

Organise an activity to raise awareness and/or influence authority

Level 2

- Facilitator Guide -

The development practice project

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SOME NOTES ON FACILITATION SKILLS

What is facilitation?

Facilitation is the process of making learning easy. This is done through the use of various approaches such as small group discussions, debates, question and answer sessions, personal reflection and sharing, experiential activities and practical exercises. You allow participants to discover solutions for themselves and encourage them to internalise lessons learnt, rather than lecture on topics.

Your role as the facilitator is to:

- Give direction to the group
- Create a comfortable and friendly environment for the group
- Observe what goes on in a group
- Identify the main needs of the group
- Learn ways to address these needs
- Adjust to the level of the group – in language, content, presentation, and pace.
- Apply and practice these skills in many different situations



Key principles of facilitation

Confidentiality: What is shared in the group remains in the group. Personal and sensitive information will not be told to others. However as evaluations of the course need to be done, and lessons learnt from each course, obviously you will need to discuss some of the content with your colleagues.

Respect: We should respect each other's opinions and experiences, even if they are different from our own or we do not agree with them –this includes the facilitator, who needs to model respect for every learner's opinion and contribution, and to make sure that s/he provides opportunity for all to participate.

Non-Judgmental: It is fine to disagree with another person's point of view but not to judge or put down another person because they do not feel the same as you do. This is particularly important because as a facilitator you have a lot of power in the group (people look up to you) and so you need to make sure that you do not appear to judge or dislike someone.

Use I-statements: Using I-statements ensures that the view you are expressing comes from you. It also shows confidence and assertiveness. It clarifies that you are speaking for yourself and not for the group.



Integrity: Walk your talk! Be a role model for the group. For example, the ground rules apply to the facilitator the same as for the participants – if it says cell phone silent, do not answer calls in the workshop!

Do's and don'ts of facilitation

Do's	Don'ts
Plan and prepare for sessions in advance	Create a long dialogue with one participant
Show interest when listening	Criticise on a personal basis
Use simple language	Dominate the group
Act responsibly	Be biased
Be patient	Be insensitive
Allow participants to discover	Allow domination
Encourage active interaction	Go beyond time allocated
Ask for suggestions from the group in answering questions	Exaggerate enthusiasm about delivering session – be false.

Critical skills of a facilitator

Listening: You pay attention to what is being said, show interest by nodding your head and maintaining eye contact. Allow the speaker to finish without interrupting (unless they are dominating the group and haven't allowed others to speak).

Paraphrasing: You repeat what the person said using your own words (i.e. interpret or reword). This is to ensure you understand and are not making assumptions.

Summarising: You sum up by going over the main points. You help participants to gain a better understanding of the subject.

Creativity: You must always have a plan B. Be imaginative and stimulated. Make your sessions fun yet educational by ensuring that the group does not miss the learning points. You know when and how to use humour (without being offensive), ice-breakers and energisers. Identify different ways of achieving the objectives without compromising the quality of the session.

Awareness: You pay attention to what is not being said in the group, people's unspoken needs and watch out for group dynamics that need attention. You are able to "read" the energy and level of the group and adjust your programme accordingly.



Qualities of a facilitator

Good	Bad
Punctual and organised	Disorganised
Presentable	Messy, no care taken in presentation
Confident	Low self-esteem
Assertive	Passive
Friendly	Rude/impolite
Knowledgeable	Uninformed
Approachable	Intimidating
Creative and flexible	Rigid and unaccommodating

The difference between facilitation and presentation

Facilitation	Presentation
Interactive process	One way process
Use of different methods of approach	More formal
Participants discover for themselves	Audience receive the message
Facilitator works with participants as a team	Presenter delivers the message
Use different ways of facilitating (e.g. Role plays, debate, small groups etc)	Use one way of presenting – normal “lecture” style

Tips for being a good facilitator

- Remember that you are a role model. Do your best to practise the behaviour you are talking about
- Keep studying and researching, learn about the issues, develop leadership skills
- Share information, be open to new experiences – there is always something to learn
- Ensure you give accurate and updated information
- Understand your target audience
- Use target/ age appropriate activities
- Always strive to keep to time
- Use Ice-breakers and energisers that add value to sessions (and where possible, link to the content presented)
- Keep your mind open and flexible
- Have fun, love and enjoy what you are doing



OVERVIEW

Welcome to this facilitator’s guide. This guide was developed to – Organise an activity to raise awareness and/or influence authority (Level 2). The manual provides information that will help you to assist learners to develop skills and acquire knowledge to organise effective lobbying, education and advocacy campaigns, which promote the public benefit, social justice and strengthen civil society.

What you will cover in this course

This course consists of the following:

- Identifying a behaviour or policy that needs to change and motivate why
- Identifying who (people and or institutions) can be approached to make change happen
- Planning relevant activities to influence the target group



SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

Specific outcomes	Assessment criteria
<i>Competence in this standard means that the learner has clearly shown that s/he is able to...</i>	<i>Tasks and activities completed by the learner contain the following evidence of competence...</i>
Identify a behaviour or policy that needs to change and motivate why	<ul style="list-style-type: none"> ▪ A range of behaviour that affects the community negatively are described ▪ A specific behaviour that the organisation can realistically influence is described ▪ The benefit of this change to the community is explained
Identify who (people and or institutions) can be approached to make change happen	<ul style="list-style-type: none"> ▪ People or institutions who can influence change on this selected issue are listed ▪ Possible risks in approaching these people and institutions are described
Plan relevant activities to influence the target group	<ul style="list-style-type: none"> ▪ A range of ways to raise awareness and influence authority are discussed ▪ Relevant activities to achieve the objective of change are selected ▪ Relevant allies who can help to achieve the goals are identified ▪ A short plan is drawn up

Note: Tasks may be presented for an actual or hypothetical organisation but must be learner’s original work and not copied from existing documents. Learners should be able to explain and justify their statements.



ORGANISE AN ACTIVITY TO RAISE AWARENESS AND/OR INFLUENCE AUTHORITY (LEVEL 2) - COURSE PLAN

Workshop – Day 1

Time	Topic	Activity/Method	Aids/Materials	SO	AC
09h00	Welcome, expectations and overview of course	<p>Welcome and introductions: Do an introduction activity with the group to allow the group to get to know each other and the facilitator.</p> <p>Group contract: As the group will be dealing with issues that may be sensitive it is important to agree on a group contract before the start of the workshop to ensure that everyone will feel comfortable to participate. This will include the group norms or rules for interaction within the group. Learners must also feel safe to share and ask questions.</p> <p>Expectations and Overview: Give the learners an opportunity to state their expectations for the</p>	Nametags Coloured cards Koki's Newsprint Prestik		



Time	Topic	Activity/Method	Aids/Materials	SO	AC
		<p>course. Use this to introduce the different modules that will be dealt with and also to ensure that they know what will not be covered. Explain the outcomes of this Level 2 course and the assessment process.</p> <p>Briefly explain what the portfolio of evidence is about and that they must complete all the activities to the best of their ability.</p>			
09h45	Understanding advocacy and lobbying	<p>Start the session by introducing the case study of Sisonke AIDS Project to the group. Explain that for the duration of the course the case study will help to explain and give meaning to some of the terms that they will learn. They can also use their own examples were necessary.</p> <p>Read Chapter 1 & 2 to the group to set the context.</p> <p>Provide the group with the definitions for advocacy and</p>	Learner manual	SO1	A specific behaviour that the organisation can realistically influence is described



Time	Topic	Activity/Method	Aids/Materials	SO	AC
		lobbying and explain the terms to the group.			
10h15		Tea			
10h30	Identify behaviours or policies that need to change	<p>Explain to the group that before you can plan activities to raise awareness, you need to identify the problems or issues in the community that need to be addressed or changed.</p> <p>Use Chapter 2 of Sisonke case study.</p> <p>Divide them into smaller groups and ask them to discuss the main problem areas in their communities. See detailed activity on page 33.</p>	Koki's Newsprint Prestik Learner manual	SO1	A range of behaviour that affects the community negatively are described
12h00	Identify behaviours or policies that need to change	Once they have completed the group activity let them complete the individual activity in Learner manual.		SO1	A range of behaviour that affects the community negatively are described



Time	Topic	Activity/Method	Aids/Materials	SO	AC
					<p>A specific behaviour that the organisation can realistically influence is described</p> <p>The benefit of this change to the community is explained</p>
12h30		Lunch			
13h30	Identifying people and/or institutions that can be approached to make change happen	<p>Use Chapter 3 of Sisonke case study.</p> <p>See detailed activity on page 34.</p>	<p>Koki's Newsprint Prestik Learner manual</p>	SO2	<p>People or institutions who can influence change on this selected issues are listed</p>
14h30		Once they have completed the group activity let them complete the individual activity in Learner manual.			
15h00		Tea			
15h15	Identifying people and/or institutions	Explain to the group that when we are busy with awareness	<p>Newsprint Koki's</p>	SO2	Possible risks in approaching these



Time	Topic	Activity/Method	Aids/Materials	SO	AC
	that can be approached to make change happen	<p>raising there may be people who we need to work with who are not supportive of the idea. Therefore there are sometimes risks involved with our target group.</p> <p>Discuss this point looking at the example of the Sisonke case study.</p> <p>See detailed activity on page 35.</p>	Prestik		people and institutions are described
15h15	Ways to reach your target audiences	<p>Ask the group to brainstorm different ways in which they can reach the people they have identified as their target audience.</p> <p>Each group can then present their list to the bigger group and this can be discussed.</p> <p>Add any information that they may not have captured in their discussion.</p>	<p>Koki's Newsprint</p> <p>Prestik</p> <p>Learner manual page 29</p>	SO3	A range of ways to raise awareness and influence authority are discussed
16h00	Closure for the day	<p>Final thoughts: Share any final thoughts with the group.</p> <p>Brief evaluation: Ask the group</p>	<p>Post-its</p> <p>Koki's Newsprint</p>		



Time	Topic	Activity/Method	Aids/Materials	SO	AC
		for feedback about what they experienced and learnt during the day – what did they like, not like; or would like to change for the next day.			



Workshop – Day 2

Time	Topic	Activity/Method	Aids/Materials	SO	AC
09h00	Recapping of Day 1	Thoughts and ideas from the previous day			
09h15	Ways to raise awareness and/or influence authority	Once the issues that need to be addressed have been identified, you need to look at the message that you want to send to the target audience. Use Chapter 4 of Sisonke case study See detailed activity on page 36.	Koki's Newsprint Prestik Learner manual	SO3	Relevant activities to achieve the objective of change are selected.
10h30		Tea			
10h45	Different channels through which to raise awareness and/or influence authority	Use the rest of Chapter 4 of Sisonke case study. Divide the group into smaller groups. Ask them to look at the examples in the Sisonke story and then discuss in their groups the different channels that they could use to raise awareness or influence authority about their	Koki's Newsprint Prestik Learner manual	SO3	A range of ways to raise awareness and influence authority are discussed. Relevant activities to achieve the objective of change are selected.



Time	Topic	Activity/Method	Aids/Materials	SO	AC
		issue. Allow each group to give feedback and discuss any questions or issues that may arise in the group.			
11h30	Activities to influence the target groups	Explain to the group that before one can start with the activities, one needs to identify the goal and objectives for the plan. This activity will look at: <ul style="list-style-type: none"> • Advocacy goal • Activities Use Chapter 5 of Sisonke case study. See detailed activity on page 38.	Koki's Newsprint Prestik Learner manual	SO3	A range of ways to raise awareness and influence authority are discussed. Relevant activities to achieve the objective of change are selected.
12h30		Lunch			
13h30	Activities to influence the target group	Allow each group member to complete the individual activity in Learner manual.		SO3	A range of ways to raise awareness and influence authority are discussed. Relevant activities to achieve the



Time	Topic	Activity/Method	Aids/Materials	SO	AC
					objective of change are selected.
15h00		Tea			
15h15		Continue with above mentioned activities and assist learners individually to allow them to complete the task.			
16h00	Closure for the day	Final thoughts: Share any final thoughts with the group. Brief evaluation: Ask the group for feedback about what they experienced and learnt during the day – what did they like, not like; or would like to change for the next day.	Post-its Koki's Newsprint		



Workshop – Day 3

Time	Topic	Activity/Method	Aids/Materials	SO	AC
09h00	Recapping of Day 2	Thoughts and ideas from the previous day			
09h15	Relevant allies and partnerships	<p>Use Chapter 6 of Sisonke case study.</p> <p>Divide the group into smaller groups and ask each group to brainstorm what they think networking is and what a partnership is. Give them 15 minutes and then ask each group to give feedback.</p> <p>Summarise the different definitions and give them the definitions in Learner manual.</p>	Newsprint Prestik Koki's	SO3	Relevant allies who can help to achieve the goals are identified
10h30		Tea			
10h45	Relevant allies and partnerships	Ask the learners to complete the individual task in Learner manual.		SO3	Relevant allies who can help to achieve the goals are identified
11h30	Short plan for activities to raise awareness and/or	Once learners have completed all the other tasks they should consolidate it into a short plan.	Learner manual	SO3	A short plan is drawn up



Time	Topic	Activity/Method	Aids/Materials	SO	AC
	influence authority	See detailed activity on page 39.			
12h30		Lunch			
16h00	Closure	<p>Final thoughts and closure: Bring the session to a close with a reminder of how much knowledge and experience we already have to share among ourselves. This is also the last session of the workshop and so this is a time for each participant to say how they felt about the workshop and what they learnt during the course</p> <p>Ask the participant to your right to share with the group "One new thing which I have learnt today is....."Then ask the next person to speak. Go round the circle, finishing with your own, so that everyone has made a contribution. Ask each participant to identify one thing that they will share with someone else. Finish off by thanking everyone once more for coming to this session.</p>	Course evaluation forms		



Time	Topic	Activity/Method	Aids/Materials	SO	AC
		As this is the last session ask learners to complete the course evaluation form. Explain the importance of feedback - that it will help to improve the way you facilitate as well as the content of future workshops			



ADDITIONAL INFORMATION



Case study: Sisonke AIDS Project

SISONKE AIDS PROJECT

Chapter 1

Some time ago two women from the same street whose children had died of AIDS related illnesses decided to do something to help other mothers. They felt that if parents could be more involved they could save many lives amongst the youth. They felt that the cultural barriers that hinder parents from speaking openly to their children about safer sexual practices were a big issue so they decided to offer awareness programs that would teach youth safer sexual practices. The one woman had a big house and they used one of the rooms for training. They started with the children from their street but soon they had youth from many different streets and the community attending.

Many people within the community who were affected by the impact of HIV&AIDS felt they needed to be involved with this project and soon the two women had eight volunteers. The project grew over time and now has a Board and is run by a manager.

Because of the good work they were doing and the fact that people could see that the organisation really wanted to help the community, people started to raise

other issues with them.

Chapter 2

During this time they became more aware of other difficulties that affected people living with HIV&AIDS and also other community members. They realised that if they really wanted to help their community they would have to look at how they could raise awareness about some of these issues and try to influence authority to make the necessary changes happen. They also realised that there were many problems, but they needed to find out exactly what were the ones that were affecting the community most negatively. There were a number of issues that Sisonke identified with the community such as the fact that the clinic closed early on a Friday afternoon and that made it difficult for many patients to receive the assistance they needed. They also identified the fact that not all the children who were HIV-positive were receiving ARVs as a big problem. The community then identified other problems like access to grants for those who are HIV-positive etc. After a lot of discussion at Sisonke they decided that although there were many issues, the first problem that they would raise awareness about to change the situation, would be the clinic hours on a Friday. This would be a good issue to deal with, because people have tried before to get the clinic to stay open for longer on a Friday and the situation had not changed. They also felt that if they could raise awareness about the clinic hours, it would ensure that not only patients living with HIV&AIDS would get a better service, but the general community would also benefit. The manager had already made a phone call to the Sister-in-charge at the clinic to set up a meeting to discuss the issue but so far nothing had happened. As they are a small organisation they felt that this was also an easy issue to start with as their first campaign – it would prepare them to take on the more difficult issues



in future.

Chapter 3

The manager of Sisonke met with the Board and volunteers to look at who the people were that they needed to work with, if they were going to start a campaign to raise awareness about this issue in their community. They decided that some of the groups that they needed to work with were the staff at the clinic, the Department of Health officials and the local Health committee. They also needed to meet with the community to get information about the problem and how it affected them.

The team at Sisonke were now getting very excited because they had made contact with their target audiences – the decision makers and the community. They realised that when they started talking to people that not everyone felt the same way about the problem and that there were even people who did not think it was a good idea for them to raise awareness about it. The clinic sisters for example were not happy that they wanted to ensure that the clinic stay open until later on a Friday, because they used that time to do their admin and did not know when they would find time to do it, if the clinic was open for longer. They realised that they would have to find ways to work with all those concerned and get their message across even to the clinic staff. They would have to find a way that everyone would support the idea and maybe also help look at other solutions so that the clinic staff would not be against the change. This would not be easy! Their manager was very supportive and the Board members also gave some ideas of how to overcome these problems.



Chapter 4

They were now ready to start planning how they would put together a campaign to raise awareness about these issues. They organised a meeting with the community, the Sisonke Board and volunteers where they could draw up the message that they wanted to send out with their awareness campaign. They knew that the message had to be short and to the point so that it would get people's attention. The message had to say something positive about why they wanted the clinic to remain open later on a Friday. It took many attempts to get the right message, but eventually they were very happy with the message that they put together. In the end their message was "Keep the clinic open for the full working day on a Friday – the community has a right to service during all working hours – ensure better access to the clinic for the whole community."

The group also decided that they would then send a letter to the decision makers, about the issue and their message. They would also use the radio, newspapers, public meetings and other individual meetings as channels to get their message to the target groups and to inform people about the issue.

Chapter 5

Once they had a message they were ready to start planning their activities for raising awareness. The activities that they looked at were all the things that they would want to do to raise awareness about the issue of the clinic closing hours. Luckily the manager had done some planning before and so it helped them all in the team to put their ideas together and come up with a plan that they could put into action!

Chapter 6

As this was a very important issue that did not only affect people living with HIV&AIDS, Sisonke decided that they needed to look at the other organisations in their community that they could form partnerships with to help them with their awareness raising. They identified a number of organisations like the church, the Health Committee and a NGO working in their community that could support them. They were also part of a bigger network of organisations that worked in the province and used this network to get more ideas about how to raise awareness and influence authority.



Introductions

Purpose:

- To stimulate discussion and consider the positive and negative aspects which may occur in training
- To encourage a positive learning environment where learners share and take risks

Time required: 30 minutes

Materials: Newsprint, prestik, koki's

Introduction:

Explain that the effectiveness of a training programme depends on the atmosphere and the group support established. The extent to which the group members feel accepted and part of the group will influence their ability to consider and discuss issues. This activity is one way for people to begin to get to know one another.

Procedure:

1. Ask learners to introduce themselves giving the following information: Name, area in which they work something they like very much and something they don't like. These questions can be substituted by anything that you want.
2. Begin the activity by introducing yourself.



3. As introductions take place, the facilitator may choose one of these options to help learners feel more at ease and encourage them to share
 - listen to each, as they share their information
 - make eye contact
 - show support by nodding and show understanding by rephrasing or summarising what was said or done.

Expectations

1. Explain to the group that it is always a good idea for the facilitator to find out what a group is thinking and it would be nice to keep a record of this to look back on at the end.
2. Going round the circle, ask each group member in turn to express one thing they want and one thing that they do not want from the workshop. They should be encouraged to say “I want ...” and then “I do not want” Finish with your own statements.
3. Do not make any comments about their wants and concerns as you go round the circle, but record them on the flip chart.
4. Once everyone has stated a want and a concern, you should make some comments. If any hopes are beyond the scope of the workshop, you should explain this now. You could reassure people about their fears.



Identifying behaviours or policies that need to change

Purpose:

- To stimulate discussion around the various development issues that exist in communities
- To encourage learners to identify the specific issues in their communities that affect the community negatively
- To describe specific issues/ behaviours that they can realistically address
- To look at the benefits to the community should these issues be changed

Time required: 1 hour 30 minutes

Materials: Newsprint, prestik, koki's

1. Ask the group to read the story of Sisonke. There we find 3 problems that they have identified. Discuss in your group what you think the real issue is behind each problem.
2. Divide the group into smaller groups and ask them to discuss the main problem areas in their communities that they think need to be addressed through awareness raising and/or influencing authority. These problems can include policies or the behaviour of people.
3. Ask them to also look specifically at one issue that they feel would be realistic for them to address as an organisation (or group of organisations).



4. Let them write down the main issues on newsprint and present it to the group once they have discussed it.
5. Give any input with regards to the issues that they have identified as well as the ones they have selected to address, if necessary.
6. Once they have selected these specific issues, ask the groups to identify the benefits that changes to this issue would bring to the community. They should list all the benefits and give feedback to the bigger group. Discuss any questions or uncertainties in the group.

Target group

Purpose:

- To provide learners with the opportunity to identify the target audiences for their advocacy strategy
- To list the strategies to use to reach an audience

Time required: 60 minutes

Materials: Newsprint, prestik, koki's

1. Using the issue that the group identified in the previous activity, ask them to answer the following questions:
 - Who is the target audience – who are the people affected by this issue?



- Who is in authority? Who makes the decisions?
2. Explain to the group the different tools that can be used to get to know your audience
 1. Observation
 2. Surveys or polls
 3. Focus groups
 4. Interviews.
 3. Add any information with regards to the target audience that the group may have left out in their discussion. See Learner manual.

Risks involved in working with certain target groups

1. Divide the group into smaller groups for the following group activity.
2. Ask them in their group to discuss the difficulties when you work with certain people in your target group. In the Sisonke story we saw that they identified the clinic sisters as a possible problem group because they did not want the clinic to stay open later on a Friday, because they used this time for their administration. Look at your own target groups and see if there are any groups that may cause difficulties.
3. Make a list of the problems or risks that may happen and discuss ways that you could overcome them.



4. Add any other solutions to the discussion if necessary.

Ways to raise awareness and/or influence authority

Purpose:

- To allow learners to develop a message for their awareness campaign
- To look at different ways in which the message may be conveyed to the audience

Time required: 75 minutes

Materials: Newsprint, prestik, koki's

1. Once the issues have been identified, one can look at the message that one wants to send to the target group.
2. When **developing** a message you need to focus on the following:
 - **Statement** – that is your **KEY MESSAGE**
 - **Evidence** - this needs to be **SUPPORTED BY FACTS**
 - **Example** - this is the **STORY or SITUATION** of the issue
3. Use the Sisonke case study to guide the explanation of a good message.
4. Look at the information given to learners in the Learner manual to assist with the explanation of what a message is.



5. Divide the group into smaller groups and ask each group to develop a message, based on a common issue that they have identified. Their message must have a statement, evidence and a clear example. This additional information will help them to formulate their own message. Use the case study story as an example when explaining it to the group. Remind the group that the message must be specific about the problem e.g. the clinic closes early on a Friday and this makes it difficult for everyone who needs help to be seen on a Friday. Many people are sent home and need to come back to the clinic on a Monday. So an example of a message for this problem could be “Keep the clinic open for longer on a Friday so that members of the community can have better access to the clinic.”
6. Once the groups have developed their messages, ask them to present it to the larger group.
7. With all the messages developed, look at the different channels through which to raise awareness and influence authority. See Learner manual.



Activities to influence the target group

Purpose:

- To allow learners to identify advocacy goals and objectives
- To list the necessary activities needed to make the advocacy strategy successful

Time required: 60 minutes

Materials: Newsprint, prestik, koki's

1. Now that the group understands the definitions of advocacy and lobbying, explore what the goals are. For level 2 learners objectives are not looked at separately but rather incorporated into the goal. See the information and definitions given in Learner manual.
2. Ask the group to use the table to complete the goals for their strategy to raise awareness and influence authority.
3. Once they have mastered the goals they need to look at planning activities. Use the example in Learner manual to describe how activities are planned.
4. Allow lots of time for the learners to plan and develop activities. They may need lots of assistance and input in order to complete this task.

What - goal	Activity or action	Who must do it	By when must they do it

Short plan for raising awareness or influencing authority

Purpose:

- To allow learners to draw up a short plan of their activities for raising awareness or influencing authority
- To allow learners an opportunity to practice the new skills and knowledge that they have acquired



Time required: 60 minutes

Materials: Worksheet in Learner Manual page 46

1. As a final activity in this course, learners will have an opportunity to put all the information that they have gained together in a short plan that will outline how they will go about planning activities to raise awareness or influence authority.

2. Remind them to include the following in their activity:
 - Behaviour or problems that exist in their community that they want to change
 - The benefits for the community if these things change
 - The people they need to approach to make change happen – the decision makers and their community
 - Different ways and channels they can use to raise awareness or influence authority
 - Activities to achieve your goals
 - Relevant allies that they can work with to achieve their goal

3. Learners can use the worksheet that is provided in their manuals as a guide for completing the plan.



Plan for activities to raise awareness or influence authority

The behaviour or problem that exists in your community (that you want to change)

The benefits for the community (if the problem is changed)

The target group: Decision makers (make a list of the decision makers that you will work with)

The target group: Community (describe your community)

Different ways and channels to raise awareness or influence authority

What - goal	Activity	Who must do it	By when must they do it



Allies and partners that can support the campaign to raise awareness or influence authority

A large, empty rectangular area with a light orange background, intended for notes or a list of allies and partners.



Course evaluation form

Date: _____

Facilitator/s: _____

What did you like about the course?

What part of the content was most useful to you?

What was not useful to you?



What did you not like or would change about the course?

Please rate the following (circle or underline your choice):

Facilitation	Excellent	Good	Not Good
Pace	Perfect	Too fast	Too slow
Content	Appropriate	Not appropriate	

Do you have any other comments or feedback for the facilitator/s?

What support would you like in implementing the learnings from this course?



