Session 10   Total time 3 Hours

Objectives:

By the end of this session participants should have:-

- A greater understanding of individual and collective methods of campaigning, influencing decision makers and motivating change
- Explored different campaign and methods and identified situations where they are most effective
- The tools to develop a campaign or initiate community action addressing an identified need in a specific community

Outline:

Activity 1	Welcome, Introduction and re-cap	10 minutes
Activity 2	Successful Campaigns	40 minutes
Activity 3	Reflecting on Local Initiatives	30 minutes
Activity 4	Choosing the best approach	40 minutes
Activity 5	Taking Action	40 minutes
Activity 6	Review and Reflection	20 minutes

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Tutors Notes: Session 10

Activity 1 – Welcome, Introduction and re-cap
An opportunity for the tutor to make links from the previous session and introduce the focus of this session – what makes a successful campaign / action for change?

Activity 2 - Successful Campaigns
Using video case studies to identify what were the factors that have made these campaigns / activities successful. The aim here is to draw out lessons that can be applied in different contexts and different communities.

Activity 3 – Reflecting on Local Initiatives
A chance for participants to take the ideas considered in the previous exercise and apply them to local projects / initiatives that they are aware of or have been involved in – both successful campaigns and unsuccessful ones.

Activity 4 - Choosing the best approach
An opportunity to reinforce previous learning about methods, participation, inclusion and having a clear goal before moving on to more formal action planning.

Activity 5 – Taking Action
This activity allows participants to make a mock action plan with other members of the group before working on their individual project.
It should bring together elements of all of the previous 8 sessions.

Activity 6 – Review and Reflection
As this session marks the end of the more formal learning / teaching (before moving into their practical task) it is an ideal time to allow space for review, reflection, questions and, possibly, a degree of evaluation of progress so far.

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Activity 1 – Welcome, Introduction and re-cap

Method – input from tutor

10 minutes

Open the session with welcoming the participants and covering any announcements for the session.

Ask participants to call out what they have remembered most from the previous session and record these on flipchart, this will act as a recap of the key learning points. The tutor should add any key points that may be missing and link these points to the session about to take place.

What you will need:

Flipchart and marker pens

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Activity 2 – Successful Campaigns

Method – Video and small group structured discussion

40 minutes

Prior to watching the video clips the tutor should explain that although they should take the opportunity to closely watch all of the projects being shown they will be asked to work in pairs or small groups to discuss a particular clip using set questions.

Show the video clips (there are six in total so if your group is small you may want to select only one or two for the discussion element of the activity).

Show the video clips produced by the CLD consortium showing a number of projects that have taken off as result of community action in a number of areas (or another suitable local resource).

In groups of 2/3 the tutor should ask participants to choose 1 project (or allocate a project to each group) and discuss its success using the following questions to structure their conversation. (20 minutes).

Questions:
- Was the project successful? If so, what is the key indicator of its success? (i.e. how do we know it worked?)
- What was the main thing the group did to guarantee this success?
- How did they generate support for their idea? Is there anyone else that they could /should have involved?
- Is there something you think they could / should have done differently that would have helped them reach their goal?

Allow 10 minutes for feedback from the different groups.

What you will need:
DVD – video clips from file
Facilities to play DVD
Flip-chart to record key points from feedback
Worksheet: Video clip notes

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Activity 3 – Reflecting on Local Initiatives

Method – full group discussion

30 minutes

Tutor should initiate a group discussion which asks people to think about projects / initiatives in their local area where communities / community groups have sought to create change.

- What has made successful projects successful?
- What has left other projects struggling and/or unable to succeed in their aims?

Ask participants to briefly describe the project they have been considering and then open the discussion up to the full group.

The tutor's aim should be draw out the specific factors that led to success or failure. Record the key points from this discussion on flip chart with the headings as below.

a) **Strengths – things to learn from**
b) **Weaknesses – things to avoid**

What you will need:
Flip-chart and markers

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Activity 4 – Choosing the best approach

Method – individual or small group exercise

40 minutes

Tutor should distribute copies of the worksheet to each member / group (there are 5 different scenarios so spread them around).

Individually or in groups of 2-3, participants should identify the methods they would use to achieve the goal set out in the scenarios – drawing on the information presented in previous weeks and focussing on the overall goal of the activity – i.e. who they are going to use the information to drive the project forward.

Allow time for feedback to the whole group, or peer learning by pairing up those who have been looking at the same scenario for comparison and discussion of their results.

What you will need:
Worksheet – Choosing the Right Method

Activity 5 – Taking Action – planning a campaign or initiative

Method – Input and small group exercise

40 minutes

Tutor should introduce the group to action planning models – initially by talking through the handout – Taking Action.

Tutor should then introduce the 3 Action Planning models being highlighted,(using those below or selecting others form their own experience or the Toolkit) ensuring that they acknowledge that these are just 3 possible models (but between them aim to cover different styles of planning that suit different people)

1. Action Planning table
2. Hot Air Balloon
3. Mind-mapping

Ask participants to break into groups based on whichever of these methods most appeals to them.

Each group should spend 20 minutes using the tool to plan activities – using the example discussed in the Taking Action Handout about improving recycling in Middleton.

After 20 minutes ask each group member to take 5 minutes to reflect on what were the strengths and weaknesses of the approach they were using for them.

After 5 minutes reflection time gather feedback from each group regarding the strengths and weaknesses of the method as a planning process.

What you will need:
Handout – Taking Action
Action Planning - Worksheet
Flipchart of gathered feedback on strengths and weaknesses
Flipchart pages for each group to use for the action planning exercise
Markers etc.

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Activity 6 – Review and Reflection

Method – Q and A

 20 minutes

An opportunity for participants to ask any questions in relation to the topics covered in this and the previous 8 sessions before they begin Unit 4 and working on their own project.

Tutor may also want to introduce an evaluation exercise to measure participant's confidence in their own understanding of the material covered.

What you will need:
Learning Log
Evaluation activity