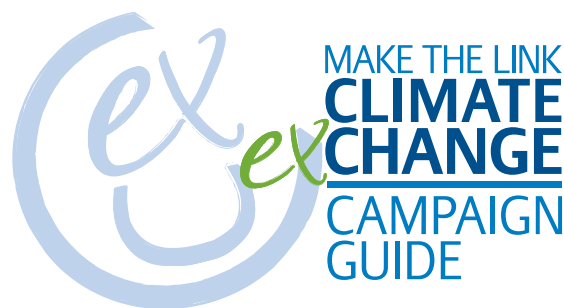
Once you are in the venue and before you are starting with the residential make sure you do a risk assessment (see more on page 61).

Timetable for a residential

Session	Arrive and set up
Session 1	<p>Introductions, aims and icebreakers (page 28)</p> <p>Aim of session: For participants to start to get to know each other</p> <p>Time needed: 30–60 minutes</p>
Session 2	<p>Hopes and expectations (page 31)</p> <p>Aims of session: For participants to receive an outline of the training, think about their hopes and expectations for the training and to agree on a group contract</p> <p>Time needed: 30 minutes</p>
Session 3	<p>What is climate change? (page 33)</p> <p>Aim of session: For participants to develop a shared understanding of climate change and to think about the problems and opportunities it presents.</p> <p>Time needed: 45 minutes</p>
Session 4	<p>The ripple effect (page 34)</p> <p>Aim of session: To develop an awareness of the ripple effect and encourage participants to think creatively about how an individual can have a wider impact on their community.</p> <p>Time needed: 30 minutes</p>
	<p>CHALLENGE! (page 34)</p> <p>Aim of session: To build teamwork skills and group development.</p> <p>Time needed: 25 minutes</p>

SECTION 5
RESIDENTIAL SESSIONS

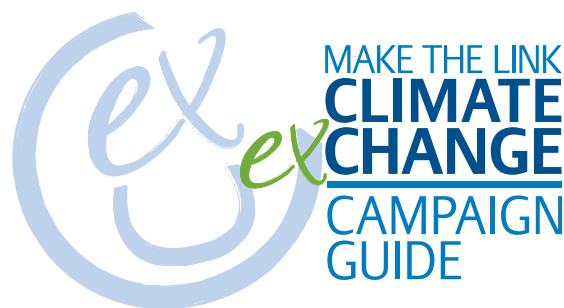
Residential plan



Session	Arrive and set up
Session 5	<p>Team building (page 36)</p> <p>Aim of session: To build a sense of team among participants.</p> <p>Time needed: 30–60 minutes</p>
Session 6	<p>Exploring climate change in context (page 38)</p> <p>Aims of session: For participants to think in more detail about different aspects of climate change</p> <p>Time needed: 30 minutes</p>
Session 7	<p>Selecting an issue (page 39)</p> <p>Aims of session: For participants to think about climate change issues relevant to their local areas, and how these issues link on a national and global level.</p> <p>For participants to decide on an issue to campaign on.</p> <p>Time needed: 30 minutes</p>
Session 8	<p>Different ways of campaigning (page 40)</p> <p>Aims of session: For participants to think about different ways of campaigning.</p> <p>For participants to be able to differentiate between an issue and a campaign.</p> <p>Time needed: 1 hour 30 minutes</p>
Session 9	<p>Communication skills I – public speaking (page 47)</p> <p>Aims of session: For participants to think about power in communication.</p> <p>For participants to understand the importance of body language in public speaking.</p> <p>For participants to understand the importance of the way you speak, pace and pitch, in public speaking.</p> <p>Time needed: 1 hour 45 minutes</p>
Session 10	<p>Communication skills II – written communication and working with the media (page 50)</p> <p>Aims of session: For participants to think about who they will need to communicate with.</p> <p>For participants to think about how to communicate with the media.</p> <p>Time needed: 1 hour 20 minutes</p>

SECTION 5 RESIDENTIAL SESSIONS

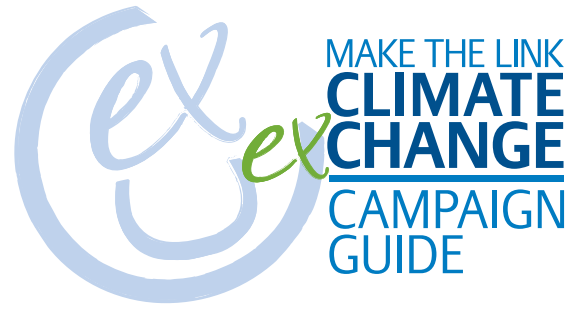
Residential plan



Session	Arrive and set up
Session 11	<p>Using creative arts for your campaign (page 52)</p> <p>Aims of session: For participants to explore ways to use creative arts in their campaigns.</p> <p>Time needed: 45 minutes</p>
Session 12	<p>Event challenge! (page 54)</p> <p>Aims of session: For participants to gain practical experience of delivering a presentation on their campaign.</p> <p>Time needed: 1–2 hours</p>
Session 13	<p>Identifying skills in the team (page 55)</p> <p>Aims of session: For participants to think about the skills they have within the team, and what other skills, experience and knowledge they will have to draw on from outside the team.</p> <p>Time needed: 45 minutes</p>
Session 14	<p>Project management and time planning (page 56)</p> <p>Aims of session: To highlight some methods of project management that could be used in planning a campaign. To give participants time to plan their campaigns.</p> <p>Time needed: 45 minutes</p>
Session 15	<p>Create an advert for the campaign (page 58)</p> <p>Aims of session: To create a tangible campaign tool for the participants.</p> <p>Time needed: 60 minutes</p>
Session 16	<p>Evaluation and wrap-up (page 60)</p> <p>Aims of session: To evaluate the training. To give participants the opportunity to reflect upon what they have learnt from the training.</p> <p>Time needed: 30 minutes</p>

SECTION 5 RESIDENTIAL SESSIONS

SESSION 1: Introductions, aims and icebreakers



Aim of session:

For participants to start to get to know each other

Time needed: 30–60 minutes

Outline of activities:

Introduction

Drawing on Heads

Hot Potato

The Blanket Game

Getting to know you

Resources needed:

A4 paper (preferably re-use the back of printed paper from the recycling pile!)

Felt-tipped pens or marker pens (1 per person)

A ball or a potato

Sheet or blanket

Toilet roll or bag of sweets

Notes to the trainer:

Depending on the time you have available, you may not need to run all of the activities in this session.

Introduction (5 mins)

Welcome participants to the training. Explain that before you go on to the training sessions themselves, you are first going to get to know each other.

Drawing on heads (15 mins)

Resources needed:

A4 paper (preferably re-use the back of printed paper from the recycling pile!)

1 felt-tipped pen or marker pen per person

Outline:

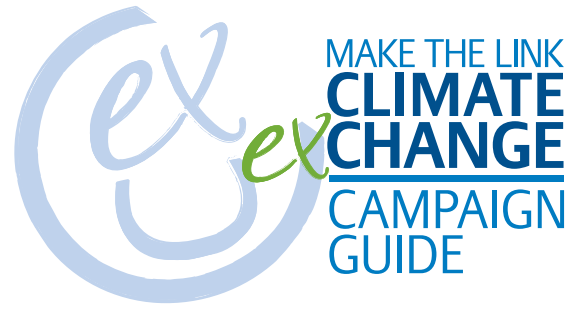
Get everyone to stand in a circle. Hand out a piece of paper and a pen to each person, and say that we are going to all introduce ourselves, but that sometimes having a face to go with a name makes it easier to remember. So we are all going to make self-portraits... but on our heads! Talk the group through steps as follows:

1. Everyone put your piece of paper on your head.
2. Draw an outline of your face. Add ears, eyes, nose, mouth, and hair, plus any other facial features (for example, glasses, eyebrows, mascara, earrings, beard...).
3. Now write your name on your portrait.
4. NOW take your portrait off your head and have a look!

No one should take the paper off their head until the very end.

Go round the circle, each person introduces themselves and their picture and their most distinguishing feature. Pictures can be pinned up on the wall for the duration of the residential.

SECTION 5 RESIDENTIAL SESSIONS



SESSION 1: Introductions, aims and icebreakers

Hot potato (10 mins)

Resources needed:

A ball or a potato

Outline:

Get everyone to stand in a circle. Tell them that this will be a fun way to learn each other's names. Get everyone to quickly say their name so that everyone has a chance to learn the names.

Ask participants to imagine the ball or potato is super hot and they have to pass it on in order to save their hands from getting burnt – the catch is that they have to say the name of the person they are passing/throwing it to, otherwise the ball/potato comes back to them and it will be twice as hot.

Initially participants will pass or throw the ball/potato to students they know. You can allow this to happen for a short time (1 minute) and then stop the game and insist that they can only throw the ball/potato across the circle, instead of passing to the side (if students from the same school are next to each other), or to someone they don't know (if the circle is well mixed).

Blanket game (15 mins)

Resources needed:

Sheet or blanket

Outline:

You will need a co-facilitator to help you hold up a blanket as a screen between the teams.

Divide the group into two teams. Ask the teams to sit on either side of the blanket. Each team nominates one person to sit right in front of the blanket. The blanket is dropped and the two nominated people must call out the other person's name as fast as possible. Other team members can help out, but the name must be called by the nominated person.

The person who calls the name correctly first 'wins' the other person onto their team. Repeat until everyone has had a turn at being nominated. With larger groups this will work as well with four teams competing tournament-style.

Tip: This is also good team building, as it can be very competitive and physical contact is required.

Getting to know you game (15 mins)

Resources needed:

Toilet roll or bag of sweets

Outline:

Introduce this activity with a lot of excitement and conspiratorial winks with your co-trainer.

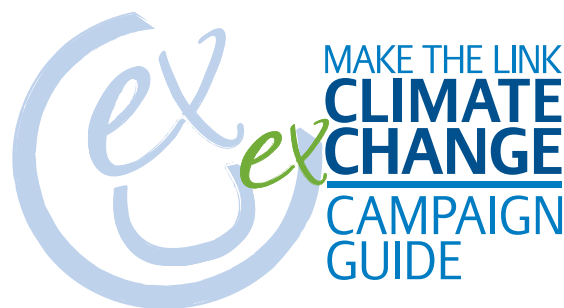
1. Pass a roll of toilet paper around the group and ask everyone to take as many sheets of toilet roll as they think they will need for the next exercise. Do not tell them what it is! Alternatively pass around the bag of sweets and invite participants to take as many sweets as they like.
2. When everyone has some sheets or sweets, then ask each person to share one bit of information about themselves for each sheet/sweet they have. It is probably helpful if you start and set the tone for the type of information you want the students and the teachers to share about themselves.

Tip: the success of this icebreaker depends on your willingness to build up some mystique about what they might need the toilet roll/sweets for!

SECTION 5 RESIDENTIAL SESSIONS

SESSION 2:

Hopes and expectations



Aims of session:

For participants to receive an outline of the training, think about their hopes and expectations for the training and to agree on a group contract

Time needed: 30 minutes

Outline of activities:

Outline of the residential/training sessions

Hopes and expectations

Group contract

Resources needed:

Outline of residential timetable or training sessions written on flipchart paper, marker pens (1 per person), post-it notes (three colours are best)

Notes to trainer:

It is important for the students and teachers to have a clear idea about what the residential is hoping to achieve, and setting out course aims (or revisiting them if you have worked with the students prior to the residential) is really helpful.

- The key aims of the residential weekend are:
- to build teamwork skills
- to develop a good campaign for the groups to take back home (to work on)
- to learn how to campaign effectively
- to have fun.

Outline of the residential/training sessions (5 mins)

Resources needed:

Outline of residential timetable or training sessions written up on flipchart

Outline:

Give the aims and outline of the plan of the residential or training. Run through any practicalities (eg where the toilets are, fire escapes, dining areas etc)

Hopes and expectations (15 mins)

Resources needed:

Flipchart paper, marker pens (1 per person), post-it notes (three colours are best)

Outline:

1. Write the words 'Hopes', 'Fears' and 'Contributions' on separate pieces of flipchart around the room.
2. On post-it notes, each team member writes their hopes, their fears and what they personally can contribute to the residential/training.
3. Once the students have added their post-its to the flipchart, read them out and group together similar themes.

Tip: Be positive about the range of skills and interests, address any concerns and make sure you take note of expectations (gets), which can be revisited later in training.

Group contract (10 mins)

Resources needed:

Flipchart paper, pens

Outline:

Ask the group to draw up a list of agreements about how they will work together over the residential/training. This might include, for example:

Respect each other;

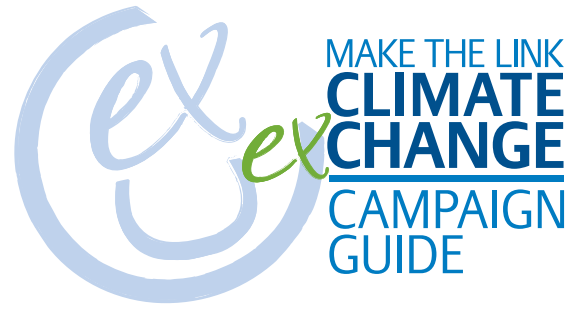
- Be on time for sessions;
- No mobile phones in sessions.

Let the group decide what they want to include, write it up on a flipchart and tape it to the wall of your training room to leave there until the end of the training!

SECTION 5 RESIDENTIAL SESSIONS

SESSION 3:

What is climate change?



Aim of session:

For participants to develop a shared understanding of climate change and to think about the problems and opportunities it presents.

Time needed: 45 minutes

Resources needed:

5 pieces of flipchart paper

Glue/sticky tape/blu-tack

Scissors

Several old newspapers and magazines (at least five, but more is better)

Marker pens

5 pieces of folded paper with either the word 'problem' or 'opportunity' written on them

Notes to trainer:

None

Outline:

Explain to participants that the next activity will give them a chance to share their understanding of climate change and the problems and opportunities it presents – using art!

1. Split into five mixed groups (that is, not by school).
2. Each group will have 20 minutes to make a collage using pictures and headlines etc from newspapers and magazines. They can draw and write on their collages too.
3. Three groups will make a collage showing the problems associated with climate change, and two will show the opportunities associated with climate change (for example, projects such as this one).
4. After 20 minutes, the group will have two minutes to present their collage to everyone else.

Give each group a piece of flipchart paper and divide other resources equally between groups. Each group also picks a piece of folded paper to find out whether they will be focusing on problems or opportunities.

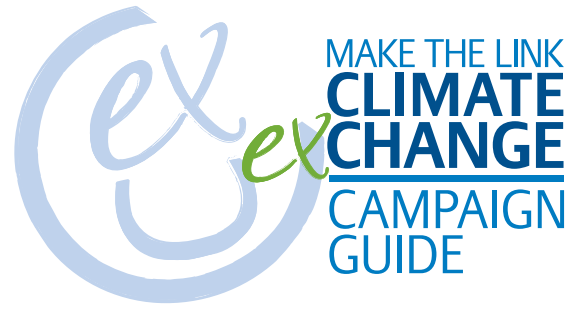
After 20 minutes, ask each group to present back.

Once everyone has presented, ask if there is anything anyone wants to add. Attach collages to the wall at the end of the session.

SECTION 5 RESIDENTIAL SESSIONS

SESSION 4:

The ripple effect



Aim:

To develop an awareness of the ripple effect and encourage participants to think creatively about how an individual can have a wider impact on their community.

Time needed: 30 minutes

Resources:

5 pieces of flipchart paper, coloured pens/pencils

Outline:

1. Gather ideas from the group on what is meant by the 'ripple effect' – the idea that one person's actions can have an impact that spreads wider than that person, like ripples spreading out from the drop of a pebble.
2. Split the group into smaller teams and give each team a piece of flipchart.
3. Explain that, being as creative as possible, their task is to outline their sustainable visions on four levels: individual, community, country and world. They must try to identify how change can occur through the ripple effect; for example, how does a community influence their country, or even the world?

CHALLENGE!

Aim:

To build teamwork skills and group development

Time needed: 25 minutes

Option 1: Stuck Foot

Resources: rope (optional)

Guidance:

Mark out a start line and finish line (with rope if you have some) or with marks on the floor.

Ask the group to get in one big line (side by side, facing you).

Ask the group to join their feet together so that everyone has one foot stuck to someone else.

The group must then travel as one group to the finish line.

If any of the group loses contact with their partner's foot then the WHOLE group must start again!

Variations

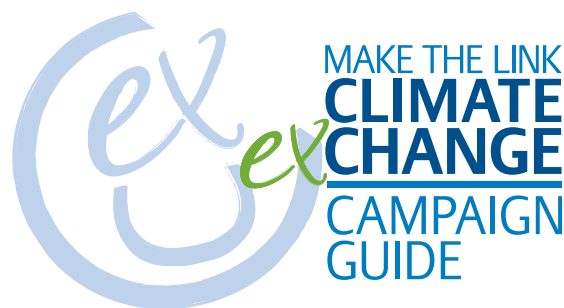
Ask one person to be the leader.

Ask two people to be managers and only they are allowed to speak.

Ask two people to observe the group and provide feedback on what they see.

SECTION 5 RESIDENTIAL SESSIONS

SESSION 4: The ripple effect



Option 2: Film

(One-minute film on mobile, mixed teams)

Time:

Resources: phones with video recording capacity, small video cameras, laptop for editing

This activity is for socialising and building confidence within the residential.

Guidance:

Divide the young people into mixed groups so that young people from different schools get to work with each other.

Issue them with a challenge: to create a funny one-minute film.

The film must have a simple plan, clear sound, steady shot visuals and everyone in the group must be in the film

Tip: It is good to close the formal training at this point and remind the young people of the timings of the next session and leave them to sort out the film. You could encourage them to think about climate change issues or just do anything that they think is funny, watchable, interesting. Try and put the films together to show on a short movie night later on in the weekend.

Option 3: Human knot

Time: 10 minutes

Guidance:

Get the group to stand in a circle.

Everyone has to close eyes and reach hands forward.

Then ask everyone to slowly walk forward into the circle and, as everyone gets closer, find a hand to take hold of with each of your hands.

Open eyes.

The challenge is to work as a team to untangle the knot and get back into one big circle again, but without letting go of any hands. (It has been done!) Sometimes you will end up with several smaller circles instead of one big one.

Event challenge brief!

Explain to the young people that, similar to the challenge they had in a previous session, they will also be given a challenge today. However it is going to be slightly harder than Stuck Foot/One-minute Film/ Human Knot.

They will have to give a presentation on their campaign at the special presentation event.

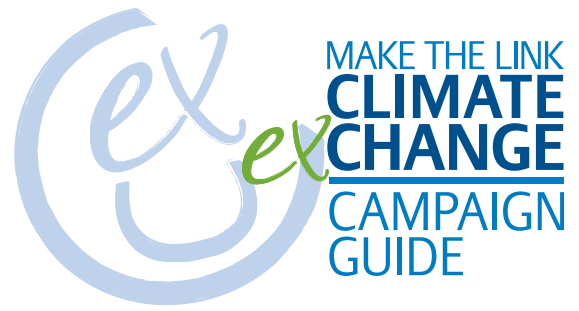
The presentation has to be:

- 20 minutes long
- Have a clear audience
- Targeted to a specific audience
- With a specific message: what they want the audience to understand.

Explain that all the activities today will help the young people to achieve this challenge and all the trainers will be on hand to help them. They will have time later on to plan what they are going to do. The aim is to have a good time and also to get lots done so that when they go back to their schools, their campaigns will be ready to go!

SECTION 5 RESIDENTIAL SESSIONS

SESSION 5: Team building



Aims of session:

To build a sense of team among the participants

Time needed: 30–60 minutes

Outline of session:

Penguins and flamingos

Magic carpet

Newspaper towers

Making books

Resources needed:

2 large flat bed-sheets, blankets or tarpaulins.

A selection of resources that could be used to construct a tower (for example, old newspapers, sellotape, glue, string, sticks) and a timer

Pieces of paper (can use anything, eg old newspaper),
5 pairs of scissors, 5 staplers, 5 rulers

Notes to trainer:

You don't need to use all the activities here, use as many as time allows.

Penguins and flamingos (10 mins)

Outline:

One person is a flamingo, taking long strides but walking very slowly and flapping arms. Everyone else is a penguin, moving quickly but with feet together. The flamingo tries to catch the penguins and if this happens the penguin becomes a flamingo. Game ends when everyone is a flamingo.

Magic carpet (15 mins)

Resources needed:

2 large flat bed-sheets, blankets or tarpaulins.

Outline:

1. Split the group in half. Each group gets a bed-sheet.
2. The challenge is for everyone to stand on the bed-sheet and, without anyone stepping off, to turn the bed-sheet over.
3. Time how long it takes for them to do this.
4. Once they have managed it, get them to do it again, but give them three minutes to plan how they want to do it, to see if they can do it in less time.

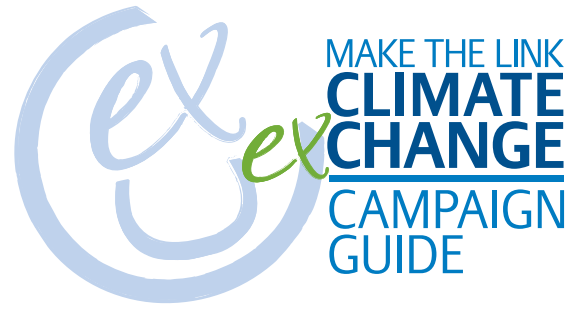
A prize could be offered for the team that completes this challenge in the shortest time.

Debrief:

What worked well? What helped you work well as a team?

SECTION 5 RESIDENTIAL SESSIONS

SESSION 5: Team building



Newspaper towers (20 mins)

Resources needed:

A selection of resources that could be used to construct a tower (for example, old newspapers, sellotape, glue, string, sticks) and a timer

Outline:

1. Separate the group into teams (at least two teams with no more than four people in each team).
2. Share the resources out between the teams.
3. Their challenge is to build the tallest free-standing tower.
4. The teams have to negotiate with each other over the use of the sellotape and the exercise will be timed (5 minutes).

This exercise should give the group an opportunity to work together and they should be able to identify natural leaders, negotiators and creative types during the exercise.

The main aim of this exercise is to focus on the roles that they take during tasks, so try to observe this as you go round the teams.

Making books (15 mins)

Resources needed:

Pieces of paper (can use anything, eg old newspaper), 5 pairs of scissors, 5 staplers, 5 rulers

Outline:

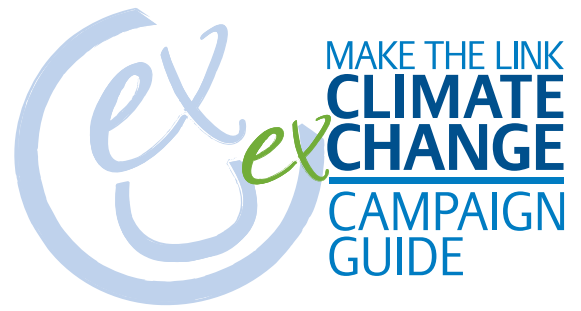
1. Divide the team into small groups.
2. Explain that the aim of the game is to create as many 'books' as you can in five minutes.
3. Each book must be 18cm x 18cm and must be stapled in the top left hand corner.
4. The team with the most books at the end wins, although make it clear that you will be the judge of whether books fulfil the criteria, so they must be careful to measure, cut and staple accurately.

Debrief:

Ask how they worked as a team. Did they work together? Did they get angry with each other?

SECTION 5 RESIDENTIAL SESSIONS

SESSION 6: Exploring climate change in context



Aims of session:

For participants to think in more detail about different aspects of climate change

Time needed: 30 minutes

Resources needed:

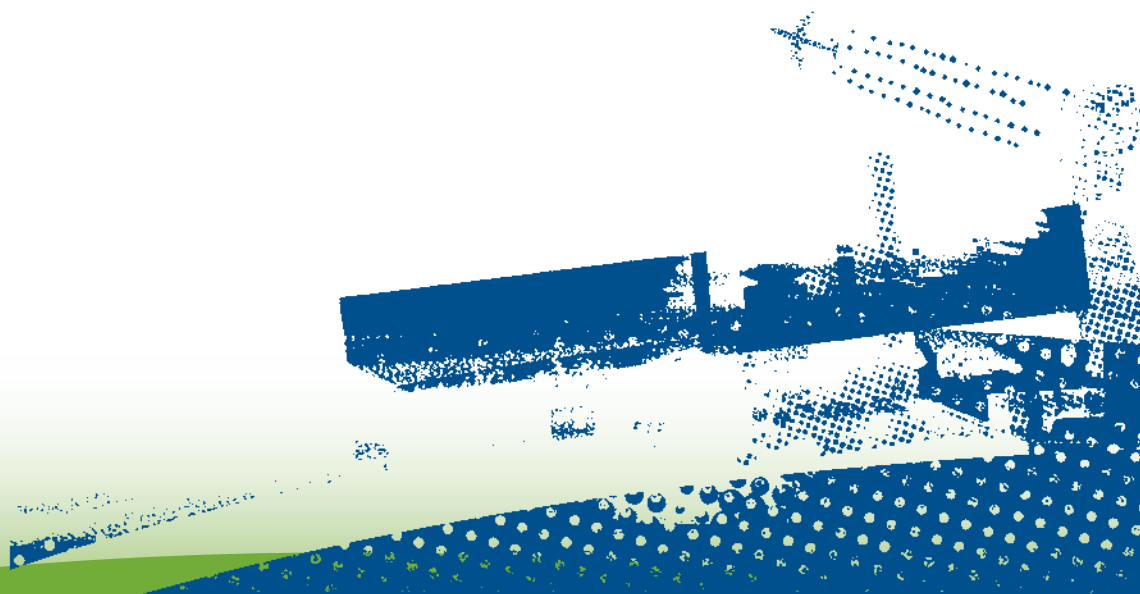
Five different coloured pens

Pre-made photo boards (photos can be taken from the Make the Link – Climate exChange learning resources) on a flipchart relating to the following sustainability issues: food/drink; energy; water; travel/transport; and purchasing/waste. Questions are written around the outside: What is the issue here? How do you feel about this issue? Does the issue affect you? What could you do to help?

Outline:

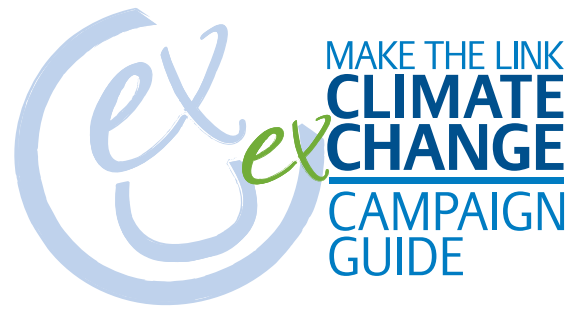
1. Arrange the photo boards in a circle around the room.
2. Each group starts with a different issue, discussing and writing their responses. Give them no more than five minutes then get them to move round clockwise.
3. Do this with all of the photo boards.
4. When you stop them the final time, each team feeds back on the board they have been working on last using the questions as prompts.

Tip: It is easier if you give each group a different colour pen, so that you can see who wrote what.



SECTION 5 RESIDENTIAL SESSIONS

SESSION 7: Selecting an issue



Aims of session:

For participants to think about climate change issues relevant to their local areas, and how these issues link on a national and global level

For participants to decide on an issue to campaign on

Time needed: 30 minutes

Resources needed:

Map of the local area or a massive sheet of paper, pens, felt tips

Notes to the trainer:

The purpose of the map is to have a physical link with their local area and always remind them that they are experts as young people and adults in terms of their experience and knowledge of different communities that make up their campaign area. This is a facilitated discussion, using the map as a discussion tool. Your aim is to get the participants drawing the map as you go through the questions so that there is a record of your conversation.

Note: The map doesn't have to be geographically accurate, but it helps to assess the participants' knowledge of their local area and the issues that they can campaign on.

Members of the group will be at different stages and levels of understanding. This is simply due to the group being at the forming and norming stage. You'll see some members switched on, some confused, some distracted and some switched off. They are likely to still be at this stage even if they are all quiet and listening. This is usual if they meet someone new at an early stage in their development; you have an opportunity early on to establish a good relationship as someone that:

- a. cares about their development
- b. cares about individual achievements
- c. wants to have a successful campaign that achieves its aim.

Outline:

If you don't already have a map of the local area, you will need to get the group to create one at the start of the session.

1. Ask the group to mark on the map all of the climate change issues that affect their area.
2. Ask them to also include things that are outside their area but might have an effect on their local community (for example, pollution from the city).
3. Ask the group to discuss which issue they would like to focus on.

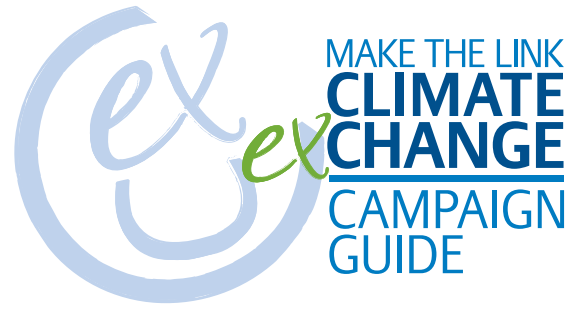
Note they should choose an issue that:

- they are genuinely bothered about
 - they are familiar with.
4. Ask them to spend some time focusing on their chosen issue by asking the following questions:
 - What are the different factors and things related to this issue?
 - What are the consequences/effects of this issue?

SECTION 5 RESIDENTIAL SESSIONS

SESSION 8:

Different ways of campaigning



Aims of session:

For participants to think about different ways of campaigning

Time needed: 1 hr 30 min

Outline of session:

Different types of campaigning

Engaging people in your campaign

What was your route to passion?

Steps to campaigning

Resources needed:

Prompt sheet, pens, paper, Steps to Campaigning handout, Steps to Campaigning activity printed out and cut up into individual steps

Notes to trainer:

None

Different types of campaigning (20 mins)

Aim:

For participants to be able to differentiate between an issue and a campaign

Resources needed:

Prompt sheet, pens, paper

Outline:

1. Divide the participants into pairs and ask them to come up with a list of things they would like changed. It can range from very small and local to national and global issues.
2. Then get the participants to discuss and note down what actions they could take to set about changing the things they don't like.
3. Come back to the group and go through what they have come up with.

Questions for discussion:

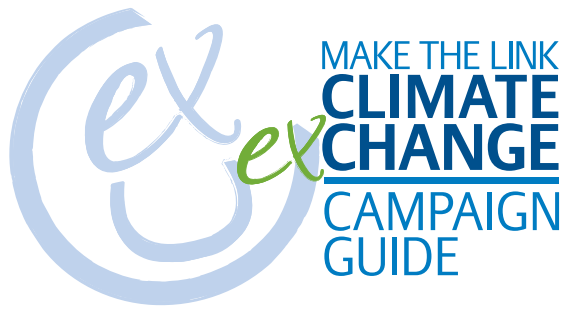
- Why have they chosen the actions they have?
- Are these one-off things that they will do, or are they part of a wider set of actions that they will take to try and get what they want?
- Is it something they do by themselves or do they join up with other people/organisations?
- Who are they targeting with these actions?
- Ask if any of the participants have ever participated in a campaign. If anyone has, ask them to tell the group a bit more about it.

Now in two columns marked 'Campaign' and 'Other Action', list the things that the group feels tend to make something a campaign, or are features of a campaign, and those that are not. Do any of their actions constitute a campaign? Why?

Prompt sheet:

- What is a campaign?
- Sign a petition
- Join a Facebook group
- Go on a demonstration
- Organise a public meeting
- Write a blog
- Wear a wristband
- Wear a badge
- Write a letter to an MP/MEP
- Fill out a survey
- Join an organisation (like Friends of the Earth)
- Stand for election
- Write a letter to a newspaper
- Post something on Twitter.

SECTION 5
RESIDENTIAL SESSIONS



SESSION 8:
Different ways of campaigning

Engaging people in your campaign (20 mins)

Aim:

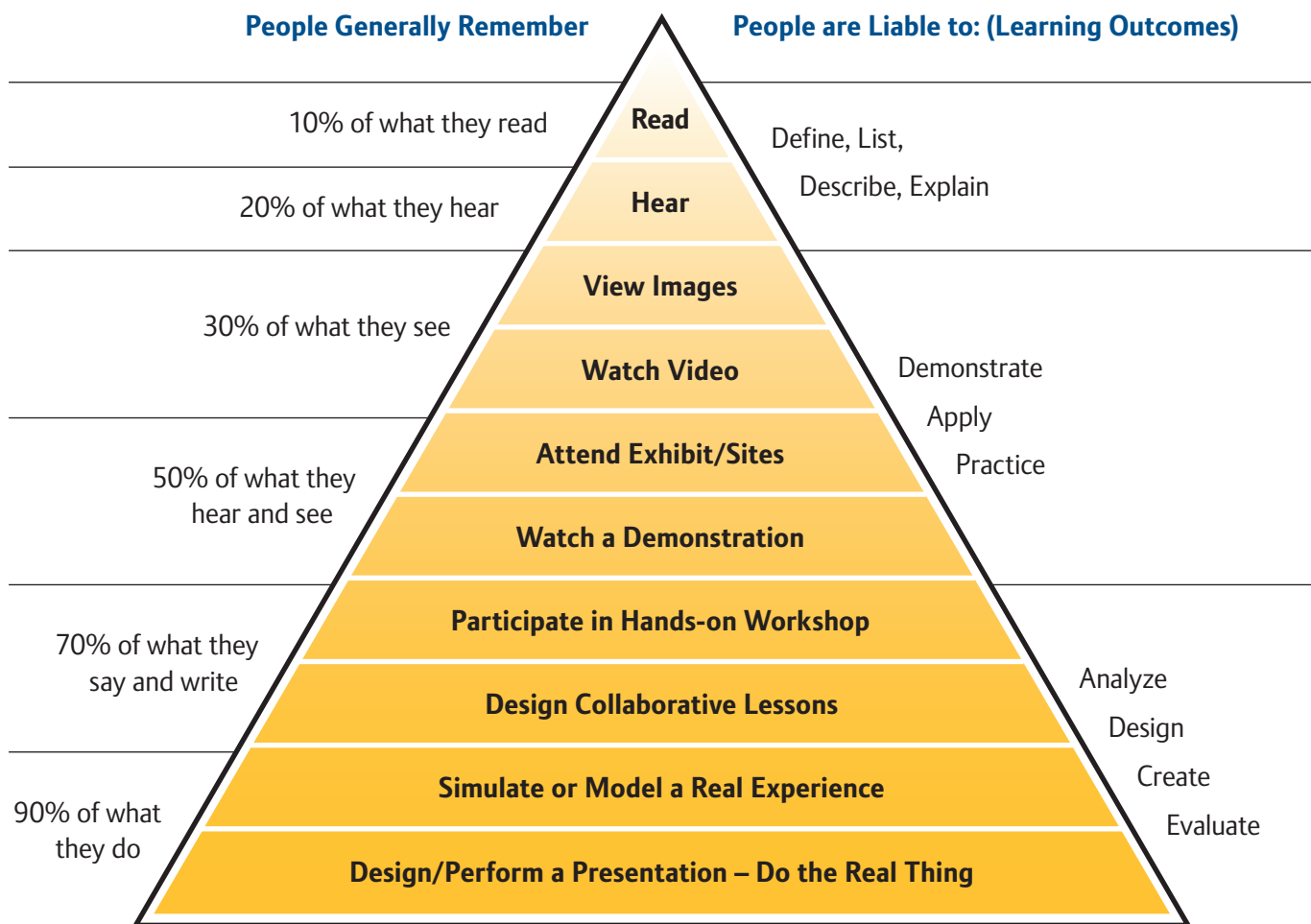
For participants to think about what might engage people in a campaign

Introduction:

Edgar Dale, often cited as the father of modern media in education, developed the 'Cone of Experience' from his experience in teaching and his observations of learners. The Cone shows us that the more sensory channels used in learning, the more people retain.

Outline:

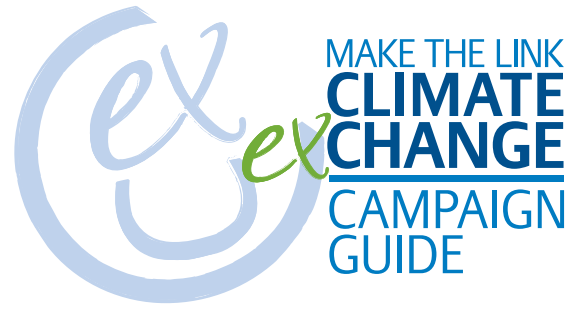
1. Draw an empty cone on a flipchart.
2. Give participants handouts (see below) and ask them to place them where they think they should go; explain that the top of the cone is what people remember the least and the bottom is what they remember the most.
3. Facilitate the discussion until there is consensus.
4. Go through the answers.
5. Ask young people if they can think of campaign tools that sit at the bottom of the cone?



Dale's Cone of Experience

SESSION 8:

Different ways of campaigning



What was your route to passion? (20 mins)

Aim:

For participants to reflect upon what actions have made them passionate about issues in the past

Resources needed:

paper, pens

Outline:

One of the keys to gaining public support for your campaign is being able to inspire people and make them feel the importance of the issue you are campaigning about. If you can invoke a sense of injustice, anger or passion about your issue in someone, you will have won a new supporter for your campaign.

1. Ask participants to think about a concrete issue that they believe strongly in. This might be related to climate change, but it doesn't have to be.
2. Give the participants a piece of paper and ask them to draw a river. The water in the river represents the passion they feel for their issue.
3. Now ask the participants to think about the source of the river. Where did it come from? What was the initial trigger that has made them passionate about the issue? Note down on diagram.
4. Sometimes rivers are joined by smaller rivers/ streams/tributaries that add to the flow of water in the river. Ask participants to think about any 'streams' that may have joined their river. Mark them onto diagrams.
5. Invite participants to talk about their rivers with the people sitting near to them.

Come back together as a group. Ask for examples of sources of rivers, and streams flowing into rivers. How can we learn from these and incorporate them into our own campaigns?

Steps to campaigning (20 mins)

Aim:

To get the young people to think about the structure of their campaign. What do they need to do to achieve their goal?

Resources needed:

Steps to Campaign activity (page 43) printed out and cut up into individual steps

Outline:

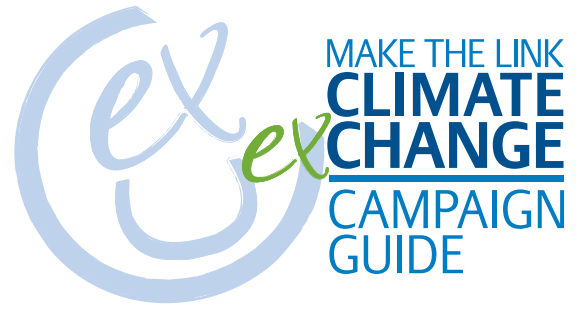
1. Divide the group into five or six small groups.
2. Hand out sets of the steps to each group.
3. Ask them to discuss what order they think they should go in to run a successful campaign.
4. Ask each group to present their thoughts.
5. Ensure they have the right order and use the accompanying notes to guide the feedback.

SECTION 5

RESIDENTIAL SESSIONS

SESSION 8:

Steps to Campaign activity

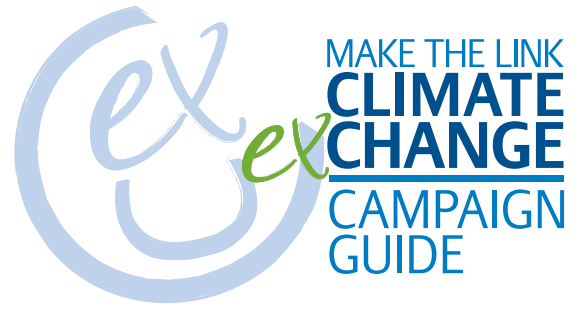


Choose your issue
Setting goals
Building your team
Becoming an expert on your issues
Planning for success (what will you need?)
Who is in charge here?
Recruiting allies and identifying roadblocks
Working the media (public speaking), raising awareness and getting support
Evaluating and celebrating success

SECTION 5 RESIDENTIAL SESSIONS

SESSION 8:

Different ways of campaigning



Choose your issue:

This invites the group to think about their community, what makes a community, what they do and don't like about their area that is connected to climate change and whether there are any problems or issues in their community or neighbourhood that they would like to change or do something about. They will start to think about change and how to bring about change.

Setting goals:

Explores in more detail what your group wants to do about the problem or issue. They will decide a goal for their project or campaign. (Do they need a law changed to solve their problem or issue? Do they need to raise awareness? Do they need to get people together and organise something?) They will create a statement of their goal, "We aim to..." and use this to make their campaign message.

Building your team:

The group will need to work well as a team if they want to make their project or campaign a success. They will take the time here to think how to work together. They have set ground rules, and now they will start to define clear roles and responsibilities for each person, decide when to have regular meetings, think about how they will listen to each other, manage conflict, negotiate and take decisions. They will learn to play to their strengths in the team by finding out the skills and knowledge they already have. They may identify that they need specific training in some areas. They will find out about group dynamics and the stages a group goes through: storming, norming, forming, performing and mourning.

Becoming an expert on your issues:

First the group needs to focus on becoming an expert and researching the issue related to climate change. This includes: finding out the facts, collecting information and statistics to support their arguments and gathering information about the other side of the argument. Where to go to find the answers: the media, search the internet, the library, speak to other people in the community, people who live there, work there etc. Does their youth worker, supportive adult, parent or teacher know anything about the history of the issue or problem in the area? This stage looks at putting together a survey to find out more information from others in their community. They might at this stage want to think about making a leaflet to tell people what they are trying to do and what help is needed, including any facts and statistics to make sure people understand what the problem is. This will help raise awareness (also, see 'Working the media').

Planning for success (identifying resources you will need):

The planning cycle: working out goals and how to reach them, creating an action plan with the tasks allocated into NOW, SOON and LATER timescales. Building on their team building sessions, they will think about allocating tasks, who will do what, and what they need help with. They might now be able to identify people who can take a lead on different tasks. They will look at the resources they need to achieve their plan.

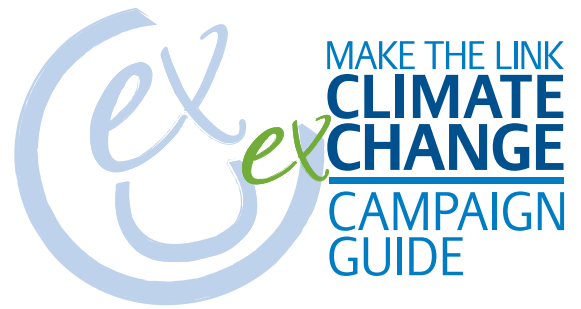
Who is in charge here?:

Looking at government, democracy and what is policy? How does the local council work? Is there a lead councillor for their community issue or problem? Do you know who is responsible for the issue at the national or regional level? Human rights and young people's rights: how can they help them achieve their goals of lobbying and influencing decision-makers to ensure they really do listen? Legislation relating to protesting, public rallies, licenses etc.

SECTION 5 RESIDENTIAL SESSIONS

SESSION 8:

Different ways of campaigning



Recruiting allies and identifying roadblocks:

Here the group can look at which decision-makers they need to reach to help solve their community problem or make their project work. Who are their allies and who are the people that will oppose them? They might want to invite people in to speak to their group, to see if they agree with their ideas or not. Other people are resources; they have knowledge and expertise that might be of use.

Working the media (public speaking), raising awareness and getting support:

Explores using the media as a tool to get the solution to their community issue or problem – their project – out to a large audience. The group will practice explaining their issue in a convincing 15-second sound bite, write a letter to the editor or try to get press coverage for a publicity event for their project. There is a significant practical session on public speaking.

Evaluating and celebrating success:

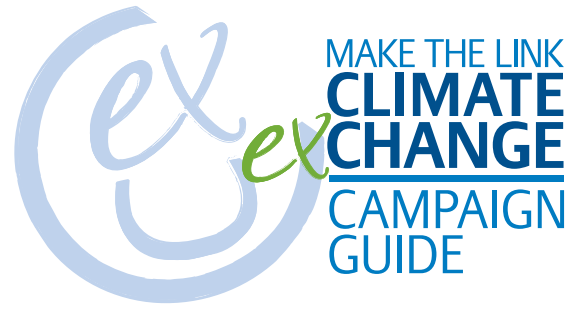
It is important to assess progress at regular intervals. Making their plan of action should help them know where they are going before they start. Check back to the plan: does it need changing or updating? Celebrate their success. Also, a session focusing on evaluating their own personal developments through the Make the Link – Climate exChange journey and reflecting back on how their skills and knowledge have developed using the 'Skills where are you at now' tool.



SECTION 5 RESIDENTIAL SESSIONS

SESSION 9:

Communication skills 1 – public speaking



Aims of session:

For participants to think about power in communication

For participants to understand the importance of body language in public speaking

For participants to understand the importance of the way you speak, pace and pitch, in public speaking.

Time needed: 1 hour 45 mins

Outline of session:

Non-verbal communication

Power

Public speaking: find your power stance

Talking from different places

Resources needed:

Moods cards

YouTube clips of effective communicators (optional)

Notes to trainer:

This is quite a long session; you may want to break it up and/or think about using energisers in between activities to keep the energy levels high.

Non-verbal communication (45 mins)

Aim:

To make participants aware of body language and to increase their confidence

Resources needed:

Mood cards (see Appendix 5)

Outline:

Explain that participants will start to explore communication by using their body and how this relates to body language.

1. Divide the group into pairs or threes.
2. Give each pair/three a card with a different mood/feeling/expression on it. Explain that each pair/three has to try and express that emotion and everyone has to guess based on their movements.

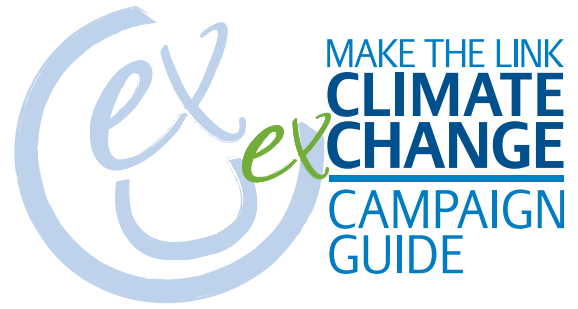
Note: no one is allowed to talk.

3. Give feedback based on the performers being clear and thinking of how best to express a feeling with reference to posture and actions.
4. Make sure people don't start to randomly guess; if people are having difficulty understanding, then explain that it is the people demonstrating who have to try a different approach.
5. Divide the group into small groups of five or six people. Explain that each group is to go away and rehearse a short story to do with climate change; one of the participants is chosen to narrate it. Their story should have a range of feelings and emotions and should have a moral message. Each group will perform their story and the rest of the participants will have to piece the story together.

SECTION 5 RESIDENTIAL SESSIONS

SESSION 9:

Communication skills 1 – public speaking



Power (30 mins)

Aim:

For participants to think about what power is, whether it is a good thing, and what has made them feel powerful in the past.

Outline:

1. Ask the group what they think power means.
2. Encourage them to think about power at different levels; for example, from the strongest country with the most number of arms to who controls the TV remote at home.
3. Have a large group discussion about the following:
 - Who is powerful?
 - How do you become powerful?
 - Can you be made powerful or do you decide to take power on?

Debrief:

Ask the group to share their thoughts on whether power is a good thing or not?

In small groups, ask the young people to think about a time when they felt powerful.

1. What was the situation?
2. How did they act?
3. How did other people treat them?
4. How did they feel?

Now ask them to think about a time when they felt powerless, make them answer them same questions (1-4) above.

Ask for feedback and pull out general themes of strength, control, being listened to and respected, being able to do what you want to do and the idea of power in numbers.

Points to pull out:

- People throughout history have felt powerless but have found that they have more power as a group (for example, Suffragettes, Civil Rights movement in America, Apartheid in South Africa).
- Why is power important in this campaign? Because we are trying to change something that is not within our power to change, so we must lobby people (often politicians and policy makers) to help us make that change. Sounds scary, but we can do it!

Public speaking: find your 'power stance' (15mins)

Aim:

For participants to understand the importance of body language in public speaking.

Resources needed:

none

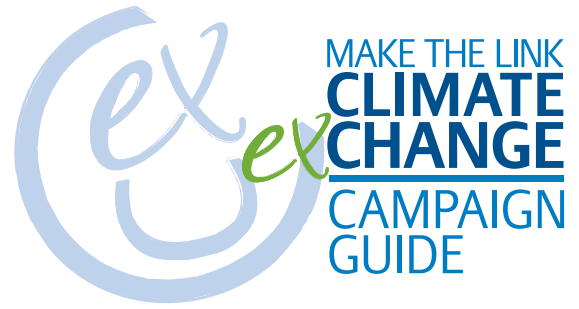
Outline:

1. Explain that every presenter needs to find their 'power stance'.
Note: This is a way of standing that they find comfortable, while also being aware of their body language (for example, not hunching or folding your arms). The best way of standing is legs shoulder distance apart, slightly bent, shoulders back.
2. When they have each found a stance that feels comfortable, explain that they should be standing strongly so that if someone pushes them they are stable and not about to fall over!
3. Get them to gently push each other to check they are unmovable!

SECTION 5 RESIDENTIAL SESSIONS

SESSION 9:

Communication skills 1 – public speaking



Talking from different places (15 mins)

Aim:

For participants to understand the importance of the way you speak, pace and pitch, in public speaking.

Outline:

This is an opportunity to get students to think about important aspects of public speaking: pace, movement, eye contact and expression.

1. Explain that you can talk from different areas of the body. These are the throat, chest and diaphragm. Talking from the throat you talk quickly and your voice will be high pitched. Most people talk like this normally.
2. Get them to practice, holding their throat so they should feel them vibrating. Explain this is not a good place to speak from, as you naturally speak quickly and it is hard to speak loudly.
3. Talking from the chest is deeper and slower. This is great for public speaking and easier to maintain. Get the team to practice with a hand on their chest.
4. Finally, explain that the diaphragm is another place you can speak from. Speaking from here adds weight to what you are saying. You tend to talk very deep and slowly, so it is good to alter the pace of a speech.
5. Get the group to find their diaphragm (below stomach) and try speaking from there. Explain that it takes practice, but that being aware of it will improve your presentation skills.

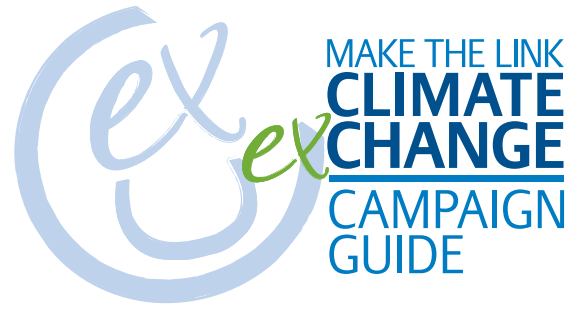
It is really important that you make it clear that there are no hard and fast rules when it comes to public speaking. Some people like to move around a lot, others prefer to stand still, some people only feel comfortable with notes, others prefer to freestyle. None of these things are necessarily right or wrong, it is finding what you are comfortable with. An audience is made up of individuals and what is annoying to one person is engaging to another! As long as you feel confident and you have found your preferred way of speaking, that is all that matters.

If you are able to show films, you could show short YouTube clips of different presenters and get students to observe how they talk and discuss who is most effective. You could use famous examples of good speakers, from Martin Luther-King to President Obama, from a Kenyan context use Wangari Maathai (Nobel Prize winner).

SECTION 5 RESIDENTIAL SESSIONS

SESSION 10:

Communication skills 2 – written communication and working with the media



Aims of session:

For participants to think about who they will need to communicate with

For participants to think about how to communicate with the media

Time needed: 1 hour 20 minutes

Outline of session:

Who do I need to communicate with?

Writing a press release

Media tree

Resources needed:

Flipchart paper, pens, map and spider diagram from Session 7

Notes to the trainer:

None

Who do I need to communicate with? (20 mins)

Aim:

Identifying key decision-makers, allies and roadblocks. Groups use maps to review decision-maker and ally roadblocks.

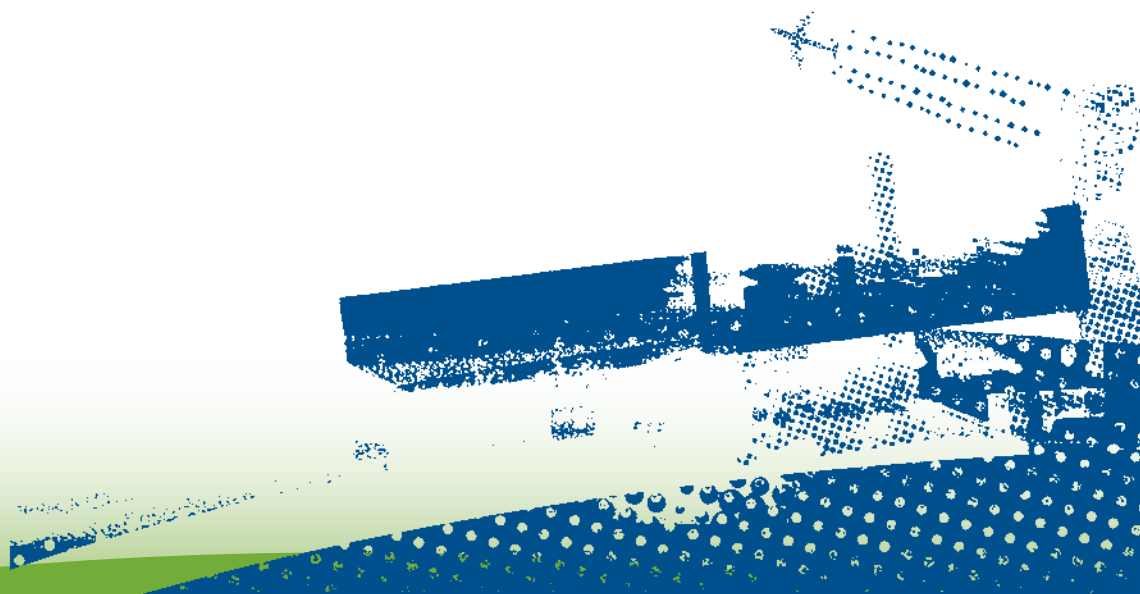
Resources needed:

Map and spider diagram from Session 7

Outline:

1. Using the map ask the participants to identify the people affected either directly or indirectly by the issue (ask for details in terms of what types of people: parents, young children and so on)
2. Is there someone who is causing the issue, who is in some way responsible for creating the issue?
Who are they?

Identify all the possible decision-makers involved with the issue (locally, regionally and nationally).



SESSION 10:

Communication skills 2 – written communication and working with the media

Writing a press release (45 mins)

Introduction:

Another key type of communication is written communication, like a poster. A press release is really good for promoting your campaign.

On flipchart paper, write up the key tips for writing a press release:

1. Your opening paragraph must include all the important information: who, what, when, where, why and how.
2. Write your article as a set of facts, not an advert or promotion. Why is your article interesting to local people? Who is involved locally? How does the local area benefit?
3. Try not to write more than 300 words for your article; if the newspaper wants more information, they will ask for it.
4. In addition to your article, write an additional sheet giving full contact details, any photo opportunities (and date/time), background information about your group and its history and any other relevant facts.

Guidance:

1. Divide the campaign teams into two: one group should work on facts and background and the second group should work on important information (who, what, when, where and how).
2. Ask the young people to think about what is in the news at the moment or what people are talking about related to their issue. What have they seen?
3. Can you write your press release related to this in some way? For example, if there has been some publicity about flooding, can you point out that you are doing something to combat climate change?

Media tree (15 mins)

Aim:

To understand the range of methods that can be used to campaign and the skills needed

Resources needed:

Flipchart paper and pens

Outline:

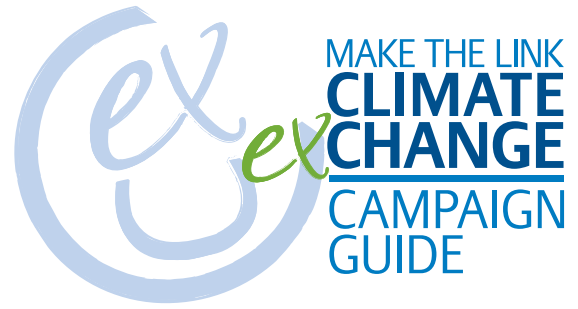
Explain that increasing the power of your campaign through the media is an effective way of increasing the network of people supporting the issue.

1. Get students into their school groups and give each a piece of flipchart.
2. They must draw a tree and fill it out as follows: the trunk = their campaign group; the branches = different forms of media (TV, newspaper, magazines, websites, social networks, blogs, radio and meetings); the leaves = the skills needed before approaching those networks (for example, presentation skills, research skills and film making).

SECTION 5 RESIDENTIAL SESSIONS

SESSION 11:

Using creative arts for your campaign

**Aims of session:**

For participants to explore ways to use creative arts in their campaigns

Time needed: 45 minutes

Resources needed:

Flipchart paper, pens

Notes to trainer:

None

Outline:

There are lots of ways of engaging people in your campaign and effective campaigning is about using the right tool for the right audience.

On the flipchart, write up these different communication methods:

- stand-up presentation
- role-play
- silhouettes
- PowerPoint presentation
- singing/dancing
- film
- miming.
- Ask the students to think of the positives and negatives of the communication methods on the flipchart.

Tip: You can divide the group into lots of smaller groups with less feedback time if you need to catch up or bigger groups to have a more robust discussion.

Stand-up presentation:

Can be boring. It takes a lot of confidence and you need to be knowledgeable about your subject. Don't read word-for-word from notes. Make your voice interesting and use the space around you to move around and interact.

Role-play:

Can add interest and can help make a situation relevant. If done badly, can distract from the issue. It needs good organisation and preparation. Climate change is a serious issue, so should the role-play be serious?

Puppet show:

Good for people who are not confident in front of others. It shares the same qualities as role-play, but requires more preparation.

Singing/dancing:

This includes rapping and percussion. It requires talent and rehearsal and it also needs good organisation, but it is very engaging for an audience.

Film:

This can be time consuming, if done badly it can be very dull, but it is great for people who are not confident about speaking in front of people.

Miming:

Can be a good way of catching people's attention, but maybe not so easy to get points across

While in their groups, ask the participants to devise a 30-second presentation using one of the communication methods on any issue related to climate.

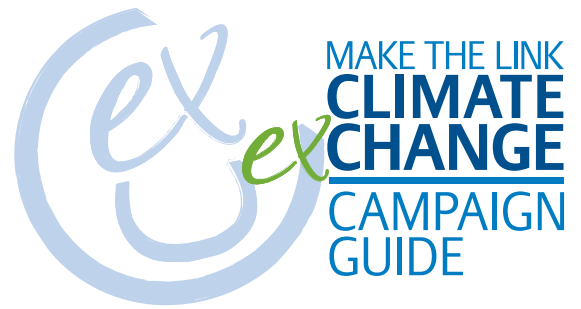
Feedback: strengths and weaknesses, and remind everyone that you can practice with them before the event in the evening.

Ask if anyone can think of any other methods that could be used or that they have seen used in the past.

SECTION 5 RESIDENTIAL SESSIONS

SESSION 12:

Event challenge



Aims of session:

For participants to gain practical experience of delivering a presentation on their campaign

Time needed: 1–2 hours

Resources needed:

This will depend on how the participants choose to run their presentations. It will be useful to have flipchart paper and pens. Encourage the participants to be creative with what resources they have available.

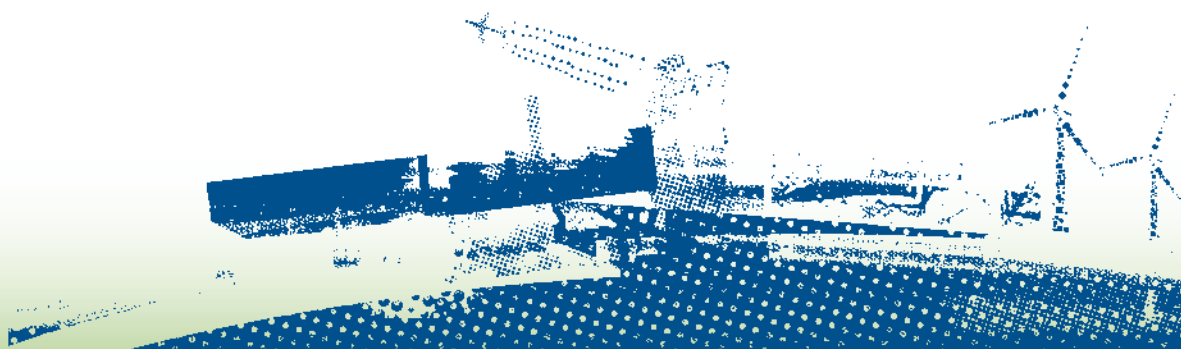
Notes to trainer:

Make sure you remind all the young people to be supportive to each other during the event and if you have a video record it!

Remind the participants of the challenge that they were set at the beginning of the day.

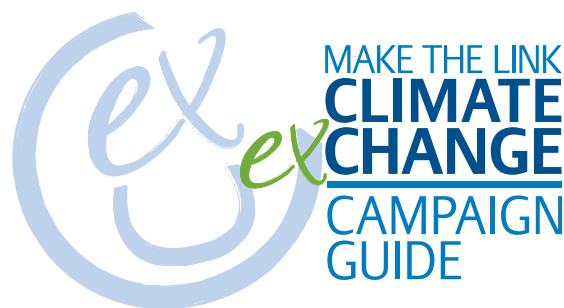
This is the end of the facilitated sessions and the young people now have time to put their presentations together. Remind them of the activities they have gone through and how that can help them as they prepare:

1. The issue carousel to identify issues
2. Use the map to identify your audience
3. The communication sessions to prepare your speeches, drama or visual communication
4. Steps to a campaign to focus your campaign outcome
5. Team building activities to remind you of what a great team you are!
6. Announce the room for the event and confirm the timetable and how any resources (including you) will be used between now and the event.
7. Set the tone: fun and high energy.



SECTION 5 RESIDENTIAL SESSIONS

SESSION 13: Identify skills in the team



Aims of session:

For participants to think about the skills they have within the team and what other skills, experience and knowledge they will have to draw on from outside the team.

Time needed: 45 minutes

Resources needed:

Flipchart paper, pens, handouts

Notes to the trainer:

This exercise can be done on the sheets or on a massive piece of flipchart paper (in a small group, each member can have a pen in a specific colour; in a large group, pens can be allocated to sub-groups within the team)


Outline:

Tell the group that apart from performing their roles in the team, each member of the team brings certain experiences and skills that can help with the campaign.

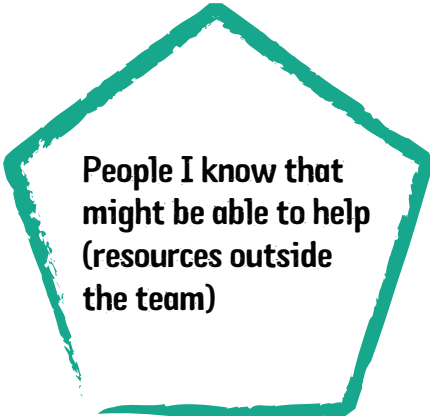
This activity is to get you thinking in your campaign teams about the roles you would like to play, the skills and experience you bring, and useful contacts you may be able to draw on.

Split participants into their school campaign groups. Either give each group a handout or flipchart paper with the following headings:


Ask participants first to spend 10 minutes individually noting down their responses. Then share in their groups for a further 15–20 mins.



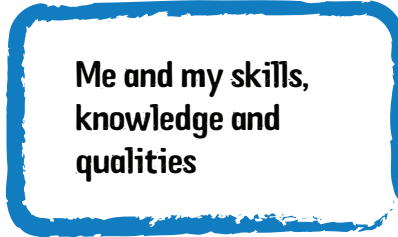
Previous experiences
(things I have done
before that I can bring
to this team to help us
achieve our goal)



People I know that
might be able to help
(resources outside
the team)



Things I can do (role
I'd like to take): be
on time, come to all
meetings etc.



Me and my skills,
knowledge and
qualities

SECTION 5 RESIDENTIAL SESSIONS

SESSION 14: Project management and time planning

Aims of session:

To highlight some methods of project management that could be used in planning a campaign.

To give participants time to plan their campaigns.

Time needed: 45 minutes

Resources needed:

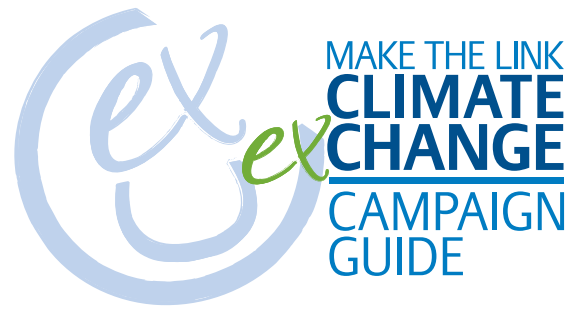
Flipchart paper, pens, post-it notes (optional)

Outline:

From small beginnings, great things can happen. Rosa Parks' refusal to move from her seat sparked the Black civil rights movement in the USA; Bob Geldolf's commitment to Africa saw the creation of one of the largest charity concerts in the world, Live Aid, raising £150 million for famine relief although the initial aim was to raise £1 million.

The first step in any campaign is to be clear about the priority for action.

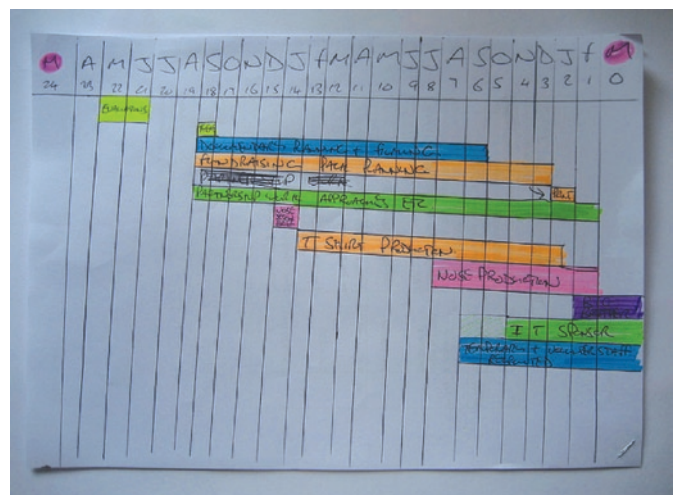
1. Divide participants into their school-campaign groups and share the following story:
2. Your group has been successful in winning a grant of the equivalent of €300 in sterling, but it comes with certain conditions. The money has to be spent within three months, it has to benefit the widest possible amount of people and it has to have an impact – making a real difference
3. Get the groups to agree on three ideas that they would like to put to the rest of the group as priority for action.



4. When choosing the priorities, people should think about the following issues:

- Speed: how quickly can it be done?
- Numbers: how many people will be affected?
- Impact: what difference will it make?

The aim here is to get the group to break down a plan in achievable tasks and allocating responsibility for the tasks to team members. It can be done in a variety of ways (for example, using post-it notes as a junior Gantt chart).



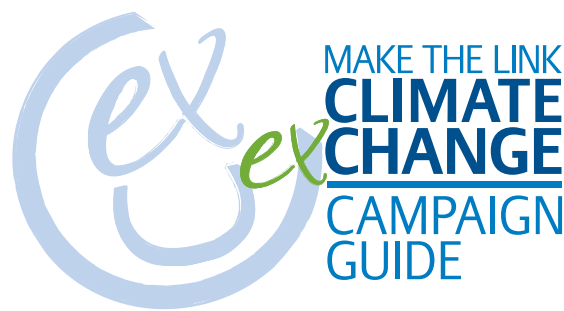
Build on the priority for action (see above).

Now the group has to identify the steps to bringing about that change. (For example, the original campaign issue was bullying in school and around on the street. The priority for action was raising awareness of the impact of bullying on young people in the area by going through schools. Steps for change started with finding out about bullying policy at school, speaking to teachers about speaking to young people in school about bullying, finding out the frequency of bullying incidents among young people, and so on).

This exercise works really well if you use post-it notes: each section of the plan can be broken down into individual tasks and the group can decide on who will be responsible for each task. Emphasise that the plan is flexible.

SECTION 5 RESIDENTIAL SESSIONS

SESSION 15: Create an advert for the campaign



Aims of session:

To create a tangible campaign tool for the participants

Time needed: 60 minutes

Resources needed:

Flipchart paper, pens, video camera (optional)

Notes to trainer:

If video cameras are not available, you could ask the group to act out an advert for the campaign instead.

Outline:

1. Remind the participants of the key communication messages from the weekend. You need to:
 - have a clear message
 - have a targeted audience
 - know what you want them to do about your issue/presentation
 - use appropriate communication and campaigning methods
 - do something you are good at
 - remember Edgar Dane and his cone!

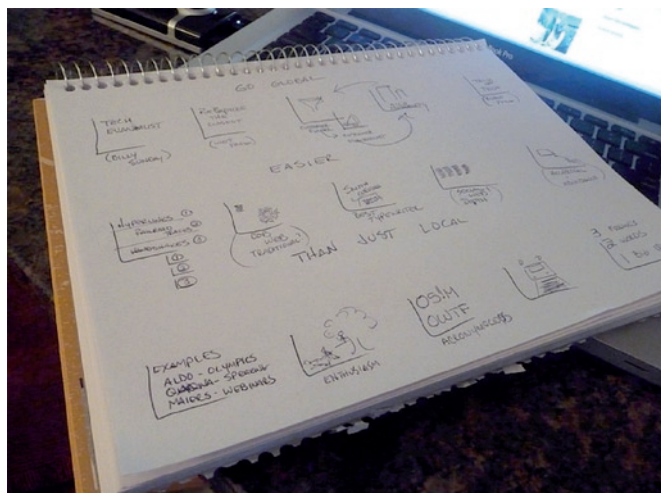
2. Explain that the group must now prepare and rehearse their campaign film as you will record this and use it as a promotional tool.

Note: The campaign film has the potential to become either the most inspiring film ever or the most draining for the audience that will watch it! Again you must remain enthusiastic by ‘getting into’ the storyboard, ideas and locations. The group are likely at this stage to solely draw their energy from the support adults around them and most importantly you!

3. Design a simple six-stage storyboard (see picture on the next page) marking a location on each. It should run:

- An introduction to the group
- What is their campaign about?
- Why are they doing it?
- Who is it for?
- How they want to go about it
- A closing sequence, usually how people can help or what they should do.

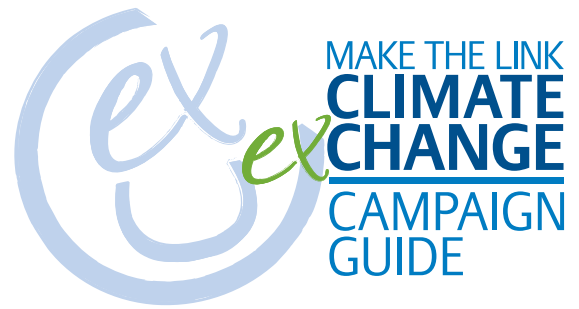
Note: Don’t let it get too formal as the group can quickly lose momentum. If it is fun then ideas will flow and you will get through the filming really quickly!



SECTION 5 RESIDENTIAL SESSIONS

SESSION 16:

Evaluation and wrap-up



Aims of session:

To evaluate the training

To give participants the opportunity to reflect upon what they have learnt from the training

Time needed: 30 minutes

Resources needed:

Evaluations forms (see Appendix 6 and 7, pp85–86)

A ball (or orange, or any other throwable item)

Notes to trainer:

In addition to the formal evaluation forms, you might want to think about using some of the evaluation techniques given in Appendix 2.

When evaluating, what you want is a judgement of what you did and how you did it. Evaluation is all about judgements: other people's and yours!

In Appendix 9, page 88, we have designed evaluation forms for you (the trainer) and all the participants and it would be really helpful if you used the forms so that we can collate information from all the partner countries. We have also provided evaluation tools that you can use either over the course of the residential or in school when the groups are carrying out their campaign.

Before closing the residential, bring the group back together and stand in a circle. Throw a ball around the circle. When you catch it, you must tell the group either your favourite part of the weekend, the thing that has struck you the most or something you have learnt. Make sure everyone has a chance to speak.

Make sure you thank the participants, as well as praise for all the hard work they have done over the weekend!

Risk assessments

This is a very important stage in planning for the residential, and you should aim to do this carefully when planning for the events. This also applies to the training sessions that will take place in the African countries.

Most people assess levels of risks in activities that they do all the time – they just don't write down their assessment.

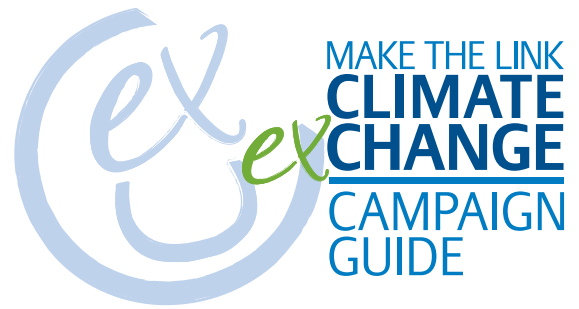
A formal risk assessment shows that you have properly considered the level of risks and how this level can be minimised. You should organise a risk assessment for the active citizenship training residential.

You can use our model Risk Assessment form, however check that the schools that are participating don't have their own that they require you to use first.

- Make a note of the venue of the residential, who was involved with you in calculating the risks and the date that you do the assessment
- Consider the different things that are involved with the activity and whether there could be a potential risk to anyone. When you identify a potential risk you should describe what the risk is and make a note of it (for example, 'Risk of people slipping onto hard surface if the floor gets wet.')
- You should then assess the level of the risk. 'High' means that there is either a strong likelihood of the risk occurring OR if the risk does occur the danger or injury to people will be very serious. 'Low' risks are less likely to happen and/or would have less serious consequences.
- You must record the action that needs to be taken to lower the level of the risk or prevent it completely (for example, 'Ensure people are made aware that the floor is slippery by telling during the introduction and displaying warning notices.')

Finally don't forget to make sure that all the teachers and your co-trainers are made aware of the Risk Assessment and the actions that they need to take and are responsible for.

Frequently asked questions



What if young people lose interest and are less engaged?

It is important that you find out why they have stopped being engaged. Is there something you can do to make the sessions more interesting (for example, adding more activities in the early sessions)? But it is equally important to recognise that this project will not be right for some young people and to continue with the group that you have as long as they are interested and are committed to the project. Many young people will have issues in their private lives, which might affect their attendance. Try to speak to them or ask someone who knows them well to find out what is going on and if there is anything you can do.

What if they fight? (Fights, verbal and physical, have occurred between young people and also between adults!)

Any physical violence must be dealt with quickly and effectively. The sessions should be a safe place for all concerned, including the trainer. As part of the group contract session, you can introduce the idea that people leave any issues that are not part of the sessions (things that have happened at home, school, work or local community etc) outside the door – similar to checking in luggage when you are flying – and they can be picked up again when you leave, so that the focus can be on the project/campaign during the sessions.

What if one or two are dominant, too powerful in the group?

Working with a group as a trainer is about making sure that there is a balance of power between the group and the trainer. If one or two members are dominant or too powerful it distorts that balance. You can try and bring them in by giving them roles within the session or you can use some of the activities from the team roles session (page 55) and the rest of the group will identify any imbalances in the group and deal with that by challenging it.

What if they are not enjoying the sessions?

The sessions are a mixture of fun and learning. The key to making sure that the group is enjoying the session is for you as the trainer to enjoy the sessions. Young people in your group might find that their ability to learn is blocked for one or more reasons. They might not be participating fully in the group and therefore distracting themselves or others. You will be evaluating the sessions regularly; act on any constructive feedback.

What if the young people arrive late?

Arriving and leaving late should be dealt with as part of the group contract: groups are good about monitoring each other and their trainer! Make sure that you respect the group by arriving and ending on time.

What if they get disillusioned?

Sometimes young people are disillusioned before they start on the campaign (bad experiences of not being listened to or effecting change). When this happens, getting another group who has gone through the campaign process is particularly inspiring. People like to see people like them doing extraordinary things. If you have no groups in your local area, you can use some of the case studies.

If the group is getting disillusioned because they are not achieving their aims (for example, if decision-makers keep saying 'no'), then think about how realistic their campaign aim is. Is it achievable? Do you need to set targets that they can achieve in the short term? The group probably needs a 'quick win'; for example, a visit from someone in the local authority to talk to them about their campaign.

Frequently asked questions

What if you think you know what the group should be campaigning on?

As the trainer you have every right to contribute to the decision-making process of deciding on an issue to campaign on, but it is important that you do not pre-determine the outcome of that decision-making process. It is essential that the group feels ownership of the issue; it is their issue, their campaign. Often groups have lost motivation in campaigns when members of the group have not fully participated in the process of choosing an issue.

How involved should you be as the trainer/adult in general discussions or decision-making about the campaign?

You have a range of skills and knowledge to share with the group, which could be extremely useful to the process. It is important that you do not take over when you know some of the answers. It is vital that you encourage young people's voices to be heard. Your role is to support the young people, therefore you should be active not passive in decision-making. Active citizenship is a partnership of young people and adults – it is not just the voice of young people.

What if your group comes up with several ideas to campaign on?

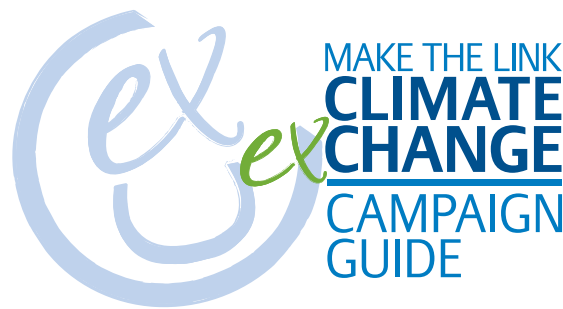
Each group is different and there are a number of tips that we have used to help groups to narrow down a variety of issues:

- Don't assume that you know what the group is talking about when they mention an issue. They may be more interested in the root cause than the initial issue. Use probing questions to get to what they mean.
- Is the issue realistic? Can it be achieved in the short or medium term?
- Is the issue one that will be of interest to the media (a hot issue)? This is not a reason to choose an issue, but when you have competing issues choosing one that people are already interested in can help to make the campaign successful.
- What is the level of passion within the group for the issue? It is important that the group feels excited about this issue; campaigning is a long journey and no one wants to put work into something that they are not passionate about.
- Does anyone have insider information on national, local policy or funding priorities that affect the issue?

Each group is different, so take as much time as you need to decide on the right issue. Some groups have taken four sessions to make a decision and some have made a decision in the first session.



Support for teachers



After the residential, the students will need ongoing support to achieve the aims of their campaign. The aim of this section is to provide some tools and suggestions for how teachers can continue to support the students to achieve their campaign goal.

Dialogue with decision-makers

Political literacy involves young people developing political ideas, becoming politically aware and developing their abilities to be effective in public life and decision-making. These include:

- knowing where and how decisions are made in society: locally, nationally and internationally
- understanding the concept of power, how it works and where it lies
- recognising their right to be involved
- developing a set of political values and having the skills and confidence to apply them in actual situations.

For this session, it would be useful to invite a range of local decision-makers to contribute their ideas about how things work locally in your area. The following are suggestions for key people that you might like to invite:

- community leaders
- local councillors – ideally people with a lead responsibility relating to your group's issue, or the Leader of the Council
- the local MP or MEP – to help explain how things work nationally and internationally
- the local Mayor.

To prepare for this session, the group might want to think about some key questions to ask their 'guests', which can be sent together with the invite to the decision-makers so that the group gets exactly the information they want.

Questions might include:

- What are the area's priorities?
- How much money is spent on climate change issues in the area?
- What are your plans for climate change?
- What do you do at the moment that links to the climate change issue the group is trying to address?

Make sure that you give your guests a very clear brief, so they know what they are being asked to talk to the young people about. The group wants practical information about how they can influence key decision-makers, local and national policy and bring about real change. It would be useful to know how the local council works, how decisions are made, priorities identified and funding allocated.

With the help of your guests, the group's last task now is to work out the best methods to use to try and lobby people to change current policy or to change their current thinking on an issue.

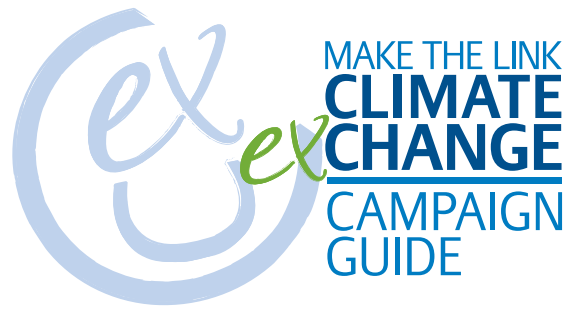
- Start a letter writing campaign to public officials.
- Send out email action alerts and start an email campaign.
- Conduct a survey.
- Circulate a petition.
- Coordinate a public rally.
- March and advocate with an elected official.

Can any of these methods or 'advocacy super strategies' be used by the group to lobby people who have the power to make a change on your campaign issue?

Do your guests have any handy tips on how to be effective with these strategies and are there any other strategies that they can think of?

SECTION 6 SUPPORT FOR THE CAMPAIGN

Support for teachers



Contacting politicians

Local politicians:

You can find out who your local councillor or Mayor is on the internet by going to your local authority website, or by phoning your local Town Hall.

Contacting your MP:

To find out who your MP is, you can look him or her up on www.theyworkforyou.com or go to your local authority website.

Contacting your MEP:

Your MEP (Member of European Parliament) should be contacted in particular since your campaign is about climate change. You can look him or her up at www.europarl.org.uk/section/your-meps/your-meps

Writing to politicians:

All local councillors will have an address at the local Town Hall for you to write to. All MPs have Westminster offices or have arrangements for their mail to be redirected from the House of Commons. The address to write to is: 'Name of MP', House of Commons, London SW1A 0AA, UK.

Reach decision-makers: recruit allies and identify roadblocks

In order to make change, it is essential that you direct your advocacy at the right targets – usually the people in charge or with the most power.

How do you know who your audience should be?

The answer to that question usually depends on what you are advocating for.

Think about your advocacy goal.

In order to reach and persuade the key decision-makers to support your public policy, you will need to prepare ahead of time. Think ahead about how the decision-maker benefits by supporting your cause. What will he or she get out of it? You will need to learn why decision-makers make the decisions the way that they do: what makes them tick? Who are they trying to please? Who are their bosses?

Think about the following:

- At what level does this problem need to be solved? At school, at the youth centre, a local council, at government level?
- Which elected officials do we need to target about this problem?
- What cost, if any, will the decision-makers bear by implementing this policy?
- Is there already a law in place that addresses this issue?
- If so, does this need to be eliminated or changed?

Credit: Jo Mieszkowski

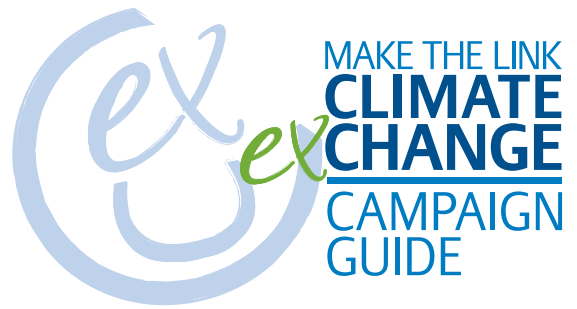
“The time to make friends is before you need them.”

Lyndon Johnson



SECTION 6 SUPPORT FOR THE CAMPAIGN

Support for teachers



Allies

By involving other groups, you can create strength in numbers and increase the impact you have in your community.

Involve as many people as possible in getting your message out. These people can become your allies and together you can make a great impact. One way to make the best of the power of your allies is to build a coalition.

Effective coalitions immediately and clearly define their shared beliefs and values.

Coalitions understand where each other is coming from and know what their common ground is. They begin their work together, with mutual respect for the strengths that each group brings to the coalition. Effective coalitions know how to work well together and they have impact!

Building a coalition

Who might support your issue? (Not just in your area, other groups working on similar issues in other areas, perhaps.)

How can they help? What resources could these people or organisations put into the campaign?

How will you contact these people or organisations: by letter, by phone or by email?

Roadblocks

Are there people who might oppose your campaign?

What are the arguments against your campaign? Who would be benefiting from those arguments?

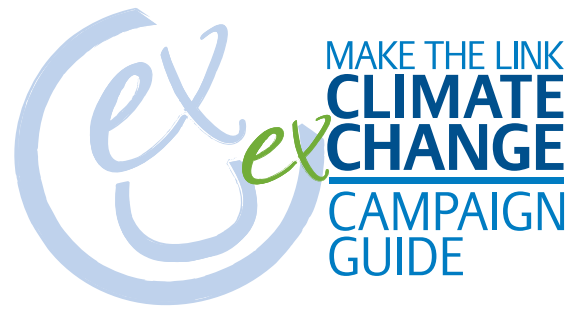
- Our opponents are:
- They are opposed to our campaign for the following reasons:
- They will use the following arguments to resist our efforts:
- Our opponents' allies are:

What is a coalition? 'A temporary alliance'



SECTION 6 SUPPORT FOR THE CAMPAIGN

Support for teachers



Media: promoting your campaign

You may want to promote your project for many reasons: to get other people involved, to get support or funding, or just to let people know what you do. Whatever methods you decide to use to promote your project you must plan first.

What are you promoting?

Who are you trying to contact and what is the best way of attracting them?

What are you going to say to them and how will you say it?

Will it cost you any money and how much time will it take?

What do you hope to achieve by promoting your project?

Make sure you give people information about how to contact someone for more information, and make sure that person knows what to say. Here are some ideas of different methods to promote your campaign:

- Write a blog, post your images on the Make the Link – Climate exChange website so that young people in the six partner countries find out about their campaign (www.mtl-cec.org).
- Write a leaflet or newsletter. This takes time and you will need to think of what information or articles you will write and what photos or images you can use. You will also need to consider the cost of printing or photocopying and the time needed to fold paper and deliver it to your target audience.
- Design a questionnaire to find out what issues people are interested in and what they might be willing to do in support. This will take time and you will need to consider how people will get the questionnaires back to you.

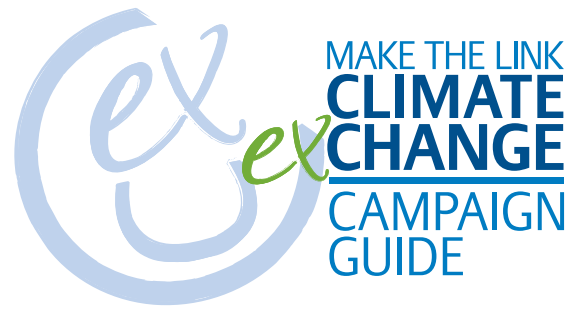
- Go on your local radio. You can send press releases to radio as well as newspapers. Being interviewed on radio can be daunting, especially if you are not sure of what you are going to say, so prepare in advance! Some radio stations have programmes that you can phone in to and talk about issues, whereas some might read out an article for you or let people know about an event.
- Speak to people. Word of mouth is a brilliant way of promoting your campaign. You can speak at local meetings or ask to talk to relevant local groups.

If you want more young people involved, the most effective way to spread the word is either at school or in places young people hang out. For this to work the young people have to be enthusiastic about the campaign – if they are not, they are not likely to want to get other young people involved.



SECTION 6 SUPPORT FOR THE CAMPAIGN

Support for teachers



Linking with schools: teacher visits, link to the curriculum

The active citizenship and campaigning component of the Make the Link- Climate exChange project has multiple links to various subjects of the curriculum.

In the UK, the activities during the residential training and the subsequent actions to create the campaigns on climate change link very well with the Citizenship curriculum, both at Key Stages 3 and 4. All these activities/actions enable students to have debates and group discussions, as well as work individually and in groups, and also to participate in activities that go outside the school community. Organising campaigns will enable students to participate in collective action on climate change and engage with a range of community partners (like MPs and, ideally, wider community partners like MEPs and other decision-makers). By participating in the activities, the young people will have the opportunity to take into account a variety of contexts, from local to regional and national, and then European and global through the links with their peers in the other countries involved in the project.

The active citizenship component of this project also has links with the English curriculum for Key Stages 3 and 4. The young people involved will have the opportunity to engage in different activities that develop their speaking and listening skills in unfamiliar situations and to audiences beyond the classroom, and will enable them to make extended contributions both as individuals and in groups. Through the presentations during the residentials, and any other interaction with decision-makers after the residentials, the young people will gain the confidence to speak with authority on a given subject, which in their case is climate change.

The Geography curriculum also has links with this component of the project for Key Stages 3 and 4, in that it will allow the students to explore relevant contemporary issues and also learn about change in our world and allow them to participate in formed responsible action.

Last but not least, by encouraging the young people to post on the web platform and to actively engage with their peers in the other partner countries will enable links with the ICT curriculum at Key Stages 3 and 4.

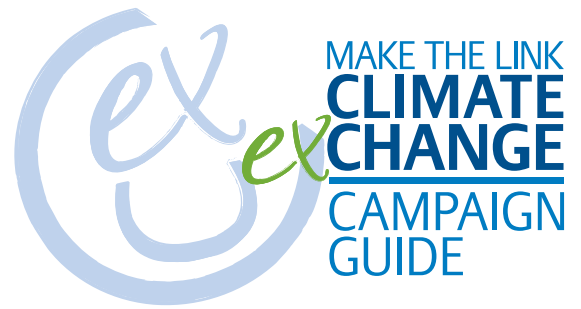
Schools that participate in this component of the project will also be able to fulfil the cross-curricular theme of global dimension and the International School Awards accreditation. More detailed links to the curriculum on this component of the project can also be found in the learning resources, which can be downloaded from the project web platform.

The project officers for the Make the Link - Climate exChange project will support the schools on developing their campaigns on an online basis and, where possible and appropriate, will make one or two visits to the participating schools to support them in the activities and delivery of their campaigns.



SECTION 6 SUPPORT FOR THE CAMPAIGN

Support for teachers



Frequently asked questions

How do you get money for the campaign?

There is money available through the Make The Link – Climate exChange project to support groups to run a campaign. Groups will receive the equivalent of €300 in sterling to support their campaign. The responsible adult will sign a contract when the money is given. Be creative about sources of money. Often local businesses will be interested in supporting the campaign because it is of benefit of them. Work on the potential allies for the campaign and speak to as many of them as possible for cash or donations in kind. For example, getting a local printing shop to print all your flyers and posters etc is often better than raising £500 to cover printing costs.

What if decision-makers say 'no'?

Don't give up hope! Get the group to research the background of the decision-makers. Invite key 'champions' of young people to come to your sessions and ask them for advice. Get your group (or representatives of the group) invited to local decision-making bodies. Try various ways of influencing decision-makers. Get advice from local campaigners or talk to other Make the Link – Climate exChange campaign groups to see if you can share useful hints and tips.

How long does it take for a campaign to get off the ground?

It could take between six months and a year to make a change on an issue. Set lots of short term goals with some quick successes, so that the group remains motivated over the long haul.

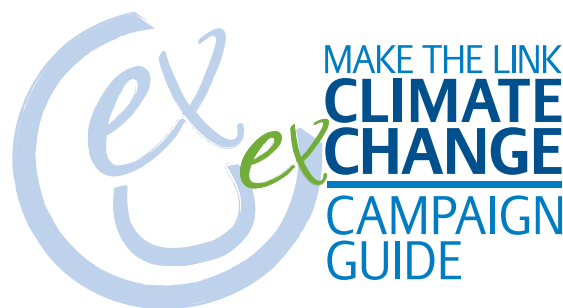
Ways of keeping groups motivated after they have finished the training include:

- quick successes. For example, local media coverage about the project
- inviting local 'allies' to meet the group
- regular meetings with refreshments
- trips
- feedback
- celebrating any success
- entering groups for awards
- taking part in training at youth events
- speak to/sharing experiences with other groups.



Appendix 1

Name games, icebreakers, energisers, paralyzers



This is a list of some activities that can be used in addition to or instead of the activities suggested in the session plans.

This list is intended as a quick reference if you need a reminder of a game, but not as an instruction guide.

You should always try out an exercise before you use it on a group to check that you understand how it works.

Think about issues of cultural sensitivity when choosing activities, some of these activities may not be suitable for some groups.

Name games

Aim: To learn each other's names.

Tip: There are two types of name games, those for introducing the names initially and then those for practicing and remembering them. Be careful not to use a memory one too early or it will be a flop if no one knows any names yet.

Adjective game

Go round the circle to a rhythm (clapping and/or knee slapping). Each person introduces their name and an alliterating adjective in time to the rhythm (for example, Silly Sally). Go round the circle again with the group shouting the names and adjectives, but not the individual.

Tip: Be careful of doing this with too many people, as it can take forever. Needs a good rhythm and high energy to work and be fun.

I was at the disco on Saturday

The first person in the circle says 'My name is.... I was at the disco on Saturday and I was dancing like this' and does an action. The next person then says 'My name is.... I was at the disco on Friday and I saw [person 1] dancing like this [copies action] and I was dancing like this' and does a new action. Keep going round the circle until you have a group dance routine.

Tip: Can be very tiring and take a long time in a big group.

Icebreakers

Aim: To encourage the group to get to know each other and feel comfortable with each other, and to create an atmosphere where people feel comfortable. Usually icebreakers come at the beginning of the event, but some of these may be better saved for later otherwise they could have the opposite effect and make people uncomfortable.

Game for introductions

Pass around a bag of sweets (e.g M&Ms) and have each person take as many as they want. For each sweets, the person has to share some information about themselves with the group. Alternatively, have a list of questions that they have to answer. One question can be asked for each M&M they have taken.

Truths and lies

In two groups, each person writes down three things that are true and three that are not true about themselves on a piece of paper. Collect the bits of paper in a swap with the other group. Each group then has to guess who these statements belong to and then which are true and not true. The statements could highlight previous achievements and successes or just be about something that you are happy to share with the group, like your favourite colour.

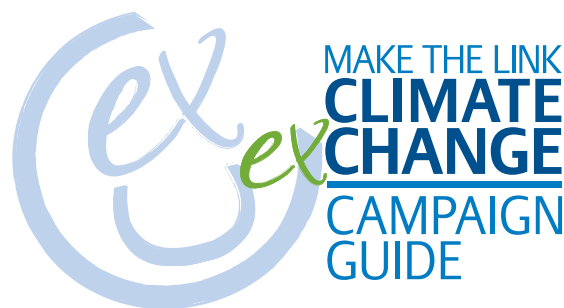
Warning: think about how you will set levels of appropriate disclosure before you run this activity. Depending on what issues are brought up, you may need to debrief the activity before moving on.

Paper dance games

Everyone has a dancing partner and each pair shares a piece of paper on which to dance. Everyone dances to music without letting their feet off the edge of the paper. After each dance (a couple of minutes each), the piece of paper is folded in half so it becomes smaller and smaller and you have to be creative about how you both dance on the paper without letting your feet off. The last couple left on their paper win the game.

Appendix 1

Name games, icebreakers, energisers, paralyzers



Communicating challenge/line-up game

Give everyone a number. Then ask them to arrange themselves in numerical order communicating with each other without speaking or holding up fingers. They may have to make up their own coded language (without words!) to do so. Alternatives are people can arrange themselves in order of birth, in calendar months, or in order of the first initial of their first or second name.

The observation game

Get into pairs and stand with their backs to one another (it does not matter how tall/short the pairs are compared to one another). Have them change one thing about themselves and turn around to have the other person guess what changed. Turn back around and have them change three things about themselves and go through the same process.

Trust corridor

Two lines of people facing each other with their hands out (overlapping) in front of them. One person runs very fast towards and down the corridor and the others pull their arms back at the very last second.

The rainforest

In a circle, build up from a shower to a storm and back again. The first person clicks, then rubs hands, then taps knees, then stamps and then reverses. Others copy a few seconds behind the person in front of them.

Group juggling

In a circle, the group throws a ball (or orange or beanbag, or similar) around, taking note of the person they are throwing to and the person they are receiving from, until each has received the ball once. Repeat the sequence the ball took. Once the group has practiced this a couple of times, add a second ball while the first ball is still going round, again in the same sequence. Then add a third ball. See how many balls you can have in the circle at any one time. (For a group of 30, a good target is 20 balls, but everyone will need to work together and concentrate!)

Trout, Wildcat, Mosquito

A team version of scissors, paper, stone.

Create two teams across the room.

Each team decides if they are 'trouts' (action: fish mouth and underwater bubble sounds), 'wildcats' (action: show claws and growl) or 'mosquitoes' (action: hands as little wings and buzzing sound).

The two teams meet in the middle and on the count of '3' do their chosen action. The winning team tries to catch the losers before they get back to their side or 'safe zone' and anyone caught joins the other team.

Trouts beat mosquitoes (they eat them)

Mosquitoes beat wildcats (they bite them)

Wildcats beat trouts (they eat them)

This game can be adapted to local wildlife as appropriate.

Energisers

Aim: Used to lighten sessions and to boost energy.

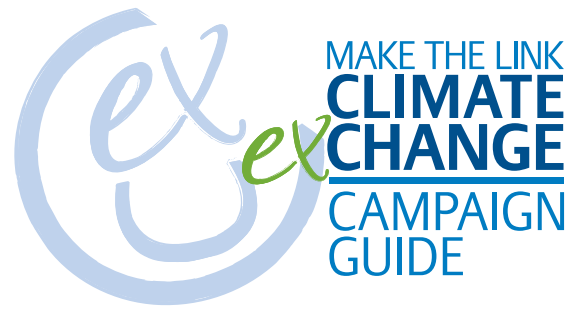
Tip: Where possible, it is good to tie energisers into the theme or style of the session. Be creative here.

Eye to eye

Ask the group to stand in a circle, almost shoulder to shoulder. They close their eyes and decide on someone else in the circle they will look at. You count down as follows: "3, 2, 1, open!" Anyone finding themselves looking at a person who has chosen to look at them steps out of the circle. The game continues until only one or two people are left. This game facilitates eye contact without drawing direct attention to the fact that this is its goal.

Appendix 1

Name games, icebreakers, energisers, paralyzers



James Bond

In a circle with someone in the centre, the middle person points at people and shouts an instruction (eg washing machine, elephant, toaster, James Bond, food mixer). The person pointed at and the people to either side do a related action as agreed/explained at the beginning. If you make a mistake, you go in the middle and become the pointer. New/relevant actions can be added throughout the game.

Horse riding game

Galloping in a circle.

A leader calls out instructions...

'Go left' tap on your left's knee

'Go right' tap on your right's knee

'Tree ahead' duck

'Fence ahead' jump

'Photographer' pose

'Faller' laugh

Penguins and flamingos

One person is a flamingo, taking long strides but walking very slowly and flapping arms. Everyone else is a penguin, moving quickly but with feet together. The flamingo tries to catch the penguins and if this happens the penguin becomes a flamingo. The game ends when everyone is a flamingo.

Fruit Bowl

Stand in a circle. The person in the middle shouts 'anyone who...' (likes chocolate, has been to Iceland, can snowboard etc).

Everyone who does/has/is swaps places and the middle person tries to get a place. There is always someone left in the middle.

Earthquake

In groups of three, make a house (left wall, right wall and inhabitant). The leader calls out either 'left wall', 'right wall' or 'inhabitant' and they swap places with other people in the same role. If the leader shouts 'earthquake', everyone splits and forms new groups.

Also can be used for getting people into groups of three.

Paralyzers

Aim: To get people focused and concentrating and calm them down if over-excited.

Count to 10

In a circle, the group counts from one to ten, with each number only being spoken by one person. There is no agreed order to speak and if two people speak at once the group goes back to 'one'. The group must be focused; otherwise this can take a long time.

1-2-3

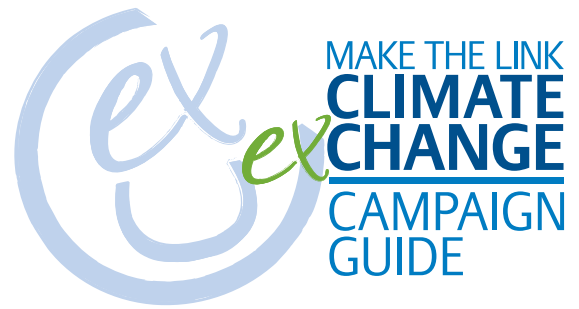
Ask the group to work in pairs facing each other. In pairs, count from one to three repeatedly, taking one number each in turn. Once they have established this pattern, ask them to clap only when they say the number one, then to bend their knees only when they say the number three. At first, this seems remarkably difficult for most people. Suggest they try not to concentrate, but to give the task their attention. Many people then find the task much easier.

Sleeping lions

Pretend to be dead, lie down and close eyes. Someone walks round and tries to make people move/smile. If they move, they go around and try to wake the others. The winner is the last one left sleeping.

Appendix 2

Evaluation techniques



In general:

- Be very clear about what you want to get out of the evaluation;
- Think about the formats you are choosing to use; be conscious that different formats will suit different participants and will draw out different feedback;
- As a trainer, be objective; don't take comments or criticism personally.

1. Verbal

Reference to expectations

Either ask participants to retrieve their own expectations (if possible, for example, on post-its) and comment on whether their objectives have been met, or go through them as a group in plenary, whichever seems most appropriate and comfortable for the group you are working with.

Plenary/round table

With everyone together in a group, go through the programme and other elements you want to evaluate and ask for shared feedback and comments. Although this can draw out interesting feedback through discussion, beware that it can also take forever and you need to be cautious about dominant voices!

Daily sub-group evaluations

Depending on the length of your training and according to the size of your group, you can divide your participants into smaller units of three or four with a trainer as a facilitator of each one. At the end of each day, the group meets to share ideas and feelings about what has happened. This can create very strong sub-groups, but participants can also miss getting to know those in other groups better. People can express how they are feeling through colours, types of weather etc to represent how they are feeling.

Trainers available for individual discussion

As trainers, try to be available to participants as the programme goes on. There may be issues, ideas or concerns that participants want to talk about and it is important that you are accessible to them. Chat to people in breaks, during social time and so on.

2. Written

Wall chart of questions

Make a large table/chart with all the session titles listed or in boxes, and place it on the floor or stick it on the wall. Ask participants to write comments into the boxes.

Evaluation form

This is perhaps the most standard form of evaluation and, in the long term, potentially the most useful to the organisation, as you will have information to refer back to. An evaluation form can be made in a variety of formats: tick boxes, ratings, requests for comments and requests for improvement. However, you need to think very carefully about what to ask. Watch out with tick boxes or ratings, as the majority of people speed through these and the outcome may not be entirely constructive.

Secret box

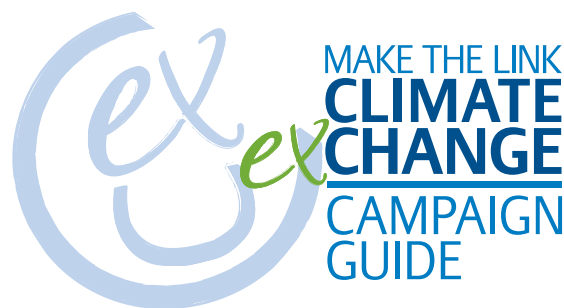
You can use this throughout the training and ask people to actively use it with comments on how things are going, how they are feeling, ideas for improvements and so on.

Graffiti wall

Having a space where participants can write comments throughout the training can throw up points people might not want to say in front of others. Or give you a boost if there are lots of positive comments!

Appendix 2

Evaluation techniques



3. Visual

Satisfaction pizza

Draw a large circle on paper/card and divide into segments according to the number of sessions or items you want to evaluate. Ask each participant to use a particular symbol or colour and indicate their satisfaction on the 'pizza', with 'very happy' in the middle and 'not so happy' on the outside.

Handprint

Ask the participants to draw around their hand on a piece of paper. Each finger/digit has a different question or statement attached to it. Starting with the thumb:

- something I liked
- something to take care of
- something I did not like
- something that engaged me
- something that means little to me.

4. Active

Human ladder

Use space in a room or outside, ask participants to indicate their satisfaction with a session or issue by placing themselves on a ladder or scale (one end 'very happy', the other end 'very dissatisfied').

Inflated balloons

Give everyone a balloon and ask them to inflate according to their satisfaction; a very big balloon means very happy.

Suitcase, bin, washing machine

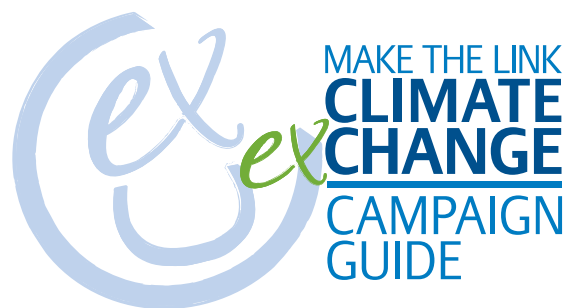
Ask participants to think about which things from the training they would like to take home with them in their suitcase, throw away in the bin, or change in the washing machine. The group then shares and explains their decisions together.

WHOAH!!

The group have to make a noise according to how much they enjoyed the training/session. The louder they shout, the more they enjoyed it. Can also be adapted with making themselves really small if don't like something or really tall if did.

Appendix 3

Strengthening teams



One of the benefits of residential is that you have a great opportunity to build a strong sense of team over just a few days.

There is no magic formula for how to do this, but one thing that can help is to think about how you can use the time outside of the actual training sessions themselves.

Here are some ideas you might like to try that can weave a sense of fun into your residential. If you can get the participants to leave with a warm fuzzy feeling and a sense of having made a new group of friends, you are well on the way to enticing them to keep coming back for more!

Use plenty of name games, icebreakers and energisers throughout the residential. These will add to the fun and the playful element of the residential, as well as helping to reinforce names and build team dynamics.

Secret friends

This is a good activity to introduce on the first morning of a residential if the group have arrived the evening before. Write everyone's name on a piece of paper and place in a hat. Everyone pulls a name out of the hat and that person becomes their 'secret friend' for the residential. Over the residential, everyone has to do at least one secret nice thing for their secret friend – this might be putting chocolate on their pillow, asking someone to sing a song for them at the start of a session, asking someone to give them a flower, putting up a piece of flipchart paper with the words 'things we really like about 'x' for people to fill in, and so on. You can decide whether to reveal secret friends at the end of the residential or to keep it secret.

Rota groups

Split the participants into groups and give each group responsibility for setting up breakfast, clearing the training room, washing up and so on. Not only does this get the group mixing even more, but it gives you less to have to take responsibility for.

Film nights

A fun way to get the group to bond in the evenings that doesn't cost money!

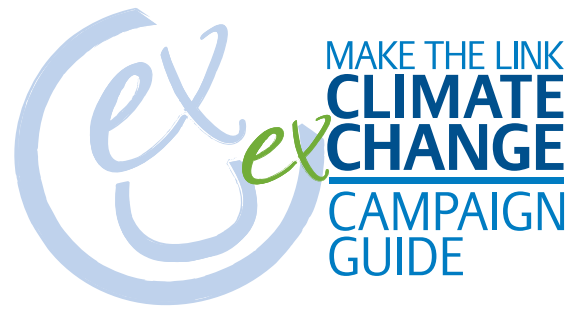
Talent show

Hold a talent show. This is a nice activity to do on the last night of a residential. People can enter individually, or each 'rota group' could be asked collectively to contribute something.

Goodbye envelopes

On the last morning, pin up envelopes with everyone's name on. Invite participants to write goodbye messages to each other and put them secretly in each other's envelopes. You can seal the envelopes and give them out at the end for people to read on the way home. This can be a really nice activity, but be wary of it; sometimes some people's envelopes can end up emptier than others, and it can backfire completely if nasty things are written. If in doubt, do the activity verbally as a final goodbye session in the residential itself.

Appendix 4 Case Studies



Philippines: The power of children's voice in coping with extreme weather

Heavy rain early in 2007 caused several landslides in the Philippines. One village was buried with a terrible loss of life. Subsequently the Philippines Mines and Geosciences Bureau conducted a risk assessment of potential landslides in Southern Leyte province in 2006, determining that eight barangays were at high risk within the Municipality of San Francisco. These included Santa Paz Sur and Santa Paz Norte, with recommendations to relocate affected houses. These two barangays were home to a high school and an elementary school, both of which were considered to be extremely exposed to landslides.

Following debates about whether and how to relocate the school, the headmaster opened the decision to a community-wide referendum, with a vote for each of the children of the school. Broadly, the children were in favour of the relocation. But their parents were opposed because they did not want their children to travel to school located in a different community and local shops feared loss of business.

The children's organisations in the school embarked on an education campaign about the physical processes of landslides and a great many students wrote to the local government expressing their desire to relocate. The student's proposal won the vote by 101 to 49. Due to concern from the Provincial authorities, the schedule for relocation was shortened to just two days following more heavy rains. A temporary tent school was erected over one weekend with children and parents helping to put up the tents and children digging drainage channels.

The children were very pleased that they had influenced this important decision and said they had no regrets about the decision to move. The new school was opened in July 2007 in Pasanon, a safer location a few hundred meters from the temporary school, with co-financing from Plan. The school is safe from landslide and flood and also includes earthquake mitigation measures such as steel ties on the roof.

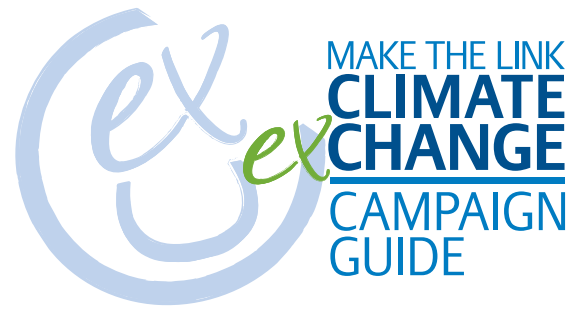


Credit: Nana Buxani

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http://www.childreninachangingclimate.org/library_page.htm?metadata_field=Dbase.resourceTitle&orderby=ID&metadata_value=A%20Right%20to%20Participate:%20Securing%20children%27s%20role%20in%20climate%20change%20adaptation

Appendix 4 Case Studies



El Salvador: Children hold back mudslides

In El Salvador, where mudslides have killed thousands of people, destroying homes and livelihoods while disease remains rife, youth groups are taking steps to minimise the worst effects of natural disasters...

El Salvador is the smallest and most densely populated country in Central America – and one of the most disaster-prone. Rampant deforestation and changes in climate have caused huge flooding during the hurricane season and the Red Cross estimates that 71 per cent of the population lives in extreme poverty. But young people are forming groups working with local government and community members to tackle the direct threats to life from floods, earthquakes, landslides and disease.


In the village of Las Grenadillas, Monica, 17, works with younger children, organising and teaching them how to reduce the risk of disaster in their own village, which is vulnerable to mudslides during the torrential rain of the hurricane season. 'The committee for disasters was started after an earthquake,' says Monica. 'They started to train the young people so we had about 20 youngsters between 12 and 17 years old.'

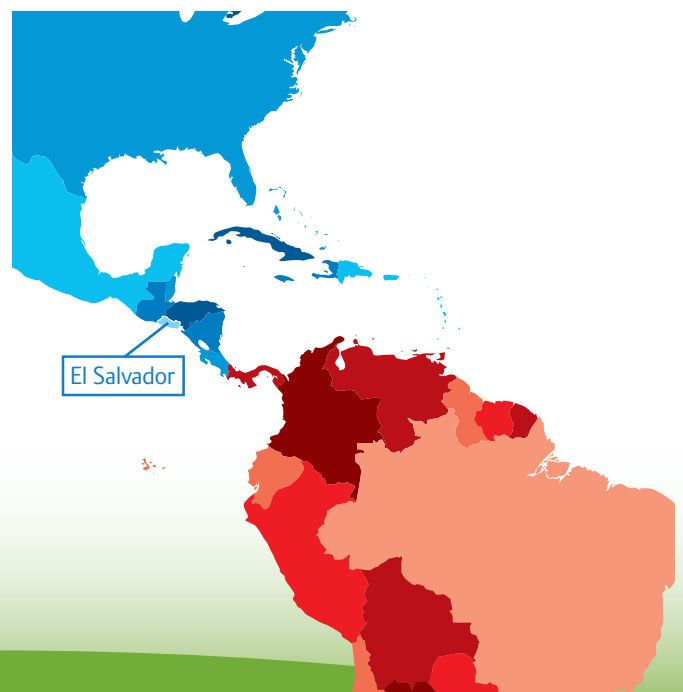
Children have been a key to preventing the landslides by planting a spiky grass called vetiver on the slopes of hills. The plant's deep tangle of roots burrows metres into the ground and locks the soil into place, preventing further landslides. The village of Rosario has suffered less from landslides due to flooding thanks to the children's groundwork.

In some areas, there is a grassroots movement among children to reforest the hillsides. Roberto Carrillo is part of a youth committee that plants trees in the Canton El Cedro district. 'First we fill small bags with earth and seeds and when they've grown into saplings we plant them out,' he says. The threat of insect-borne disease such as dengue fever is also a constant problem, sometimes fatal, especially to young children. Dengue fever is spread by disease-carrying mosquitoes that lay their eggs in pools of stagnant water and discarded rubbish. At present children, accompanied by a health worker, visit households every month to explain the dangers caused by dumping rubbish and allowing stagnant water to collect. Their work is paying off in Potonico, as town authorities told Plan that there has been a drop in dengue fever cases there, whereas in the rest of El Salvador infection rates are rising.

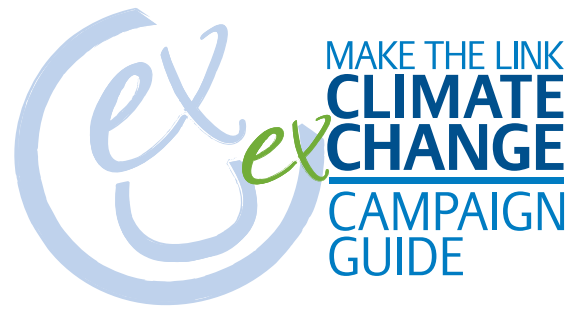
This work is making a generation aware of the link between climate change, their environment and the safety of their communities.

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 http://www.childreninachangingclimate.org/library_page.htm?metadata_field=Dbase.resourceTitle&orderby=ID&metadata_value=A%20Right%20to%20Participate%20Securing%20children%27s%20role%20in%20climate%20change%20adaptation



Appendix 4 Case Studies



The Netherlands: Young people lobby for the Green vote at the EU elections

In the Netherlands, young people want serious measures taken against climate change. They are concerned about their future, but do not know what they can do to take action by themselves. They also lack knowledge about the goals and the impacts of national and international policies. The Youth organization of Milieudefensie (the Dutch Friends of the Earth) therefore launched a campaign leading to the election for the European Parliament on June 4th, 2009. The main goals of this campaign were to inform young people, to make them feel responsible for the challenges our Earth faces, and to influence the outcomes of the election.

The 'vote for climate' campaign consisted of three main components: a green vote march, a debating tour and youth ambassadors.

During the Green Vote Match people learned about the statements of the different parties concerning environmental sustainability, climate change, energy, and other climate related issues. They also received suggestions on which parties represented their vision best.

A debating tour was organized in seven universities throughout the Netherlands, potential members of the European parliament, students, businessmen, and others debated about the future of the earth and the role politicians and the European Union needed to take.

Eight young ambassadors went into the field and reported their findings. They participated in training and visited the European Parliament in Brussels. Each of the ambassadors followed a Dutch party that participated in the elections. They interviewed politicians, made a movie clip for every party and wrote a blog about their experiences.

Within this campaign, new media played an important role. First, it was the online Green Vote Match. Then, YouTube was used to distribute the movies made by the youth ambassadors. The ambassadors also wrote blogs, and they used social networking sites like hyves (a Dutch equivalent of facebook) and Twitter to correspond with a broad range of followers.

To reach an even broader range of young people, other media like radio and magazines were used. In the days before the elections, the youth ambassadors were invited to be special guest at a few radio stations. Articles of the ambassadors were published in a lot of university papers and other magazines.

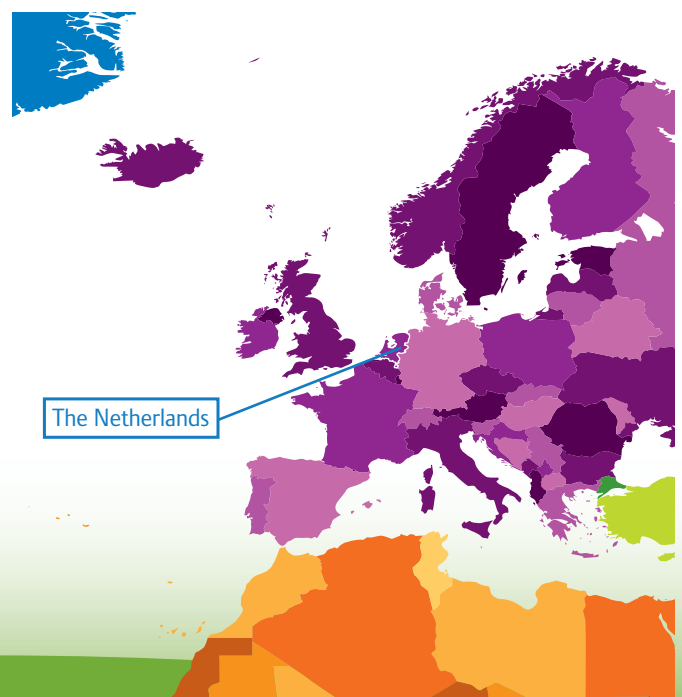
The eight ambassadors and their followers experienced during this campaign that you can make a difference yourself. They had to organize the different parts of the campaign themselves. They had to go through the procedures of getting to speak with a politician, publishing an article, etc.

Through this campaign a lot of young people in the Netherlands were informed about the effects of international policy on their own future.

The politicians involved in the campaign said that the direct way of communication with the ambassadors and the debates made them reflect on their own policy. Some of them even said they would now reach for higher goals concerning measures against climate change.

 <http://www.youtube.com/watch?v=n7c6odrpuMl>

 <http://www.jma.org/campagnes/2009/kies-voor-klimaat>
Used with permission from Friends of the Earth Netherlands.



Appendix 4 Case Studies

Pakistan: The Emerging Light group

Remember when there was a cartoon series back in 90s called Captain Planet? Captain Planet was fighting on the planet's side to save it from pollution, deforestation and eventual distinction.

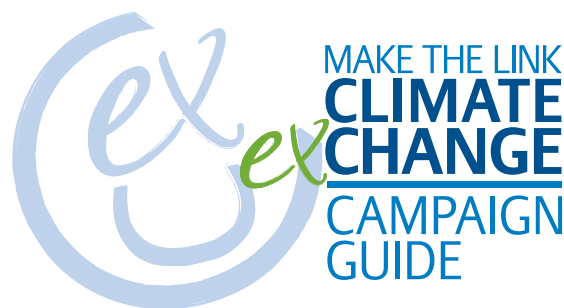
There were Planeteers too, helping to save the earth from the bad guys. Captain Planet would always say, 'The power is yours...'

Well, there are a few young people who seem to be carrying Captain Planet's legacy forward. They call themselves "The Emerging Light" and are working to save the environment from man-made disasters. The group attended Active Citizens Workshop and got inspired to do something for their country. This group has started working in Multan, raising awareness about environmental pollution and its hazards.

'We put quite a lot of thinking into starting to work for the environmental problems. We thought, when will the citizens of this country realise they are harming the atmosphere brutally? They are chopping the trees, their cars emit black smoke, they use plastic bags which take ages to dissolve,' said Sana Kunwal, a member of Emerging Light when we asked her the reasons for starting this project.

The Emerging Light group held exhibitions in different colleges and their university, displaying paper and cloth bags and encouraging people to use them, instead of the cheap and readily available plastic bags. They've even launched a campaign to abandon plastic bags in their university.

Besides environmental work, these young people are striving to help those who can't afford expensive medical treatments. The group has signed contracts with various pharmaceuticals, who provide them with free medicines and vaccines to distribute among the needy people. This way the group is helping community people too.



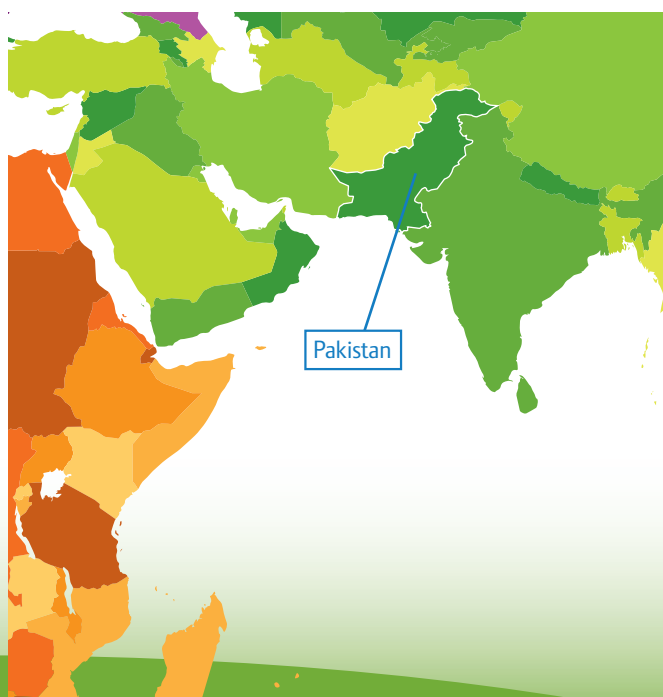
'We are endeavouring to make our communities healthier. We want to save the elderly and kids from 'death due to sickness' as they couldn't afford treatment,' said Farhan Siddique, another member of The Emerging Light group.

The Captain Planet cartoons were watched by millions of kids through out the world, but I wonder how many would have understood the message that cartoon series was trying to convey? The Emerging Light group is trying to bring a change in one of most important things that we neglect most of the time: The Mother Nature!

Way to go, young Planeteers, and remember:
"The Power is yours...!" :)

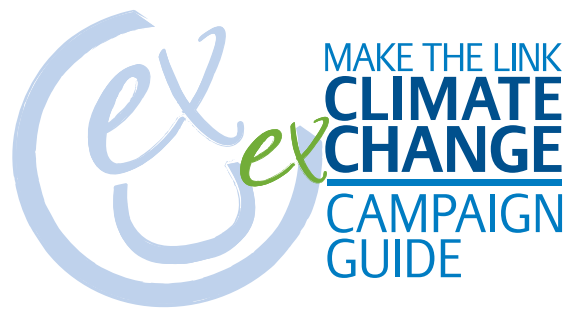


Used with permission from British Council in Pakistan



Appendix 4 Case Studies

United Kingdom: A Hand In My Future



On 05 July 2010, a Hand In My Future campaign was launched across the UK by the Plan UK Youth Advisory Panel: a group of young people aged 13–18.

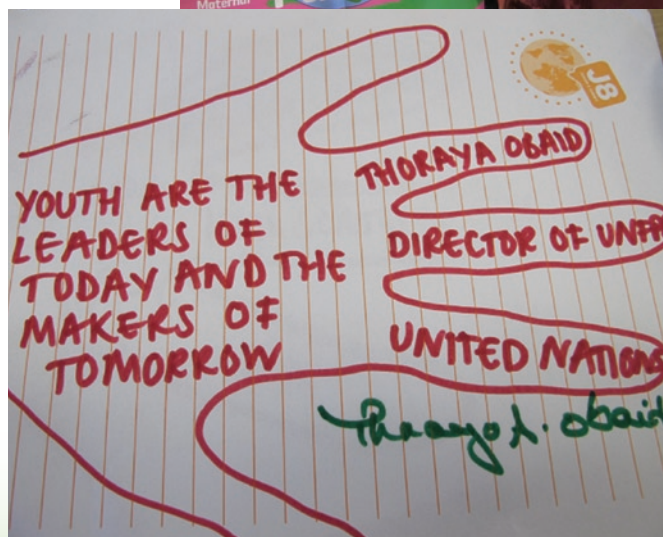
A Hand In My Future is a youth-led campaign that aims to give children and young people a voice on the Millennium Development Goals (MDGs) with a particular focus on MDG 3 Promoting gender equality and MDG 7 Environmental sustainability.

In September 2000, 189 world leaders met and agreed to the Millennium Declaration. This ‘development promise’ was turned into 8 goals for development, to be achieved by 2015. The 8 MDGs cover aspects of life which are important for the well-being prosperity of everyone and aim to realise a more fair and just world for all. Ten years on from the original adoption of the MDGs we are falling short in achieving their aims. On 22 September 2010, world leaders will meet in New York to review the MDGs. Once again, while adults are negotiating away, it is the next generation who will bear the brunt of the consequences that are not granted a place at the negotiating table.

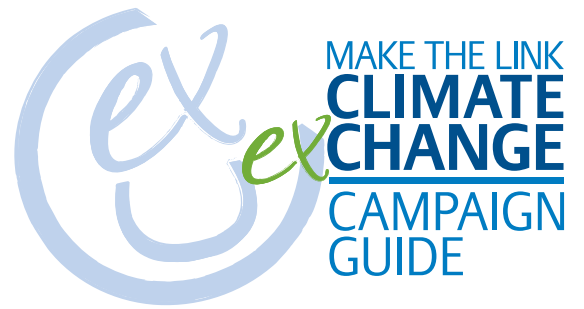
‘A Hand In My Future is about reminding decision-makers that children and young people have the right and the ability to make a difference about the significant development issues that will affect the next generation’s future.’ Colette, 16, UK.

A Hand In My Future are collecting at least 2015 handprints from around the world. The ‘hands’ are pulled together to create one big ‘digital wallpaper’ hand to be projected on prominent political spaces in the UK. The Youth Advisory Panel have already presented at the UK Youth Parliament Annual Sitting on 23 July, where they met with Charles Hendry, the Minister of State Energy and Climate Change. They also voiced their campaign at the International Youth Day organised by the UNFPA on 12 August where they met with Thoraya Obaid, Director of UNFPA.

Used with permission from Plan UK



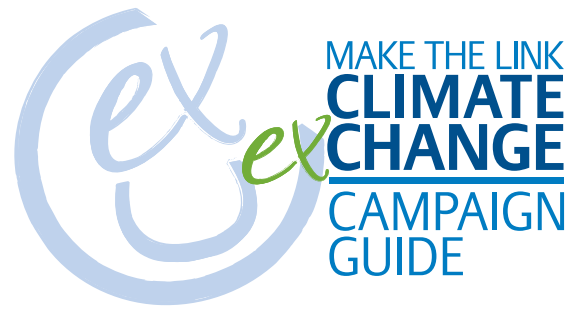
Appendix 5 Mood Cards



BETRAYED	ANGRY
LOSER	ILL
SAD	FRUSTRATION
TIRED	EMBRESSED
EXCITED	HUNGRY
WINNER	WORRIED

Appendix 6

EVALUATION FORM: students



1. I liked the venue for our residential.

Strongly agree Agree Neither Disagree Strongly disagree

Why?

2. I liked our trainers.

Strongly agree Agree Neither Disagree Strongly disagree

Why?

3. The residential sessions/activities were very useful.

Strongly agree Agree Neither Disagree Strongly disagree

Why?

4. What new skills did you learn to help develop your climate change campaign?

Planning Teamwork Communication Organisational Skills Other

Give us more details

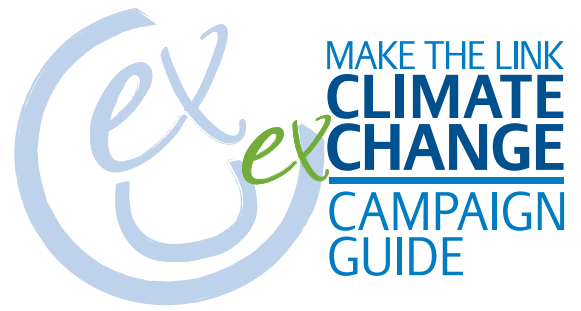
5. I am confident about achieving our campaign aim.

Strongly agree Agree Neither Disagree Strongly disagree

Why?

Appendix 7

EVALUATION: teachers



1. The preparation and organisation of the residential in the weeks running up to it was very well carried out.

Strongly agree Agree Neither Disagree Strongly disagree

Any comments?

2. I felt clear about the role I was expected to play there before the weekend.

Strongly agree Agree Neither Disagree Strongly disagree

Any comments?

3. There was enough support for me/my group during the weekend.

Strongly agree Agree Neither Disagree Strongly disagree

Any comments?

4. I am happy with the campaigning skills gained this weekend and I am confident in supporting my students in achieving their campaigns.

Planning Teamwork Communication Organisational Skills Other

Any comments?

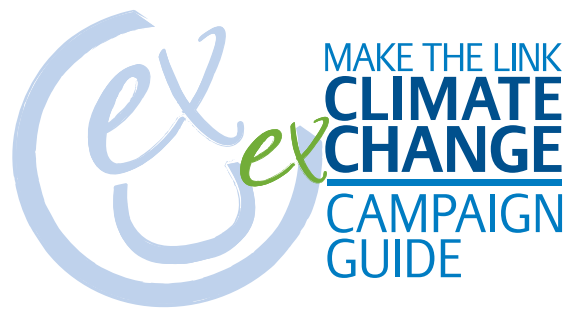
5. How could the Make the Link – Climate exChange team support you from now on?

eMails Phone calls Visits Other (please specify) _____

Any comments?

Appendix 8

Risk assessment form



Risk Assessment

Date: _____

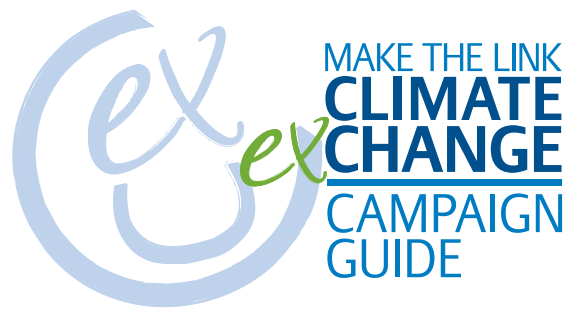
Risk Assessment done by: _____

Venue: _____

Description of risk	High	Medium	Low	Action needed to lower the level of risk/ ensure safety

Appendix 9

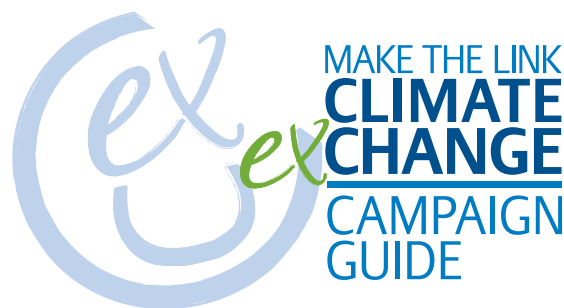
Trainer's self-evaluation form



Trainer:	Group:
Date:	Number of Participants:
1. How do you think the weekend went overall?	
<hr/> <hr/>	
2. Did you achieve the performance you were aiming for? If not, why do you think this was?	
<hr/> <hr/>	
3. Did you stick to your training plan? If not, in what ways did you deviate from it?	
<hr/> <hr/>	
4. What went particularly well and why?	
<hr/> <hr/>	
5. What didn't go so well and why?	
<hr/> <hr/>	
6. What will you do differently next time?	
<hr/> <hr/>	
7. Follow up?	
<hr/> <hr/>	

Appendix 10

Useful websites



www.citizenshipfoundation.org.uk

The Citizenship Foundation aims to empower individuals to engage in the wider community through education about the law, democracy and society.

www.youth-action.org.uk

Youth Action is a successful approach to encouraging young people to engage with communities, enabling them to become active in their own time, meet other young people, gain skills, have fun and develop solutions to community needs.

www.campaigncentral.org.uk

Campaign Central provides a hub of information to help you be a more effective campaigner.

www.globalideasbank.org

Gives information to help individuals or groups to make their project ideas a reality by providing resources to help your campaign.

www.envision.org.uk

Provides information and contacts for people who want to develop projects for a more sustainable future.

www.bigupyourself.org

Designed and developed by young people, the project provides young people with the opportunity to use new technology to produce a website.

www.article12.org

Campaign for children's rights, run by young people getting views across to governments and community leaders

www.childreninachangingclimate.org

The website has child-focused research on climate related issues.

www.globaldimension.org.uk

This website is a guide to books, films, posters and web resources that support global, intercultural and environmental understanding for all age groups and subjects.

www.eco-schools.org.uk

Eco-Schools is an international award programme that guides schools on their sustainable journey, providing a framework to help embed these principles into the heart of school life. The Pod is an interactive online resource for teachers of Key Stages 2 and 3 to help schools become more sustainable. It aims to make real and measurable improvement to the energy use and carbon output of schools across the UK. Resources include lesson plans, downloadable information packs and pages for each of four key topics: energy, transport, water and waste. The site also provides games, blogs, an interactive comic and media gallery for students to access and advice on getting funding.



MAKE THE LINK
**CLIMATE
CHANGE**

ENGAGING YOUTH, INSPIRING CHANGE

For information about the project or the
campaign guide contact:

Climate Change Officer
Citizenship Foundation

63 Gee Street
London, EC1V 3RS

Tel: +44 (0)20 7566 4151

For technical assistance on the website contact:

Climate Change Coordinator
Plan UK

Email: hello@mtl-cec.org

Finsgate, 5-7 Cranwood Street
London, EC1V 9LH

Tel: +44 (0)300 777 9777

www.mtl-cec.org