



Leadership Awards Session Plans

Each topic (Future Leader, Goal Setter, Team Player, Innovator) has been broken down into sessions which could be delivered to cover the content of the awards. However, you can adapt the number of sessions you deliver to suit your explorer group and your centre.

Each session plan contains several optional activities, so you can choose the activities which suit your group best. For example if a topic is new to the group you might decide to deliver all the main activities in the session plan over more than one session.

The final session plan in for each topic includes details of the Explorer Challenge and suggestions of activities – participants should be encouraged to come up with their own ideas, but these must be suitable for the centre/coach to deliver. All BHS Approved Centres and APCs should check their own insurance cover if delivering activities outside of their usual remit.



**HORSE
EXPLORERS**

Part of the Challenge Awards



Gold Innovator

Session 1: What is a campaign?

Session 2 & 3: People's perspectives and framing a campaign

Session 4 onwards: Explorer Challenge

Innovator Session 1

Introduction

Resources: Explorer book

This session should include a brief introduction to the innovator topic and the skills that will be developed. This could include how they can apply these to all areas of their life including the Explorers Awards, education, and future employment.

The aim of this topic is for participants to learn about campaigns and start to be proactive and get involved with causes they believe should be supported. Alongside this they will gain awareness of their own values.

Discuss with participants what they can gain from getting involved with campaigning. This could include building skills such as researching, the ability to influence others, understanding other's perspectives, communication skills, succinct communication, targeted communication. In addition, by getting involved with campaigning and fundraising they could; improve the quality of life of others, build stronger communities and support those in need.

Discuss the requirements of the award and the Explorer Challenge. The explorer challenge can be completed as a group exercise or participants can complete it as individuals. Participants are not expected to set up their own campaign, but to find a cause they feel strongly about and support the cause by raising awareness which may also involve fundraising.

Main Activity suggestions (choose the most appropriate exercises or spread them out over several sessions)

What is a campaign?

Resources: Access to a screen to watch YouTube clips, or participants could watch on their phones if available, post its, pens, paper.

What is a campaign? What different types of campaigns are there?

Highlight that the key focus of a campaign is to raise awareness. As part of this the campaign will spread a message, provide a solution to a problem and hopefully result in change.

Mention that there are different types of campaigns (marketing, political) but that the focus here is on charitable campaigns.



	<p>Can participants give examples of campaigns they have heard of?</p> <p>Below are some links to You Tube clips from campaigns which could be used as examples;</p> <ul style="list-style-type: none">• Change for Life (now part of better health) https://www.youtube.com/watch?v=PWE_UMno5P8• Movember https://www.youtube.com/watch?v=26ce3AkqkOY• Red nose day https://www.youtube.com/watch?v=mJehMqAhKWY• Think https://www.youtube.com/watch?v=ilvMeSOkN_4 https://www.youtube.com/watch?v=E50KOVlgh0• A dog is life not just for Christmas https://www.youtube.com/watch?v=1aVIGIYXsDE• Stonewall https://www.youtube.com/watch?v=V1oqK43CED4• Time for Change https://www.youtube.com/watch?v=-rDaL2bzHac <p>Do any of the participants recognise these campaigns? What do they know about them?</p> <p>Are there any other campaigns they have heard of?</p> <p>Choose two campaigns and discuss the following questions:</p> <ul style="list-style-type: none">• What is the aim of the campaign?• What behaviours and attitudes is the campaign hoping to change?• Who is the audience?• What is your opinion of this campaign? Does it speak to you? <p>Further examples of charitable campaigns: https://microstartups.org/best-charity-marketing-campaigns/</p>
<p>What goes into creating a campaign?</p>	<p>Resources: pens, paper, post its</p> <p>Process of creating a campaign</p> <p>We are not expecting you to set up your own campaign, although you could if you wanted to! However, its useful to know the process for this to give you a greater understanding.</p> <p>The first part involves exploring a problem and finding out as much as you can about it. By doing this you will be best placed to set up a campaign. This will include.</p> <ul style="list-style-type: none">• Identifying the problem



<p>The problem</p>	<ul style="list-style-type: none">• Researching the problem• Thinking of possible solutions to the problem <p>1. Identify the Problem</p> <p>Ask participants to write down on post its issues they feel strongly about, these can be stuck up on the wall:</p> <p>Animal welfare issues might include; live export of animals, animal testing, puppy farms, pet theft, animal cruelty.</p> <p>Issues close to them (family, school friends etc); cost of living crisis, illnesses family and friends may have experienced, mental health.</p> <p>Issues we should all be aware of; environment, inequality, racism, isolation/loneliness, bereavement, health issues.</p> <p>Choose one or two examples of those provided by participants.</p> <ul style="list-style-type: none">• What is it and why is it a problem?• What created the problem?• Who has the power to change it? <p>Explain the first step in their explorer challenge is to identify something that they feel strongly about and want to change.</p> <p>The next step is to find out more about the problem by researching it. Participants may choose to do this in their own time – or they could look it up together as a group in the session.</p> <p><i>NB: When discussing different campaigns or issues/problems there could be some content which could be potentially upsetting. Makes sure to tell participants only to share what they feel comfortable with and to let them know that they should always speak to a parent, guardian or yourself if they are upset by anything.</i></p>
<p>Research</p>	<p>2. Research the problem</p> <ul style="list-style-type: none">• What is the history around the problem?• Does anyone benefit from the problem who may not want the issue resolved?• What has been done before to help with the issue and what was the outcome?• Who are the people who would be targeted to support the campaign?• Are there any organisations already working to help with the problem?
<p>Solutions</p>	<p>3. Identify solutions to the problem</p> <p>There may already be solutions to the problem. Could participants think of other solutions to the problem.</p>



How to raise awareness

The next step is to think about what you could do to raise awareness of the problem/issue.

4. Plan your campaign

Can the explorer group give any examples for different ways charitable campaigns raise awareness and the charities that have used them?

Using the list of activities below ask the participants if they can list examples of campaigns they have heard of that have used these activities? How successful were they?

- **Create and display posters** – This is often used to promote local events, you may see posters advertising open gardens, summer fetes or car boots. This could be useful to advertise a fundraising event you are holding at the centre as well information about the cause you are supporting. These can also be useful to put up (with relevant permissions if required) in the local area to attract people to the event especially those in walking distance. Think about the information that should be included (times, activities, dogs must be kept on leads etc).

You can access free templates to create posters online:

<https://app.genial.ly/editor/62c91957d7de75001c46b865>

- **Create and hand out flyers** (although you should consider if this is an environmentally friendly option) – this could be used as a above.
- **Create a post for social media.** Posts should short and ideally include an image or photo. These can include a short recording or catchy reel to highlight the cause.

Examples: <https://econsultancy.com/eight-inspiring-social-media-campaigns-from-the-charity-sector/>

<https://charitydigital.org.uk/topics/topics/the-best-of-charity-social-media-in-2020-8315>

The BHS Facebook page and Instagram both have lots of posts to look at.

- **Host a fundraising event.** Advertise it to raise awareness for the cause and create a buzz around the event. Red Nose Day and Children in Need do this on a very large scale.
- **Set yourself a challenge** (for example, attempt a world record) and set up a crowdfunding* page for sponsorship or donations in aid of a chosen charitable campaign. Examples of charitable challenges include; Rickshaw Challenge (Children in Need) and celebrity challenges completed on behalf Sports Relief e.g. David Walliams swimming the English Chanel and the Thames. You will usually see lots of people at marathons running in aid of a charity. BHS Rideathon www.bhs.org.uk/rideathon. https://www.bbc.co.uk/sportrelief/about/celeb_index.shtml



- **Run a competition online or at your centre.** Examples include; Omaze (house draws), lots of charities run raffle and prize draws and can also run charity auctions.
- **Come up with a slogan or logo for the campaign and create clothing or accessories to display it on.** Red Nose day and Children in Need are good examples of a charities which use merchandise; T-shirts, onesies, red noses and more.
- **Write a letter to your MP.** When supporting some causes it can be advantageous to write to your MP. This may include local issues like fly tipping, conservation and local community issues. Sometimes you can bring their attention to an issue they may not be aware of – or you might be supporting an ongoing issue.
<https://www.rspb.org.uk/get-involved/campaigning/meeting-your-mp/>
<https://wheelsforwellbeing.org.uk/wp-content/uploads/2019/09/Wheels-for-Wellbeing-How-to-write-a-letter-to-your-MP.pdf>
- **Create an online petition.** If you want Government to take action and consider a cause, a petition is a good way of doing this. If you get 10,000 signatures Government must provide you with a response, if you get 100,000 signatures Government will debate the issue. Most recent examples online include Gracie's Law.
<https://www.facebook.com/groups/319914999673750/>
<https://petition.parliament.uk/help>
- **Contact local media.**** You could write a letter or article to your local newspaper and see if you can get it published. You might want to tell them about a fundraising event you are doing or something you have achieved and at the same time this will raise awareness for the cause you are supporting. You might even try and contact your local radio and television stations.

**Most social media sites and crowdfunding platforms have an age limit for use of over 18, so any activity would need parental permission and support from your coach.*

***If you are doing anything on behalf of another organisation or charity always ask their permission first and ask before contacting any third parties such as media.*

**Its worth contacting a charity to see how you can help as they often have toolkits they can send out and lots of advice for how you can fundraise.*



Wrap up

Re cap	<p>What is the main aim of a campaign?</p> <p><i>Raising awareness and encouraging people to support a cause. The ultimate aim being to bring about change in order to solve or improve a problem. Fundraising is often part of campaigning.</i></p> <p>Participants could start to think about a cause they want to support and to find out more about it. They could also start to think about how they would like to raise awareness for their cause and potentially fundraise. This could be discussed at the next session.</p>
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Things to consider:

- When discussing different campaigns or issues/problems there could be some content which could be potentially upsetting. Makes sure to tell participants only to share what they feel comfortable with and to let them know that they should always speak to a parent, guardian or yourself if they are upset by anything.
- Always watch YouTube clips before showing them to participants to make sure the content is suitable.



Innovator Session 2

Introduction

Recap on campaigns from last session.

You should now know a bit more about campaigns and what they might involve. This session will focus on who to target with the campaign and how to frame the message.

Main Activity suggestions (choose the most appropriate exercises or spread them out over several sessions)

Thinking about other's perspectives

Resources: Access to a screen to watch YouTube clips, or participants could watch on their phones if available, post its, pen, paper.

Perspective

In order to frame a campaign its useful to consider other's perspectives. If you have an understanding of this, you are more likely to create a message which will appeal to them.

What is someone's perspective?

It's where you consider someone else's thoughts and feelings about something in order to see things from their perspective.

A very simple exercise to show this is to sit two people opposite each other, ask the first participant to name three things they can see in the room. Then repeat with the second participant. Ask them to switch places and simply look around them. Both people will likely respond to different objects because they are each seeing the room from their own unique perspective.

Scenarios

Resources: Scenarios written on cue cards

Considering the perspectives of others

Write some scenarios on cue cards and ask participants to work in pairs and discuss – then share with the whole group.

Scenarios could include;

Jennifer and Tom are partnered to do a school project. Jennifer did almost all the work. They have both just received an A (top grade) for the project. Suggest three different things Jennifer is thinking. Suggest three different things Tom is thinking.



Sarah and Kelly have gone to watch a horse show. Kelly has brought a lot of money to spend but Sarah has only brought money for food. Suggest three different things Kelly is thinking. Suggest three different things Sarah is thinking.

Mya and Ellie are helping at the yard. Mya finds a £10 note, Ellie says to keep it but Mya isn't sure. Suggest three different things Mya is thinking. Suggest three different things Ellie is thinking.

This exercise could be expanded to include scenarios in relation to campaign:

Sam wants to donate his birthday money to a just giving page on Facebook for a post showing a neglected pony needing veterinary care. His dad doesn't think he should. Suggest three different things Sam is thinking. Suggest three different things his dad is thinking.

Ben and Chloe have attended an open day at riding centre there is a stall raising funds for a charity with a 'mucky dip' where children can search in muck for a ticket to win a prize. Ben and Chloe want to have a go but their mum is not sure. Suggest three different things Ben and Chloe are thinking. Suggest three different things their mum is thinking.

Further perspective taking activities:

www.andnextcomesl.com/2021/05/perspective-taking-activities.html

Framing a campaign

Resources: Access to a screen to watch YouTube clips, or participants could watch on their phones if available, pens, paper.

Frame the campaign

Try to consider how people think and how you can appeal to them to support your cause.

Ask participants to think of appeals that draw on the emotions of the audience? How do they think they make the audience feel?

Ask participants which campaigns appeal to them and make them want to do something to help?

Provide some examples of campaigns and ask participants to identify who they are aimed at and how they are targeting their audience. Ask them to think about how the clip makes them feel. These could be from the list in session one or one below:

- Children in Need - a charity for children, which often targets children to fundraise and links with schools to fundraise.
www.bbcchildreninneed.co.uk/about-us/what-we-do/
www.youtube.com/watch?v=kT7MK1r037A
- RSPCA www.youtube.com/watch?v=dsnOxmp7zbM
- BHS – Look out for Laura www.youtube.com/watch?v=8vCDJOmpHfo



The message	<p>When choosing a cause to support and planning any fundraising, participants should consider the activities they are going to do, location and the types of audience. For example, if participants are running a campaign from their centre they need to think about the people who will see their campaign. Will they target horse/animal lovers, parents, general public (riding on holiday), the local community?</p> <p>Your message</p> <p>Keep this simple! Explain the problem, describe how big the issue is and present a solution. Be creative and challenge how you can communicate the issues.</p> <p>Consider who the campaign will target as the message may need adapting for different audiences.</p> <p>Can participants give examples of what their message might be?</p>
Look though an example of a campaign following the 6 steps	<p>Resources: Access to a screen to watch YouTube clips, or participants could watch on their phones if available, pens, paper.</p> <p>Example campaign</p> <p>Talk through the example below following the steps OR – Ask participants to research a campaign and talk through each step.</p> <p>The BHS have run many campaigns and one very successful campaign has been the road safety campaign Dead Slow. Take a look at Dead Slow or any of the BHS Campaigns in more detail by using the six steps in the book to see how the campaign was put together:</p> <p>Example: Dead Slow</p> <ol style="list-style-type: none">1. Identify a problem you want to change – Horses are injured and killed on the road every year. Due to the number of horse incidents reported to the BHS this appeal was launched. In 2016 a horse was killed whilst in a funeral procession, this was reported in the national press bringing wider coverage to the problem. In response the Dead Slow campaign was launched to help educate road users how to pass horses safely.2. Research the problem – BHS have a horse incident reporting database. BHS gained information from; NHS Hospital stats, Police STATS, Equine community informing us of problems. Also looked into; Lack of educational resources while taking driving lessons and Highway Code (not clear on what to do around horses).3. Come up with solutions for the problem – Solutions included: Raising awareness to all road user types via MP's, driving Instructors and any other stakeholders such as police forces. Spreading the message to all road users



including our equine community to keep us all safe and to know the responsibilities when using the roads

4. Frame your campaign – It was important to get the message across that it's not just a horse that could die from your actions, it's the rider or driver/ passenger that could be impacted. The audience is much more likely to take note when they are aware of the danger to themselves and family. 'Look out for Laura' also humanises the rider – riders are sometimes perceived as being the 'snooty upper class', but riders include all members of society – Laura is an NHS nurse.

<https://www.youtube.com/watch?v=8vCDJOmpHfo>

5. Create your message- Dead Slow campaign- A behavioural change technique was used called implementation intervention – 'If I see a horse on the road then I will- Slow down to a maximum of 10mph, Be patient: I won't sound my horn or rev my engine, Pass the horse wide and slow at least 2m if possible, and drive slowly away.'

6. Run your campaign= TV coverage BBC breakfast with all media platforms. Each year release new figures. Temporary road posters with permission of the local highways using our data if hotspots are reported via our website or Horse i app. Use of case studies – The real life stories – A positive from something negative.

How successful was this campaign?

There are now more resources produced in hazard perception training/ testing. Resources for Driving instructors provided by the BHS, NDORS (Speed awareness course) information provided by the BHS. Awarding winning campaign in 2016 from the Driving Instructors Association and PR DARE Awarded 2021. In 2018 the BHS was asked to join the Highway code stakeholders' group. In Jan 2022 the highway code way updated with clear messages using our own behavioural technique.

Other BHS Campaigns include:

- **Be Nice Say Hi** campaign for Equestrians and Cyclists
<https://www.youtube.com/watch?v=LKE9I365ans>
- **Henry the Horse** - primary schools
<https://www.bhs.org.uk/about-us/our-safety-work/henry-the-horse/>
- **Changing Lives Through Horses**
<https://www.bhs.org.uk/support-us/our-campaigns/changing-lives-through-horses/>
- **REACT Now to Beat Colic** (in collaboration with the University of Nottingham) – educating horse owners on how to prevent the risk of colic, recognise the signs of colic and react appropriately.



<https://www.bhs.org.uk/support-us/our-campaigns/react-now-to-beat-colic/>

- **Be Horse Aware** (supported by the University of Bristol) - educating members of the public on the risks of feeding/ interacting with horses without the owners permission.

<https://www.bhs.org.uk/our-work/welfare/our-campaigns/be-horse-aware>

<https://www.youtube.com/watch?v=pKdCmVb53iY>

- **Ride Out UK**

This campaign is our annual fundraising campaign which runs from May to October. It raises money for the BHS Ride Out Fund (more info at www.bhs.org.uk/rideoutfund) – the aim of the fund is to support and enable off-road access projects for equestrians. Ride Out UK is proudly supported by Horse & Country.

<https://www.youtube.com/watch?v=c-OZUEUOV9M>

There are two strands to the campaign.

- **Ride Out UK events** – these are regional events, from leisure rides, guided rides, and other fundraising events can also be organised – quizzes, bake sales, arena-based clinics/competitions. The best way to get involved with volunteering at an event is to look at what's running in the area, event listings are online at www.bhs.org.uk/rideoutuk and then to contact the Regional/National Manager to indicate availability for support.
- **Rideathon Adventure** – this is something Horse Explorers can really engage with. Sign up is free, they pledge a fundraising target and set a distance they feel they can achieve, or a stretch target to keep them motivated, and set off on their adventure.

We have a Rideathon Adventure toolkit and other resources which can be downloaded from www.bhs.org.uk/rideathon. For printed versions of the toolkit, request quantities of them, with name, address and the number required – email to access@bhs.org.uk

One of the key things for the Rideathon Adventure is that participants do not need their own horse or pony to take part. They can ride at an Approved Centre, walk (with a dog if they have one), cycle, and we even had someone paddle board it last year!



Wrap up

Re cap

Recap on what they need to consider when choosing a campaign and fundraising activity (people's perspectives, location, target audience). Participants to think about a cause they want to support and the type of activity they would like to do to support this.

At the next session they can tell everyone about the cause they have chosen. If they are working as a group they could pitch their ideas and as a group choose a cause/charity they want to support.



Explorer Challenge Innovator Session 3 onwards

Use your knowledge of campaigning to get involved with a cause you feel strongly about.

Is there a problem you would like change? Research the problem and find a charity, organisation or community group who are working to support the cause you are interested in. Contact them to see how you can help.

Alternatively, you can choose to raise awareness of an issue which is directly affecting your centre.

Choose an activity to help you raise awareness. It could be something as simple as birthday fundraiser, creating a crowdfunding page or sharing links or leaflets to the charity's appeals.

Always confirm with your coach what you are going to do before you start and get parental permission where required.

Main Activity suggestions (choose the most appropriate exercises or spread them out over several sessions)

Choosing a cause to support and activities to raise awareness/fundraise

The aim now is to choose a cause to support and plan what to do to raise awareness for the cause and fundraise (if choosing to include this).

If participants have chosen a cause they want to support they can be invited to talk about this.

If participants have chosen to work as a group they could pitch their ideas and as a group choose a cause/charity they want to support.

Resources: Pens, paper

If working as a group, participants will need to decide which cause and fundraising activities to choose.

Making a decision

When you are ready to make a decision, here are some points to help:

- List all your possible campaign and fundraising ideas and the strike off all the options that aren't workable.
- Create a list of pros and cons for the ideas left.
- Weigh up all the pros and cons for each idea. Start to cross off the ones with more negatives than positives. If you still have some to choose from rate them out 10, this should highlight the best option to you.

If participants are working individually this could be an opportunity for the group to contribute ideas to help each participant to expand their ideas if needed.



Brainstorming	<p>Resources: Pens, paper (optional - circular table with chairs)</p> <p>You can use brainstorming to help participants expand or define their ideas:</p> <p>How to run a brainstorming session</p> <p>Before running the session do some preparation to ensure the session has some structure and rules</p> <p>Rules could include; allowing participants to talk during a designated time slot, everyone should contribute at least one point per topic, no ideas should be disregarded or disrespected, everyone is encouraged to express ideas.</p> <ul style="list-style-type: none">• Each person will need to introduce the idea they want to do for their practical challenge and why they have chosen it. This should be fairly brief, for example: I would like to help X charity because... I was thinking I might organise a cake sale to raise money for the charity, but I am open to other ideas.• The group should ask questions about the idea, each participant could ask at least one question each. This will confirm the idea for activity so it is clear to everyone and could highlight any potential issues.• Ask for ideas and contributions from the group, again make sure everyone contributes. Encourage all participants to be as creative as possible with ideas, it doesn't matter if they aren't realistic – big ideas will spark creativity to enhance basic ideas.• Consider how to record ideas written bullet points, flow chart, mind map. Will someone take responsibility to record ideas or take notes? <p>Other points to consider:</p> <ul style="list-style-type: none">• Sitting in a circle or around a circular table can be beneficial can make communicating within a group easier and as the group is able to see each other easily.• Set specific timeframes for sessions, creativity and engagement is likely to dwindle if sessions go on too long. With larger groups organise several brainstorming sessions in order to cover to be able to discuss everyone's practical activity ideas and possibly hold them as part of other sessions.
Planning	<p>Resources: Pens, paper, post its</p> <p>Planning</p> <p>Once causes to support and activities have been chosen participants now need to plan their activities.</p>



- Set a date(s) – if holding an event look at the UK campaign/awareness days calendar which lists all the awareness days, weeks or months <https://www.awarenessdays.com/awareness-days-calendar/category/uk-awareness-day/>. You may want it to run to coincide with one of these. Check for other events/activities in the area or at the centre which may clash with yours.
- What facilities/resources will they need? Start to make a list.
- Ask the group to shout out or write down any tasks they can think of in relation to that event/activity. E.g. source auction or raffle items, hire a judge, source equipment needed, design a poster/social media post and write them on a sticky note
- Next decide how long each task might take e.g. sourcing items for a raffle or auction might take a few weeks to a month to contact people and hear back from them?
- Decide on the task that needs to be completed first and put that at the top of the list.
- Add the other tasks in time order to create a timeline.
- Allocate roles for each team member and discuss any roles or task that people aren't clear about.
- Write down all the tasks which will need to be completed, delegate the tasks to team members and set a completion date.

Suggestions for Explorer Challenge

- Create and display posters
- Create and hand out flyers (although you should consider if this is an environmentally friendly option)
- Create a post for social media, *you could include a short catchy reel to highlight the cause
- Host a fundraising event. Advertise it to raise awareness for the cause and create a buzz around the event. Examples could include;
 - Summer fete
 - Open day
 - Charity auction
 - Craft sale (make and sell cards or other crafts)
 - Second hand clothing sale
 - Car wash
 - Bake sale
 - Quiz
- Set yourself a challenge (for example, attempt a world record) and set up a crowdfunding* page for sponsorship or donations in aid of a chosen charitable campaign
 - Sponsored run/walk/ride
 - Rideathon <http://www.bhs.org.uk/rideathon>
- Run a competition online or at your centre
 - Raffle
 - Lottery
- Come up with a slogan or logo for the campaign and create clothing or accessories to display it on



- Write a letter to your MP
- Create an online petition
- Contact local media.** You could write a letter or article to your local newspaper or and see if you can get it published. You might want to tell them about a fundraising event you are doing or something you have achieved and at the same time this will raise awareness for the cause you are supporting. You might even try and contact your local radio and television stations.

<https://www.easyfundraising.org.uk/fundraising-ideas/#animal-charity-fundraising-ideas>

Checklist for achievement:

<ul style="list-style-type: none">• Know what campaigning is and its purpose.	<p><i>Raising awareness and encouraging people to support a cause. The ultimate aim being to bring about change in order to solve or improve a problem. Fundraising is often part of campaigning.</i></p>
<ul style="list-style-type: none">• Know the process of putting together a campaign	<p><i>Six steps; identify the problem, research the problem, come up with possible solutions, plan how to raise awareness, frame the campaign, create the message.</i></p>
<ul style="list-style-type: none">• Know some examples of activities that can be done to raise awareness of a cause	<p><i>Fundraising events, posters, social media posts, fundraising competitions, fundraising challenges, writing letters to MPs, petitions, media coverage.</i></p>
<ul style="list-style-type: none">• Know how campaigns are designed to influence others	<p><i>Campaigns are designed to target a specific audience. When framing a campaign you need to; know the audience, and think from their perspective.</i></p>
<ul style="list-style-type: none">• Identify a cause to support	<p><i>Choose a cause which means something to them and their values. May need to work together in a group to choose something all participants want to support.</i></p>
<ul style="list-style-type: none">• Find out how to best help support the cause	<p><i>Find a charity or community group already campaigning for the cause and look into how they can help. This may involve contacting the charity. If supporting a cause affecting the centre it may be useful to see if anyone else is already supporting the cause and get in contact.</i></p>
<ul style="list-style-type: none">• Raise awareness for the cause (this may also involve fundraising)	<p><i>Choose at least one activity to raise awareness (this may or may not involve fundraising)</i></p>



Things to consider

- When discussing different campaigns or issues/problems there could be some content which could be potentially upsetting. Makes sure to tell participants only to share what they feel comfortable with and to let them know that they should always speak to a parent, guardian or yourself if they are upset by anything.
- Always watch YouTube clips before showing them to participants to make sure the content is suitable.