



Australian Youth  
Affairs Coalition

# YOUNG PEOPLE CREATING CHANGE

**A TRAINING TOOLKIT**

**FOR DEVELOPING ADVOCACY SKILLS WITH YOUNG PEOPLE**

# Acknowledgements

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This Toolkit was revised in May 2014 as a partnership project between AYAC and the MYAN (Multicultural Youth Advocacy Network, Australia), to ensure that it is inclusive of young people from Culturally and Linguistically Diverse (CaLD) backgrounds. This Project was informed by consultations with young people and workers, pilot training, and evaluation of this training by CaLD young people. Thanks to those who provided input and to editors Alice Gomez, Nadine Liddy and Jacqui McKenzie.



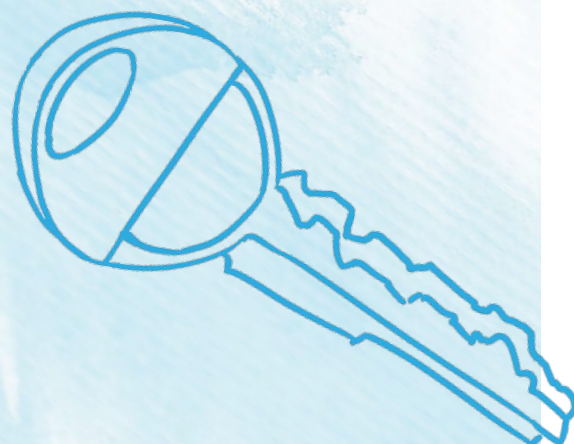
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Effort has been made to acknowledge the original sources of the materials used in this toolkit. However, because of the informal nature of youth work and training, many ideas and activities are passed on by word of mouth or through experiential learning. At times it has not been possible to identify where some materials and ideas have originated. AYAC will happily acknowledge all sources in future editions of this toolkit if asked to do so.

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This training toolkit has been developed and piloted by the Australian Youth Affairs Coalition (AYAC) as a resource for young people and the youth support sector in Australia. The toolkit was revised in partnership with the Multicultural Youth Advocacy Network (Australia) in May 2014, to ensure its applicability for young people from culturally and linguistically diverse (CaLD) backgrounds.

The toolkit has been designed to provide those who work with young people with the materials they need to deliver a two-day training course for young people, as an introduction to advocacy and creating change, including campaigning. It provides background reading, activities and a training schedule that cover the key knowledge, concepts and skills to enable young people to engage in advocacy and campaigning.

This training program is broken down into the following sessions:

**Session 1: Introduction to Advocacy**

**Session 2: The Australian Youth Policy Context**

**Session 3: Planning an Advocacy Campaign or Project**

**Session 4: Consulting with Your Stakeholders**

**Session 5: Using Story Telling in Advocacy**

**Session 6: Responding to Tricky Questions**

The training program is based on an interactive and experiential approach to learning. It encourages the young people that take part in the program to explore their own experiences, knowledge, beliefs and stories. The program uses a range of methods, including presentations, panel discussions, individual reflection, working in pairs, and small and large group discussions.

At the end of this two day training program, young people who take part will be able to:

- Explain what advocacy is
- Outline examples of different types of advocacy
- Describe some of the barriers that young people face when engaging in advocacy, and some possible solutions to this
- Describe what “policy” and “public policy” are, and briefly outline the policy development process
- Describe some advocacy activities, including campaigns, and outline some of the “do’s” and “don’ts” of campaign planning
- Explain what consultation is, and outline some of the key considerations when consulting with others
- Explain the role that story telling plays in advocacy and campaigning
- Outline some key considerations when using story telling in advocacy and campaigning
- Discuss some tricky questions that advocates might face, and how to handle these

# 2

## Planning Your Own Advocacy Training Event

To get the most from the materials and resources in this toolkit, we encourage you to think about the following issues when planning your own advocacy training event for young people:

### Facilitation

Any experienced group worker / facilitator will be able to use the activities and resources described in this toolkit to facilitate an advocacy training program for young people. Where possible, the facilitator should be someone who has experience in conducting advocacy activities, so that they can draw upon their own experiences and local connections. If you are not experienced in doing advocacy, you may wish to contact local advocacy agencies and see if they can be involved, or provide some local examples to illustrate how they apply the principles and practices of advocacy. As a facilitator, it is important to be sensitive and responsive to the diversity of participants in any training session. Be prepared to tailor and build on the training content to acknowledge the diversity of your participants in terms of experience, culture, education, socio-economic background or ability. If you have little or no experience in working with young people from CaLD backgrounds, for example, it is important to do some additional research prior to the training or contact relevant agencies for advice about considerations when working with such a group.<sup>1</sup>

### Local Content and Examples

Where possible, it is great to be able to use real advocacy activities and examples when running this training program with young people. One of the suggested activities involves convening a panel of advocates to share their experiences of running advocacy activity. If you cannot find local individuals or organisations to take part in this session, we recommend you look at the current advocacy activities, including campaigns, being run by major advocacy organisations such as the Australian Youth Affairs Coalition (AYAC), the youth affairs peak body in your state or territory, or issue-specific organisations like Multicultural Youth Advocacy Network (Australia), Amnesty International, Multicultural Youth Northern Territory (MyNT) or Greenpeace. You may also like to use videos from YouTube or social media to support the training material. Some examples of these are given in Section 3 of the toolkit. Be sure to locate and draw on examples that are relevant to the young people attending the session – i.e. reflect the diversity of young people's backgrounds (e.g. cultural, religious, socio-economic, etc.).

### Purpose

It is important to be clear about why you are running the training program. Is it to develop young advocates to support your organisation in order to further your own advocacy goals? Is it to develop young advocates, so that they can advocate on issues that matter to them personally? Is it a mixture of both? It is important that these expectations are clear from the beginning. After the training sessions, it is important for the young people who take part to know what further support or contact they can receive from you as they further their advocacy work.

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<sup>1</sup> For more information about working with CaLD young people, visit the Multicultural Youth Advocacy Network website at [www.myan.org.au](http://www.myan.org.au), the Centre for Multicultural Youth [www.cmy.net.au](http://www.cmy.net.au) or Multicultural Youth Northern Territory (MyNT) – [www.mynt.org.au](http://www.mynt.org.au)

## Process

You can choose to run the training in full over two consecutive days, break it up over a number of sessions, or run specific parts of the training in isolation. The training is designed to be accessible for any young person to participate in. If your participants already have experience with doing advocacy work, you may like to encourage the participants to design a campaign or advocacy activity on an issue they are personally interested in. If you have a less experienced group, you may want to spend more time exploring introductory concepts around advocacy, break up into smaller groups, or work collectively on a common, pressing issue. The training is designed to be experiential, and at the conclusion all participants will have developed an understanding of the key elements of advocacy work.

## Participants

This training is designed to be accessible to any young person, regardless of their experience with advocacy, and inclusive of cultural and contextual diversity (their cultural background, socio-economic circumstances, educational background, etc.). The only pre-requisite is that participants are interested in understanding advocacy and developing their advocacy skills. We would recommend limiting the group to around 12 young people, to allow ample time for discussion, questions etc.

## Materials and Equipment

The materials and equipment you will need for each activity are outlined in Section 3 of the toolkit. These are:

- A set of picture cards or images cut out from magazines, post cards etc
- A white board and / or flip chart
- Several marker pens
- Flip chart paper
- Enough printed copies of the handouts in Section 5 of the toolkit to give to each young person (you may like to provide these in a combined pack to avoid the materials getting lost or separated)
- Paper
- Pens

You will also need two or three people who have been involved in advocacy and campaigning for the panel discussion on Day 1. Alternatively, you can find local examples of campaigns, or play clips from YouTube.

## Venue

The training room you use should be large enough to allow the young people to move around, and to break up into small groups and pairs for some of the activities. If possible, having one or more break-out rooms is a good idea, as this will help with the small group discussions and activities.

# 3

## The Training Program

### Day 1

TIME	ACTIVITY	MATERIALS/ RESOURCES
10.00am - 10.25am	<h3>Introduction to the Training</h3> <h4>Welcome and Introduction</h4> <p>The facilitator welcomes the participants, and provides an overview of the training program and an orientation to the venue</p> <p>Spend a few minutes contextualising the program. The trainer should explain:</p> <ul style="list-style-type: none"><li>• Why the program is being run</li><li>• Why it is being run now? and ask participants</li><li>• What do you hope to achieve as a result of doing this training?</li></ul> <p style="text-align: right;"><i>(10 min)</i></p> <h4>Activity – Visual Introductions</h4> <p>Ask the participants to introduce themselves to the group by using pictures cards or other visual media. Each person picks a card / image that best represents them, and uses this to introduce themselves to the group. You can buy packs of picture cards, or cut out a range of images from magazines, free post cards etc. Ensure that these images reflect cultural and other diversity.</p> <p>Ask young people to respond to some of the questions below. This is an opportunity to help young people identify their strengths that will help them in their advocacy. Some may be more familiar with advocacy work/ activities than others and some may not feel they have the required skills or confidence to engage in advocacy work. You can choose questions suited to your group, depending on their experience or familiarity with advocacy.</p> <ul style="list-style-type: none"><li>• Why did you come to this training?</li><li>• What does “advocacy” mean to you?</li><li>• What things are you good at?</li><li>• What issues are you passionate about?</li><li>• What would you like to change for your community?</li><li>• What skills do you think you have for advocacy work?</li><li>• What strengths might you bring to advocacy work?</li></ul> <p style="text-align: right;"><i>(15 min)</i></p>	Picture cards or images from magazines, newspapers, post cards etc

TIME	ACTIVITY	MATERIALS/ RESOURCES
10.25am - 11.30am	<p><b>Session 1: An Introduction to Advocacy</b></p> <p><b>Whole Group Discussion</b></p> <p>Lead a whole group discussion on the question “What is advocacy?” After exploring what advocacy is, ask the group to think about and discuss the activities that advocacy involves. You may like to use one or two local examples to illustrate the range of ways that advocacy occurs. Write down the key points raised by the group on flip chart paper. Be sure to allow sufficient time to explain the different activities clearly, as not everyone may be familiar with the terminology (such as campaigns, volunteering, demonstrations, etc.). Be prepared to spend more time exploring key concepts if participants need more explanation.</p> <p style="text-align: right;"><i>(10 min)</i></p> <p><b>Activity – Have You Ever?</b></p> <p>Form a tight circle of chairs, with one chair less than the number of people in the group. Have one person stand in the middle and ask a question of the group, beginning with “Have you ever .....", for example “Have you ever been on TV”. Everyone who has been on TV must jump up and move to a seat left vacant by another group member. One person will be left without a seat and they are the person who remains in middle to call out a new question beginning with “Have you ever.....?”</p> <p>Once the group has had a few goes, and if you are aware that the participants have had some basic experience in advocacy activities, ask them to focus their questions on exploring the experiences that people have with advocacy work/activities, working on creating change in their community, as well as skills and concepts relevant to their advocacy work. For example “Have you ever been involved in a campaign?” or “Have you ever voted in an election?” or “Have you ever volunteered in your community before?”</p> <p style="text-align: right;"><i>(10 min)</i></p> <p><b>Whole Group Discussion</b></p> <p>Once the group members have outlined their ideas about what advocacy is, ask them to discuss the following question:</p> <ul style="list-style-type: none"> <li>• What are the barriers and challenges that young people may face in taking part in advocacy?</li> </ul> <p>If you are targeting this session to young people from CaLD backgrounds (or if there are a number of young people from CaLD backgrounds in the session), then it will be important to also ask: What might be some (additional) barriers or challenges for you as a young person from a CaLD/refugee or migrant background in taking part in advocacy activities? This acknowledges the additional barriers that young people from CaLD backgrounds often face in having their voices heard or engaging in advocacy activities.</p> <p>Write the answers to the question on the flip chart.</p> <p style="text-align: right;"><i>(10 min)</i></p>	<p>Flip chart and marker pens</p> <p>A circle of chairs</p> <p>Flip chart paper and marker pens</p>



TIME	ACTIVITY	MATERIALS/ RESOURCES
	<p><b>Small Group Activity</b></p> <p>Break into small groups, with around four people in each group. Ask the small groups to brainstorm possible solutions to the barriers and challenges just discussed. Ask the small groups to write down their ideas on flip chart paper.</p> <p><b>Feedback to the Whole Group</b></p> <p>Ask each small group to feedback their answers to whole group.</p> <p style="text-align: right;"><i>(10 min)</i></p> <p><b>Whole Group Discussion</b></p> <p>Lead a whole group discussion to consolidate learning. Discuss the similarities and differences in the answers given by the small groups, and go into more detail about possible solutions to overcoming barriers. If you believe there are significant barriers that have been left out, raise these now and discuss them with the group.</p> <p style="text-align: right;"><i>(10 min)</i></p> <p><i>For more detailed information and background reading on this session, see Section 4.1 of this toolkit.</i></p>	<p>Flip chart and marker pens</p>
<p>11.30am - 11.45am</p>	<p>Break</p>	<p>Refreshments</p>
<p>11.45am - 12.50pm</p>	<p><b>Session 2: The Australian Youth Policy Context</b></p> <p><b>Whole Group Discussion</b></p> <p>Lead a group discussion about what “policy” means, and how everyone has the right and capacity to influence policy in Australia, regardless of their age or background. If there are a number of participants from CaLD backgrounds in your group, you may need to explore in more detail the right to engage in influencing policy and acceptance of doing so in the Australian context. Discuss why it is useful to know about policy, and how it can be useful to young people involved in advocacy.</p> <p>Give each young person a copy of <i>Handout 1 – Policy Development Process</i>. Using the diagram included in the handout, describe the way that policy is developed using this process. Briefly describe each type of organisation listed in the left hand column, and ask the participants to name examples of organisations that fit into each of these categories. At this point you may like to discuss your own organisation, and where it fits into these categories.</p> <p style="text-align: right;"><i>(20 min)</i></p> <p><b>Small Group Activity</b></p> <p>Divide the young people into small groups, with around three or four people in each group. Allocate each of the small groups two or three of the categories of interest groups listed on the left hand side of Handout 1, and ask each small group to answer the following questions, writing their answers down on flip chart paper:</p> <p>1) Who are the members of this type of interest group?</p>	<p>Handout 1 - Policy Development Process</p> <p>Flip chart and marker pens</p>

TIME	ACTIVITY	MATERIALS/ RESOURCES
	<p>2) What are their values about young people?            3) What degree of power and/or influence do they have?            4) What might be their weaknesses? <span style="float: right;">(20 min)</span></p> <p><b>Feedback to the Whole Group</b>            Ask each small group to present their findings back to the whole group. <span style="float: right;">(15 min)</span></p> <p><b>Whole Group Discussion</b>            Lead a whole group discussion to consolidate learning, focusing on the different types of interest groups, their level of influence, their values about young people and so on. <span style="float: right;">(10 min)</span></p> <p><i>For more detailed information and background reading on this session, see Section 4.2 of this toolkit.</i></p>	
12.50pm - 1.45pm	Lunch	Refreshments
1.45pm - 2.45pm	<p><b>Panel Discussion: Hearing from Advocates</b></p> <p>Invite two or three people involved in advocacy work to join a panel discussion, to discuss their experiences of being involved and engaged with advocacy work. Examples of people you might ask to be involved in your panel discussion are:</p> <ul style="list-style-type: none"> <li>• A local community development worker</li> <li>• A representative from a peak body, such as your state youth affairs peak or Council of Social Services</li> <li>• A member of a youth-led advocacy group, such as the Australian Youth Climate Coalition, National Union of Students, or UN Youth Australia</li> <li>• A local young person who has worked to create change in the community</li> <li>• A community leader representing the same community as the participants</li> </ul> <p>Ask each panelist to introduce themselves, and provide a brief overview of their advocacy and campaigning work, including their successes and challenges. <span style="float: right;">(20 min)</span></p> <p><b>Q&amp;A Session</b></p> <p>Lead a question and answer session about the realities of doing advocacy work. Invite the young people to ask the panelists any questions they have about their experiences. Some possible questions might include:</p> <ul style="list-style-type: none"> <li>• What is the most successful advocacy activity you've been involved in?</li> <li>• Why did you get involved in advocacy in the first place?</li> <li>• How did you get involved in advocacy?</li> <li>• What are your top tips for success?</li> </ul>	2 or 3 guest panelists involved in advocacy

- What were some of the challenges for you in getting involved in advocacy?
- How can young people overcome the barriers they face to being involved in advocacy?

*(30 min)*

### Whole Group Discussion

Finish with a whole group discussion, inviting the young people to reflect on the things they have learned from the panel members and how they can use this information in their own advocacy work.

*(10 min)*

### An Alternative Session

If you are unable to find any people involved in advocacy to take part in a panel discussion, use this time to find out about some effective campaigns or other advocacy activities, and to explore what factors helped them to be effective.

Find examples of activities from your local community, or that focus on common areas of interest for the young people taking part. This might be in the form of newspaper clippings, posters, social media or YouTube clips. Here are some good examples of youth-related activities on YouTube. For the longer videos you may need to choose some excerpts most relevant to the group.

- “AYCC Australian Youth Climate Coalition calls for 100% renewable energy to fight climate change”
- “Justice Reinvestment Campaign for Aboriginal Young People”
- “Ryan Carter for Australian Marriage Equality”
- “Students Against Racism: Living in Between”
- “Youth Safe Spaces MyNT” – this is an example of a consultations of sorts by a young woman from Uganda
- “Bringing the World Back Home Festival - Darwin 2013” - this is a project which is intended to influence the attitudes of young people in relations to diversity.
- “Indigenous Advocacy: What does it mean to our young Indigenous Australians?”

Use the materials you find as discussion starters to explore the diverse ways that advocacy can be done. Note however, that it is very difficult to find examples on YouTube of young people from CaLD backgrounds engaging in advocacy activities. If you are delivering a session targeting young people from CaLD backgrounds, or if there are a number of young people from CaLD backgrounds in the session, it is important to note that one of the shortcomings of these examples is that some do not reflect the cultural, religious or ethnic diversity of Australian society. If possible, it is a good idea to show excerpts of each of these, as they capture the range of ways in which advocacy work occurs.

### Small Group Discussion

In small groups of around four people, ask the young people to look at and focus on one of the examples and identify the following:

- What do you notice about this campaign/activity?
- What do you notice about the people involved?
- What motivates the people to be involved? Why?

*(20 min)*

Examples of campaigns from newspapers, social media, YouTube etc.

Flip chart  
paper Marker  
pens

TIME	ACTIVITY	MATERIALS/ RESOURCES
	<p><b>Feedback to the Whole Group</b></p> <p>Ask each small group to outline the advocacy activity example they were looking at, and to briefly explain the answers they gave to the questions. (20 min)</p> <p><b>Whole Group Discussion</b></p> <p>Discuss the similarities and differences between the different activities that the small groups explored. What do they tell us about effective campaigning and advocacy work? (20 min)</p>	
2.45pm - 3.00pm	Break	Refreshments
3.00pm - 4.45pm	<p><b>Session 3: Planning an Advocacy Project or Campaign</b></p> <p><b>Alternative Introduction Activity to Planning an Advocacy Project or Campaign</b></p> <hr/> <p><b>Individual or Small Group Activity – Mapping Strengths &amp; Networks</b></p> <p>This activity can be facilitated as a small group or individual activity and is designed to build on some of the strengths that young people may have identified earlier in the day and highlight the importance of networks to advocacy work. This can be a particularly important exercise for young people who may feel less confident to engage in advocacy work and/or feel they have limited social capital (knowledge, resources, networks) on which to build their advocacy work (e.g. many newly arrived CaLD young people).</p> <p>Otherwise please progress to ‘<i>The Advocacy Planning Process</i>’</p> <p>Give each participant a copy of <i>Handout 2 – Mapping Strengths &amp; Networks</i>. Explain that this activity is a good way to assist in identifying the strengths and networks that everyone brings to advocacy work. Ask participants to complete the diagram moving outwards from the small, inner-most circle as follows:</p> <ul style="list-style-type: none"> <li>• In the space around the outside of the innermost circle, participants are to list their most immediate networks/those closest to them who can assist in their advocacy work (e.g. friends, family members, teachers).</li> <li>• In the space around the next circle, they are to list broader networks or others they could utilize (e.g. friends of friends, acquaintances, work colleagues, teachers, more extended family – i.e. those they may know but not so well)</li> <li>• In the next circle, they should broader community links/members (e.g. those they know of but not so well (e.g. community leaders, a local community group)</li> <li>• And in the outer-most circle, they are to list those they think may be able to assist but who they don’t know (e.g. community/youth groups, organisations, etc.</li> </ul>	Handout 2 - Mapping Strengths & Networks

TIME	ACTIVITY	MATERIALS/ RESOURCES
	<p>You could also ask them to list (perhaps on the edge of the diagram) the strengths that they identified earlier in the session. In this way, this exercise results in 'map' of their strengths &amp; networks.</p> <p style="text-align: right;">(10 min)</p>	
	<p><b>Whole Group Discussion</b></p> <p>Lead a whole group discussion about the 'results' of this exercise, emphasizing where appropriate, that young people often have more networks to access for support in their advocacy work than they might think.</p> <p style="text-align: right;">(5 min)</p>	
	<p><b>The Advocacy Planning Process</b></p> <hr/>	
	<p><b>Whole Group Discussion</b></p> <p>Give each participant a copy of <i>Handout 3 – The Advocacy Planning Process</i>. Talk through the stages in this process together in the whole group. Take time to explain any aspects that are unclear and answer any questions.</p> <p style="text-align: right;">(15 min)</p>	<p>Handout 3 - The Advocacy Planning Process</p>
	<p><b>Individual / Pairs / Small Group Activity</b></p> <p>For this activity, the participants can either work individually, in pairs or in small groups. You may wish to explain the exercise to the group and then find out how they would prefer to work, i.e. individual, in pairs or in small groups. Explain to the group that once they have chosen the campaign/project/activity they wish to focus on, they will be using this example for the remainder of the training. Some participants may have another idea for an advocacy project or activity they wish to do in the future, which is not necessarily a campaign. In such a case it is important to support them to develop this idea for creating change so they are well placed to put it into practice after the training.</p> <p>For this activity, the participants can either:</p> <ul style="list-style-type: none"> <li>a) use a campaign/activity they have been involved in before, or</li> <li>b) use a campaign/activity idea that they would like to run in the future, or</li> <li>c) use a campaign/activity that someone else has run previously that they are familiar with</li> </ul> <p>Once the participants have chosen an example to work on, ask them to use the advocacy planning process in Handout 3 to plan their new project, or to reflect upon a previous or current campaign.</p> <p style="text-align: right;">(60min – or 45 mins if including the Alternative Introduction)</p>	
	<p><b>Feedback to Whole Group</b></p> <p>Ask each individual, pair or small group to briefly explain the campaign idea that they chose to focus on, and report on their key findings with regard to the campaign planning process.</p> <p style="text-align: right;">(20 min)</p>	

TIME	ACTIVITY	MATERIALS/ RESOURCES
	<p><b>Whole Group Discussion</b></p> <p>Lead a whole group discussion to consolidate learning and reinforce the importance of planning in the development of an effective campaign or advocacy project. Take time to discuss the similarities and differences between the ideas presented by each group.</p> <p style="text-align: right;">(10 min)</p> <p><i>For more detailed information and background reading on this session, see Section 4.3 of this toolkit.</i></p>	
<p>4.45pm - 5.00pm</p>	<p><b>Closing Activity</b></p> <p><b>Whole Group Reflection and Debrief</b></p> <p>Take a few minutes to review and evaluate the key topics that were covered today. Ask the group to discuss the following questions:</p> <ul style="list-style-type: none"> <li>• What topics have we covered today?</li> <li>• What did you learn about these topics?</li> <li>• How are these things useful in understanding advocacy and getting involved in campaigns or other activities?</li> </ul> <p>Challenge the participants to look out for effective campaigns or other advocacy activities between now and Day 2 of the training.</p> <p style="text-align: right;">(15 min)</p>	



# Day 2

TIME	ACTIVITY	MATERIALS/ RESOURCES
9.30am - 10.00am	<p><b>Introduction</b></p> <p><b>Whole Group Discussion</b></p> <p>Welcome the participants back. Spend a few minutes asking the group what they remember from the issues covered on Day 1, and provide a brief overview of the issues being covered today. <span style="float: right;">(15 min)</span></p> <p>Then ask the participants to think about any advocacy activities or campaigns they saw or heard about last night (or since Day 1 of the training):</p> <ul style="list-style-type: none"> <li>• What campaigns or advocacy work/activities did you notice?</li> <li>• What aspects of the things we covered on Day 1 did you notice in these activities?</li> <li>• What do you want to get out of today?</li> </ul> <p>Allow time for clarification of any issues from the content and issues covered on Day 1. <span style="float: right;">(15 min)</span></p>	
10.00am - 11.05am	<p><b>Session 4: Consulting With Your Stakeholders</b></p> <p><b>Whole Group Discussion</b></p> <p>Give each participant a copy of <i>Handout 4 – Key Questions When Consulting</i>. In the whole group, read through the handout and discuss each of the questions. Discuss the elements of an effective consultation and its importance to advocacy work. <span style="float: right;">(15 min)</span></p> <p><b>Small Group Activity</b></p> <p>For this activity, the participants will be using the campaign or project ideas that they worked on in Session 3 of Day 1. If the young people worked individually for that activity, they may wish to form pairs for this exercise. Give each person a copy of <i>Handout 5 – The Consultation Planning Process</i>. In pairs or small groups, ask them to plan for a consultation that will support their idea, using the framework in Handout 5. <span style="float: right;">(25 min)</span></p> <p><b>Feedback to Whole Group</b></p> <p>Ask each pair or small group to report back on their key findings with regard to their consultation. <span style="float: right;">(15 min)</span></p> <p><b>Whole Group Discussion</b></p> <p>Lead a whole group discussion to consolidate learning and reinforce the importance of consultation. Give each person a copy of <i>Handout 6 – Some Principles for Effective Consultation</i>. Spend a few minutes discussing these principles in the whole group. <span style="float: right;">(10 min)</span></p>	<p>Handout 4 - Key Questions When Consulting</p> <p>Handout 5 - The Consultation Planning Process; Pens</p> <p>Handout 6 - Some Principles for Effective Consultation</p>

TIME	ACTIVITY	MATERIALS/ RESOURCES
11.05am - 11.20am	Break	Refreshments
11.20am - 12.30pm	<p><b>Session 5: Using Story Telling in Advocacy</b></p> <p><b>Whole Group Discussion</b></p> <p>Give each participant a copy of <i>Handout 7 – Using Storytelling in Advocacy</i>. Spend a few minutes reading through the handout together. Discuss the importance of using stories to support your advocacy work. It is particularly important to highlight issues of confidentiality, privacy and consent. <i>(20 min)</i></p> <p><b>Individual or Pairs Activity</b></p> <p>Give each person a copy of <i>Handout 8 - A Framework for Effective Story Telling</i>. Using the principles of effective storytelling in this framework, ask the participants to develop a narrative that would support their campaign. It may be their own story, a story they have heard from someone else, or a fictional story. Explain that they will be using these stories in the next activity on Tricky Questions. You should acknowledge that sharing real or personal stories can be very challenging and that participants should only do so if comfortable. Be sensitive to the fact that some participants may need additional support for this exercise. You may want to take some time to explore alternative ways of sharing personal stories they can try after the training, which may be less confronting than directly talking to an audience, e.g. creating a video, or a written narrative. Alternatively, you could suggest developing a ‘Story Board’ – see, e.g. <a href="http://www.leanactionlearning.com/storyboarding.pdf">http://www.leanactionlearning.com/storyboarding.pdf</a>. This can be a less confronting way of sharing your personal story as the storyboard is a collection of stories and can be shared by a group or an individual. This can be particularly appropriate for those with limited language skills or confidence to share individual stories. <i>(30 min)</i></p> <p><b>Whole Group Discussion</b></p> <p>Lead a whole group discussion to consolidate learning and reinforce the process of developing effective stories in advocacy. Ask the group to comment on what it was like to develop their stories, and what they found useful about this process. Spend a few minutes discussing some of the key issues, including:</p> <ul style="list-style-type: none"> <li>• What stood out for you when thinking about the personal considerations?</li> <li>• What were some of the key issues you need to be aware of when representing others?</li> </ul> <p><i>(20 min)</i></p> <p><i>For more detailed information and background reading on this session, see Section 4.5 of this toolkit.</i></p>	<p>Handout 7 - Using Storytelling in Advocacy</p> <p>Handout 8 - A Framework for Effective Story Telling; Pens</p>
12.30pm - 1.10pm	Lunch	Food





TIME	ACTIVITY	MATERIALS/ RESOURCES
	<p><b>The process:</b> Each panelist will have 3 minutes to introduce themselves – this is an ideal time to use the story they were working on earlier. The rest of the group play the role of audience and ask questions, some of them tricky, of the panelists. Ask the audience to use examples from the questions in handouts 9 and 10.</p> <p>The panelists have to effectively advocate for their interests. At the conclusion, the facilitator debriefs the process and highlights the effective advocacy skills that they have used. Ask the audience members to give constructive feedback to each of the panelists. Allow 20 minutes per panel.</p> <p><b>Scenario 2:</b> The young person has called a press conference to launch the campaign that they have been working on. The rest of the participants are the journalists who have come to the press conference, who are there to ask tricky questions about the campaign. Allow about four or five minutes for each press conference, and spend a couple of minutes debriefing and giving constructive feedback after each press conference. <i>(80 min)</i></p> <p><b>Alternative Activity</b></p> <p>You may like to run this activity instead of the panel or press conference for groups with participants that are less comfortable speaking in front of the whole group, or who would benefit from the opportunity to practice their talk more than once.</p> <p>Ask the group to sit in two circles of equal number, with one inner circle and one outer circle. Participants in the inner circle should be directly matched with a participant in the outer circle (ensure the circles are large so there is plenty of space between each pair).</p> <p>Explain that they will now have several opportunities to practice explaining their advocacy idea. Each participant will have 3 minutes to tell their partner about their advocacy issue, story, campaign or activity. They can imagine that the partner is a friend, family member, teacher, or any other individual they may want to talk to about their idea. After they have presented, the partner will then ask a couple of questions for them to practice responding. After this, pairs should debrief and partners should provide constructive feedback. Pairs then swap roles and repeat the exercise. After each pair has completed their turn (about 10 minutes), ask the participants in the outside circle to move one spot to their right. Everyone will then have a new partner and can practice their talk again, using the feedback from last time. Repeat this activity so everyone has had the chance to practice their talk a few times. <i>(80 min)</i></p> <p><b>Whole Group Discussion</b></p> <p>When all of the young people have had the opportunity to complete the exercise, spend some time in the whole group discussing the experience, including how they found answering difficult questions on the spot. Some young people may want to share about the advocacy ideas they heard about that really stood out, for them, and why. <i>(20 min)</i></p>	<p>Have the room set up like a press conference</p> <p>Set up chairs in two circles, facing each other</p>

TIME	ACTIVITY	MATERIALS/ RESOURCES
3.55pm - 4.45pm	<p><b>Reviewing the Training and Consolidating Learning</b></p> <p><b>Whole Group Discussion</b></p> <p>Use this time to review the learning over the two days, and provide the young people with an opportunity to consolidate their learning and ask any questions about the content of the training. Briefly ask the group to name the key topics covered over the two days, and ask the group the main things they learned, and whether they have any questions or comments about each.</p> <p style="text-align: right;">(20 min)</p> <p><b>Activity – Picture Card Exercise</b></p> <p>Using picture cards or images cut from magazines etc., ask the young people to choose two pictures - one that best represents what they learned, and one that best represents what they will do with the information. Invite each person to briefly discuss the pictures they chose and why.</p> <p style="text-align: right;">(20 min)</p> <p>Spend a few minutes talking about the future. Discuss the following questions:</p> <ul style="list-style-type: none"> <li>• How do you plan to use the information you learned and ideas you shared over the two days of the training?</li> <li>• Would the group like to stay connected? If so, how?</li> </ul> <p style="text-align: right;">(10 min)</p>	Picture cards or images cut from magazines, post cards etc
4.45pm - 5.00pm	<p><b>Evaluation and Finish</b></p> <p><b>Individual Evaluation and Reflection</b></p> <p>Give each participant a copy of <i>Handout 12 – Evaluation Feedback Form</i>. Ask each person to spend a few minutes filling in the evaluation form.</p> <p><b>Group reflection (optional)</b></p> <p>In addition or alternatively to the written evaluation form, you may like to get some direct verbal feedback about the session. Ask the young people to stand in the centre of the room. Point to one side of the room and label it as the “strongly agree” end. Point to the opposite side and note that as the “strongly disagree” end. Explain that you will say a statement about the training, and they must move to the side of the room according to whether they agree or disagree (or they can stand somewhere in between). Once participants have moved to the area of the room after each statement, ask a few to share why they stood in that spot. Some examples of statements may include:</p> <ul style="list-style-type: none"> <li>• Overall I found the training very helpful.</li> <li>• I am more confident to practice advocacy than before.</li> <li>• I found the session about using story telling useful.</li> <li>• All of the training was easy to understand.</li> <li>• I have a clear idea for how I will create change in the future.</li> </ul> <p>You can make up statements that ask about each of the sessions, or particular activities, or any aspect you wish to focus on.</p> <p>When everyone has completed their evaluation and handed the form in, thank the group and say goodbye!</p>	Handout 12 – Evaluation Feedback Form; Pens

## Session 1: Introduction to Advocacy

This section provides an introduction to advocacy by describing what advocacy is, what types of advocacy are commonly used, what types of activities advocacy involves, barriers to advocating effectively, and personal challenges of doing advocacy work.

### What is Advocacy?

Advocacy is about raising awareness of issues in order to create change. It can refer to the actions and processes undertaken to influence other people, usually those people in positions of power. Advocacy can help bring about changes to things like laws, attitudes, policies and the allocation of resources that affect peoples' lives. Advocacy is about speaking up about issues that matter to you and trying to create change around these issues.

Everyone has the right to speak up about issues you care about and work to create change. This is an important part of living in Australia and participating in Australia's democratic processes. Everyone who is a citizen of Australia has the right to do this. Another way of thinking about advocacy is active citizenship. Active citizenship includes exercising your rights as a citizen in a democratic society and working on creating change through advocating on issues that matter to you.

Advocacy can include: single-issue, time-limited campaigns, as well as many types of ongoing work undertaken around a range of issues. Examples of single-issue, time-limited campaigns are:

Earth Hour: where people are encouraged to turn off their lights for one hour on a set date each year. This campaign aims to raise awareness of climate change and get people to take personal action.

The Body Shop's *Give Racism the Finger* - <http://alltogethernow.org.au/news/campaigns/give-racism-the-finger/>

An example of an issue-based campaign from a national organisation is the Australian Human Rights Commission: *Racism: It Stops with Me* campaign – <http://itstopswithme.humanrights.gov.au/>

An example of ongoing advocacy work:

The Australian Youth Affairs Coalition does ongoing advocacy work using a range of activities, for a range of issues that are important to young people. This includes lobbying politicians, making policy submissions, running campaigns and increasing their stakeholders understanding of issues. Occasionally a single issue, time limited campaign will be run, but this will occur in the context of a broader advocacy agenda.

You might see advocacy work going on in your local area in the form of neighborhood associations campaigning for issues such as improved car parking or more parks. Often there are competing advocacy campaigns. In your local area you may have local business owners advocating for increased free parking near their shops, while local residents might be advocating for metered parking to free up space, while the local council may be advocating for metered parking at a high cost to maintain their revenue.

Advocacy activities may be conducted at the international, national, regional, or local level. Advocates may work within "the system" e.g. by sitting on committees, participating in consultation processes, or from outside of the system and formal processes and structures.

Advocacy is often seen through a political lens, resulting in a focus on policy, laws or regulations and influencing politicians, government and policy makers.

However, advocacy isn't only about influencing politicians or government policy. Advocacy can be seen more broadly as taking action to draw a community's or any institution's attention to an important issue, and identifying solutions, so that it becomes important and viable to address. This broader approach often involves challenging attitudes first.

For example, there are many cases of young people advocating for more recreational facilities in their local areas, like skate parks. This means young people have to influence the local council so that they see it as a good investment, as well as influencing community members who may hold negative attitudes about young people and skate parks. Another example might be young people from CaLD backgrounds working with local councils for more sport or recreational activities.

## Underpinning beliefs about advocacy

This toolkit has been developed with the following underpinning beliefs about advocacy, change and young people:

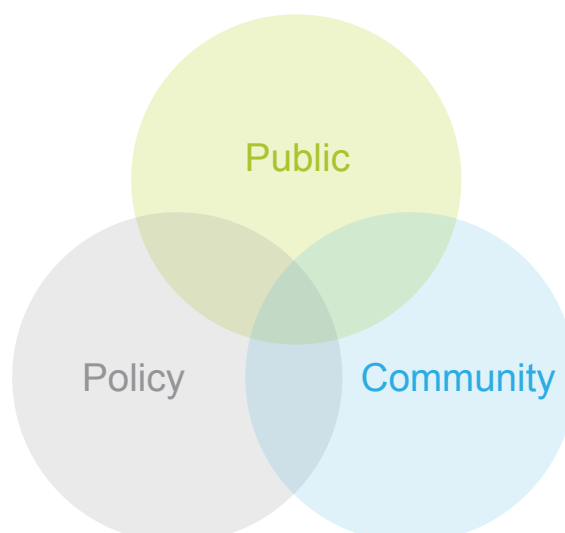
- Young people who are affected by an issue are key to *understanding and defining* the problems that impact them, and to determining potential solutions.
- Young people who are affected by an issue have a *right* to be involved in identifying the nature of their problem and the potential solutions.
- In order to take action on an issue, you need to *believe* that change is necessary and achievable.
- Change only occurs through the efforts of individuals, organisations and networks *working together* toward the same goals in multiple ways.
- Not every person affected by an issue will want to advocate for that issue, or be spoken on behalf of about that issue.

## Types of advocacy

Advocacy work can occur in a range of interrelated contexts.

- **Policy advocacy:** which aims to directly influence policy, legislation and regulations.
- **Public advocacy:** which aims to influence behaviour, attitudes and practices of the public, in order to influence groups and institutions that are involved in affecting change in policies.
- **Community advocacy:** which aims to influence groups and institutions that are involved in affecting change in policies, by working with affected communities to influence behaviour and practices.

As shown in the diagram below, each context has some overlap and influence on the others.



Sometimes it is useful to focus your efforts on one context. At other times, especially if you are working with other people or organisations, you can target your efforts more broadly.

## An Example: Same-Sex Marriage Rights Campaign

**Policy Advocacy:** Organised groups such as the Gay & Lesbian Rights Lobby and Australian Marriage Equality focus their efforts on influencing legislators through lobbying members of parliament, making submissions to government inquiries, conducting research and coordinating action.

**Public Advocacy:** Meanwhile, organisations like GetUp! are conducting public campaigns designed to influence the general public to support same-sex marriage and to also advocate to their local members of parliament.

**Community Advocacy:** Other groups, such as gay and lesbian community groups are trying to encourage their members to actively advocate by providing education and resources to help them campaign locally, planning public rallies etc.

This combination of approaches has allowed the same-sex marriage rights campaign to remain on the public agenda over a number of years.

## Types of Advocacy Activities

Advocacy takes many forms from individually based, cost-free activities through to politically sophisticated, expensive lobbying efforts that large organisations or coalitions use. This can include engaging professional advocates employed specifically to run a campaign. Some common advocacy activities are:

- Arranging face-to-face meetings with decision-makers and power brokers
- Writing and delivering position papers, research and policy documents
- Public presentations
- Organising public demonstrations
- Writing letters or e-mails
- Making phone calls
- Developing social media campaigns that include petitions, blogs and websites
- Participating in formal processes like consultations, committees or forums.
- Using the mainstream media through paid advertising, opinion pieces etc.
- Joining or forming a youth group
- Talking with friends, family and community members
- Volunteering
- Peer-to-peer education workshops

A good framework for understanding and exploring the range of activities that advocacy can involve, is the 'Mechanisms of Change' activity, from 'The Change Agency'. See <http://www.thechangeagency.org/?s=mechanisms+of+change>

For more ideas about advocacy activities, particularly for young people from CaLD backgrounds, refer to "Get Your Voice Heard: a guide to active citizenship", Centre for Multicultural Youth, 2013, <http://cmy.net.au/publications/get-your-voice-heard> .

## Barriers to advocacy

Advocacy is often not easy or straightforward, even when you are working amongst friends or with allies. Some commonly reported barriers and difficulties experienced by advocates include:

- **A perceived lack of credibility** – despite being the experts in the experience of being a young person, service providers and others may judge themselves as experts in the needs of young people. Young people in particular may be judged, because of their age and perceived inexperience. Young people as individuals may be judged as not representing all young people even when invited to participate as a ‘representative’.
- **A lack of coordination and support** – Advocacy is more effective when done as part of a group or coalition, and when individuals are supported by a strong organisation or network. When this is not readily available it may be difficult to sustain your efforts, and burnout is a real risk.
- **Resistance to change** – change can be difficult to implement. This is particularly true in larger organisations or in complex systems with well-developed cultures. Youth participation is often welcomed on the surface, but at the same time is seen as threatening or treated tokenistically. Experienced advocates know that facts are often not enough to bring about change. This is a long process and needs to be tackled from many angles.
- **A lack of political will** – Even when using well-founded evidence in combination with broad community support in the context of a well planned advocacy campaign, the desired outcome may not be produced. This can be because of political factors that may not be readily apparent. Sometimes a good idea is just too challenging at that time; there is not enough political will; or the advocates or issue are seen as too challenging to the status quo.
- **Long term effort** – often advocacy activities require sustained effort. Energy or interest in an issue may not be sustained for a range of reasons. Withdrawing may feel like ‘giving up’ or ‘letting down your mates’. New ways may need to be developed to ensure support for individuals and to maintain continuity of effort.

It is important to note the diversity of circumstances faced by young people, which may create additional barriers to their participation in advocacy. As one example, additional barriers that young people from migrant and refugee backgrounds may also face include:

- personal challenges such as lack of language skills or confidence to participate in advocacy,
- cultural expectations, including risk of being perceived as “troublesome” within their community,
- beliefs that only community elders have the responsibility (or entitlement) to advocate or demonstrate leadership,
- lack of social and/or cultural capital, including community/social networks and knowledge of Australian systems, processes or practices
- unfamiliarity with and/or discomfort in engaging in politics or expressing views (due to culture, negative experiences in their country of origin or not understanding democratic processes or their right to do this in Australia),
- pressures from family or community to meet other responsibilities that do not allow advocacy to be a priority.

Advocacy is not easy at any level. It is important to understand the unique challenges for each individual and situation. Some of the challenges described are personal ones and can be assisted by developing good support structures. Other challenges are to do with ‘the system’ and may seem beyond your control. Even with the best planning and intentions there is no guarantee of achieving your goal. Due to this, it is important to recognise for yourself what an effective outcome would be and what your personal limits are.

## Some other challenges of doing advocacy work

### Representation

The word 'representative' is often used indiscriminately to describe people or roles that are not, and were never meant to be, representative of a stakeholder group. For example a youth service may have some younger people on their Management Committee. They ask these younger committee members to speak on behalf of young people in the area, despite this not being their role, or those young people necessarily being informed about the issues.

Even where a young person has been specifically asked to act as a representative, it may be difficult to reflect the full diversity of the group he/she has been asked to represent without weakening his or her case, or overlooking some experiences.

A young person may be silenced or marginalised from discussions by being accused of not being representative of all young people or because of (cultural) expectations or views that only adults or community leaders/elders have a right to represent the views of the community. No person can claim to speak for everyone in their community, but you can reflect key issues as best you see them (See Session 4 for more information about consulting with others). And of course, it is important that young people are encouraged to represent the issues as they see them, as experts in their own lives.

### The 'professional' young person

Sometimes a young person is criticised or dismissed as being a 'professional' young person or a "high achieving" young person. This term is used to cast doubt on the young person's legitimacy to speak on behalf of their peers. This is another marginalising or silencing tactic.

### Tokenism

Tokenism is the inclusion of a representative from a marginalised group into a more mainstream group. Often this is done so that the mainstream group can claim to have been inclusive. Although such inclusion can appear to be appropriate, it is important to check whether it is a genuine attempt to hear from that marginalised group, or whether it is a way of 'ticking a box' and avoiding genuine consultation. Some examples of this include convening a youth committee that has no decision making powers; having one youth representative on a (research) committee or advisory group to a project; or including young people in steering group to meet a funding criteria.

### Dealing with politics and power

Politics is not just about governments. Politics can play out in any situation where people are interacting, and power or status is involved. Most organisations, networks or committees have an element of politics about them. These are complex dynamics about who holds or seeks power or control in any given situation. It is useful to know that these dynamics will be occurring in any group situation (regardless of cultural context) where either you or somebody else will be seeking to increase their influence. Sometimes advocacy activities can feel like they have become 'too political' and the real issues are sidelined.

### How to respond to these challenges

Below are some possible solutions to these challenges:

- Think of a range of responses that help you to keep the focus on the issues rather than on yourself. If someone challenges your credibility as a representative, you could reply: "I speak from my own experience as well as the 35 other young people who live here in Eastwood that I have consulted with."
- Explore how other people view you as a young advocate. Do you come across as a 'know-it-all' or as being disconnected from the issues or group you represent? Do you consult with your stakeholders? Do you take questions and feedback back to your group?



- As you become more experienced and skilled as a young advocate, can you help others by sharing your skills and experience? What else do you need to learn?
- Be clear about what you are being asked to do and what role you are filling. Are you speaking for yourself, on behalf of a group, or in some other role or purpose?
- Keep in touch with a diverse range of people who can help inform your advocacy work. Use stories that you hear and speak about other people's experiences as well as your own.
- Try to work with others. Ideally there should be at least two (preferably more) young people as representatives, especially in situations where the majority of participants are professionals, and/or older than you. A lone young person risks becoming a token presence, or becoming overly identified with the issues, no matter how effectively they act. It is also easy for that person to feel side-lined or intimidated.
- When asked to act as a representative of a group such as young carers, young people from Toowong, CaLD young people or transgender young people, the representative should ensure that a range of viewpoints have been heard and respected. But in the end, it must be acknowledged that it is impossible to represent everyone.

## Session 2: The Australian Youth Policy Context

**“Everyone has the right to take part in the government of his country”**

Excerpt from Article 21, Universal Declaration of Human Rights.

As advocates, it is essential to have a thorough understanding of the opportunities that exist for influencing the policy process—internationally, nationally, regionally or locally. This is a critical element in the success of any effort to advocate for change.

Having the right to speak up about issues you care about and advocate for change is an important part of living in Australia and participating in Australia’s democratic processes. Australian democracy allows everyone to try and create change through influencing policy.

This section explores the Australian youth policy context, and the process of developing and influencing public policy. We make a distinction here between “policy” and “public policy”. Understanding policy development processes is key to advocacy work, as it can help advocates work out who needs to be influenced, how to do this effectively, and when this needs to occur.

Policy is essentially about people - you and me - and has real life implications for the day-to-day lives of people across Australia. Outside of provided mechanisms for participating in Australia’s democratic processes, such as voting, we have the right to speak up about issues we care about or have a personal interest in. That is why it’s important to explore the process of developing and influencing policy - so we can influence and change those policies that impact on our communities and us.

### What is “policy”?

A policy is a formal statement of principles about how an organisation will act in a certain context. It sets out a plan or course of action that is endorsed, for people to follow. You might have seen or felt the impact of a policy at school. Most schools have a range of policies that help students, staff and parents know what they can expect from the school and what obligations they may have in return. For example a high school may have a school uniform policy which makes clear that all students must wear navy blue pants and red shirts with the school insignia. If a student comes to school out of uniform the consequences will be that they are sent home to change or provided with a spare set of clothes. This policy makes clear what the school expects of students with regard to uniforms, and sets out the consequences of not following the policy. If any of the stakeholder groups, such as students, parents, teachers or administrators do not like this policy, they could choose to start an advocacy campaign to try to influence the school to alter the policy.

### What is “public policy”?

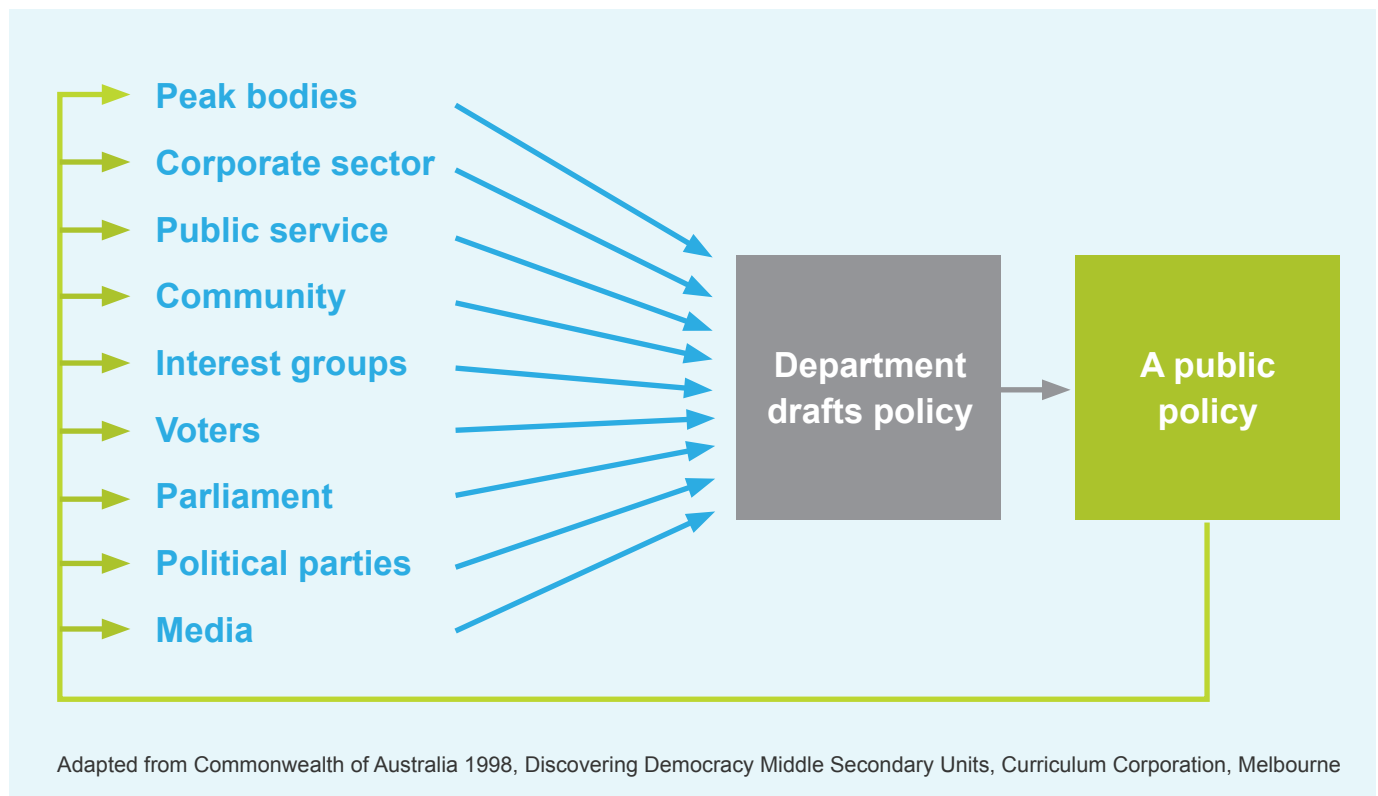
Public policy is the framework that shows what governments choose to do, and what they choose not to do. In Australia, public policy is formulated by local, state and federal governments, and is concerned with determining objectives or broad goals, such as the principles that will underpin the government of the day’s approach to unemployment, job creation or military intervention for example. Public policy is often broken down into specific areas such as social policy, economic policy or environmental policy. Young people tend to be impacted by most types of policy decisions.

Once a policy is set by a government, its impact will be seen and felt through the development of legislation, the allocation of public money and the development and implementation of programs. Public policy has a profound affect on the nature of a community, as it reflects the influence of power and the dominant values of the people. Because of this impact, many types of groups attempt to influence policy development through advocacy.

You can see examples of youth policies by going to your state or territory Office for Youth. A good example is the South Australian government's YouthConnect Youth Strategy 2010-2014. This document clearly sets out the government's vision, guiding principles and key actions that it intends to take with regards to young people, during the designated period.

## How is policy developed?

Typically in Australia there are various competing types of organisations or networks that use a range of methods to influence the government, in the hope that the government will make decisions that reflect the organisation or network's ideal outcome.



As shown in the diagram above, the policy development process involves a range of information coming from various types of organisations. Before commencing an advocacy campaign or project, it is important to work out who else is trying to influence your issue and how they are doing it. Think about the following questions:

- Are there other people you could work with?
- Are there particular groups of people that are advocating for something unhelpful?

Even, once a public policy is developed some advocates continue to try to influence it, so that the policy is altered to better fit with their aims.

## Who influences public policy?

### Political Parties

A political party is an organisation made up of people with common views about society and what governments ought to do. The political party aims to 'win' government through the electoral process. Party policies are developed to indicate what that party intends to do, while public policy is what governments actually choose to do, or not to do, to solve public problems or issues.

One of the goals of both party policy and public policy is to earn as many electoral votes as possible, in order to gain or maintain power, and the right to govern. It is because of this that marginal or controversial issues are often not addressed. In Australia, political parties operate at the local, state and federal level.

## **Parliament**

Parliament is an institution made up of the government and opposition members, who are elected at elections. Parliament serves four broad functions:

- To form government
- To discuss, amend and pass legislation including the supply of money to deliver government policies
- To investigate the actions of government
- To represent the needs of the community.

It is the role of the parliament to turn the government's policies into budget allocations, programs and actions.

## **Interest Groups**

Interest groups represent particular sets of interests and hold certain political views and values. The role of an interest group is to influence government decisions, not to form a government. In this way they are different to political parties. Peak bodies like AYAC fit in this category, as well as other non-government organisations like the Multicultural Youth Advocacy Network (Australia), Amnesty International, Chambers of Commerce or community groups like Bicycle NSW. Sometimes interest groups are networks or alliances of organisations and individuals, who identify their common values, and purpose and choose to work together to achieve a specific aim.

## **The Public Service**

The public service is a part of government responsible for putting decisions into practice and is also involved in policy development. People employed by the Public Service are referred to as "public servants" or "bureaucrats". Most state public services have an Office for Youth, which is responsible for implementing and advising on policy issues that impact directly on young people.

## **The Media**

The media report on issues and provide their own perspectives on what constitutes a current political concern. The media make their own decisions about what is newsworthy and what is not. In turn, the way the media treats an issue may influence governments and how the general public perceives an issue. The mainstream media consists of television channels, newspapers and radio stations. There is a growing interest in social media as a form of gathering and reporting on news, through websites, blogs, social networking sites and so on.

## **The Corporate Sector**

The corporate sector is the part of the economic system that is privately owned for the profit of shareholders. The corporate sector consists of companies who try to influence public policy, so that they can maximise their profit. For example a company which owns a shopping centre may lobby the local and state governments to create laws that allow them to move young people away from their shopping centres, as they perceive young people to be a threat to their other customers, and ultimately to their profits.

Public policies are developed as a result of the dynamic interplay between of all of these groups.

## Peak bodies

Peak bodies are organisations formed to represent the views of a number of smaller groups and organisations, often referred to as members. Peak bodies include organisations such as The Business Council of Australia, The Australian Council of Social Service (ACOSS), The Australian Council of Trade Unions (ACTU) and AYAC. Peak bodies are formed to enable groups and organisations with similar interests to have their views represented at State/Territory, national and international levels, and to provide policy makers and government with a single body with which to communicate.

Peak bodies face the same problems that individual advocates may face around their degree of representativeness. It can be difficult for peak bodies with only a relatively small number of members to represent and reflect the opinions of the group they claim to represent. Peak bodies such as AYAC represent a diverse range of interests and groups within their membership. Sometimes members and potential members become disillusioned with peak bodies and do their own lobbying - this is particularly so for large organisations.

## Community

Community members can also influence policy and policy-making processes through community groups that may have a particular interest or represent particular views – e.g. cultural groups, groups formed around geographical location, or local interest groups (e.g. Ethiopian Community Association of Toowoomba, the Outer-West Corridor Group, the Brunswick Bicycle Group, the Western Young People's Independent Network). Similar to interest groups these groups are made up of members of the community who may wish to influence policy in relation to issues of importance to them. Sometimes these issues will be specific or targeted, but for other groups, the issues will be varied. These groups may be consulted by MPs or others on their views in the policy making process.

## Voters

Voting is a critical part of a democracy. In Australia, it is compulsory for everyone who is over 18 and an Australian citizen, to vote in local, state and federal elections. Voting allows every Australian citizen to choose their representative – representatives who will develop laws and policy that will shape day-to-day life. Voters can influence policy by choosing representatives that best share their views and giving feedback on policy positions developed by candidates in the campaigning leading up to an election<sup>2</sup>.

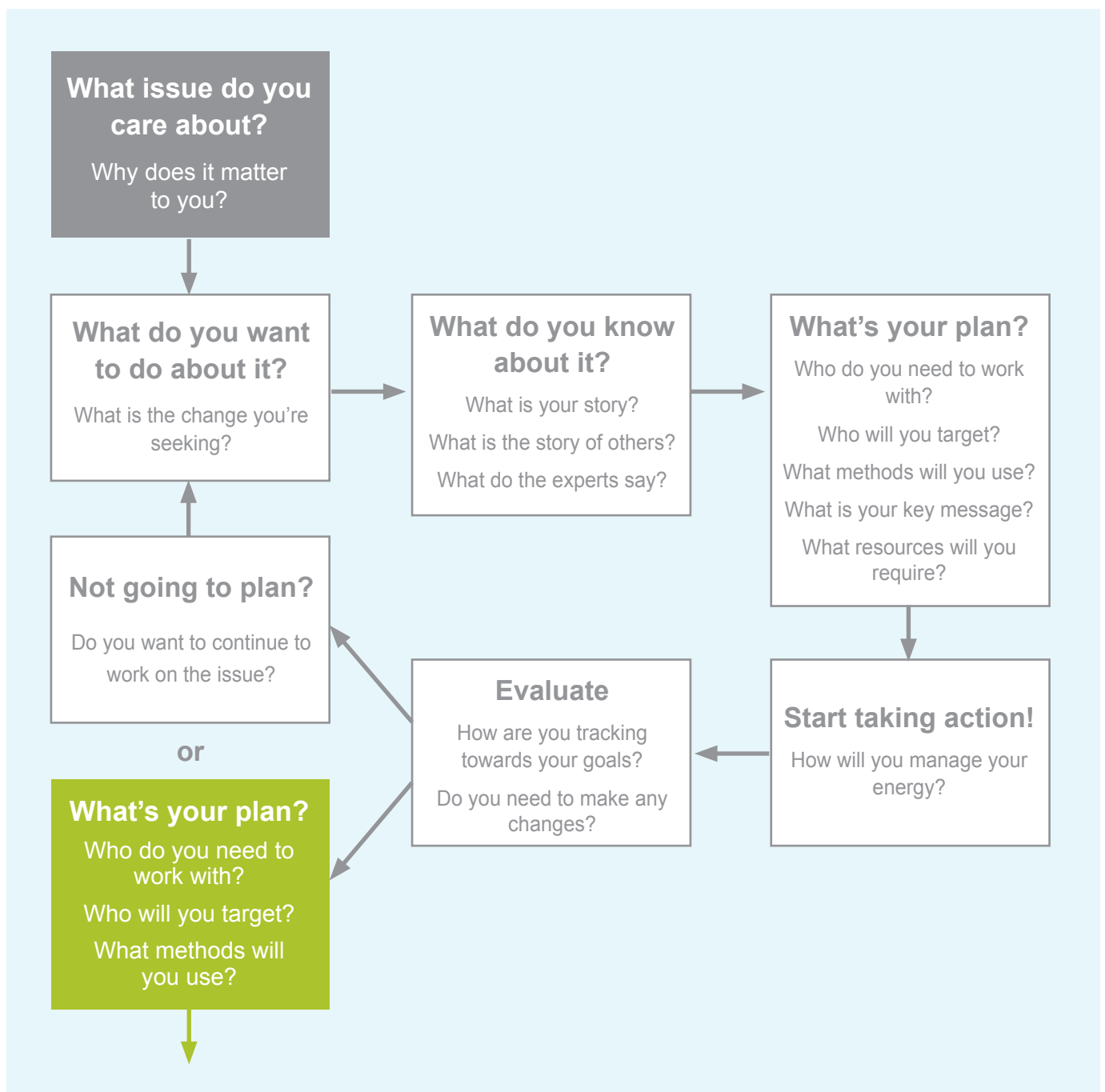
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<sup>2</sup> Centre for Multicultural Youth (2014), *Get Your Voice Heard: A Guide to Active Citizenship in Australia*, Centre for Multicultural Youth, Melbourne, p.5.

## Session 3: Planning an Advocacy Campaign or Project

Advocacy work often occurs in the context of a campaign. A campaign is when you plan to work in an organised way towards a specific advocacy goal. Preparing a campaign or project plan before you begin to advocate is important, as it can maximise the impact of your limited resources, minimise the risks you take, and increase your likelihood of success. If you don't take the time to plan, you can end up wasting valuable time, energy, resources, and as a result let people down unnecessarily. As we have already explored, advocacy work can be challenging, complex and often occurs over a long period of time. A thorough plan will help you to clarify your goals, track your progress and keep you on target.

The process for planning and implementing an advocacy project or campaign can be seen in the flow chart below:



The advocacy planning process is illustrated in the following example:

**1. What issue do you care about?** My school's uniform policy says all students have to wear the uniform, which is only available from the school, for a higher cost than equivalent clothing from a local shop. My friends and I can't afford it.

**2. What do I want to do about it?** I want to change the school policy from having to wear the school uniform sold by the school, to a policy that only requires students to wear blue and red, which are the school's colours.

**3. What do I know about the issue?**

- 1) I know that my parents couldn't afford to buy all new uniforms so I have some hand-me-downs from my cousin. My parents had a fight about how they would manage all the school costs.
- 2) I know that my friends are also struggling. One of them had to use money from his part-time job which he was saving for a car, and another one got sent home to change and then missed an important test.
- 3) I saw a story in the newspaper that said that uniforms have no impact on the learning of students.

**4. What's my plan?**

- 1) The following groups are interested in this issue: the P&C, the Student Council, the Principal, the School Council, all the students and parents
- 2) I will firstly try to influence all of the students, the Student Council (as they represent the students) and the members of the School Council (as they make decisions on school policy).
- 3) I will raise awareness of the issue by creating a Facebook page, and posters around the school. I will hold a consultation meeting with people from each year group. I will then meet with the Student Council to show them all the momentum I have built, and then hopefully we can approach the School Council together.
- 4) My key message will be "Uniforms cost money for no educational gain"
- 5) I will be able to do the Facebook group at home and I will be able to get Amir to photocopy some posters at his part-time job.
- 6) I'm going to aim to reach my goal by the end of first semester. The School Council has a meeting scheduled for the last day of semester.

**5. Start Taking Action!**

Once more people are involved I will share out some of the tasks and get people to come with me to meetings. I will also have to make sure that I am not risking my own reputation with school or my own learning.

**6. Evaluate**

I will ask myself, "How many other students are actively working on this? What do the Student Council think? What do the School Council think?" I will consider this a success if there is a change in the policy that means that issues related to uniforms do not interrupt our learning or cause pressure to families.

## Session 4: Consulting with Your Stakeholders

A vital part of advocating – especially if you are representing or speaking on behalf of a group of people – is to consult with that group to hear directly what their experience has been, and what they think will solve the problems that they face. Often we are advocating on sensitive issues and so there are a number of things to consider before commencing a consultation process.

1. Do you have a clearly defined goal and questions for your consultation?
2. Have you decided specifically who you are consulting with? e.g. people aged 16-19, who attend TAFE and receive Newstart Allowance. Do they require specific support, like an interpreter, or referral options? How will you deal with diversity? Are you using appropriate language?
3. How will you recruit participants?
4. Who would be appropriate to lead the consultation? Do they need a police check or working with children check?
5. Where are you holding the consultation? Is it accessible, safe and private?
6. When will you hold the consultation? Does this suit your target group?
7. How will you provide feedback to participants?
8. How will you acknowledge participants for their contribution to the campaign?
9. Do you want to keep participants involved with your campaign? How will you do this?
10. Have privacy and consent issues been considered where appropriate?

Once you have thoroughly planned your consultation, you can confidently go and put your plan into action.

For information about running consultations with young people from a CaLD background, refer to “*Considering Consulting? A guide to meaningful consultation with young people from refugee and migrant backgrounds*”, Centre for Multicultural Youth, 2009





## Session 5: Using Story Telling in Advocacy

A powerful way to get an advocacy message across is to use a personal story, or narrative. This can be either your own story, or re-telling the story of somebody else. Often, advocates have access to lots of data in the form of facts, figures, statistics and research. These can provide an important source of evidence to support advocacy goals. But it is rarely likely to move people to take action on its own. Stories help to bring facts and information alive. People have always used stories to help make sense of the world and to pass on valuable information.

When thinking about your advocacy goals, and the role that stories may be able to play, think about these questions:

- What is the “human story” here?
- What is a shared experience that connects all of the stakeholders?
- What are the core elements of the story?

When speaking about your own experiences in a narrative form, it is important to say what you need to, in order to be understood, and say no more than that. There is no set formula, but here are some principles to help frame your story powerfully.

### **What is your motivation?: Be clear about why you are sharing this story, and how it relates to your advocacy goal.**

Being clear about your advocacy goal will help you to pick which story (or part of it) will most powerfully illustrate the reasons behind your campaign for change.

### **Have a clear storyline: tell your story so it has a beginning, middle and end.**

Impactful stories take us on a journey with a beginning, a middle, and an end. They demand our attention, make us curious and empathic and then bring us to a conclusion.

### **What were the stakes?: identify what was at risk, what was the cost and how did it feel to have your experience.**

An effective story makes the listener feel something. You can achieve this by making your audience aware of what was at risk, what was the cost, and how it made you feel. This demonstrates how important the issue is to you.

### **Who was involved?: introduce us to the main characters in your story.**

Effective stories introduce us to characters that we have an emotional response to. Who should we care about? Who is the villain? By making it clear what types of people were involved with your story you can help the audience to empathise and understand your motivations for change.

### **Use energy and empathy: no one else can relate the emotion of your story like you.**

In storytelling, emotions are more important than facts. Anyone can read a research report, but only you can tell your story. By demonstrating honesty and authenticity you are inviting your audience to connect with you and your cause.

## **Who else matters?: sometimes it is more powerful to include other voices in your story.**

Your story matters, and you can make your advocacy goal stronger by adding the voices of other people affected by an issue to your own voice. By including quotes, accounts, and perspectives from others you can increase the chance of your story connecting with your audience.

## **Do you have any visual images?: they can help bring your story to life.**

Using visual devices like a photograph, a picture, video or object can help translate complex ideas into accessible information for your audience.

## **Why are you sharing this?: make sure you have a point to your story and an ‘ask’**

It is not enough to simply relate a story. What do you want to see changed? Make sure you take the time to ask directly for this, in simple and direct terms.

## **Some very personal considerations**

- The first step to telling your story is to make the decision that you can and will share your emotions and your experiences with your audience.
- The second step is to write it down. This is a good way to control your story and to identify what is in and what is out.
- In some circumstances you may not feel comfortable sharing your story, in this instance you could tell it in the third person e.g. he/she did this...
- You may tell your story differently depending on how you are feeling, who your audience is or what the purpose of the event is.

## **What can you do to help your story to have an impact?**

It is important in telling your story to think about how you can encourage learning amongst your audience.

- What questions are you going to ask your audience?
- Can you lead an activity designed to bring your listeners into the story, so that they think about their own behaviours and attitudes in relation to it.

(Adapted from “*Tell Me a Story*” by Eric Friedenwald-Fishman, 2012 - [http://www.ssireview.org/blog/entry/tell\\_me\\_a\\_story](http://www.ssireview.org/blog/entry/tell_me_a_story))

## **Speaking on behalf of others**

Young people involved in advocacy are often asked for their personal view point. Occasionally they are also asked to represent the view of another individual, or a group of people. Sometimes this is about putting forward the view of a group, organisation or network. In this case, we say the young person is acting as a ‘representative’. In other words, they are speaking or acting on behalf of a group or a cause.

Here are some questions and principles to consider when representing others:

- Be clear about the intent or purpose of representation,
- What is the point of view of the person or group making the request?
- Are you being asked to represent your own views as an individual; the views of a particular group of young people or the views of an organisation with which you are associated?
- Is the invitation tokenistic? How can you genuinely include the voice of your peers?

- If you have been asked to represent a group, how can you ensure that you do not misrepresent their views? Do you need to agree beforehand to some key messages?
- Do you have the support of the group you are representing? Will they actively support you by debriefing your experiences and helping you to prepare?
- Are you prepared to be the scapegoat for speaking on behalf of a group or issue? Sometimes the spokesperson for an issue may be perceived negatively, if they are saying something that is difficult to hear.

Where possible, if you speak on behalf of others it is important to feedback to them how, when and why you shared their information or story. This demonstrates that you respect their contribution, and keeps them engaged in advocating on the issue.



## Session 6: Responding to Tricky Questions

When you are publicly advocating for change, you will be faced with situations where tricky questions will be thrown your way. Responding effectively to tricky questions is an important advocacy skill. This will enable you to keep both your and the audience's focus on your advocacy goal, and to protect yourself. You can prepare yourself by anticipating what some tricky questions might be, and practicing your responses.

Here are some questions you can use to help you formulate effective responses for any advocacy issue.

- Is the question requiring me to exceed my knowledge, skills or experience?
- Does this question keep the spotlight on my experience, at the exclusion of others, and of a full range of experiences?
- Does this question require me to disclose things I am not comfortable to discuss publicly?
- Does this question discount my experience?
- Does this question challenge my credibility?
- Does this question enable me to include others in the discussion?
- Can I rephrase the question from the personal to the global?
- How can I effectively speak on behalf of others?
- Do I think my response will have a positive impact?

Some things to be wary of when you are advocating, are questions that:

- Require you to only use your own experience - as this makes it all about you, rather than being about the issue
- You don't have an answer for, so you start to make up stories or facts - you will be found out if you do this, and it will damage your credibility!
- You think are stupid, judgmental, or are off the topic - instead of criticising the question, you can reframe it to suit your needs

(Adapted from "Teaching Sexual Health", copyright NSW Department of Education and Communities  
[http://www.curriculumsupport.education.nsw.gov.au/sexual\\_health/](http://www.curriculumsupport.education.nsw.gov.au/sexual_health/))

In addition to preparing answers to tricky questions, it is also worth considering some basic presentation techniques. Some can find it quite challenging, but there are a few basic points that are worth practicing before you speak to others.

Some things you should do when public speaking include:

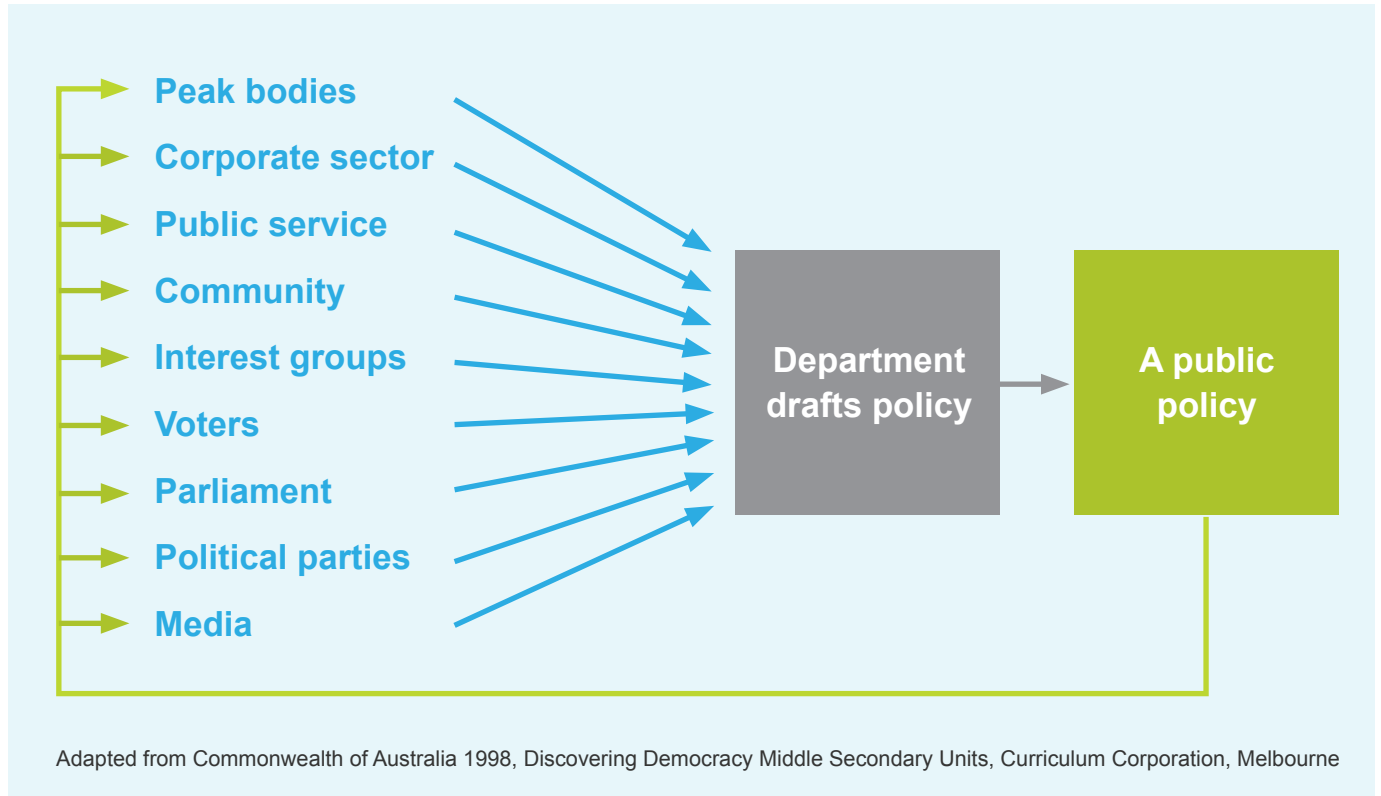
- Look at your audience
- Speak slowly and clearly
- Keep it simple and brief
- Move around and use your hands (though not too much!)
- Have your key points written on cue cards
- Show that you care and are excited about your topic
- Use visual aids like pictures, if appropriate

Some things you should avoid when public speaking include:

- Reading your speech word for word
- Speaking very fast (or some people might not understand you)
- Ignoring your audience
- Speaking in the same tone, or appearing bored

You can practice your speech beforehand by yourself or ask a friend to listen. Practicing before you give your speech lets you know how much time you need and whether you need to include more information or make your speech shorter. It can also help you feel more confident than if you say it for the first time in front of your audience.

## Handout 1: Policy Development Process



## Handout 2: Mapping Strengths & Networks

**Dark green:** you & your strengths

**Blue:** your immediate networks

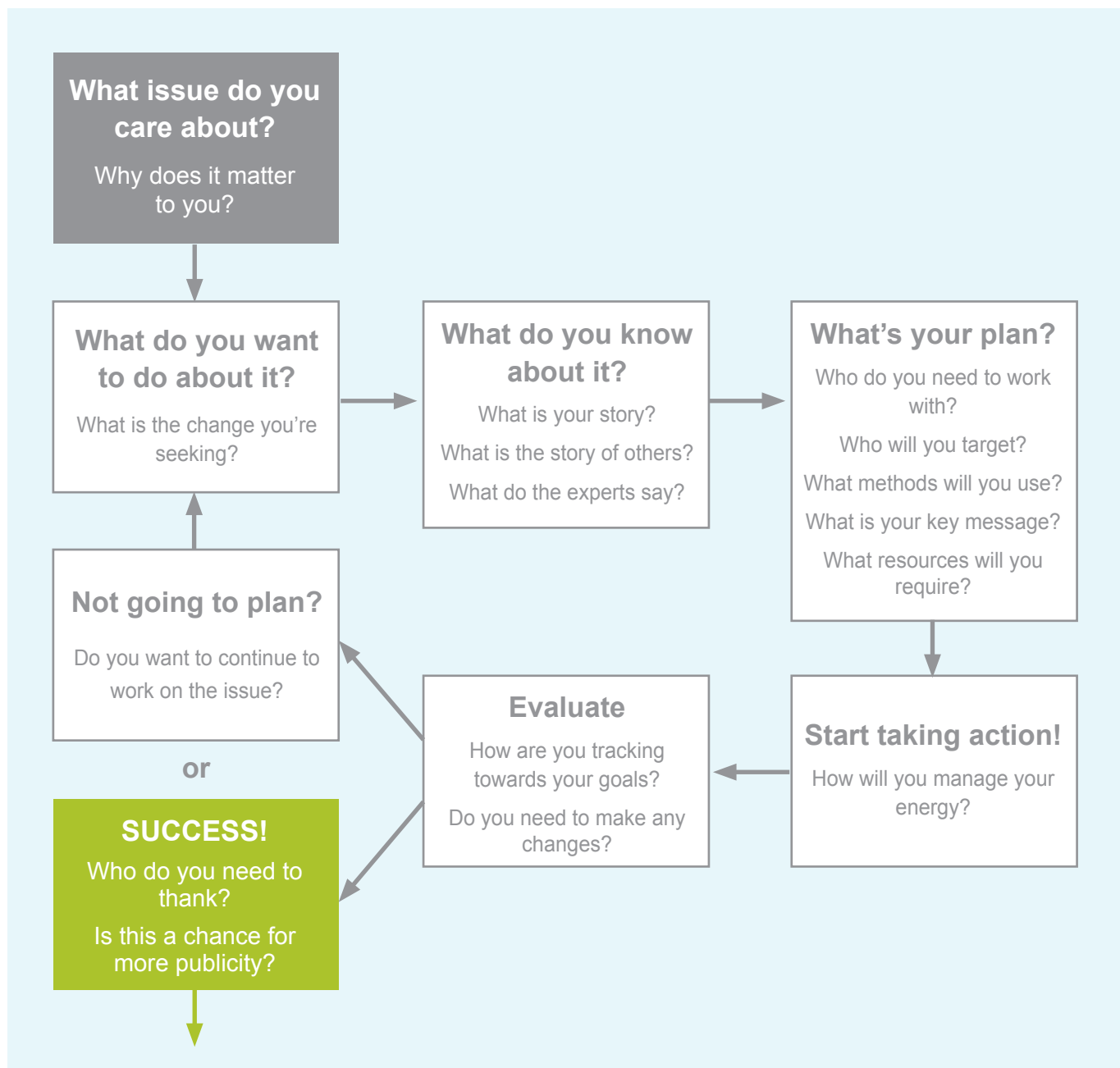
**Grey:** your extended network

**Green:** your network's connections

**Pale Blue:** distant/non-existent connections



## Handout 3: The Advocacy Planning Process





## Handout 4: Key Questions When Consulting

A vital part of advocating, especially if you are representing or speaking on behalf of a group of people, is to consult with that group to hear directly what their experience has been, and what they think will help to solve the problems that they face. Often we are advocating on sensitive issues, and so there are a number of things to consider before commencing a consultation process.

1. Do you have a clearly defined goal and clear questions for your consultation?
2. Have you decided specifically who you are consulting with? e.g. people aged 16-19, who attend TAFE and receive Newstart Allowance. Do they require specific support needs like an interpreter, or referral options. How will you deal with diversity? Are you using appropriate language?
3. How will you recruit participants?
4. Who would be appropriate to lead the consultation? Do they need a police check or working with children check?
5. Where are you holding the consultation? Is it accessible, safe and private?
6. When will you hold the consultation? Does this suit your target group?
7. How will you provide feedback to participants?
8. How will you acknowledge participants for their contribution to the campaign?
9. Do you want to keep participants involved with your campaign? How will you do this?
10. Have privacy and consent issues been considered where appropriate?

Once you have thoroughly planned your consultation, you can confidently go and put your plan into action.

## Handout 5: The Consultation Planning Process

**HOW?** What will be the most effective way of reaching your target group – an online survey, group discussion, anecdotes.....? What about confidentiality? How will you provide feedback to participants?

**WHY?** Why are you consulting? Is it on behalf of someone else? Why do you want to do the consultation? Why would people be willing to be consulted with?

**WHERE?** Where is the best place to conduct your consultation? Is privacy a concern? Can your target group travel? Is accessibility an issue? Do you need permission?

**PLAN:** Take the time to plan out the consultation process. Consider How can you show that you respect your power, the process, and people involved.

**WHO?** Who needs to be included in your process? Who are your targets? How are they different to each other? Are they voluntarily or involuntarily involved? How many people do you need?

**WHAT?** What information are you seeking – stories, numbers, pictures or something else? What questions do you need to ask?

## Handout 6: Some Principles for Effective Consultation<sup>3</sup>

Keep the following principles in mind on planning and carrying out a consultation:

- Be neutral
- Be clear about the purpose of the consultation
- Keep the focus of the consultation on the purpose
- Maintain the process (not outcomes)
- Keep it safe
- Be mindful of cultural and linguistic diversity and needs of young people from these backgrounds
- Value participation and include others
- Provide feedback to participants about what you did with their input and stories

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<sup>3</sup> For strategies or approaches for consulting with young people from CaLD backgrounds, see CMY (2009) Considering Consulting, [www.cmy.net.au](http://www.cmy.net.au)

## Handout 7: Using Storytelling in Advocacy

A powerful way to get an advocacy message across is to use a personal narrative, either your own story or retelling the story of somebody else. Often, advocates have access to lots of data in the form of facts, figures, statistics and research. These can provide an important source of evidence to support advocacy goals but it is rarely likely to move people to action on its own. People have always used stories to help make sense of our world and to pass on valuable information.

When thinking about your advocacy goals, and the role that stories may be able to play, think about these questions:

- What is the human story here?
- What is a shared experience that connects all of the stakeholders?
- What are the core elements of the story?

When speaking about your experiences in a narrative form, it is important to say what you need to be understood, and say no more than that. There is no set formula, but here are some principles to help frame your story powerfully.

### Some very personal considerations

- The first step to telling your story is to make the decision that you are willing to and can share your emotions and your experiences with your audience.
- The second step is to write it down. This is a good way to control your story and to identify what is in and what is out.
- In some circumstances you may not feel comfortable sharing your story. In this instance you could tell it in the third person e.g. he/she did this...
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### What can you do to help your story have an impact

It is important in telling your story to think about how you can encourage learning amongst your audience.

- What questions are you going to ask your audience?
- Can you lead an activity designed to bring your listeners into the story so that they think about their own behaviours and attitudes in relation to it.

## Handout 8: A Framework for Effective Storytelling

### **What is your motivation?: Be clear about why you are sharing this story, and how it relates to your advocacy goal.**

Being clear about your advocacy goal will help you to pick which story (or part of it) will most powerfully illustrate the reasons behind your campaign for change.

### **Have a clear storyline: Tell your story so it has a beginning, middle and end.**

Impactful stories take us on a journey with a beginning, a middle, and an end. They demand our attention, make us curious and empathic and then bring us to a conclusion.

### **What were the stakes?: identify what was at risk, what was the cost and how did it feel to have your your experience.**

An effective story makes the listener feel something. You can achieve this by making your audience aware of what was at risk, what was the cost and how it made you feel. This demonstrates how important the issue is to you.

### **Who was involved?: introduce us to the main characters in your story.**

Effective stories introduce us to characters that we have an emotional response to. Who should we care about? Who is the villain? By making it clear what types of people were involved with your story you can help the audience to empathise and understand your motivations for change.

### **Use energy and empathy: No none else can relate the emotion of your story like you.**

In storytelling, emotions are more important than facts. Anyone can read a research report, but only you can tell your story. By demonstrating honesty and authenticity you are inviting your audience to connect with the you and your cause.

### **Who else matters?: Sometimes it is more powerful to include other voices in your story.**

Your story matters, and you can make your advocacy goal stronger by adding the voices of other people affected by an issue to yours. By including quotes, accounts, and perspectives from others you can increase the chance of your story connecting with your audience.

### **Do you have any visual images?: They can help bring your story to life.**

Using visual devices like a photograph, a picture, video or object can help translate complex ideas into accessible information for your audience.

### **Why are you sharing this? Make sure you have a point to your story and an 'ask'**

It is not enough to simply relate a story. What do you want to see changed? Make sure you take the time to ask directly for this in simple and direct terms.

(Adapted from "Tell Me a Story" by Eric Friedenwald-Fishman, 2012 - [http://www.ssireview.org/blog/entry/tell\\_me\\_a\\_story](http://www.ssireview.org/blog/entry/tell_me_a_story))

## Handout 9: Handling Tricky Questions

Here are some examples of tricky questions you might be asked, and some possible answers to help turn the question around. It is important to think ahead about what sort of questions you might get asked, and how you would respond to them.

QUESTIONS TO ASK YOURSELF	EFFECTIVE RESPONSE
<p><b>Is the question requiring me to exceed my knowledge, skills or experience?</b></p> <p>“Can you tell us about the research data about mental health in Australia?”</p>	<p>“There is a lot of research conducted into young people’s mental health, I have my own experiences of finding it difficult getting good support in my country town, which is reflected in the research”.</p>
<p><b>Does this question keep the spotlight on my experience, at the exclusion of others, and the full range of experiences?</b></p> <p>“Why do gay kids need their own services when it is increasingly acceptable to be gay? Your own story just demonstrated this?”</p>	<p>“I had a good experience coming out because my town had good support services. I know young people in towns without support groups where they have a really tough time dealing with homophobia and feel isolated. So my story highlights the difference between getting good support and having no support.”</p>
<p><b>Does this question require me to disclose things I am not comfortable to discuss publicly?</b></p> <p>“Why should rural students get a higher rate of Youth Allowance? How much do your parents earn?”</p>	<p>“The current rate of Youth Allowance requires rural students to live below the poverty line, particularly where they have to leave their home towns in order to pursue higher education, and when they have to travel long distances to attend school or university. This puts stress on families and young people throughout rural Australia”</p>
<p><b>Does this question discount my experience?</b></p> <p>“You’re a sixteen year old school kid, what would you know about biodiversity and our local frog population?”</p>	<p>“Since I first learnt about the importance of biodiversity in school, I have been noticing how there have been fewer and fewer frogs at the local creek. I saw a Ranger there last week and she said that there have been fewer frogs since the drainage was changed”</p>
<p><b>Does this question challenge my credibility?</b></p> <p>“What would you know about the legal status of asylum seekers? You are not a lawyer”.</p>	<p>“It is not illegal to seek asylum. Respected lawyers have been saying that for years. If you are uncertain, you could speak to them directly, like I have”.</p>

**QUESTIONS TO ASK YOURSELF****EFFECTIVE RESPONSE****Does this question enable me to include others in the discussion?**

“So what is it like to be in a wheelchair and live in Pinjarra? Tell us your story?”

“Well it is not just me who struggles with the lack of ramps and accessible public transport. It is also my friend who has to use crutches, my Grandpa who walks with a cane and even parents with prams. It affects us all”.

**Can I re-phrase the question from the personal to the global?**

“Earlier you told us about how it took you 18 months to see a counsellor. Can you tell me more about how that felt and what you did”

“It did take 18 months of trying to work out who offered support and how to access it. But there are other important points to make that lots of people experience regardless of age. Like how are these services advertised? How long are waiting lists? How much do they cost? Issues of access and equity matter to all people facing mental health challenges”

**How can I effectively speak on behalf of others?**

“You’re the Chair of the Youth Advisory Council, what do young people in Katherine care about?”

“The YAC did a consultation with 100 young people living here and they identified the need for more parks and recreation facilities as important. Many had stories of getting into trouble with the police for being in public spaces, but the reality is we have few places to hang out in. That is why we are lobbying for a youth centre”.

**Do I think my response will have a positive impact?**

“Who do you blame for this problem?”

“This is about responsibility. We have a real problem with bullying at the moment and we feel that the relevant authorities need to step up and take responsibility for ensuring our safety. We want to help out and work with them”.

Adapted from “*Teaching Sexual Health*”, copyright NSW Department of Education and Communities  
[http://www.curriculumsupport.education.nsw.gov.au/sexual\\_health/](http://www.curriculumsupport.education.nsw.gov.au/sexual_health/)

## Handout 10: Planning Your Own Responses to Tricky Questions

Think about some tricky questions that you might get asked and write them below the text in the first column. Now have a go at planning some effective responses and write the answers in the second column, using the examples in Handout 8 as a guide.

QUESTIONS TO ASK YOURSELF	EFFECTIVE RESPONSE
<b>Is the question requiring me to exceed my knowledge, skills or experience?</b>	
<b>Does this question keep the spotlight on my experience, at the exclusion of others, and the full range of experiences?</b>	
<b>Does this question require me to disclose things I am not comfortable to discuss publicly?</b>	
<b>Does this question discount my experience?</b>	
<b>Does this question challenge my credibility?</b>	
<b>Does this question enable me to include others in the discussion?</b>	
<b>Can I rephrase the question from the personal to the global?</b>	
<b>How can I effectively speak on behalf of others?</b>	
<b>Do I think my response will have a positive impact?</b>	

Adapted from "Teaching Sexual Health", copyright NSW Department of Education and Communities  
[http://www.curriculumsupport.education.nsw.gov.au/sexual\\_health/](http://www.curriculumsupport.education.nsw.gov.au/sexual_health/)



## Handout 11: Basic Presentation Tips Dos & Don'ts

A good speech will feel like the speaker is **actively conversing** with the listeners.

It is not always good to memorize a whole speech. If you lose focus, even for a second, you may easily forget your speech, and become confused or embarrassed. It might also sound boring and monotonous.

Spontaneity is a characteristic of an effective speech. Whilst it is important to **plan key points**, the ability to “think on your feet” is a skill public speakers should develop.

### DO

Get to know the audience

Practice your speech

Project your voice

Tell people why they should care about your topic

Have an outline of your main points

Use stories and facts

Finish your speech by telling the audience what they can do next

Vary your voice whilst you talk

Look at the audience

Make gestures and move around the space

Use visual elements

### DON'T

Point out your mistakes

Use the same approach for every audience

Make up your speech as you talk

Tell bad jokes

Get “stage fright”

Assume your audience won't like you

Read your speech word for word

Take as much time as you want

Talk in the same tone the whole time

## Handout 12: Evaluation Feedback Form

Course Name: **Young People Creating Change**

Place: \_\_\_\_\_

Dates: \_\_\_\_\_

For the following questions, please circle the number that best matches your opinion:

1. How well were your personal goals for attending the course met?

Not at all    1    2    3    4    5    6    7    8    9    Fully met

---

2. How well do you think the learning objectives outlined in the program were met?

Not at all    1    2    3    4    5    6    7    8    9    Fully met

---

3. How well did the exercises and activities relate to the topic/s?

Poor            1    2    3    4    5    6    7    8    9    Excellent

---

4. How well did the activities encourage discussion and reflection about the topic/s?

Poor            1    2    3    4    5    6    7    8    9    Excellent

---

5. How well did the trainer deliver information and communicate with the group?

Poor            1    2    3    4    5    6    7    8    9    Excellent

---

6. How well did the trainer provide opportunities for questions and discussion?

Poor            1    2    3    4    5    6    7    8    9    Excellent

---

7. How would you rate the handouts and printed information?

Poor            1    2    3    4    5    6    7    8    9    Excellent

---

8. How would you rate the information provided about advocacy activities and processes?

Poor            1    2    3    4    5    6    7    8    9    Excellent

---

9. How would you rate the course overall?

Poor    1    2    3    4    5    6    7    8    9    Excellent

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10. Please list three things that you found useful, and ways in which these will help you in your role as a young advocate?

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11. Please outline any parts of the course that you did NOT find useful, and things that you would change?

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12. What further training would you like to see offered?

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13. Would you recommend this course to others?                      YES                      NO

14. Finally, any other comments / recommendations you would like to make:

# 6

## About AYAC & Partners

The Australian Youth Affairs Coalition (AYAC) is Australia's non-government youth affairs peak body. We undertake a range of activities including advocacy, research and policy development, youth sector development and youth engagement. Funded by the Federal Government, we work to

- Represent the rights and interests of young people, and the sector which supports them, at national and international levels
- Promote the well-being of young Australians
- Advance the participation of young people in the community
- Support best practice in youth participation
- Offer policy advice to government and other organisations on issues that affect young people and the youth sector
- Take a leadership role within the youth sector
- Encourage and support coordination and cooperation within the sector

### Our Vision

AYAC's vision is for an Australia in which young people are informed, empowered, encouraged and supported to participate in their communities. This includes ensuring that:

- Young people who have experienced disadvantage can access programs, services, advice and support to reach their full potential
- Young people participate with energy and enthusiasm in public debate, decision making and political process, creating the change they want to see in Australia
- Young people are supported by a vibrant and well-resourced youth support sector that delivers relevant and meaningful programs and opportunities across Australia
- The Australian youth sector is recognised as leading the way in innovative and effective youth engagement and participation strategies
- The community truly values and welcomes the ideas, opinions and experiences of young people in all spheres of community life.

### Our Values

AYAC's values are underpinned by a commitment to and belief in the following:

- Young people
- The youth sector
- Human rights and social justice
- Inclusion and participation
- Integrity and ethical practice

*For more information about AYAC, including how to get involved, go to [www.ayac.org.au](http://www.ayac.org.au)*

## **The Multicultural Youth Advocacy Network (Australia), MYAN**

The MYAN (Australia) is the nationally recognised policy and advocacy body representing multicultural youth issues. Auspiced by the Centre for Multicultural Youth, it is the only national voice on multicultural youth issues. The MYAN works in partnership with young people, government, and non-government agencies at the state and national levels to ensure that the particular needs of young people from multicultural backgrounds are recognised, and to support a coherent and consistent approach to addressing these needs in policy and service delivery. The MYAN has a focus on sector development across the youth and settlement sectors, and supports the development of a multicultural youth specialist approach in each state and territory, through state-based MYAN networks.

*For more information about the MYAN, go to [www.myan.org.au](http://www.myan.org.au)*