



Participation



6

Purpose: To develop knowledge and skills to influence others, advocate on behalf of others or take on a representative role

Participant learning objectives:

1. Understand what is meant by the term advocacy
2. Increase knowledge and awareness of influential people who have an advocacy role
3. Increase own confidence and ability to advocate

CONTENT	METHODS/ RESOURCES <i>Slides 59-81 can assist with this session.</i>	APPROX. TIME
<p>What is Advocacy?</p>	<p>Brainstorm as a group what we mean by the term 'advocacy'. Have participants heard this term before? If so, what does it make them think of?</p> <p>Explain to participants that simply put, advocacy is arguing or supporting an idea or a plan.</p> <p>This can be self-advocacy (arguing or supporting an idea/ plan on our own behalf) or it can be peer-advocacy (arguing or supporting an idea/ plan on behalf of others).</p> <p>Advocacy is an important skill to have in order to support ourselves, and others, to achieve what we believe is right or needed.</p> <p>To be a successful advocate we need to be able to define the problem we are concerned about, research the issue and understand it in detail, remain assertive and firm when challenged by others, and be persistent (never give up!).</p>	<p>10 minutes</p>



Influential Advocates - Quiz

Advocacy is an important skill that is utilised at all levels within society. As young people we have ourselves, friends, parents, teachers, youth workers, social workers, police, charities, councillors, MLA's, MPs, and more, to advocate on our behalf. It is important that we recognise and appreciate this advocacy support. But it is important that we advocate our plans/ ideas to the correct people who will listen and have the authority to make change.

Quiz:

Split participants into smaller groups of 3-4. Provide each group with a quiz answer sheet.

Go through the questions on slides 64 – 73 at a pace that is suitable for the group. Answers are provided in the notes section.

Once all questions are complete, go through the correct answers. Probe participants on what else they know about their local council, government, and influential people within their community.

Tally up all the scores and announce the winning group!

Debrief: Were the questions hard/ easy? What did you learn? Are you surprised by any of the answers?

The quiz should have given participants a taster of what MLA's do, and the role of other influential people in society.

MLAs have a number of important jobs to do while in office:

- They must engage in **discussions** and **work with other political parties to make decisions** about Northern Ireland;
- They have to **represent** their **constituents** (the people who elected them).
- They need to **listen** to their constituents and make decisions;
- They will **make laws** which will **protect people, promote equality and enrich diversity**;
- They **promote human rights**;
- They **promote community relations** in Northern Ireland.

Further information on the NI Assembly for this age group can be found at:

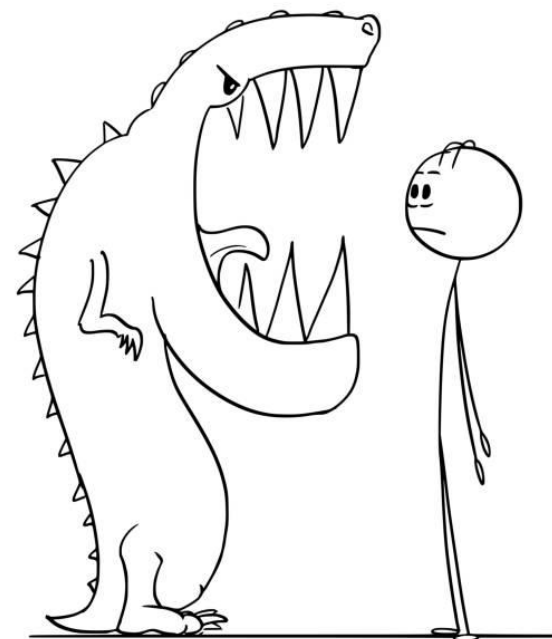
<https://education.niassembly.gov.uk/>

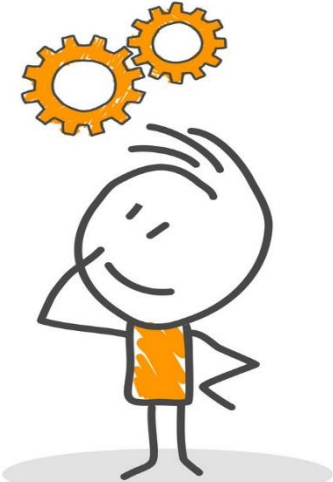
Tip: If time and resources permit, plan a visit to Stormont with your group, or invite your local MLA/ Councillor to the club for a Q&A session.

40 minutes



<p>Advocacy in Action – Dragon’s Den</p>	<p>Resources: Pitch ideas</p> <p>Dragon’s Den activity will help participants to practise their advocacy skills in a group context and will also help to prepare them for potential challenges or difficulties they might face in the real world.</p> <p>Split participants into five groups, depending on group size. One group will be the dragons. The other four groups will be advocating for the dragons to invest in a specific product. Only one group, and therefore one product, can be chosen.</p> <p>Provide the four groups pitching with 10-15 minutes to design and develop their product and to carry out some background research into the issue/ problem it addresses. Each group will have three minutes to pitch their product to the dragons and will then answer questions from the dragons after.</p> <p>Once all four groups have completed their pitch, dragons will have three minutes to make their decision on what product they want to invest in and why!</p> <p>Debrief: What skills did you use throughout this activity? Did you do enough research before you approached the dragons? Was the dragon’s decision fair? Why/ why not? Offer some feedback to participants on skills and knowledge utilised throughout the activity.</p>	<p>45 minutes</p>
<p>Power of Social Media</p>	<p>Show participants some recent social media campaigns. Slides 76-78 include the campaigns #likeagirl, #stopsucking and #bekind. Provide participants with a brief overview of each campaign, getting some feedback from the group on what they already know or have heard about these campaigns.</p> <p>Brainstorm with the group:</p> <ul style="list-style-type: none"> • What made these social media campaigns successful? • Is there more good than bad on social media? • How can we use social media to our advantage? <p>This highlights to participants that social media can be utilised as an effective online tool for advocating for something they feel strongly about/ passionate about. It is a powerful way to influence others, is immediate and can reach large numbers of people worldwide.</p>	<p>20 minutes</p>



	<p>Provide participants with some tips for advocating online:</p> <ul style="list-style-type: none"> • You must believe in your message and convey this to your friends/ followers • A picture speaks a thousand words – this can help your campaign! • Make your post public and shareable • Share across all available social media platforms – staying consistent with your message • Create a catchy #hashtag to share with your post and ask friends/ followers to use it • Ask people of influence to share and spread your positive message <p>Remind participants that keeping safe online is priority!</p> <p>For some online safety tips visit the CEOP website https://www.thinkuknow.co.uk/11_18/, or alternatively Boys & Girls Clubs can deliver a short online safety workshop for young people and/ or leaders.</p> <p>If this has sparked some ideas/ discussion amongst the group, try starting a social media campaign with the support of the club!</p>	
<p>Check-Out/ Evaluation</p>	<p>Resources: Informal evaluation ideas</p> <p>Choose an activity from the list provided.</p>	<p>10 minutes</p>

Quiz Answer Sheet

Team Name:

1.

2.

3.

4.

5.

BONUS - Can you name any of your local MLA's? (1 point for each correct answer)

6.

BONUS - Which Council area do you live in?

7.

8.

9.

10.

Pitch Ideas

Group 1

You have created a product to reduce water usage at home.

Tell the dragons:

What is the product

How does it work

Why it is needed (the problem)

Back this up with some research/ statistics

Explain how your product will help

What will your product achieve?

Group 3

You have created a product to help reduce anxiety/ help people relax.

Tell the dragons:

What is the product

How does it work

Why it is needed (the problem)

Back this up with some research/ statistics

Explain how your product will help

What will your product achieve?

Group 2

You have created a product to help people who are non-verbal communicate.

Tell the dragons:

What is the product

How does it work

Why it is needed (the problem)

Back this up with some research/ statistics

Explain how your product will help

What will your product achieve?

Group 4

You have created a product to help keep your home clean.

Tell the dragons:

What is the product

How does it work

Why it is needed (the problem)

Back this up with some research/ statistics

Explain how your product will help

What will your product achieve?